Course Title and Number: SHS 496 Student Teaching with Students who are Deaf and Hard of Hearing

Course Credit Hours: 6.00

Catalog Description: Teaching experiences with pupils who are deaf and hard of hearing under the supervision of a certified teacher of the deaf and University coordinator.

Prerequisites: Completion of all undergraduate studies in the Education of the Deaf program. Students who have completed all degree course work and are in good standing.

Professor of Record: Dr. Kelly K. Metz

- Office Location: JBG, Room 117
- Office Hours: Tuesdays, 12:00 PM – 2:00 PM, and other times by appointment
- Telephone: 601-266-6245
- Fax: 601-266-5224
- Email Address: kelly.metz@usm.edu

Format of Course: 7 week field experience.

Class Days, Times, Location: Teacher Candidates follow the schedule of the cooperating school.

Drop Date: The last day to drop the course without academic penalty is April 21, 2017

Required Texts:
Students should become familiar with the curricula and teacher’s manuals used at their cooperating schools; other than that there is no required textbook for this course; however students are encouraged to obtain the following resources if they do not already have them:


Required Technology:
Candidates must use technology in delivering instruction, including but not limited to media, video, online sources to
support instruction and specific technology that may be available at the cooperating school such as Smart Boards or iPads. Additionally the candidate must demonstrate competency in troubleshooting assistive hearing technology devices and use of visual supports for learning.

**Accreditation Statement:**
The USM Education of the Deaf program is fully accredited by the Council on Education of the Deaf (CED) and the Council for Exceptional Children, CEC as well as the National Council for the Accreditation of Teacher Education, now called CEAP (formerly NCATE).

**Background Check Statement:**
Each Southern Miss student who applies for admission to a teacher education program must undergo a background check when applying for the Gold Card. Students who pass the background check process will be issued a background check badge and considered eligible for admission to teacher education pending satisfaction of other admission requirements.

**Tk20 Notification Statement:**
The Professional Education policy at Southern Miss requires all teacher education candidates to subscribe to the Tk20 Assessment System, an electronic portfolio and storage system for candidates which tracks, stores, retrieves, and analyzes candidate data to maintain program excellence. The subscription will be active for seven (7) years from the date of purchase. Two options for payment are: 1. A one-time subscription rate of $100 payable through the Tk20 website (https:usm.tk20.com); 2. The purchase of an access kit from the University Bookstore for $130. The subscription will be active for seven (7) years from the date of purchase.

**Course Goals:**
The Council on Education of the Deaf, (CEC-CED, 2013), student teacher of the deaf national standards addressed in this course can be found in brackets next to each goal.

1. To give the student first-hand experiences teaching students who are deaf and hard of hearing (DHH1K1, DHH1K2, DHH1K3, DHH1K5, DHH1K6, DHH1K7, DHH1K8, DHH2S2, DHH2S3, DHH2S4, DHH2S5, DHH3S1, DHH3S2, DHH4S1, DHH4S3, DHH5K1, DHH5S2, DHH5S3, DHH5S4, DHH5S5, DHH5S6, DHH5S7, DHH5S8, DHH5S9, DHH6K1).
2. To give the student the opportunity to develop the professional deportment of a teacher (DHH6K2, DHH6K3, DHH6S2, DHH7K1, DHH7S1).
3. To give the student an understanding of the diversity and individuality among deaf and hard-of-hearing individuals including those from different cultural groups (DHH1K3, DHH1K4, DHH2K1, DHH6S3, DHH6S4, DHH6K5, DHH6K6, DHH6K7, DHH7S1).
4. To give the student the opportunity to assist in the development and implementation of an Individual Educational Plan (IEP) (DHH1K3, DHH3S1, DHH3S2, DHH1K4, DHH4S1, DHH4S2, DHH4S3, DHH5S4, DHH5S6).
5. To give the student the opportunity to see the implementations of No Child Left Behind in a program for students who are deaf and hard of hearing (DHH4K1, DHH4S1, DHH4S2, DHH4S3, DHH6K2).
6. To give the student an understanding of how individual teacher and school planning relates to the broader goals of the district, state, and federal agencies (DHH6K2, DHH6K3, DHH7K1, DHH7S1).
7. To give the student opportunities to incorporate a constructivist approach in planning and demonstrate a constructivist, active learning approach in teaching. Active learning is expected (DHH2S1, DHH2S2, DHH2S4, DHH2S5, DHH5K1, DHH5S21, DHH5S8, DHH5S9, DHH5S10).
8. To give the student opportunities to develop their communication skills and become more sensitive to the communication differences across persons who are deaf (DHH1K9, DHH2K1, DHH2S3, DHH5S7, DHH5S4, DHH5S5, DHH6S1).
9. To give the student opportunities to utilize the vast information available on the Internet and on software in both planning lessons and activities and for direct student utilization in classroom activities (DHH1K1, DHH2S5, DHH5K1, DHH5S5).
10. To exhibit appropriate interpersonal skills among supervisors, colleagues and students (DHH2S1, DHH2S3, DHH2S4, DHH3S1, DHH6K1, DHH6K2, DHH6K3, DHH7K1).

Instructional Strategies:
- Supervised student teaching experiences in the field.
- Professional seminars and meetings
- Conferences with the University Coordinator and Mentor Teacher

Candidate Learning Outcomes from Course:
[CEC-CED standards correlated with each learning outcome are listed in brackets.] (Interstate Teacher Assessment and Support Consortium - InTASC - standards have been placed in parenthesis next to the relevant learner outcomes.) Through completion of an internship as a teacher of the deaf and hard of hearing, the teacher candidate will:

1. Design and implement educational lessons appropriate for the learners including lessons developed with Internet and other technology resources. [DHH1K1, DHH1K2, DHH1K3, DHH1K4, DHH1K5, DHH1K6, DHH1K7, DHH1K8, DHH2S2, DHH2S3, DHH2S4, DHH2S5, DHH3S1, DHH3S2, DHH4S1, DHH4S3, DHH5K1, DHH5S2, DHH5S3, DHH5S4, DHH5S5, DHH5S6, DHH5S7, DHH5S8, DHH5S9, DHH6K1, DHH6K2, DHH6K3, DHH6S2, DHH7K1, DHH7S1, DHH2K1, DHH6S3, DHH6S4, DHH6K5, DHH6K6, DHH6K7] (1, 2, 3, 4, 5, 7, 8)
2. Evaluate progress and learning made during the lesson. [DHH1K1, DHH1K2, DHH1K3, DHH1K4, DHH1K5, DHH1K6, DHH1K7, DHH1K8, DHH2K1, DHH2S2, DHH2S3, DHH2S4, DHH2S5, DHH3S1, DHH3S2, DHH4S1, DHH4S2, DHH4S3, DHH5K1, DHH5S2, DHH5S3, DHH5S4, DHH5S5, DHH5S6, DHH5S7, DHH5S8, DHH5S9, DHH5S10, DHH6K1, DHH6S3, DHH6S4, DHH6K2, DHH6K5, DHH6K6, DHH6K7, DHH7S1]. (1, 2, 3, 6)
3. Develop at least two multimedia resources to enhance lessons or units. [DHH1K1, DHH2S1, DHH2S2, DHH2S4, DHH2S5, DHH5K1, DHH5S21, DHH5S5, DHH5S9, DHH5S10]
4. Develop and/or implement an Individual Education Plan. [DHH1K3, DHH1K4, DHH2K1, DHH6S3, DHH6S4, DHH6K2, DHH6K3, DHH6K5, DHH6K6, DHH6K7, DHH7K1, DHH7S1] (7, 8)
5. Exhibit appropriate interpersonal skills among colleagues and students. [DHH1K9, DHH2K1, DHH2S1, DHH2S3, DHH2S4, DHH3S1, DHH5S7, DHH5S4, DHH5S5, DHH6K1, DHH6K2, DHH6K3, DHH6S1, DHH6S2, DHH7K1, DHH7S1] (9, 10)
6. Demonstrate constructivist learning principles in both planning and teaching. [DHH2S1, DHH2S2, DHH2S4, DHH2S5, DHH5K1, DHH5S21, DHH5S8, DHH5S9, DHH5S10] (1, 3, 4, 5, 6, 7, 8)

Evaluation Methods:
1. Student Teaching Supervision
Overall, each candidate will usually have 3 visits from a University Supervisor during each student teaching experience. Ongoing conferences as needed between the University Supervisor, the cooperating teacher and/or the teacher candidate will be scheduled to discuss documentation, the process of student teaching, and any concerns or problems that may occur.

Suggested teaching schedule: Usually, there will be two weeks of observation and participation with the student teacher teaching from the cooperating teachers planning. A gradual increase in responsibility for planning and teaching across subjects will occur. The student teacher will usually be responsible for two full-
time weeks of student teaching. The final week of the field experience the responsibility for planning and teaching is given back to the cooperating teacher.

2. In-Class Evaluation tool (TK-20):
   - The In-Class Evaluation will be completed as an evaluation of two formal lessons during the field experience. One should occur approximately at the mid point of the experience and one near the end.

3. Teacher Intern Assessment Instrument, TIAI (Unit assessment, NCATE)
   - Assessed by both the university supervisor and cooperating teacher.

4. Summative Evaluation
   - Assessed by Cooperating Teacher and University Supervisor.

Assignment Descriptions:
The Tk20 online system is used to support this course. The field experience binder includes rubrics and instructions on how to upload your portfolio documents. Please carefully evaluate your own work against the rubrics provided before you submit assignments!

**PROFESSIONAL PORTFOLIO: Explanation of Requirements**

**Lesson Plans:**
During Student Teaching Experience candidates will increase their level of teaching responsibility in accord with the timetable outlined in the Teacher Candidate Handbook. Although, full-time teaching may occur sooner, this progression will result in responsibility for full-time teaching for at least a two week period, beginning no later than week five of the placement. This experience includes all the professional responsibilities that might pertain and are deemed appropriate by the cooperating teacher.

Candidates will design, plan and implement educational lesson plans. Two of the lesson plans (normally the lessons for the midterm and final in-class evaluations) should be written in the long format using the attached template. The other lesson plans can be a shorter format according to the requirements of the cooperating teacher or the school or district policy.

Technology Competence: Demonstrate the use of multimedia in your instructional planning and implementation. Your thematic unit must incorporate technology skills including lessons developed with Internet and other technology resources.

**Classroom Information:**

1. School Information Project:
Using the rubric and guidelines on tk-20, write about your host school, policies, safety procedure etc.

2. Class Description: Describe the Learners:
Each student will complete a classroom description that will identify information about students and the class as a whole to serve as a planning guide for future lessons. This must include: a learning styles inventory, an interest inventory and an assessment of multiple intelligences.

3. Assessment of Student Growth: Pre-post assessment project
Design an assessment of students' academic growth including charts and graphs to show data and how you will use the information you obtained to inform future instructional events. This should be developed as part of your unit plan. Please use the template provided by Dr. Metz for completing this assignment.

4. Classroom Management Plan. You will update the classroom management plan you developed in SHS 451 to fit the specific classroom or program that you are working in as a student teacher.

Reflections and Observations:
1. Observations (3)
Candidates will observe three times. Candidates should observe the mentor teacher of the deaf at least once, and if possible another teacher or clinician who works with deaf/hard of hearing students.

2. Weekly Reflective Journals (6)
Please state which of the writing prompts you are responding to and follow the rubric on Tk-20.

3. Video Reflection: Self-evaluation of video-recorded lesson
Candidates will video-record one lesson, then use the In-Class Evaluation Form to self-evaluate the lesson. A critique of the lesson will be written in essay form. The video-recording, scored in-class evaluation and reflective essay must all be submitted on Tk20.

Professionalism:
1. Post Survey: Each student should complete this survey on Tk20 prior to beginning EACH student teaching experience and at the ending of each student teaching experience.

Education of the Deaf Portfolio Requirements
1. IEP development and implementation: Candidates will include IEP goals and objectives in their lesson planning. If possible and appropriate, candidates will participate in development of an IEP with the mentor teacher (attendance at an IEP meeting would be desirable and be an additional experience to be logged).

2. Log of Additional Experiences/Activities (Tk20): Candidates will keep a log (Log page in Student Teaching Handbook) of additional activities that occur out of the usual educational setting that support learning for the D/HH student. This log will be uploaded on to Tk-20.

3. Auditory Management Project (2 documents). Candidates will complete two documents to demonstrate understanding of the type of amplification systems that each student is using to listen, as well as to document audiological management over time. Candidates will observe and practice troubleshooting the hearing equipment and demonstrate competence at basic equipment management. This will occur over the duration of the student teaching and is due in week six of the experience.
4. Six Sounds Test Project. Candidates will conduct the LING Six Sounds Test to record the speech perception of students in the class who are able to perform the test. A summary of results over time for each student who participates must be uploaded to Tk20 by week 6.

5. Technology to Support Learning of Deaf/Hard of Hearing Students. Candidate will identify and use technology and media appropriate to support learning for deaf and hard of hearing students. This will include sources developed for curriculum and language support for hearing children as well. The use will be noted in the lesson plans.

<table>
<thead>
<tr>
<th>Assignment or Evaluation Criteria</th>
<th>Due Date</th>
<th>Points</th>
<th>Learning Outcome #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly lesson plans.</td>
<td>Every Friday</td>
<td>0</td>
<td>1, 2, &amp; 3</td>
</tr>
<tr>
<td>Lesson plans: 1 at midterm, 1 at final, one of these to be archived on</td>
<td>By week 6</td>
<td>100</td>
<td>1, 2, &amp; 3</td>
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<td>TK20.</td>
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**Classroom Information:**

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<thead>
<tr>
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<tbody>
<tr>
<td>Bell Schedule</td>
<td>Week 1</td>
<td>0</td>
<td>NA</td>
</tr>
<tr>
<td>School Information</td>
<td>Week 2</td>
<td>36</td>
<td>NA</td>
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<tr>
<td>Project</td>
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<tr>
<td>Class Description</td>
<td>Week 3</td>
<td>24</td>
<td>1 &amp; 2</td>
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<tr>
<td>of Learners</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Assessment of</td>
<td>By week 6</td>
<td>100</td>
<td>2</td>
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<tr>
<td>Student Academic</td>
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<td>Growth</td>
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<td>(usually with unit</td>
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<td>plan)</td>
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**Reflections and Observations:**

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<tr>
<td>3 Observations</td>
<td>By week 4</td>
<td>20</td>
<td>1 - 6</td>
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<tr>
<td>7 Weekly Reflective Journals</td>
<td>Every Sunday</td>
<td>96</td>
<td>1 - 6</td>
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<td>(includes FWOS)</td>
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<tr>
<td>Videotaped lesson and self</td>
<td>Week 4</td>
<td>100</td>
<td>1 - 6</td>
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<tr>
<td>evaluation</td>
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**Professionalism:**

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<tbody>
<tr>
<td>Praxis Scores- Education of</td>
<td>Week 6</td>
<td>0</td>
<td>(CED KEY ASSESSMENT #1)</td>
</tr>
<tr>
<td>the Deaf</td>
<td></td>
<td></td>
<td>Learning Outcomes 1 - 7</td>
</tr>
<tr>
<td>Post-Survey</td>
<td>Week 1</td>
<td>0</td>
<td>NA</td>
</tr>
<tr>
<td>Classroom Management Plan</td>
<td>By week 6</td>
<td>56</td>
<td>1 - 6</td>
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**Portfolio Total Points: 512**

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<tr>
<td>IEP goals &amp; objectives included</td>
<td>Ongoing</td>
<td>80</td>
<td>1 - 3</td>
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<td>in planning and instruction</td>
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<tr>
<td>Unit Plan</td>
<td>Week 6</td>
<td>150</td>
<td>1 - 3</td>
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<tr>
<td>Teacher of the Deaf Checklist</td>
<td>Week 6</td>
<td>50</td>
<td>1 - 6</td>
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<tr>
<td>Log of additional experiences</td>
<td>Week 6</td>
<td>20</td>
<td>1 - 6</td>
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<tr>
<td>in education of the deaf and</td>
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<td>hard of hearing.</td>
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<tr>
<td>Audiological management report</td>
<td>Week 6</td>
<td>75</td>
<td>1 - 6</td>
</tr>
<tr>
<td>Six Sounds Test</td>
<td>Week 3</td>
<td>75</td>
<td>2</td>
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<tr>
<td>Appropriate use of technology</td>
<td>Ongoing</td>
<td>50</td>
<td>1 - 3</td>
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<tr>
<td>in teaching.</td>
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**SPA Activities Total Points: 500**
Grading Scale: *(See also Tk20 rubric grades)*.

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<tr>
<th>Grade</th>
<th>Percentage</th>
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<tr>
<td>A</td>
<td>90 - 100</td>
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<td>B</td>
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<td>C</td>
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<tr>
<td>D</td>
<td>60 - 69</td>
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<tr>
<td>F</td>
<td>0 - 59</td>
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Please note that if you receive marks of 1 or 2 on any of the Tk20 4 point rubrics, you must earn a corresponding number of 4s in order to cancel out the low marks and receive an overall score of 3 (which is roughly equivalent to a C) for that assignment! You must receive a minimum grade of C to pass student teaching!

**Administrative Requirements:**
1. Each student is responsible for all material presented during seminars and faculty meetings including all handouts.
2. Each student is expected to participate each day of student teaching. If it is necessary to miss a day of student teaching, both the mentor teacher and the University Supervisor must be notified as early as possible.
3. Weekly Reflective Journals should be received by the University Supervisor by Sunday at 6:00 pm of the week completed or by arrangement.
4. Lesson plans for the following week and weekly schedules should be received by Friday of the week prior to when the lesson is to be taught. Only two lesson plans need to be archived on TK-20; however a total of 7 lesson plans are due to the University Supervisor and Cooperating Teacher. Two of these seven lesson plans should be the lessons that your University Supervisor and Cooperating Teacher evaluate for the midterm and final in-class evaluations.
5. Weekly evaluations should be received by Friday of the week completed.

**Professional Education Unit Policies and Conceptual Framework:**
All policies of The University of Southern Mississippi’s Professional Education Unit can be found online at [https://www.usm.edu/education-psychology/unit-policies](https://www.usm.edu/education-psychology/unit-policies). The Unit is responsible for developing and revising Unit policies and procedures to reflect changes in University requirements, accreditation standards, and applicable federal, state, and authoritative sources. In the event of a conflict between another Unit-created document (paper or electronic) and the updated policies and procedures, the policies and procedures listed on this website will prevail. The Unit’s conceptual framework can be found at that link, too.

**Remediation Statement:**
According to SHS department policy, students who make a grade lower than “C” on any examination must come to the instructor’s office to discuss study habits and the reasons for poor performance. Extra readings and additional homework assignments may be allocated (as necessary) to ensure the acquisition of the requisite skills. For student teaching, a poor mid-term evaluation would require a remediation plan. A student may not advance to the second field experience if performance is below a “C”.

**Course Communication:**
You may contact me via phone or email. You are free to drop by during office hours, but I appreciate a heads up if you know you are coming in. You can also schedule an appointment outside of office hours if necessary. Please feel free to ask if you have questions about feedback on assignments. For lessons I am scheduled to observe, if you provide me the
written lesson plan prior to the lesson I will give you feedback so that you have an opportunity to make changes or improvements prior to implementing the lesson!

**Academic Honesty Statement:**
When cheating is discovered, the faculty member may give the student an “F” on the work involved or in the course. If further disciplinary action is deemed appropriate, the student should be reported to the Dean of Students. In addition to being a violation of academic honesty, cheating violates the Code of Student Conduct and may be grounds for probation, suspension, and/or expulsion. Students on disciplinary suspension may not enroll in any courses offered by The University of Southern Mississippi.

**Plagiarism Statement:**
Students are expected to adhere to the highest standards of academic honesty as outlined in the USM Student Handbook. Any information that is copied from another source must be noted as such in student materials. Page number or Internet reference must appear in the text, and full bibliographic references must appear in the reference section of the paper/assignment. Sources must be in quotes and include author(s), year of publication, or other reference notes as required by the college department format (e.g. APA, Chicago). Other forms of academic dishonesty include but are not limited to buying papers, copying paragraphs/pages of text/whole papers off the Internet, copying another student’s answers, etc. Academic dishonesty will result in the grade of a “0” on the assignment, and/or in the course, and/or the student may be reported to the Vice President for Academic Affairs for further action.

**ADA Statement:**
If a student has a disability that qualifies under the American with Disabilities Act (ADA) and requires accommodations, he/she should contact the Office for Disability Accommodations (ODA) for information on appropriate policies and procedures. Disabilities covered by ADA may include learning, psychiatric, physical disabilities, or chronic health disorders. Students can contact ODA if they are not certain whether a medical condition/disability qualifies.

The University of Southern Mississippi
Office for Disability Accommodations
118 College Drive # 8586
Hattiesburg, MS 39406-0001
Voice Telephone: (601) 266-5024
Fax: (601) 266-6035

Individuals with hearing impairments can contact ODA using the Mississippi Relay Service at 1-800-582-2233 (TTY) or email oda@usm.edu.

**Resources for Student Success:**
**Student Resources for Writing and Speaking Assignments**
As a student at The University of Southern Mississippi, you have access to individualized assistance with writing and speaking assignments for any course through the University’s Writing Center and Speaking Centers on both the Hattiesburg and Gulf Coast campuses. The centers offer personalized assistance at any stage of the writing or speaking process. Whether you want help brainstorming for topic ideas, developing an outline, conducting research, or learning proofreading or presentation skills, the centers can help you become a more effective writer and speaker. The Speaking Center also offers practice rooms for recording presentations and working with delivery aids (PowerPoint and Internet access are available).

The centers are centrally located in Cook Library on the Hattiesburg campus (first floor just past Starbucks) and in Gulf Park Library on the Gulf Coast campus. For more information or to schedule an appointment, please call, come by, visit online, or join us on Facebook (USM Writing Center or Southern Miss Speaking Center).
• Speaking Center - 601.266.4965, Cook Library 117, www.usm.edu/speaking-center
• Writing Center - 601.266.4821, Cook Library 112, www.usm.edu/writing-center
• Gulf Coast Speaking & Writing Center - 228.207.0150, Gulf Park Library, www.usmedu/gulfcoast/learning-commons
USM Teacher in Training: ______________
Age or Grade level and Educational Placement: ______________
Unit/Theme: ______________
Lesson Topic or Skill: ______________

1. Anticipatory Set (___ mn):
   • Review –
   • Affective Hook –
   • Purpose –
   • Plan –
   • Relevance –

2. Lesson Objective(s):

3. Multiple Teaching Strategies and Approximation of Time: The multiple teaching strategies I have used include ______. Additionally differentiation of instruction has been accomplished by ______ (See Procedures section for approximation of time for each activity.)

4. Procedures:
   a. Input (___ mn)
   b. Modeling (___ mn)
   c. Checking for Understanding (___ mn)
   d. Guided Practice (___ mn)
   e. Independent Practice (___ mn)

5. Materials:

6. Closure (___):

7. Assessment/Rubrics:

   Accommodations

__________________________

1 Please reference the IEP goal(s) you are addressing with the lesson objective(s) as well as the common core standards.