

Glossary of Terms for *Lesson Design for an Inclusive Classroom*

Collaboration: A service delivery option whereby two or more professionals share responsibility for a group of students for some or all of the school day in order to combine their expertise to meet student needs (8VAC 20-81-10 Definitions). Forms of collaboration used in schools include teaming, consultation, and co-teaching.

Concrete-Representational-Abstract (C-R-A) Approach: An approach to teaching that incorporates the following critical elements:

- Using appropriate **concrete** objects to teach particular math concept/skill (see Concrete Level of Understanding/Understanding Manipulatives – Examples of manipulatives by math concept area). Teach concrete understanding first.
- Using appropriate **drawing** techniques or appropriate **picture** representations of concrete objects (see Representational Level of Understanding/Examples of drawing solutions by math concept area). Teach representational understanding second.
- Use appropriate strategies to assist students in moving to the abstract level of understanding (i.e., equations, formulas for a particular math concept/skill).

From Math VIDS, <http://www.coedu.usf.edu/main/departments/sped/mathvids/strategies/cra.html>

Co-Teaching: A service delivery option whereby two or more professionals share responsibility for a group of students for some or all of the school day in order to combine their expertise to meet student needs (8VAC 20-81-10 Definitions).

Differentiation: Tailoring instruction to meet individual needs. Whether teachers differentiate content, process, products, or the learning environment, the use of ongoing assessment and flexible grouping are needed to make this a successful approach to instruction.

From Tomlinson, 2000, <http://www.readingrockets.org/article/what-differentiated-instruction>; Tomlinson and Parrish, 2013, <http://www.caroltomlinson.com/Presentations/Tomlinson%20ASL%20Institute%206-13%20V2.pdf>

Formative Assessment: The goal of formative assessment is to *monitor student learning* as a way to gain ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning. More specifically, formative assessments:

- Help students identify their strengths, weaknesses, and target areas that need work; and
- Help [teachers] recognize where students are struggling in order to address problems immediately.

Formative assessments are generally *low stakes*, which means that they have low or no point value toward grades. Examples of formative assessments include asking students to:

- Draw a concept map in class to represent their understanding of a topic;
- Submit one or two sentences identifying the main point of a lecture; or
- Turn in a research proposal for early feedback.

From *Whys and Hows of Assessment*,

<https://www.cmu.edu/teaching/assessment/basics/formative-summative.html>

Know-Understand-Do (KUD): What should students **know**, what should students be able to **do**, and what will students need to **understand**? (Tomlinson & Moon, 2013, <http://www.ascd.org/Publications/Books/Overview/Assessment-and-Student-Success-in-a-Differentiated-Classroom.aspx>)

Methods for intensifying instructional delivery:

- More modeling with clearer and more detailed explanations;
- More concrete learning opportunities with the use of pictures, graphics, manipulatives, or think-alouds;
- Tasks broken down into smaller steps;
- Instruction broken down into simpler segments;
- Step-by-step strategies; and/or
- Temporary support gradually reduced over time.

(Vaughn, Wanzek, Murray, & Roberts, 2012)

From the Center on Instruction, <http://www.centeroninstruction.org/intensive-interventions-for-students-struggling-in-reading-and-mathematics>

Progress Monitoring: Used to assess students’ academic performance, to quantify a student’s rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction. Progress monitoring can be implemented with individual students or an entire class.

From the Center on Response to Intervention at American Institute for Research, <http://www.rti4success.org/essential-components-rti/progress-monitoring>

Specially Designed Instruction: Adapting, as appropriate to the needs of an eligible child, the content, methodology, or delivery of instruction (34 CFR 300.39(b)(3)):

- Address the unique needs of the child that result from the child’s disability; and
- Ensure access of the child to the general curriculum, so that the child can meet the educational standards that apply to all children within the jurisdiction of the local educational agency.