Daily Lesson Plan for Special Education

Name \_\_\_\_Taylor Bauer\_\_\_\_\_\_\_ Teacher \_\_\_\_Lauren Heberling \_\_\_\_ Date\_\_\_\_03/31/20\_\_

Age/Grade Level \_\_\_High School\_\_\_\_\_\_\_\_ Subject \_\_\_\_\_Transitioning Skills\_\_\_\_\_\_\_\_\_

Introductory Information:

IEP Goals, Accommodations, Modifications:

* Student 1: ELL + Specific Learning Disability (SLD) in reading

Accommodations: Read aloud and extra time

* Student 2: SLD in Reading/writing/Math + ADHD

Accommodations: Read aloud and extra time, plus a quiet space without distractions

* Student 3: SLD in writing

Accommodations: Extra time to write plus the use of graphic organizers

* Student 4: Other Health impairment (OHI) + ADHD + SLD in writing

Accommodations: Extra time to write plus the use of graphic organizers and a quiet space to work

* Student 5: OHI + ADHD

Accommodations: Frequent breaks, and use of a quiet space to work \*Student is in advanced classes

To accommodate the extra time and frequent breaks required of multiple students, the assignments will be given with ample time for competition. Students will also have the option to contact the teacher if they feel additional time is necessary to request an extension (which is another important skill to practice for those going to college). Documents in word and google docs all have read loud features though instructions will be recorded by the teacher and posted with the materials for additional support. Graphic organizers will assist students in taking in information without the anxiety of organization. Such materials/templates will be provided should the assignment require them. In an online setting the teacher has little to no control over the environment in which the students complete their work; however, at the beginning of each the lesson the direction to find a quiet workspace will come first. The need for a consistent and distraction free workspace will also be communicated to parents through call or email. Additional ways of blocking out distractions such as closing doors, putting on headphones of making dividers will be included in the initial instructions to hopefully help students create their own least restrictive environment at home.

Standard(s) of Learning

* List Standards: This lesson is based on the framework for 21st Century Workplace Readiness Skills

Under Old Skills Skill 14 - JOB ACQUISITION AND ADVANCEMENT: Prepares to apply for a job and to seek promotion

Under New Skills Skill 12 - CAREER AND LIFE MANAGEMENT: Plans, implements, and manages personal and professional development goals related to education, career, finances, and health

* Lesson Objective(s): Students will be able to successfully navigate a professional interview composed of commonly asked questions, being able to fully complete the interview.

Pre-Lesson Components:

* Gain Attention: To alert students to the new assignment, I will send out a message on Canvas. This message will be paired with an email to the student accounts.
* Review: To activate background knowledge students will look back at their mock resumes and be asked to remember what questions they asked each other while revising their work. If the student cannot remember this activity or was absent, the student may write out questions they would ask during a peer review.
* Outcomes: Students will be able to successfully navigate a professional interview when composed of commonly asked questions fully answering all questions asked (100% completion).
* Why: Putting together a resume is a process but one with many online and tutorial supports. Performing a mock interview is something more challenging to do well. Nonetheless, most jobs have an interview portion which must go well if the candidate is to be seriously considered for a position. That said there are also many forms of interview other than face to face and given the current situation we are in a good space to practice video chat and phone call interviews as well, both of which I have performed in the past when looking for work. The students have put in the time and effort to cultivate their knowledge and skills, now they are practicing how to market them in a professional setting.

Materials:

* Instructional Resources – canvas and email
* Technology: phone, video chat, canvas and computer

Lesson Components:

* Opening - To start the lesson the rationale and directions for review will be posted and an alert will be sent from Canvas to notify students of the new lesson.
* Learning Activities – The students will start by answering review questions based on their previous resume assignment. Then students will watch a video of a good and bad interview experience. After watching the video students will post a discussion about what they think went well or poorly during the interview. After commenting on the model interviews with some ideas of what to do and what not to do, students will be given a document containing mock interview questions condensed from a pool of common interview questions. (If a student has expressed interest in working in a certain field, questions common to that type job may also be pulled for more individualization.) After answering the questions, students will be given a period of time to practice and request their interview media (phone call, video chat, or an alternative method). The instructor will conduct the mock interview for each student providing additional feedback at the end. For application, students will then flip roles and think about their instructor’s job. The students will be tasked with acting as interviewers, each posting one question they would ask their instructor if they were hiring for the position. After the instructor posts an answer, the students can respond, giving their feedback and start thinking of the interview from the employer’s perspective.
* Demonstration/Modeling

The modeling will be done by the videos. The examples will demonstrate in broad strokes what to do and not to do during their interviews.

* Key Discussion Questions

What can I do to prepare for an interview?

How can I market my skills to a potential employer?

What can I expect from an interview?

* Guided Practice

The guided practice will consist of the discussion on the videos. If students have trouble responding on the discussion board, more guidance may be given for the interview questions.

* Independent Practice/Enrichment/Extensions

Students will construct answers for a mock interview consisting of typical questions across careers. (Some students who have a better idea of what they want to do may have more questions specific to their career mixed in.) After practicing their answers and requesting their interview style/media, they will complete the mock interview. During the interview students will be encouraged to act as if it is real, but may also reference their notes, prewritten answers or resume as much as they like.

* Application

After having completed their interview, students will start to think of the interview from the employer’s perspective. Specifically, they will each contribute to a second discussion where each student may post a question, they would ask their instructor if they were being interviewed for their current job. After receiving typed answers from the instructor each student may comment on the teacher’s response and how they viewed it. This activity allows the students to consider their interviews from both the employee and employer perspectives when responding to questions.

* Evaluation of Student Performance/Assessment:
  + Informal – the weekly check-ins will serve as informal assessment. Any additional communication such as feedback after the interviews will also be used to check-in with how the student is taking in information and how they are coping with all the new changes.
  + Formative – The formative assessment will come from the first discussion where instructor can observe how well the student picked up on cues from the videos. If a student is struggling the instructor may elect to provide more direct do and Don’t material to lessen the need for deduction on the part of the student. If provided, the instructor would also follow up with the student to ensure misunderstandings and confusion had cleared before moving onto the mock interview. After their mock interview, the roll reversal activity will serve as further formative assessment. If needed a grade can be taken based on completion of the activity, but the goal is more to have students begin thinking outside their typical role to gain better insight, not to demonstrate mastery over asking interview questions.
  + Summative – The summative evaluation would be on completion of the mock interview. While consideration for the content will be covered in the individualized feedback, the purpose of the exercise is to get practice and work through mistakes, so the only fair way to grade this type of activity to ensure students give their all without fearing failure is to take it as a completion grade.

Closure

Reflection on Performance:(Completed with University Supervisor through discussion or writings)

* What went well and why?
* What would you change and how?

Video Links

Good Interview: <https://www.youtube.com/watch?v=SieNfciN274>

Bad Interview: <https://www.youtube.com/watch?v=_3Rii8wfHYY>

Low Technology Alternatives:

For students without access to Canvas, the instructions/assignments will be sent home in weekly bundles. Communication will take place either through the exchange of notes or by phone depending on the circumstances of the student. The video examples can be replaced with scripts/storyboards of the interactions for the student to review. For the discussion portion, the student will be sent printed copies of their classmate’s responses for their reference. The student will also relay their post for the discussion to the instructor who can post their entry for them. This process will be used for both discussion board activities. For the mock interview, the student will receive a hard copy of the questions with ample space to handwrite answers. The interview itself will either be arranged by phone (ideally) or may be completed with a guardian at home. In this case the guardian would be given the questions to ask and the student would respond just as it would work with the instructor. Additional directions can be sent home for the stand-in interviewer if this path is chosen. At the end the guardian would sign off on the student answer sheet to alert the instructor to the completion of the activity. The top sheet of the bundle will contain instructions for guardians based on services the student typically receives at school and can be provided for at home such as read aloud, dictation, breaks, and a quiet study space. Should the guardian be unable to complete a task such as read aloud the student will have the option to arrange a phone conversation where the teacher can read off the information over the phone to the student. If available, recording device may also be sent back and forth with instructions prerecorded. An accompanying guide can list times for specific sections of the work for ease of use.