

TILTed Assignment Written Instructions

Descriptions of the six step-by-step explicit instruction for the TILTed Assignment are below.

Step 1: Pre-assessment on the present level of performance

Teacher candidates complete a survey that solicits their current understanding of key concepts in the lesson plan adaptation project. Candidates are asked not to refer to other sources (e.g., internet source), but simply share what they know about each concept by solely relying on their own current knowledge and understanding.

Step 2: Warm-up activity using a real and relevant situation

(Whole class discussion)

Using their knowledge about the characteristics of students with disabilities, principles of effective instructional tools, teaching techniques, content adaptation strategies, the SAALE model (socioemotional, physical, behavioral, teaching, and grading environments), and the TILTed assignment guideline/template, teacher candidates share the classes they take, evaluate the effectiveness of the classroom environments in our PFW classes, discuss the influences of these environments on their learning, review scholarly publications on classroom learning environments, and propose adaptation suggestions for classes at Purdue University Fort Wayne.

Step 3: Guided practice, small-group activities

Guided practices include “chunking”, which is breaking a big task into manageable chunks (multiple small tasks). Teacher candidates are assigned to small groups with similar disability categories of hypothetical students (e.g., Visual Impairment) and collaboratively carry out four manageable discussion tasks:

- 1st Discussion: Develop a case scenario of one hypothetical student with a disability and development of learning environment
- 2nd Discussion: Assess the quality of the scripted and completed lesson plan for the hypothetical student with a disability
- 3rd Discussion: Adapt the scripted lesson plan for the teaching environment for the hypothetical student with a disability
- 4th Discussion: Adapt the scripted lesson plan for grading/evaluation environment for the hypothetical student with a disability

Step 4: Independent practice and peer review for drafting and progress monitoring

After small groups develop one hypothetical student case through the 4-week-long small-group activities, each student independently starts developing two additional hypothetical case scenarios by following the TILTed assignment guidelines and then engage in peer reviews. Teacher candidates have an option to use or not use the result of the small-group activities. For the peer reviews, candidates first upload their draft project in a designated assignment submission link in Brightspace, then review their classmates' drafts, and provide written feedback on at least two class members' drafts.

Step 5: Post-assessment: TILTed lesson plan adaptation project report

The final version of the TILTed lesson plan adaptation project is submitted after making appropriate revisions based on peer comments as well as comments from the instructor (me) on their drafts.

Step 6: Presentation and Role Play

In individual presentations, teacher candidates role-play as if they are elementary school teachers in an Individualized Education Plan (IEP) case conference and it is their turn to share their observation of a student with a disability and adaptation strategies for the student in their general education classroom. Each teacher candidate is given the freedom to choose one of the three case scenarios for presentation purposes. A description and adaptation suggestions for the selected hypothetical student with a disability are presented. Their classmates act as other participants in an IEP case conference meeting and ask questions or request clarification.