

Table 4.1. Planning the preparation component of service–learning for a diverse group of students

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1. What are the potential activities for action?
 - Do the activities assume students are proficient in other skills or concepts?
 - How will these be measured before the action?
 - How will students be given the opportunity to develop these concepts or skills before the action?
 2. Select appropriate academic standards and alternate academic standards. These should include standards for all students.
 - Can the student(s) with special needs (disabilities, gifted, English language learner) work on the same standard as everyone?
 - Can the student(s) with special needs work in the same academic area as everyone else but work on a higher or lower standard?
 - Can the student(s) with special needs work on an academic standard in a different area? If so, which other social, motor, academic, behavior, or communication goals can you embed into the activity?
 3. Select the concepts or skills for the preparation.
 - What big ideas might be addressed in the preparation?
 - What concepts or skills will *all* students be expected to learn *prior to the action*?
 - What concepts or skills will *most* students be expected to learn *prior to the action*?
 - What concepts or skills will *some* students be expected to learn *prior to the action*?
 - What concepts or skills will *one or two* students be expected to learn *prior to the action*?
 - How will these concepts or skills be sequenced so they build on previously learned concepts and skills?
 4. Plan the presentation of the skills and concepts for the entire class.
 - Which concepts, skills, or vocabulary need to be pretaught?
 - How will the concepts and skills be presented?
 - Which types of instructional technology will be used to present the concepts or skills?
 - Which learning strategies will be included?
 - Mnemonic devices
 - Graphic organizers
 - Concept maps
 - Guided or slotted notes
 - Learning strategies instruction
 - Advanced organizers
 - How can the presentation be made more concrete?
 - Using diagrams or graphics to explain concepts
 - Diagrams explained verbally and with words
 - Picture cues on materials
 - Bulleted lists
 - Few, if any, acronyms
 - Planning sheets with check-off boxes for individual or group work
 - Assigned roles for group work (e.g., time keeper, scribe, reader, facilitator)
 - Handouts with bulleted directions
 - Word banks
 - Task management sheets
 - Learning contract with check-off boxes
 - When and how will student comprehension be checked during the presentation?
 - What methods of assessing comprehension will be used during the presentation?
 5. Plan opportunities for repeated practice.
 - During the lesson
 - In large group
 - In small group
 - In pairs
 - Individually

- Over time
 - Homework tiers, choices, interspersed examples
 - All students
 - Most students
 - Some students
 - One or two students
 - Learning centers or stations, tiers, choices
 - All students
 - Most students
 - Some students
 - One or two students
 - In other contexts
 - 6. Plan the evaluation.
 - Write instructional objectives/benchmarks for all students participating.
 - Can all students meet the objective or benchmark to the same degree?
 - Can the student(s) with special needs meet this objective or benchmark if we adapt the criteria for what is acceptable?
 - Can all students meet the objective or benchmark under the same conditions? With the same materials?
 - Can all students meet the objective or benchmark by performing the same behavior?
 - When and how will the attainment of the objectives be assessed?
 - Which data will be collected so as to improve teaching?
 - 7. Plan to meet the support needs of the students.
 - Which students may need support, and how will they be supported?
 - Which staff member(s) are available during those times? Include any co-teachers, paraprofessionals, related services staff, and volunteers.
 - How can peer support be used to decrease reliance on paraprofessional support?
 - Who will train the peer?
 - Who will monitor the peer at least every 15 minutes?
 - 8. Plan for the physical arrangement of the students.
 - What specific health precautions need to be considered?
 - What specific individual characteristics need to be considered?
 - Potentially disruptive behavior
 - Potentially problematic combinations of students
 - Potential safety hazards
 - Physical or motor complications
 - Grouping and instructional arrangement. Will this lesson use:
 - Peer tutoring
 - Small groups
 - Large groups
 - If using groups, how will students be grouped?
 - Heterogeneous or homogeneous
 - Student choice or teacher choice
 - How many groups will be needed?
 - Who will be in each group?
 - 10. Plan for the necessary equipment, materials, and manipulatives.
 - What materials or equipment will be used?
 - Which students require modified materials?
 - What are the needed modifications?
 - Who will make the modifications?
 - Which students require assistive technology? What will be required?
 - Who will ensure that the technology is ready and available?
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