

Illinois State University
Instructional Analysis for Inclusion of Students with Exceptionalities

Teacher candidates must submit a written project into their electronic portfolio that addresses each of the areas listed below. Given a specific educational setting **and lesson taught**, the teacher candidate will provide:

- I. Description of learner(s) taught:
 - A. An overall description of learners in an educational setting that includes grade level, general characteristics, socio-economic status, and diversity;
 - B. A description of learner(s) with an exceptionalities who have an Individual Education Program (IEP), 504 Plan, or other written accommodation plan(s) that includes the exceptionalities, academic performance, and socialization.

- II. Classroom Environment
 - A. A description of the physical structure of the educational setting;
 - B. A description of accommodations for learners with exceptionalities;
 - C. A description of accommodations for resource/support personnel present in the educational setting;
 - D. A rationale for the physical structure and how it promotes successful learning and positive behavior.

- III. Instruction (Complete A or B)
 - A. After identifying learners with exceptionalities, the teacher candidate will develop and implement a lesson plan that includes the following elements:
 1. An explicit description of the accommodations, modifications, and/or adaptations needed for learner(s) with exceptionalities in the educational setting;
 2. A detailed plan of the implemented lesson, including a written reflection.
 - OR-**
 - B. The teacher candidate will develop a detailed lesson plan for a given educational setting that includes a learner(s) with specific exceptionalities.

PBA Evaluation Procedure

- The teacher candidate completes all components of the project.
- A designee of the program evaluates the student's project.
- The evaluator signs the "PBA Assessment" and submits it to CECP.
 - The completed project is included in the student's electronic portfolio.

**Instructional Analysis for Inclusion of Students with Exceptionalities
Assessment Rubric**

Indicators	Requirements Not Met	Requirements Met
<i>I. Description of Learners</i>	One or more components are missing or incomplete.	Addresses all elements listed in IA and B.
<i>II. Classroom Environment</i>		
A. Description	One or more components are missing or incomplete.	Addresses all elements in II A, B, and C.
B. Rationale	Rationale is missing or doesn't support the link between the physical structure and positive student learning and behavior.	Rationale links physical structure and positive student learning and behavior.
<i>III. Instruction</i>		
1. Lesson Plan (A & B)	Lesson plan and accommodations are inappropriate or incomplete.	Reflects appropriate objectives, methodology, evaluation, and accommodations.
2. Reflection of implemented lesson (A only)	Strengths and weaknesses are not clearly defined or are inaccurate.	Explicitly identifies strengths and weaknesses of lesson and impact on student learning.
3. Reflection of implemented accommodation(s). (A only)	Strengths and weaknesses are not clearly defined or are inaccurate.	Explicitly identifies strengths and weaknesses of accommodations for the learner(s) with exceptionality.

The teacher candidate implemented the lesson plan. Yes _____ No _____

This student has successfully met all requirements of the **Instructional Analysis for Inclusion of Students with Exceptionalities**. Yes _____ No _____
