



Indicator Explanation



DOMAIN	EFFECTIVE PRACTICE	INDICATOR
Instruction	Provide rigorous evidence-based instruction	3B.5 Teachers include accommodations and/or modifications in their lessons to ensure all students have access to the instructional program.

Lesson planning is essential to good instruction. When a lesson is planned, teachers should be able to identify the objective of the lesson, what students will be expected to be able to do as a result of the lesson, and how they will measure mastery of the objective. However, not all students may be able to achieve that mastery without accommodations or modifications. Adaptations just as how instruction is delivered or adjusting the amount of time a student might need to complete an assignment, for example. It could mean that the physical space of the room needs to be altered in order to accommodate a student's needs. "Adaptations should be made for individual students based on their specific learning needs and should be based on their strengths as well as their weaknesses" (Darrow, 2008).

Teachers, as they plan their lesson, should be prepared for those students who are on target for learning (students are ready for this objective to be taught because they have the prior knowledge necessary to build on), need enhancements (students are already familiar with this objective and need something extra to keep them engaged and learning), and students who will need reinforcement of prior concepts to be ready for this objective. All of this is part of the planning of the lesson to ensure all students can reach mastery. For students who have other special needs, then adaptations need to be planned in order to ensure all students are learning:

Adaptations are teaching and assessment strategies especially designed to accommodate a student's needs so he or she can achieve the learning outcomes of the subject or course and demonstrate mastery of concepts. Essentially, adaptations are "best practice" in teaching. A student working on learning outcomes may be supported through use of adaptations. Adaptations do not represent unfair advantages to students. In fact, the opposite could be true. If appropriate adaptations are not used, students could be unfairly penalized for having learning differences, creating serious negative impacts to their achievement and self-concept (British Columbia Ministry of Education, 2011, p. V in McGhie-Richmond, & Sung, n.d.)

The purpose of education is to teach all students to reach their highest level of achievement. In order to accomplish this, teachers must be intentional in how they plan each lesson in order to provide instruction that meets the needs of their individual students.



Accommodations, according to Dr. Lindy Crawford can include adjustments made to timing (extended time), flexible scheduling, presenting the material in a different format, the setting for completing a task or taking a test, and response accommodations such as allowing a student to respond orally rather than written. The learning target is the same, but how the student demonstrates that learning may be altered. Modifications, however, affect the target of the learning. Performance expectations may be lowered, or the number of items or complexity of the items may be altered (Crawford, 2013). The goal of both, however, is for the student to be able to learn without impediment and to demonstrate what they have learned.

References

- Crawford, L. (2013). *Accommodations vs. modifications: What's the difference?* National Center for Learning Disabilities. Accommodations vs. Modifications | Student Disabilities (perkinselearning.org)
- Darrow, A. (2008) Adaptations in the classroom: Accommodations and modifications, Part 2. *General Music Today*, 21(3), 32-34.
- McGhie-Richmond, D., & Sung, A. N. (n.d.) *Applying Universal Design for learning to instructional lesson planning*. 9-1 McGhie-Richmond & Sung (ed.gov)