

SHORTWOOD TEACHERS' COLLEGE
EDUCATION DEPARTMENT

Teaching Children with Special Needs in General Education Classrooms Assignment 2: Individual Portfolio (60%)

Create an individual portfolio with each of the following sections addressed:

- 1. Section A – An advanced Glossary of ten (10) terms related to the area of exceptionality** **(20 marks)**
 - Define each term using credible supporting sources.
 - Each definition is to be followed by an explanation **and** an example demonstrating your understanding the terms.
- 2. Section B - Directory of Services** **(10 marks)**
 - A directory of **five (5)** local agencies/organizations that cater to the needs of persons with exceptionalities.
- 3. Section C – Learner Profile** **(5 marks)**
 - A learner profile with brief summary of the student's background information including the type of exceptionality, two areas of learning strengths, learning style and a justification of the learning need.
- 4. Section D - One (1) Differentiated Lesson Plan (using any two components)** **(20 marks)**
 - Create a differentiated lesson plan that addresses the needs of the student with exceptionality identified in Section C. The plan should be differentiated through:
 - 1) Process (Methods of Instruction)**
 - 2) Product (Assessment)**
 - 3) Content**
 - 4) Environment**
- 5. Section G - Reflection (This is not a class report)** **(6 marks)**
 - Provide a **three (3)** page reflection on the impact of the course on you personally and professionally. It should speak to what new learning and insights you have garnered from your engagement in the course, your application of the knowledge gained and how the information will inform your views /future practices based on your role as a facilitator in the inclusive classroom.
- 7. Language and Organization** **(6 marks)**
- 8. Reference** **(4 marks)**

Teaching Children with Special Needs in General Education Classrooms

Assignment 2: Rubric for Individual Portfolio (60 marks)

Criteria	19-20 marks	15-18 marks	09-14 marks	0-8 mark
Glossary of Terms	Ten (10) terms are clearly defined. The terms are relevant and supported by credible sources. The explanation and example used for each term illustrates a clear understanding.	Eight (8) to nine (9) terms are defined. The terms are relevant and supported by credible sources. The explanation and example used for each term illustrates an understanding. There are, however, issues with clarity.	Five (5) to Seven (7) terms are defined. The terms are relevant but not all are supported by credible sources. The explanation and example used for each term illustrates limited understanding.	Less than five (5) terms are defined. Definitions are inadequately done and sources used are not always credible. The explanation and example used for each term illustrates little or no understanding. Or Five (5) terms are defined but the definitions and explanations are inadequately done and sources used are not always credible. Understanding is limited.
	9-10 marks	7-8 marks	4-6 marks	0-3 marks
Directory of Agencies or Organizations	Five (5) local agencies/ organizations listed. Details include: age catered to, address, services offered, contact information.	Four (4) local agencies/ organizations listed. Details include: age catered to, address, services offered, contact information.	Three (3) local agencies/ organizations listed. Details include: age catered to, address, services offered, contact information.	There are less than three (3) local agencies/ organizations listed. Details are missing in one or more areas.
	5 marks	3-4 marks	2 marks	0-1 mark
Learner Profile	The profile sufficiently addresses ALL areas: background summary, type of exceptionality, two (2) areas of learning strengths, the learning style and one (1) justification for the learning need.	The profile satisfactorily addresses two (2) areas, including one (1) justification for the learning need.	The profile inadequately addresses two (2) or more areas.	The profile inadequately addresses one (1) area.
	15-20	10-14	6-10	0-5
Differentiated Lesson Plan	The plan includes the objectives, content and methods. The objectives clearly inform the plan. The plan clearly differentiates in two selected ways and thoroughly addresses the needs of the student with exceptionality.	The plan includes the objectives, content and methods. The objectives inform the plan. The lesson differentiates in two selected ways and addresses the needs of the student with exceptionality. There are issues with depth and clarity.	The plan has three of the main elements. The objectives do not consistently inform the plan. The lesson differentiates in one selected way and addresses the needs of the student with exceptionality. There are issues with depth and clarity.	The plan has the elements. The objectives do not inform the plan. The lesson differentiates in one selected way and does not always address the needs of the student with exceptionality. There are issues with depth and clarity.

	11-14 marks	8-10	4-7	0-3
Reflection	The reflection thorough addresses one (1) impact of the course on personal growth and one (1) on professional growth. The reflection thoroughly and clearly highlights two (2) actions to be taken in the application of new knowledge learned in the course and changing perceptions relating to the role of facilitator in an inclusive classroom.	The reflection satisfactorily addresses one (1) impact of the course on personal and one (1) on professional growth. The reflection adequately highlights two (2) actions to be taken in the application new knowledge and changing perceptions relating to the role of facilitator in an inclusive classroom.	The reflection thoroughly addresses one (1) impact of the course on personal growth or one (1) impact on professional growth. The reflection highlights <u>one</u> (1) action to be taken in the application of new knowledge and changing perceptions relating to the role as a facilitator in an inclusive classroom. There are issues with details and clarity.	The reflection satisfactorily addresses one (1) impact on personal growth or one (1) on professional growth. It does not highlight an action to be taken in the application of new knowledge learned and changing perceptions relating to the role as a facilitator in an inclusive classroom.
	8-10 marks	4-7 marks	2-3 marks	½- 1 mark
Language and Organization	Work is well written and organized. The student consistently spells and uses grammar and punctuation correctly. Language errors are negligible and do not detract from the overall presentation.	Work is well written and organized. The student spells and uses grammar and punctuation correctly. Five (5) to eight (8) language errors are noted and noticeably detract from the overall presentation.	Work is adequately written. Greater organization is needed. Nine (9) to ten (10) language errors are noted that affect the overall presentation.	Work is not well written or organized. More than ten (10) language errors are noted and these affect the overall presentation.
	4 marks	3 marks	2 marks	1 mark
References	At least four (4) credible supporting sources are correctly cited in the body of the text and referenced. This does not include sources in Glossary. All sources adhere to APA format.	At least three (3) additional supporting sources are correctly cited in the body of the text and referenced. This does not include sources in Glossary. All sources adhere to APA format.	At least two (2) additional supporting sources are correctly cited in the body of the text and referenced. This does not include sources in Glossary. All sources adhere to APA format.	At least one (1) additional supporting source is correctly cited in the body of the text and referenced. This does not include sources in Glossary. All sources adhere to APA format.

Comments: _____
