Link to original assignment: <https://prezi.com/b322_ziwtzf3/sped-841-final-project-a-practical-strategies-guide/?utm_campaign=share&utm_medium=copy&webgl=0>

Link to presentation: <https://ku.voicethread.com/share/9760330/>

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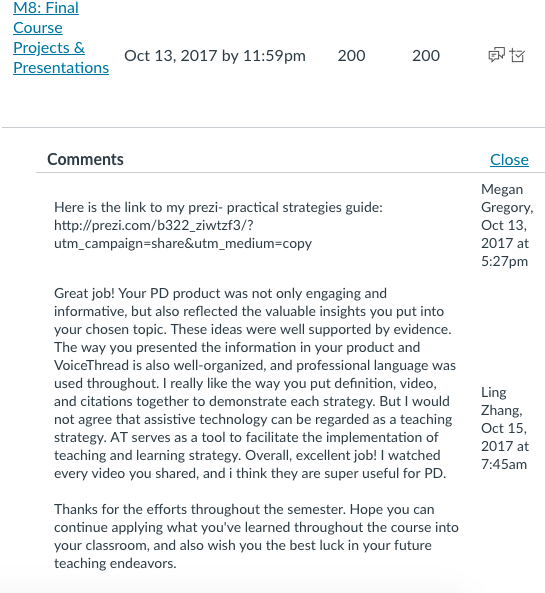
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Feedback:



Assignment description:

Final Project

The purpose of this assignment is to encourage a deeper understanding of individuals with disabilities, how to best support these learner differences, and how to use your Just In Time (JIT) learning skills. A secondary purpose is to encourage your growth as a young professional, in your ability to problem-solve, locate solutions, and apply research to practice. You will have the opportunity to choose from one of the following projects.

1.Practical Strategies Guide

2.What is a Modern Educator?

3.Traditional Paper

4.Single Individual or Small-Group Intervention

5.Class-Wide UDL Implementation Project

6.Explore & Build an Instructional Product of Your Choosing

7.Virtual/Blended Instructional Unit

For project descriptions and grading expectations, access Module 0 “Succeeding In This Course” on KU Connect.

Rubric:

Grading Rubric- Megan Gregory

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Unsatisfactory**  **(1)** | **(3)** | **Satisfactory**  **(2)** | **(4)** | **Exceeded**  **(5)** | **Weight** |
| Content or Required Elements  Including:  • Project-specific requirements  • APA citations/  reference list,  • VoiceThread,  • Self-graded rubric) | The project was missing required elements. |  | Based on the selected project, the required elements were visibly present. |  | The project exceeded the required  elements in multiple ways. | 50% |
| Creativity | The final product and associated content lacked original thought, insight, or ideas. OR  The ideas presented lacked value to the field of practice. AND/OR  Past research was generally overlooked in supporting the development of the product and associated content/ideas. |  | The final product and associated content demonstrated original thought, insight, or ideas that would be of value to the field of practice.  These ideas were generally interlinked to research.  Generally, the intended audience would find the product and content engaging and of some value. |  | The final product and associated content exceeded expectations in original thought, insight, or ideas that would be of value to the field of practice.  These ideas were directly interlinked with well-supported evidence.  The intended audience would find the product and content engaging and of some value. | 10% |
| Presentation | Final product was lacking in organization and/or creativity (including information and visual organization) needed to  provide a professional presentation. |  | Final product communicated information effectively and met criteria expected from an entry-level educator.  Communicated clearly to audience. |  | All areas of the product exceeded expectations in terms of how information was communicated and presented.  It was designed to generally enhance the viewers’/grader’s understanding. | 10% |

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| --- | --- | --- | --- | --- | --- | --- |
|  | **Unsatisfactory**  **(1)** | **(3)** | **Satisfactory**  **(2)** | **(4)** | **Exceeded**  **(5)** | **Weight** |
| Professionalism | Non-professional language was used.  Descriptions and examples lacked understanding.  Non-person-first language was used, contained multiple errors.  Contained non- flowing or awkward sentence structure. |  | Professional language was used throughout.  Descriptions and examples were  given that enhanced understanding.  Contained no to only a few minor errors.  Language usage was varied in sentence structure and used field- based terminology. |  | Professional language was used throughout.  Descriptions, examples, and references to previous professional/pre-  professional teaching experience and scholarly sources showed insight into subject matter and enhanced understanding.  Was essentially error-free.  Sentence structure was varied.  Used field-based terminology that enhanced understanding. | 20% |
| Use of Sources | Sources of information were lacking and/or could have used more attention. |  | Sources of information and data were appropriate for the project and as expected.  Use of sources met the criteria of the assignment |  | Sources of information and data exceeded expectations in at least two or more of the following ways:  • Number of sources,  • How sources were integrated into the project,  • How sources were use to  demonstrate understanding of content,  • How sources were used to communicate to the reviewer/ audience. | 10% |