




LAKE HILLS SCHOOL
A CENTER OF EXCELLENCE






Teaching Standards-Based Curriculum to Students with Significant Cognitive Disabilities

Robin Meyers, Principal 2012

**Lake Hills
ESE Center School**

Who are our students?



- ESE Center School for the Lake County, FL
- 180 students
- Grades PreK – 12
- Ages 3 to 22
- 100% Intellectual Disabilities
- 100% Access Points/FAA

Prevailing paradigm about disability and competence is defined by four ideas:

- Intelligence is something that can be reliably measured.
- Mental retardation is defined as low levels of intelligence.
- Students who experience mental retardation can't learn much general education content.

(Source: Jorgensen, Cheryl, Ph.D. The Least Dangerous Assumption A Challenge to Create a New Paradigm. *Disability Solutions: A publication of Creating Solutions, A Resource for Families & Others Interested in Down Syndrome & Developmental Disabilities*, Fall 2005, Volume 6, Issue 3).

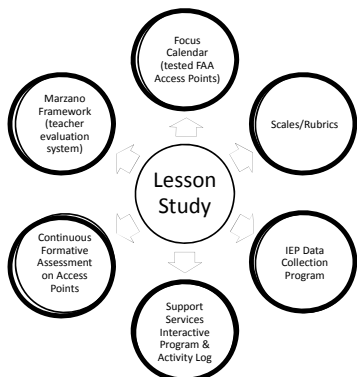
... [Regarding] intelligence and mental retardation... [there] is a body of emerging research that shows that with high expectations, good instruction, and the support of assistive and communication technology, a growing number of people labeled mentally retarded acquire literacy skills and demonstrate intelligence beyond what would have been predicted by their test results.

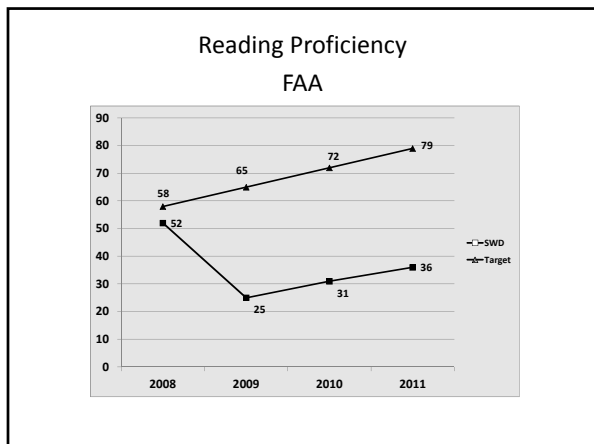
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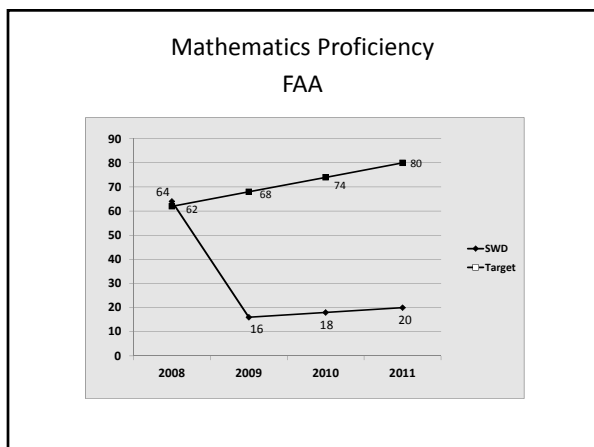
Timeline Implementing Access Points

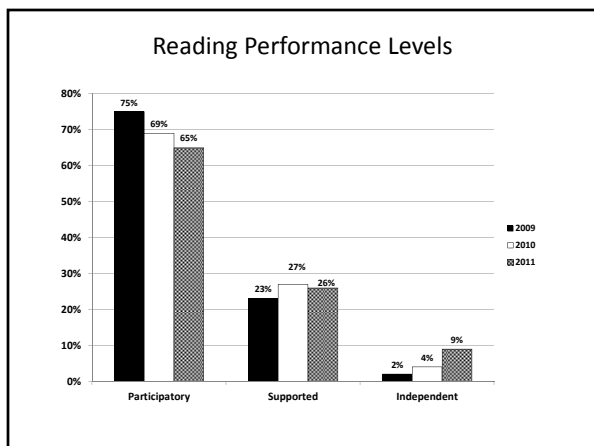
- 2008-2009 Began implementation/professional development of Access Points; developed 4-year plan for implementation of core courses
- 2009-2010 Implemented learning centers and focused on teaching strategies: scaffolding, systematic instruction, task analytic instruction, errorless teaching.

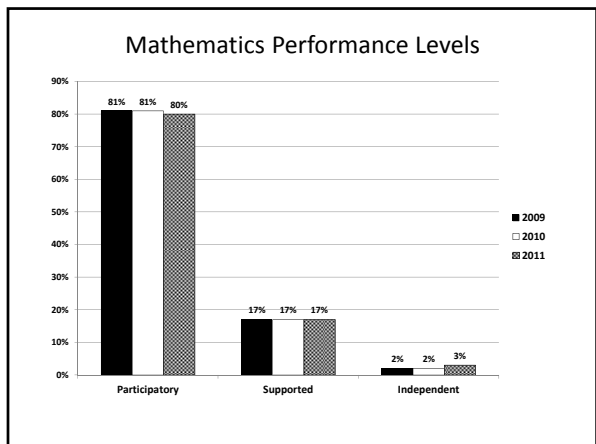
Implemented school-wide standards-based reading initiative (ELSB, PCI, Environmental Print Series).
- 2010-2011 Implemented school-wide standards-based math initiative; implemented lesson study process (identified weaknesses and developed plan of action)
- 2011-2012 Implemented school-wide standards-based science initiative; implemented Marzano Teaching Framework (teacher evaluation system); Lesson Study Process becomes foundation for teaching and learning; Implemented LS Plan of Action.

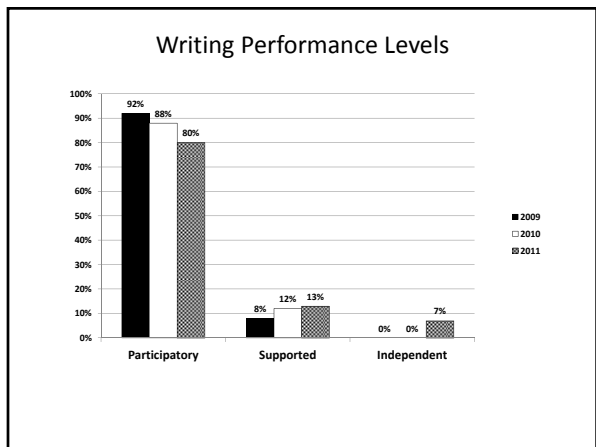


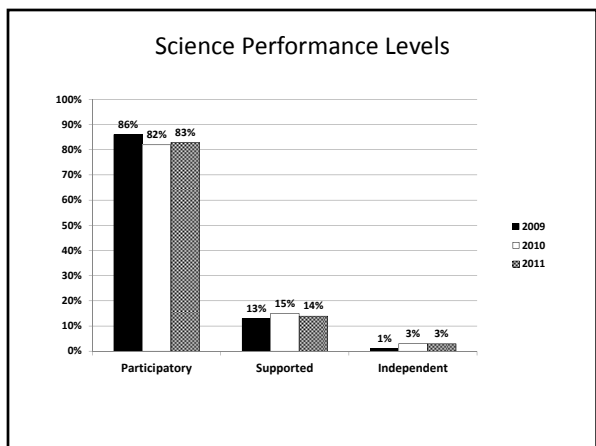


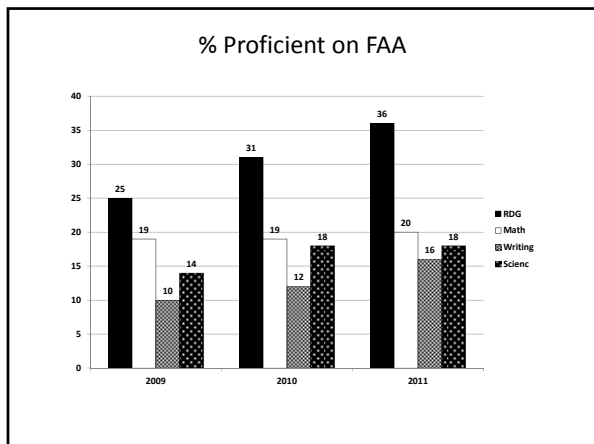


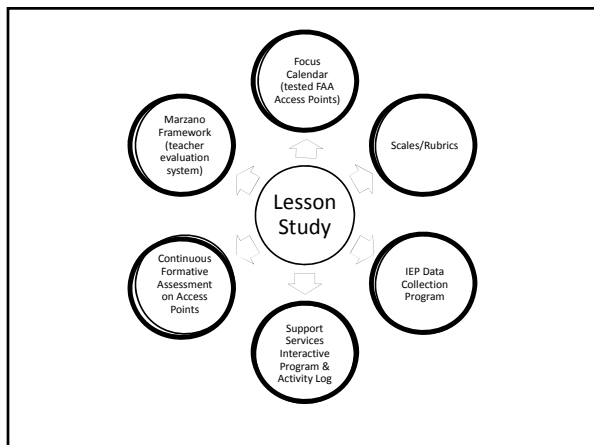












What is Lesson Study to Lake Hills School?

- *Foundation of our school culture*
- *Process to accelerate student learning*
- *Vehicle to implement state and school-based initiatives*

Lesson Study is

...a form of long-term professional development in which teams of teachers systematically and collaboratively conduct research closely tied to lessons, and then use what they learn about student thinking to become more effective instructors.

Research for Better Schools

Within a school's multi-tiered system...

...of student supports the lesson study cycle involve a group of teachers

1. collaboratively planning a standards-based lesson to support a school identified research theme;
2. implementing the lesson in a classroom;
3. collecting the observation data based on the students' responses to the instruction;
4. reflecting upon, analyzing, and discussing this data; and
5. defining next steps based upon what they have learned.

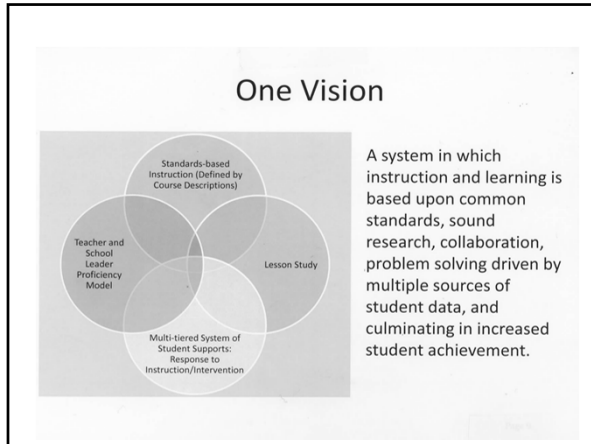
Lesson study empowers teams of teachers to engage in data-based problem-solving to accelerate student learning.

Why do Lesson Study?

Lesson Study helps us:

- Design better lessons that get students engaged in thinking
- Deepen our content knowledge
- Examine the cause and effect relationship between teaching and learning
- Discern more and less effective teaching strategies
- Become more astute observers of students
- Build supportive collegial relationships and enrich our professional lives

Developmental Studies Center



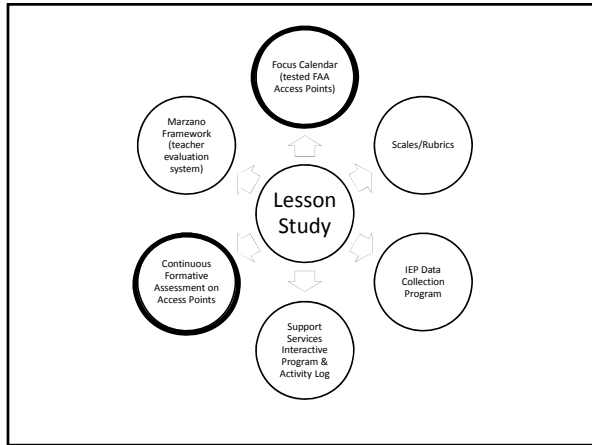
- ### Lesson Study fits with State initiatives such as:
- Florida's Continuous Improvement Model (Focus Calendars)
 - Professional Learning Communities (PLCs)
 - Problem-Solving and Response to Intervention (PS/Rtl)
 - Common Core Standards
 - Formative Assessment
 - Teacher Evaluation Models

LAKE HILLS SCHOOL - LESSON STUDY 1						
9/21/2011 - 10/26/2011						
Objective: 100% of teachers will participate in a Lesson Study Process to examine DQ 1, DQ 21, and DQ 29 of the Marzano Evaluation Model and its effects on teaching and student learning by 11/02/11.						
Focus: To improve the lesson planning process, refine instructional strategies and delivery, evaluate results, evaluate student thinking, and increase student mastery through the examination of DQ1: providing clear learning goals and scales; DQ24: noticing when students are not engaged; DQ29: demonstrating intensity and enthusiasm; and DQ 39: demonstrating value and respect for low expectancy students.						
Targeted SIF Goals: Reading						
Standards: Florida Professional Development System Evaluation Protocol Standards: 1.2.1, 2.2.1, and 3.2.1. Specifically, these standards require that the educator participates ("school-based professional learning occurs") in collaborative learning communities whose members use a cycle of continuous improvement to achieve goals that align with individual, school, and district goals for student achievement.						
Department & Teacher Names	Training Workshop	Phase I Scheduling & Planning	Phase II Teaching & Observing	Phase III Debriefing & Improving	Phase IV Re-Teaching & Reflecting (1)	Phase IV Re-Teaching & Reflecting (2)
	9/21/11	9/28/11	10/5/11	10/12/11	10/19/11	10/26/11
Elementary Kotz, Reynolds, Pubs, McLaughlin, Buylis, Abrams, Farnsworth, T. Johnson, Wood, Maestrierman, Stoddin	Time: 10:00-11:30 Location: Media Center Trainer: R. Kotz Teachers will participate in a training workshop on the Domains of the Marzano Teaching Framework that are the focus of this lesson study process.	Time: 2:00 - 3:30 Location: Life Skills Facilitator: R. Kotz	Part 1: 10:00 - 10:30 Location: Life Skills Facilitator: R. Kotz	Time: 2:00 - 3:30 Location: Life Skills Facilitator: R. Kotz	Part 1: 10:00 - 10:30 Part 2: 2:00 - 3:30 Location: Life Skills Facilitator: R. Kotz	Time: 2:00 - 3:30 Location: Life Skills Facilitator: R. Kotz
Middle School Vaicic, Patterson, Cimino, Sturdivant, Harvey, Schneider, Tammis, Working, Vigras, Davis, Holden	Time: 2:00 - 3:30 Location: PAES Lab Facilitator: S. Vaicic	Part 1: 10:00 - 10:30 Location: PAES Lab Facilitator: S. Vaicic	Time: 2:00 - 3:30 Location: PAES Lab Facilitator: S. Vaicic	Part 1: 10:00 - 10:30 Part 2: 2:00 - 3:30 Location: PAES Lab Facilitator: S. Vaicic	Time: 2:00 - 3:30 Location: PAES Lab Facilitator: S. Vaicic	Time: 2:00 - 3:30 Location: PAES Lab Facilitator: S. Vaicic
High School Mills, Meyer, Kiser, Lerner, Maragan, Fidd, Morgan, Bushard, Walker, Johnson, J. Johnson	Time: 2:00-3:30 Location: Media Center Facilitator: B. Miller	Part 1: 10:00 - 10:30 Location: Media Center Facilitator: B. Miller	Time: 2:00 - 3:30 Location: Media Center Facilitator: B. Miller	Part 1: 10:00 - 10:30 Part 2: 2:00 - 3:30 Location: Media Center Facilitator: B. Miller	Time: 2:00 - 3:30 Location: Media Center Facilitator: B. Miller	Time: 2:00 - 3:30 Location: Media Center Facilitator: B. Miller

What did we learn from our Lesson Studies?

We identified many strengths ... but focused on our weaknesses:

1. Lack of formative assessments on access points.
2. Lack of instructional strategies for teaching and learning.
3. Lack of evidence that instructional supports for learning (support services) were effectively included during instruction.
4. Lack of evidence that IEP goals were fully addressed during instruction.



Purpose for FCIM Focus Calendars:

- Collaboratively creates a roadmap for teaching, re-teaching, and assessing targeted Access Points during the academic school year.
- Places focused instruction on the tested Access Points while answering the following questions:
 - What do students need to know?
 - What do I need to teach them?
 - How much time do I need to do it?



Focus Calendars Are Not....but, They Are.....

- The Instructional Focus Calendar or FCIM calendar is not your lesson plan or scope and sequence.
- It is simply a guide that tells what objectives will be focused on during a particular week. It ensures that every concept on the state assessment will be covered in the classroom.
- It helps align the written curriculum, with the taught curriculum, with the tested curriculum. (Taken from *Closing the Achievement Gap: No Excuses* by P. Davenport and G. Anderson)
- Instructional Focus Calendar or FCIM calendar may look different at each school based on the data and the needs of the students.

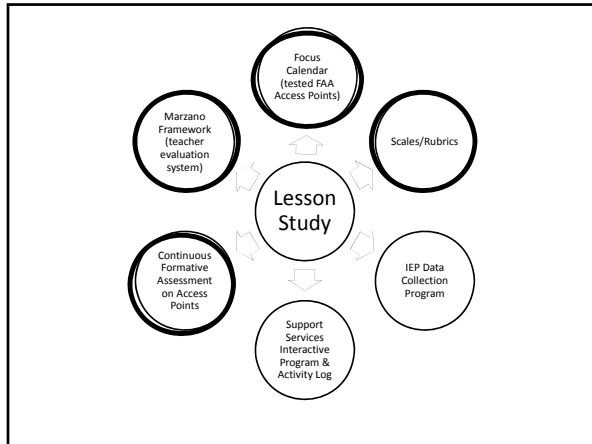
ACCESS POINTS FOCUS CALENDAR 7 TH GRADE MATH JANUARY 2013		
WEEK	ACCESS POINTS	BENCHMARKS
JAN 7-11	MA.7.S.6.Pa.a Count the objects, pictures, or symbols used in a pictograph or chart and identify total to 7 or more. MA.7.S.6.Su.a Compare data shown in a pictograph with three categories and describe which categories have the largest, smallest, or the same amount. MA.7.S.6.In.a Use data from a part of a group (sample) to make predictions regarding the whole group.	MA.7.S.6.1 Evaluate the reasonableness of a sample to determine the appropriateness of generalizations made about the population.
JAN 14-17	MA.7.S.6.Pa.a Count the objects, pictures, or symbols used in a pictograph or chart and identify total to 7 or more. MA.7.S.6.Su.b Use pictographs to display data in labeled categories and identify the number in each category. MA.7.S.6.In.b Use bar graphs to display data and describe the meaning of the data.	MA.7.S.6.2 Construct and analyze histograms, stem-and-leaf plots, and circle graphs.
JAN 22-25	MA.7.P.7.Pa.a Recognize a common cause-effect relationship. MA.7.P.7.Su.a Predict the likely outcome of a simple experiment by selecting from two choices and check to see if the prediction was correct. MA.7.P.7.In.a Predict the likely outcome of a simple experiment and conduct the experiment to determine if prediction was correct.	MA.7.P.7.1 Determine the outcome of an experiment and predict which events are likely or unlikely, and if the experiment is fair or unfair. MA.7.P.7.2 Determine, compare, and make predictions based on experimental or theoretical probability of independent or dependent events.
JAN 28 - Feb 1	MA.7.P.7.Pa.a Recognize a common cause-effect relationship. MA.7.P.7.Su.a Predict the likely outcome of a simple experiment by selecting from two choices and check to see if the prediction was correct. MA.7.P.7.In.a Predict the likely outcome of a simple experiment and conduct the experiment to determine if prediction was correct.	MA.7.P.7.1 Determine the outcome of an experiment and predict which events are likely or unlikely, and if the experiment is fair or unfair. MA.7.P.7.2 Determine, compare, and make predictions based on experimental or theoretical probability of independent or dependent events.

Focus Calendar Data Collection Program

1st 9 Weeks		Reading Focus Calendar						W1
Student Name	Access Point	M	T	W	Th	F	Average	
John C - 2nd	LA.A.2.1.2.Pa.a	1	1	1	2	1	1.20	
Suzie B - 2nd	LA.A.2.1.2.Pa.a	2	2	2	3	3	2.40	
Patrick L - 2nd	LA.A.2.1.2.Su.a	1	1	2	2	3	1.80	
Bailey M - 3rd	LA.A.3.2.1.Su.a	2	2	2	3	3	2.40	
Cindy L - 3rd	LA.A.3.2.1.Pa.a	1	1	2	2	3	1.80	
Josh N - 4th	LA.A.4.2.1.Pa.a	2	2	3	3	3	2.60	

WEEK 2		W2					
Student Name	Access Point	M	T	W	Th	F	Average
John C - 2nd	LA.A.2.1.2.Pa.a	1	2	2	2	3	2.00
Suzie B - 2nd	LA.A.2.1.2.Pa.a	2	3	3	3	4	3.00
Patrick L - 2nd	LA.A.2.1.2.Su.a	2	2	2	3	3	2.40
Bailey M - 3rd	LA.A.3.2.1.Su.a	2	3	2	2	3	2.40
Cindy L - 3rd	LA.A.3.2.1.Pa.a	1	2	2	3	3	2.20
Josh N - 4th	LA.A.4.2.1.Pa.a	2	3	3	3	3	2.80

1st 9 Weeks		Averages 1st 9 Weeks								
Student Name	Average	W1	W2	W3	W4	W5	W6	W7	W8	W9
John C - 2nd	1.60	1.20	2.00							
Suzie B - 2nd	2.70	2.40	3.00							
Patrick L - 2nd	2.10	1.80	2.40							
Bailey M - 3rd	2.40	2.40	2.40							
Cindy L - 3rd	2.00	1.80	2.20							
Josh N - 4th	2.70	2.60	2.80							



FOCUS CALENDARS

- The focus calendars are based on the Access Points tested on the Florida Alternate Assessment. The calendars are designed to focus on one access point per week in reading and in math for grades K-12 and are the targeted learning goals.

TRACKING STUDENT PROGRESS (DQ1.2)

- Facilitate tracking of student progress of reading and math learning goals by using a formative approach to assessment.
- Document formative assessments on the *Focus Calendar Data Collection Program*; this allows the teacher to chart daily progress of individual students and the entire class on learning goals.

PROVIDE CLEAR LEARNING GOAL (DQ1.1)

- Present the learning goal to students as a clear statement of knowledge or information and post the learning goal so all students can see it.
- Make reference to the learning goal throughout the lesson.

USE A SCALE RELATED TO LEARNING GOAL (DQ1.1)

- Use a scale/rubric when teaching the learning goal and make reference to the scale throughout the lesson by having students interact with the scale.
- The scale has 4 levels (1 is the lowest and 4 is the highest). Level 3 is always the targeted goal/access point based on student's level of performance (participatory, supported, or independent). Levels 1 & 2 are modified and used as steps to master level 3. Level 4 is a more complex task than the targeted goal/access point and is used to enhance and deepen their knowledge of the learning goal (DOH).

LESSON STUDY

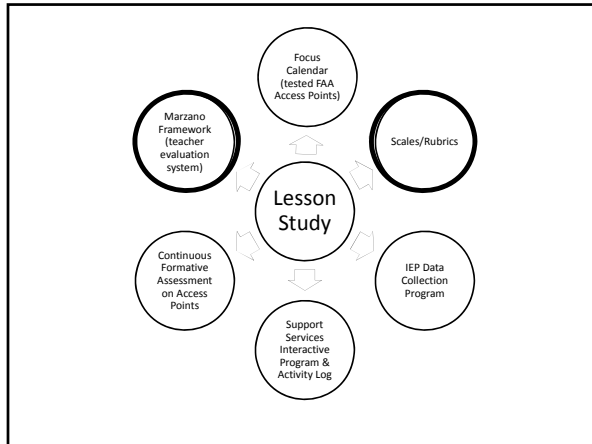
BASED ON MARZANO TEACHER EVALUATION MODEL

- Utilize the Lesson Study process as a tool to refine instructional strategies and delivery, evaluate results, evaluate student thinking, and increase student mastery by implementing the Marzano Teaching Framework.
- The Lake County School District selected 20 design questions from the four domains of the Marzano Teaching Framework as the focus of the teacher evaluation system for the 2011-2012 school year. The lesson study process focuses on 13 teaching strategies from domain 1.

STRATEGIC PLANNING : LESSON STUDIES AND TEACHER EVALUATIONS

- 27 teachers were divided into 3 lesson study groups (9 teachers per group).
- Teachers participate in a total of 4 lesson studies, 1 every nine weeks. / Teachers will be evaluated a total of 4 times; once every nine weeks.
- Each lesson study focuses on a group of design questions from domain one.
- Teacher evaluations will focus on the design questions from each lesson study.
- Training will be provided to teachers on designated design questions prior to engaging in the lesson studies and subsequent evaluations.

Lesson Study and Teacher Evaluation Schedule						
Lake Hills School 2011-2012						
	Teacher Training Marzano Framework	Phase I Scheduling/Planning	Phase II Teaching/Observing	Phase III Debriefing/Improving	Phase IV Re-Teaching/Reflecting	Phase V Reporting Form
LESSON STUDY 1						
Date	9/21/11	9/28/11	10/5/11	10/11/11	10/19/11	10/26/11
Times	2:00 - 3:30	Time: 2:00 - 3:30	10:00 - 10:30	2:00 - 3:30	10:00 - 10:30/2:00 - 3:30	2:00 - 3:30
Design Questions	DQ1: Providing clear learning goals and scales DQ2: Noticing when students are not engaged DQ29: Demonstrating intensity and enthusiasm.		DQ29: Demonstrating value and respect for low expectancy students.			
Teacher Eval. Dates	Formative: 1: October 10 - October 25					
LESSON STUDY 2						
Date	10/31	11/07/11	11/14/11	11/21/11	12/05/11	12/12/11
Times	2:00 - 3:30	Time: 2:00 - 3:30	10:00 - 10:30	2:00 - 3:30	10:00 - 10:30/2:00 - 3:30	2:00 - 3:30
Design Questions	DQ2: Tracking student progress DQ4: Establishing classroom routines DQ13: Demonstrating "Whiteness"		DQ1: Providing clear learning goals and scales DQ25: Noticing when students are not engaged DQ29: Demonstrating intensity and enthusiasm.			
Teacher Eval. Dates	Summative: 1: December 8 - December 15					
LESSON STUDY 3						
Date	2/1/12	2/8/12	2/15/12	2/22/12	2/22/12	2/29/12
Times	2:00 - 3:30	Time: 2:00 - 3:30	10:00 - 10:30	2:00 - 3:30	10:00 - 10:30/2:00 - 3:30	2:00 - 3:30
Design Questions	DQ9: Chunking content into "digestible bites" DQ11: Reflecting on learning DQ18: Displaying objectivity and control		DQ2: Tracking student progress DQ4: Establishing classroom routines DQ13: Demonstrating "Whiteness"			
Teacher Eval. Dates	Formative: 2: February 26 - March 6					
LESSON STUDY 4						
Date	3/1/12	4/01/12	4/11/12	4/18/12	4/18/12	4/25/12
Times	2:00 - 3:30	Time: 2:00 - 3:30	10:00 - 10:30	2:00 - 3:30	10:00 - 10:30/2:00 - 3:30	2:00 - 3:30
Design Questions	DQ15: Organizing students to practice and deepen knowledge DQ19: Practicing skills, strategies, and processes DQ 22: Engaging students in cognitively complex tasks involving synthesis and testing		DQ9: Chunking content into "digestible bites" DQ11: Reflecting on learning DQ18: Displaying objectivity and control DQ 29: Demonstrating value and respect for low expectancy students.			
Teacher Eval. Dates	Summative: 2: April 12 - April 26					







Scales / Rubrics

Communicate Learning Goals

- Students can understand/explain the meaning of the levels of performance articulated in the scale
- Students can understand/explain how their current activities relate to the learning goal

Formative Approach to Assessment

- Teacher can facilitate tracking of student progress on the learning goal
- Students track their individual progress on the learning goal
- Teacher charts the progress of the entire class on the learning goal during instruction
- Teacher records performance on *Academic Data Collection Excel Program* (gradebook based on scales)

Recognize common three-dimensional objects MA.K.G.2.Pa.b	
4 Identify square objects or pictures when given the name 	4 Supported MA.K.G.2.Su.b
3 Recognize three common three-dimensional objects 	3 Participatory MA.K.G.2.Pa.b
2 Recognize two common three-dimensional objects 	2 Participatory MA.K.G.2.Pa.b modified
1 Recognize one common three-dimensional object 	1 Participatory MA.K.G.2.Pa.b modified

Recognize a movement that reflects a spatial relationship such as up or down.		MA.K.G.2.Pa.c
4	Students will identify spatial relationships, including on, off, up, down. 	4 Supported MA.K.G.2.Su.e
3	Students will recognize a movement that reflects a spatial relationship such as up or down. 	3 Participatory MA.K.G.2.Pa.c
2	Students will participate in up/down hand or object movement. 	2 Participatory MA.K.G.2.Pa.c modified
1	Students will respond to movement of hands up or down. 	1 Participatory MA.K.G.2.Pa.c modified





 L.A.A.2.1.2.Su.a. Identify literary forms (e.g. picture books, rhyming poetry, fairy tales).
 L.A.A.2.1.2.Pa.a Respond to familiar literary forms (e.g. pictures, rhyming poetry, predictable text about stories).
 L.A.A.2.1.2.Pa.a Modified. Look at and listen to familiar literary forms.
 L.A.A.2.1.2.Pa.a Modified. Listen to familiar literary forms.

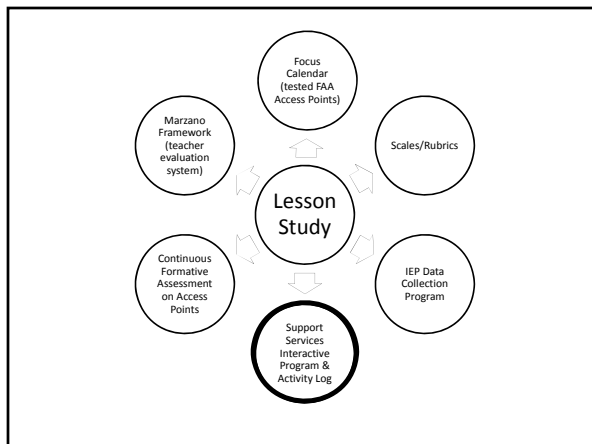
MA.7.G.2.2.Pa.b Matching 3D shapes of the same size			
4		Which 2 shapes are the same size? (cube, sphere, cone, cylinder)	MA.7.G.2.2.Pa.b: Match common three-dimensional figures that are the same size. (Modified)
3		Which 2 shapes are the same size? (cube, sphere, cone)	MA.7.G.2.2.Pa.b: Match common three-dimensional figures that are the same size.
2		Which 2 shapes are the same size? (cube, sphere)	MA.7.G.2.2.Pa.b: Match common three-dimensional figures that are the same size. (Modified)
1		Which 2 shapes are the same size? (sphere)	MA.7.G.2.2.Pa.b: Match common three-dimensional figures that are the same size. (Modified)

Level of Performance Scale MA.912.G.1.4 (12-12-11 to 12-16-11)

	<p>4 Participatory: Use lines, angles, and points to show directions to 4 places in the school.</p> <p>MA.912.G.1.P.4c Modified +</p>
	<p>3 Participatory: Use lines, angles, and points to show directions to 3 places in the school.</p> <p>MA.912.G.1.P.4c Use real-world problems involving points, lines, angles, and areas (planes) using directional and positional language.</p>
	<p>2 Participatory: Use lines, angles, and points to show directions to 2 places in the school.</p> <p>MA.912.G.1.P.4c modified</p>
	<p>1 Participatory: Use lines, angles, and points to show directions to 1 place in the school.</p> <p>MA.912.G.1.P.4c modified</p>

How am I doing?

I participated and finished all my work.	<p>high five</p> 
I participated and finished most of my work.	<p>clap hands</p> 
I participated but did not do my work.	<p>I don't know</p> 
I did not participate or do my work.	<p>I need help</p> 



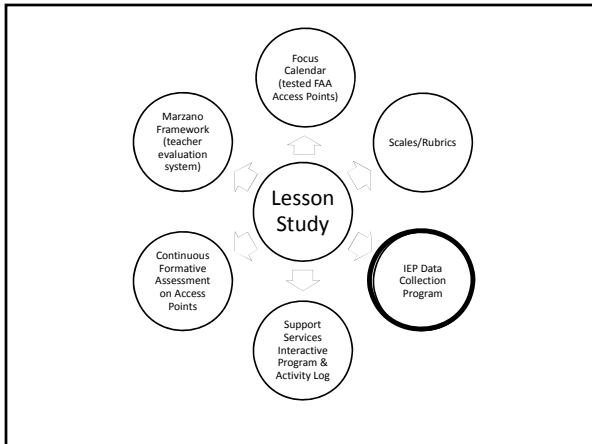
**SUPPORT SERVICES INTERACTIVE CHART
2011-2012**

STUDENT	2011-2012 Grade	TEACHER	OT	PT	SP	LG	AT	BIP	NCP	VI	DHH	IEP Exp Date	New IEP Due to Office
001	5	TALITVA	30	30	45	15	Y	Y				2/25/2011	2/10/2012
002	10	MOYER		30		30		Y				12/9/2011	11/24/2011
003	12	BOYD	30	30		60	Y			Y		11/18/2011	11/4/2011
004	1	MCLAUGHLIN	30	30		60	Y	Y				11/18/2011	11/4/2011
005	6	FAIRSERVICE	30	30		60	Y	Y				5/26/2012	5/11/2012
006	2	PATTERSON			30	30		Y				9/2/2011	8/19/2011
007	PK	RAYUS	30	30		30		Y	30	30		4/25/2012	4/11/2012
008	12	MORGAN	0				Y	Y				2/24/2012	2/10/2012
009	9	WERKING	15	0		30	Y	Y	Y			11/4/2011	10/21/2011
010	7	SCHLENKER	30	30					Y			11/23/2011	11/9/2011
011	8	CIMINO	30	0		0	Y				30	11/9/2011	10/26/2011
012	4	STURDIVANT				30		Y	Y			10/21/2011	10/7/2011
013	3	FAIRSERVICE	30	30		30						5/5/2012	4/20/2012

LEGEND: OT-Occupational Therapy; PT-Physical Therapy; SP-Speech; LG-Language; AT-Assistive Technology; BIP-Behavior Intervention Plan; NCP-Nursing Care Plan; VI-Visually Impaired; DHH-Deaf & Hard of Hearing

**FAA DATA INTERACTIVE CHART
2010 & 2011**

Student	2011-2012 Grade	Teacher	FAA 2010									FAA 2011								
			Reg	PL/R	Writing	PL/W	Math	PL/M	Sci	PL/S	Reg	PL/R	Writing	PL/W	Math	PL/M	Sci	PL/S		
001	9	HARVEY	2	28	2	35	2	34	2	35	1	16	1	23	1	16	1	16		
002	9	HUCIC	1	16	1	16	1	16	1	16	1	16	1	16	1	16	1	16		
003	6	HARVEY	1	21	1	20	2	24	N/A	N/A	1	25	N/A	N/A	2	32	1	16		
004	9	REIDT	2	40	2	31	2	32	2	32	2	31	2	29	1	24	2	28		
005	9	HARVEY	2	37	2	33	2	39	2	31	1	20	2	29	1	18	2	24		
006	5	BBEU	5	80	N/A	N/A	4	59	N/A	N/A	5	76	4	70	4	64	N/A	N/A		
007	9	BIRNER	5	74	3	56	4	59	4	70	5	78	3	57	5	79	5	78		
008	7	CIMINO	2	35	N/A	N/A	2	27	2	29	2	32	N/A	N/A	2	29	N/A	N/A		
009	6	Moyer	3	55	3	52	3	54	N/A	N/A	3	46	N/A	N/A	3	41	3	53		



Student Name:	
Teachers Name:	
Grade:	
School Year:	
Level of Independence	
Independent: Completes objective without any assistance including verbal prompting or gesturing.	5
Verbal/Visual cues: Completes/participates in objective with verbal/visual cues, including assistive or adaptive materials to help the student perform the target behavior without intervention from another individual. These aids may include cue cards, lists, calendars, schedules, etc.	4
Modeling: Completes/participates in objective with physical prompts/cues or with motor modeling.	3
Physical cues: Completes/participates in objective with physical assistance (hand over hand).	2
Resists attempts to complete objective.	1

Curriculum and Learning	WEEK 1					WEEK 2					WEEK 3					WEEK 4					WEEK 5					LP					
	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F						
Annual Goal: Eddie will utilize a word bank of site words to fill in the blank on his classroom assignments, with verbal prompts, with 70% accuracy by August 2012.																															#DIV/0!
Objective 1: Eddie will utilize a word bank of site words to fill in the blank on his classroom assignments, with verbal prompts, with 60% accuracy by February 2012.	3	3	4	4	5	4	4	3	3	3	4	4	3	4	4	3	4	4	4	3	4	4	3	4	3	3	3	4	3.68		
Objective 2: Eddie will utilize a word bank of site words to fill in the blank on his classroom assignments with verbal prompts, with 65% accuracy by May 2012.	3	4	4	4	5	4	4	5	5	3	4	4	5	4	4	4	4	4	3	4	4	4	4	3	4	4	4	4.04			

Individual Education Plan (IEP) Domains	Goal Average Across Levels of Independence				
	1	2	3	4	5
Annual Goal: Eddie will utilize a word bank of site words to fill in the blank on his classroom assignments, with verbal prompts, with 70% accuracy by August 2012.	1	2	3	4	5
Objective 1: Eddie will utilize a word bank of site words to fill in the blank on his classroom assignments, with verbal prompts, with 60% accuracy by February 2012.	1	2	3	4	5
	0.00%	0.00%	40.00%	52.00%	8.00%
Objective 2: Eddie will utilize a word bank of site words to fill in the blank on his classroom assignments with verbal prompts, with 65% accuracy by May 2012.	1	2	3	4	5
	0.00%	0.00%	16.00%	64.00%	20.00%

Lesson Plan Template

TEACHER _____ WEEK _____

LEGEND: OT=Occupational Therapy; PT=Physical Therapy; SP=Speech; LG=Language; AT=Assistive Technology; BP=Behavior Plan; NP=Nursing Care Plan; Vis=Visually Impaired; DHH=Deaf and Hard of Hearing

Time	Activity	Teacher	Parapro 1	Parapro 2	Access Points/IEP Goals	Support Services									
						Student	OT	PT	SP	LG	AT	BP	NP	DHH	

Lesson Study Research

- Foster, D., and Poppers, A. (2009). "Using Formative Assessment to Drive Learning." The Silicon Valley Mathematics Initiative: A Twelve-Year Research and Development Project. Palo Alto, CA: The NoyceFoundation.
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