

This class is one in a sequence of 1 hour seminar classes designed for the Master's students in the Transition Coordinator program. There are 15 students in the class and we meet at 2pm on Friday afternoons. Prior to teaching the class, I spent time talking with Dr. McMahan about what she wanted students to take away when the lesson was done. Because the lesson is specific to the course work, we identified important aspects of the lesson that were important for the students to learn. The first was that they would understand how to use the Woodcock Johnson Achievement Test III. Second, that they would understand the accommodations that are permissible in administering this assessment to students with disabilities.

Goal of today's lesson: teach students how to administer the Woodcock Johnson Achievement Test III and how it can be modified for a population of students with cognitive disabilities.

At the end of the lesson I hope students know:

- what the Woodcock Johnson Achievement Test is used for
- how it is used
- why it can be used
- how they can modify this assessment to accommodate the needs of students with cognitive disabilities.

The nature of this subject matter is somewhat convergent so instruction is limited to learning how to use the Woodcock Johnson Achievement Test III and how to provide accommodations for students with disabilities on this particular assessment.

Because this class is taught mid Friday afternoon, it's important to establish a rapport with students. As Fink suggests, it is important to establish an open and accepting atmosphere within the classroom. I did this by acknowledging the fact that Friday afternoon classes are rough! I asked students how their week was and we discussed some of their concerns from the week and some of the issues that came up in working with their students with disabilities. I then directed the discussion toward our 'topic' of the day and the general atmosphere seemed to be one of wanting to learn more about the Woodcock Johnson Achievement Test III. I think just taking a few minutes to show students that I care about them, made them feel connected to the lesson and provided an atmosphere of caring, as Fink suggests.

In order to build unity, I introduced the topic of the lesson then used preliminary questioning as an informative pretest to establish the student's knowledge of the topic. This also helped me determine what foundational knowledge I needed to convey at the beginning of the lesson. I discovered that approximately half of the students were familiar with the Woodcock Johnson Achievement Test III but they had never used it in a testing situation before. The preliminary questioning made me realize that I didn't need to spend as much time on establishing foundational knowledge as I previously thought. I planned on using a YouTube video to supplement my power point to highlight key points about the Woodcock Johnson Achievement Test III. I briefly elaborated on each point and asked for additional comments and discussion

from the students. Those who had prior experience contributed valuable information for the rest. This allowed for the discussions to focus on questions the students had about administering this test.

After providing a framework for the topic, the purpose of instruction was clarified and students participated in self-selected small group activities to promote integration of the knowledge learned. According to Fink, first students have to learn about the subjects being connected then they need the opportunity to make the connections. The first group activity was spent exploring all of the components of the Woodcock Johnson assessment bag/ toolkit! The bag contains 3 testing manuals, scoring sheets and the actual testing tools. Each group was asked to look through the bag and explore all of the materials that are provided for testing so they could be familiar with all of the components. They previewed all of the subtests of the Woodcock Johnson Achievement Test III and worked in small groups to identify subtests that might require accommodations. Each small group brainstormed a collective list of accommodations that they thought would be appropriate to use for students with disabilities.

We reconvened as a large group to discuss the findings of each small group. There were some interesting discussions about how they felt some of the subtests could be accommodated. We referred back to the instruction book that contains specific directions for administering this test to students for students with disabilities then each small group evaluated their suggestions against the directions in the testing manual. They arrived at the conclusion that prior to any testing it would be prudent to review the directions in the manual!

Next, I asked the students to break into groups of two. This part of the lesson was actual student engagement in using the Woodcock Johnson Achievement Test. Students applied what they learned by choosing 2-3 subtests to give to their partner then they switched roles so that each person could have the experience of giving part of the test as well as taking part of the test. This was an important part of the learning experience. According to Fink, this application process is important for students in developing an important skill. By allowing students to engage in a “doing” activity, it allows them to practice the goal of the learning.

The last 10 minutes of class we reconvened and discussed their experiences. Overall students determined that although the learning experience was ‘fun’, it’s harder to give this test than they thought. They all stated that they would like more time practicing how to administer this test. Our final activity involved some ‘practical thinking’ and provided for the ‘human dimension’ as Fink calls it. I asked the students to think about their own students with disabilities. I asked them to think of one in particular and try to put themselves into their students “shoes” for a minute. I asked them to imagine the testing scenario and think about what accommodations they would need to do in order to properly assess their student with disabilities. We wrapped up the learning experience with a discussion of how they would accommodate their students and why these accommodations are important. We also discussed the value of the assessment results and how this can provide valuable information about our students in determining

appropriate IEP's and classroom placement. The whole class engaged in a wrap up discussion in order to address any final questions and emphasize key points of the lesson.

Overall I think this lesson went pretty well. Two problems for this lesson were: not enough time and an uncooperative internet connection! I tried to incorporate at least 3 of Fink's suggestions for creating a significant learning experience. I believe the students were interested and actively engaged through the facilitation session because of the time we spent connecting at the start. I also used an informal pretest to establish what I needed to convey for foundational knowledge. I thought this was important because it's challenging to engage students on a Friday afternoon, so I didn't want them to lose interest by reteaching them information they already knew. I had a Youtube video that I was going to use to provide foundational information about the Woodcock Johnson Achievement Test however I couldn't get it to connect when I needed it so I was glad that I had my power point for backup!

I incorporated small group activities because it was important that students practice administering the Woodcock Johnson Achievement test. I don't think they had enough time to practice this part of the lesson. Although it simulates a real life situation, it's important that they learn how to administer this test properly. I could not find any videos that model how to administer this test with accommodations. I think for a follow up lesson, I will create a video to show students how to do this. I would like to have students observe me administering the test with modifications to several of our students with disabilities. I also want to give them the opportunity to administer the test, in a supervised situation, to some of our students with disabilities.

Although I included some self-evaluation and reflection as part of the lesson, I feel that I should have allowed more time for discussion. One of the principles of adult learning I've found in my research is to allow time for response and reflection. Longer periods of time produce better responses. I felt that this lesson was rushed because there was so much to do in a short amount of time. I think several more lessons would provide the students with the knowledge and experience they need to feel comfortable administering the Woodcock Johnson Achievement test.