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Curriculum Design

Evaluation Strategy

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**Accommodations in the Inclusive Classroom**

**EVALUATION STRATEGY**

Both formative and summative assessments will be used to identify the strengths and weaknesses of this curriculum. The special education coordinator will conduct most of the evaluations concerning the accommodations curriculum in the first year and subsequent years. In order to fully determine the effectiveness of this curriculum, regular and special education teachers, administrators, students, and parents will have a smaller role in this evaluation process as well.

One formative evaluation will involve the special education coordinator utilizing pre- and post-assessment surveys to measure what educators already know about accommodations, what they want to learn more about, and the attitudes towards providing accommodations to students in the inclusive classroom. Following the professional development program, a second survey could be administered to determine what changes were made in relation to knowledge gained and comfort level of educators.

Another formative evaluation strategy will involve the special education coordinator attending training sessions to keep up with new policies and procedures related to students with disabilities. If changes in mandates or policies and procedures occur, then the curriculum will need to be slightly altered, so it remains valid.

The last formative evaluation strategies conducted by the special education coordinator and principals will include using observations, interviews, and student work to help interpret the data gathered. Teachers will be evaluated during classroom observations focusing on how they make accommodations in the classroom. Students can also be observed to assess if the concepts learned by educators are having a positive effect on student achievement. Also, performance based assessments (student work samples and classroom & statewide assessments) can be used to conclude if the accommodations curriculum is effective. Last, teachers, parents, and students will be interviewed to get their opinions on how accommodation usage/selection/evaluation is working.

The summative evaluation will consist of comparing this curriculum to other professional development curriculum which focuses on accommodations that is made available to educators. Another method will be the continued use of conducting pre- and post-assessment surveys for a period of three to five years. Data needs to be collected over this extended period of time to determine whether this curriculum should be continued or modified in order to prepare teachers for the 21st century.