



College of Education and Human Development

Early Childhood Education Program

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<https://gse.gmu.edu/programs/earlychildhood/>

**ECED 503 Inclusive Curriculum for Young Learners:
Planning Instruction and Guidance (3:3:0)**

Fall 2011

Monday, 7:20-10:00

Art and Design Building L008

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Office hours: By Appointment Only

Course Description

Explores principles of learning, curriculum development, and relationship between assessment and instruction. Examines role of play and active exploration in learning. Addresses guiding children's behavior and the role of families and culture in children's learning

Note: Field experience required

Nature of Course Delivery

The class will have lecture, discussion, and group work formats and will require active participation of all students.

Learner Outcomes

This course is designed to enable students to do the following:

1. Plan meaningful curriculum activities that are responsive to the interests, preferences, motivation, interaction styles, developmental status, learning history, and cultural variables of the child and family.
2. Demonstrate how meaningful curriculum activities link to VA Foundations of Learning Standards for Early Childhood Education.
3. Develop individual and group activity plans and implement strategies to facilitate functional cognitive, social, communication, motor, and adaptive development.
4. Plan and adapt curriculum activities that are respectful of family identified outcomes, preferences, interaction styles, and cultural norms.
5. Develop and reflect on various behavior management strategies for culturally, linguistically, and ability diverse young children and their families.
6. Apply current research on effective developmentally appropriate practices to teaching young children from diverse backgrounds and varying abilities.
7. Analyze and design appropriate environments and materials to include addressing developmentally appropriate practices, anti-bias curriculum, and inclusion settings.
8. Utilize problem-solving strategies to address dilemmas encountered in diverse educational and community settings.

9. Analyze and describe the varied theoretical frameworks guiding early childhood curriculum approaches and practices.
10. Describe how ongoing data collection and management of classroom plans can be used to monitor child progress in the context of daily activities.
11. Analyze one's own teaching practices and set appropriate goals for teaching change.
12. Delineate indicators of potential child abuse and recommended steps for appropriate intervention process.

Professional Standards

This course is aligned with the standards established by the National Association for the Education of Young Children (NAEYC) and the Council for Exceptional Children (CEC).

Required Texts

- Gartrell, D. (2004). *The power of guidance: Teaching social-emotional skills in early childhood classrooms*. Washington, D.C.: NAEYC.
- Hull, K., Goldhaber, J., & Capone, A. (2002). *Opening doors: An introduction to inclusive early childhood education*. Boston: Houghton Mifflin.
- Hyson, M. (2008). *Enthusiastic and Engaged Learners: Approaches to Learning in the Early childhood Classroom*. Washington, DC: NAEYC.
- Schickedanz, J. A. (2008). *Increasing the power of instruction: Integration of language, literacy and math across the preschool day*. Washington, D.C.: NAEYC.

Recommended Texts

- Bredenkamp, S., & Copple, C. (Eds). (2009). *Developmentally appropriate practice in early childhood programs serving children from birth through age 8*. Washington D.C: NAEYC.

College of Education and Human Development Expectations and Resources

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

Campus Resources

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

Note: To determine whether the campus is closed due to inclement weather, call 703-993-1000 or go to www.gmu.edu.

College of Education and Human Development Core Values

In the context of an enduring college-level and university-level commitment to teaching, research and service, the College of Education and Human Development also holds the following core values:

Collaboration

Collaboration is an important human activity that involves shared responsibility in promoting healthy, productive lives and educational success. We commit ourselves to work toward these goals in genuine partnerships with individuals, families, community agencies, schools, businesses, foundations, and other groups at the local, regional, national and international levels.

Ethical Leadership

In all professions represented by the college, leadership is an essential component denoting ability and willingness to help lead professional practice to higher levels. We commit ourselves to practice ethical leadership through deliberate and systematic attention to the ethical principles that guide all leaders in a moral society.

Innovation

We have a history of creating dynamic, innovative programs and we are dedicated to continue creating innovative approaches in all areas of our work. We commit ourselves to seeking new ways to advance knowledge, solve problems, improve our professional practice and expand on our successes.

Research-Based Practice

The best practice in any discipline is based upon sound research and professional judgment. We commit ourselves to basing our instruction, scholarship and policy recommendations on well-established principles that, wherever possible, emerge from research and reflection on its implications for professional practice.

Social Justice

Social justice embodies essential principles of equity and access to all opportunities in society, in accordance with democratic principles and respect for all persons and points of view. We commit ourselves to promoting equity, opportunity, and social justice through the college's operations and its missions related to teaching, research, and service.

Course Requirements

General Requirements

1. The completion of all readings assigned for the course is assumed. Because the class will be structured around discussion and small group activities, it is imperative that students keep up with the readings and participate in class.
2. Class attendance is important. If, due to an emergency, students will not be in class, they must call the instructor and leave a message.
3. The university requires that all pagers and cell phones be turned off before class begins. All in-class usage of electronic devices, which includes telephones, laptops, etc., must have approval of course instructor. Laptops and other electronic devices are to be used for educational and learning purposes only and should not be used during class time to check email, surf the web, or communicate with people outside of the class unless part of the class activity.
4. It is expected that assignments will be turned in on time (the beginning of the class in which they are due). However, it is recognized that students occasionally have serious problems that prevent work completion. If such a dilemma arises, students should speak to the instructor in a timely fashion.

Attendance

Attendance in class is important to students' learning; therefore, students are expected to make every effort to attend class sessions. Absences, tardiness, and leaving early may negatively affect course grades. The following policy is from the university course catalog:

Students are expected to attend the class periods of the courses for which they register. In-class participation is important not only to the individual student, but also to the class as a whole. Because class participation may be a factor in grading, instructors may use absence, tardiness, or early departure as de facto evidence of nonparticipation. Students who miss an exam with an acceptable excuse may be penalized according to the individual instructor's grading policy, as stated in the course syllabus.

Written Assignments

All written assignments prepared outside of class will be evaluated for content and presentation. The American Psychological Association, Sixth Edition (APA) style will be followed for all written work. All written work unless otherwise noted must be completed on a word processor and should be proofread carefully. (Use spell check!) If students are not confident of their own ability to catch errors, they should have another person proofread their work. When in doubt, they should check the APA manual. Portions of the APA manual appear at the Style Manuals link on the Mason library web guide at <http://library.gmu.edu/resources/edu/>. Students may consult the Writing Center for additional writing support.

Students will do the following:

1. Present ideas in a clear, concise, and organized manner. (Avoid wordiness and redundancy.)
2. Develop points coherently, definitively, and thoroughly.
3. Refer to appropriate authorities, studies, and examples to document where appropriate. (Avoid meaningless generalizations, unwarranted assumptions, and unsupported opinions.)

4. Use correct capitalization, punctuation, spelling, and grammar.

Grading Criteria

A = 95 – 100 A- = 90 – 94 B+ = 87 – 89 B = 83 – 86
 B- = 80 – 82 C = 70 – 79 F = < 70

A+ is possible if work is of exceptional high quality above and beyond that required for the course.

Grading Policy

All CEHD undergraduate and graduate students are held to the university grading policies as described in the Academic Policies section of the current catalog, which can be accessed at <http://catalog.gmu.edu>. Those students enrolled in a CEHD Licensure Graduate Certificate program, however, must earn a B- or better in all licensure coursework. A degree-seeking graduate student will be dismissed after accumulating grades of F in two courses or 9 credits of unsatisfactory grades (C or F) in graduate courses. A 3.0 grade point average is required for completion of the graduate degree.

Submission of Performance-Based Assessment

This course has a Program Performance-Based Assessment (PBA) that **MUST** be uploaded and submitted to Task Stream for evaluation when the assignment is due. **Only PBAs posted to TaskStream will be graded.** This means that NO final grades will be posted until all materials are on Task Stream.

Specific Course Assignments

Assignments	Due Dates	Points
Attendance & Participation	Ongoing	15
Book Discussion	As Assigned	15
Curriculum Content Area: Exploration and Resources	As Assigned	25
Environment and Curriculum Analysis	Dec 5	45
TOTAL		100

Attendance and Participation (15 points)

Because active participation and engagement are imperative for optimal learning, preparation for and participation in in-class activities will be evaluated based on the following criteria:

- Students attend class, arrive on time, and stay for the entire class period.
- Students complete readings and prepare for class activities prior to class as is evidenced by their ability to discuss and write about the concepts presented and examined in the texts as well as participate fully in related activities.

- Students are actively involved in in-class learning experiences as is evidenced by (1) participating in all activities, (2) engaging in small and large group discussions, (3) completing written work related to the activities, and (4) supporting the participation and learning of classmates.
- Students show evidence of critical reflective thinking through in-class and online discussions, activities, and written reflections.

Book Discussion (Due: As Assigned)

Each student will be responsible for leading a 20-minute discussion about an assigned chapter from the *Increasing the Power of Instruction* and text. Students are expected to lead the discussion and include one hands-on activity to demonstrate key concepts of the chapter as part of the discussion.

Curriculum Content Area: Exploration and Resources (25 points) (Due dates: As Assigned)

Students will select and research curriculum content areas and resources to share with classmates. Each group will prepare an interactive/play/center-based presentation to help communicate the importance of this curriculum content area, the key outcomes for children from culturally, linguistically, and ability diverse backgrounds and their families connected to this area, and examples of activities that would support learning in this area. It is important to consider the student ability levels and developmental and cultural appropriateness for preschool-aged children, especially children with special needs. The in-class presentation should include an interactive activity to enable classmates to explore the curriculum content area.

The handout for this project should include the following:

- A brief statement of the significance of this area and the associated learning outcomes for children from culturally, linguistically, and ability diverse backgrounds;
- An annotated list of at least five key resources that contribute to understanding this area; and
- An annotated list of activity resources that could be used when implementing developmentally and culturally appropriate curriculum or provided to families to support this area of learning.
- Annotations must be written in student's words, providing a brief description of the source, the strengths of the resource as well as concerns about the resource.
 - The topics will include the following: 1) science; 2) creative arts (fine art, drama, dance); 3) story telling and language; 4) social studies; 5) math; 6) physical/large motor activity/movement; 7) literacy; or 8) music. Each presentation is to be 15 minutes maximum.

Environmental and Curriculum Analysis (45 points) (Due dates: Dec 5)

This is the NCATE 3 Assessment of Ability to Plan Instruction that shows evidence of meeting CEC and NAEYC Standards. This assignment must be submitted on TaskStream. See the assessment description and scoring rubric attached.

Course Schedule and Topics

Date	Topics	Readings & Assignments Due
Aug 29	Introduction to curriculum	Developmentally Appropriate Practice Position Statement (online)
Sep 5	No Class: Holiday	
Sep 12	Becoming a reflective practitioner Beyond discipline	Hull, et al.- Chapter 3 Gartrell - Chapter 1- 3
Sep 19	Investigating curriculum designs and integration across content	Hyson – Chapter 6 Schickedanz—Chapter 1 Literacy Content Area Presentation
Sep 26	The centrality of culture in early childhood classrooms, including early childhood special education; classroom profile; planning for cultural diversity	Hull, et al. – Ch 1 Science Content Area Presentation
Oct 5	Developmentally appropriate practices Teacher-student interactions	Hyson – Ch 5 Gartrell – Ch. 11 and appendix Schickedanz—Chapter 2 Creative Arts Content Area Presentation
Oct 10	No Class: Columbus Day	
Oct 11 Mon classes meet on Tues	Classroom environment and learning centers Plan/design/refine	Hull, et al. - Ch 7 Gartrell – Chs. 4-7 Music Content Area Presentation
Oct 17	Curriculum planning, integrated curriculum, developmentally appropriate practice	Hyson – Ch. 7 Gartrell 5-7 Storytelling & Language Content Area Presentation
Oct 24	Curriculum planning, integrated curriculum, developmentally appropriate practice	Hull, et al. – Ch 5 Social Studies Content Area Presentation
Oct 31	No Class: Research Night	

Date	Topics	Readings & Assignments Due
Nov 7	Guidance toward an encouraging classroom Anti-bias education approach/cultural identities/coalition building/advocacy/social justice	Gartrell – Chs. 8-10 Schickedanz—Chapter 3
Nov 14	Planning formats Reflecting child-interest and standards The role of observation, data collection, and assessment	Hyson – Ch. 8 Hull, et al. – Chs. 2, 4 Photos of classroom environment due
Nov 21	Integrated planning Curriculum development Individualization for all children	Hull, et al. - Chs. 4, and 8 Schickedanz—Chapter 4 Math Content Area Presentation
Nov 28	Play and learning	Hull, et al. – Ch 6 Hyson – Chs. 1-4 Schickedanz—Chapter 5 Motor Content Area Presentation
Dec 5	Inclusive practices and modifications Role of families and communities in informing curriculum	Hull, et al. – Chs. 2 Schickedanz—Chapter 6 Schickedanz—Chapter 7 Gartrell – Ch. 4 Hyson: Ch. 9
Dec 12	Sharing and wrap up	Environmental and Curriculum Analysis due

Early Childhood Education NCATE Assessment 3 Ability to Plan Instruction *Environment and Curriculum Analysis*

Early Childhood Education NCATE Assessment 3 Plan Instruction is the Environment and Curriculum Analysis in ECED 403/503 Inclusive Curriculum for Young Learners: Planning Instruction and Guidance and EDSE 459/659 Curriculum and Methods: Early Childhood Special Education. This assessment shows evidence of meeting CEC Standard Elements 4a, 4b, 5a, 5b, 5c, 7a, 7b, 7c, 7e, and 7i and NAEYC Standards 4a and 4b.

Assessment Overview

In this assessment, students will consider the connection between environment and curriculum in relation to individual student learning. They will illustrate their understanding of developmentally effective approaches to connect with children through the environment and curriculum. Students will use knowledge of individual learning differences to develop short- and long-term goals as well as curricula strategies to meet the goals within the context of their general curriculum and environment. Students will do the following:

- Provide rich, detailed description of the classroom to include all aspects of the environment
- Describe links between classroom environment and curriculum being implemented and skills supported through this linkage that can also be generalized across environments and settings
- Describe the environment from the perspective of a child in the classroom to better understand the environment from a developmental, cultural, and accessible perspective
- Develop a plan to improve the environment to better support developmental, curricular, and individual learning goals of children in the classroom
- Discuss specific developmental and/or learning differences of a child whose perspective of environment was discussed through the environment description
- Develop an individual plan, within the context of the general environment and curriculum, that includes materials, organizational structures, interaction strategies, and technology resources to meet the social, emotional, and academic needs of the identified child
- Discuss environmental and curricular strategies that support enhancement of critical thinking, problem solving, performance skills, self-awareness, self-management, self-control, self-reliance, and self-esteem

CEC Standard Elements Assessed

CEC 4a Evidence-based instructional strategies to individualize instruction for individuals with ELN

CEC 4b Selection, adaptation, and use of instructional strategies to promote challenging learning results in general and special curricula and modification of learning environments for individuals with ELN

CEC 5a Learning environments that foster cultural understanding, safety and emotional well-being, positive social interactions, and active engagement

CEC 5b Environments that value diversity and teach individuals to live harmoniously and productively in a culturally diverse world

CEC 5c Environments that encourage independence, self-motivation, self-direction, personal empowerment, and self-advocacy

CEC 7a Individualized decision-making and instruction

CEC 7b Development of long-range individualized instructional plans anchored in both general and special curricula

CEC 7c Translation of individualized plans into carefully selected shorter-range goals and objectives taking into consideration an individual's abilities and needs, the learning environment, and a myriad of cultural and linguistic factors

CEC 7e Selection, adaptation, and creation of materials guided by understanding of effective practice and implications of an individual's exceptional condition

NAEYC Standard Elements Assessed

NAEYC 4a Understanding positive relationships and supportive interactions as the foundations of their work with children

NAEYC 4b Knowing and understanding effective strategies and tools for early education

Students will respond to each of the following steps and questions for the Environment and Curriculum Analysis.

Step One: After reading assigned readings, students will look closely at the classroom environment in their own classroom. They will draw a representation of the classroom to share with the class as part of an in-class activity (*CEC 4b, 5a, 5b, 5c; NAEYC 4a*). Students will do the following:

- Prepare a brief reflection of their environment that does the following:
 - a. Describes the general environment from the teacher's point of view
 - b. Describes their environment from the point of view of the children in the classroom: What messages are conveyed to children? What works well for children? What is difficult for children? How does this point of view differ from the teachers' point of view?
 - c. Illustrates the effect of the environment on interactions between students as well as between teachers, students, families, and specialists
- Discuss their current environment in small groups, focusing on understanding the multiple aspects of the environment as well as differing perspectives on the accessibility of the environment
- Share recommendations for modifications in the environment
- Include their brief reflection, initial classroom representation, and comments and recommendations made by classmates in their final paper

Step Two: Students will provide a written analysis of the environment (*CEC 4b, 4c, 5a, 5b, 5c; NAEYC 4b*). Students will do the following:

- Write a paper to analyze the current environment that does the following:
 - a. Expands on initial reflection of environment and develops an overall analysis of their current classroom environment, including the affective environment, the social environment, the physical environment, and the temporal environment
 - b. Provides critical analysis of the classroom that integrates recommendations evident in class readings and discussions
 - c. Addresses issues of access and linguistic and cultural responsiveness as discussed in readings
 - d. Discusses ways in which the classroom is an encouraging environment
 - e. Discusses environment from a family perspective
- Provide recommendations to improve the effectiveness of the environment to meet student learning needs by doing the following:
 - a. Prepare a plan for adaptations to the environment based on their analysis, the readings, and the in-class discussion
 - b. Make recommendations that address the physical, social, affective, and temporal environment as well as accessibility, linguistic and cultural responsiveness, and children and family perspectives
 - c. Discuss how to ensure the environment supports critical thinking, problem-solving, self-awareness, self-management, self-control, self-reliance, and self-esteem
 - d. Complete the analysis with a sketch of their plan for an optimal room arrangement and discussion of how they think this arrangement addresses the issues raised in class, the readings, and their analysis of the current environment: How will they move toward creating and maintaining this optimal environment?

Step Three: Students will prepare a written plan for one child based on understanding of the child and analysis of the environment (*CEC 7a, 7b, 7c, 7e, 7i, 4a, 4b; NAEYC 4a, 4b*). Students will do the following:

- Describe the child's style, strengths, and learning needs as it relates to all aspects of the environment after observing a child who has developmental or learning differences
- Develop an individual plan for the child that includes materials, organizational structures, interaction strategies, and technology resources to meet the social, emotional, and academic needs of the identified child within the context of the general environment and curriculum, including the following:
 - a. Include a long-range goal as well as short-range goals and objectives
 - b. Identify strategies that include environmental aspects, interaction strategies, and materials to support goals and objectives within general curriculum
 - c. Discuss how language, culture, and family are included in goals and strategies
 - d. Discuss and plan for supporting learning goals in different activities and lessons (large-group, small-group, and center-based learning)

- e. Discuss specific adaptations or accommodations recommended to include the use of technology
- Respond to the following questions:
 - a. How does your analysis of your classroom environment and recommendations for change support individual learning needs and goals for this child?
 - b. What is the impact of changes and modifications suggested for an individual child on other children and the environment as a whole?
 - c. How will you evaluate success?

ECE PROGRAM OUTCOME STANDARDS (Aligned With State and NAEYC Standards)	Assessment Measure Descriptions			
	Exceeds Criteria	Meets Criteria	Partially Meets Criteria	No Evidence
Early Childhood Education PK-3 NCATE ASSESSMENT 3 Ability to Plan Instruction Environment and Curriculum Analysis				
ECED 403/503 Inclusive Curriculum for Diverse Young Learners: Planning Instruction and Guidance				
NAEYC Standard 4: Using Developmentally Effective Approaches to Connect With Children and Families				
4a: Understanding positive relationships and supportive interactions as the foundations of their work with children	Provides in-depth written analysis that integrates readings, class discussions, and site experiences with discussion of the impact of environment for developing positive relations and interactions and identifies strategies that encourage positive social interactions	Provides written analysis includes discussion of the impact of the environment for developing positive relationships and interactions and identifies strategies that encourage positive social interactions that links readings, class discussions, and site experiences.	Provides minimal analysis of environment that may lack a discussion of the impact for developing positive relationships and interactions and identifies few strategies that encourage positive social interactions and links readings, class discussions, and site experiences	Does not provide documented evidence
4b: Knowing and understanding effective strategies and tools for early education	Provides in-depth discussion that integrates readings, class discussions, and site experiences with recommendations for environmental modifications that support individual learning goals and promote a challenging learning environment	Discusses environmental modifications that support individual learning goals and promote a challenging learning environment and are linked to readings, class discussions, and site experiences	Provides minimal discussion of environmental modifications that support individual learning goals and/or learning environment and includes minimal or no links to readings, class discussions, or site experiences	Does not provide documented evidence

ECE PROGRAM OUTCOME STANDARDS (Aligned With State and CEC Standards)	Assessment Measure Descriptions			
	Exceeds Criteria	Meets Criteria	Partially Meets Criteria	No Evidence
Early Childhood Special Education NCATE ASSESSMENT 3 Ability to Plan Instruction Environment and Curriculum Analysis ECED 403/503 Inclusive Curriculum for Young Learners: Planning Instruction and Guidance				
CEC 4a Evidence-based instructional strategies to individualize instruction for individuals with ELN	Identifies a variety of evidence-based strategies in the individual plan for a child	Identifies at least two evidence-based strategies in the individual plan for a child	Identifies less than two evidence-based strategies and/or references evidence-based strategies briefly in the individual plan for a child	Does not provide evidence-based strategies identified in the individual plan for a child
CEC 4b Selection, adaptation, and use of instructional strategies to promote challenging learning results in general and special curricula and modification of learning environments for individuals with ELN	Provides thorough discussion of the environmental modifications that strengthen identified strategies that support learning goals and promote challenging learning in the individual plan for a child	Discusses environmental modifications that strengthen identified strategies that support learning goals and promote challenging learning in the individual plan for a child	Comments briefly upon environmental modifications made but makes no strong connection with instructional strategies to support learning goals in the individual plan for a child	Does not provide discussion of environmental modifications provided
CEC 5a Learning environments that foster cultural understanding, safety and emotional well being, positive social interactions, and active engagement	Writes a thorough analysis of environment that addresses all components to provide a positive, safe, healthy, and culturally and emotionally supportive environment	Writes analysis of environment that addresses components to provide a positive, safe, healthy, and culturally and emotionally supportive environment	Writes analysis of environment that addresses few components to provide a positive, safe, healthy, and culturally and emotionally supportive environment	Does not write an analysis that addresses components to provide a positive, safe, healthy, and culturally and emotionally supportive environment
CEC 5b Environments that value diversity and teach individuals to live harmoniously and productively in a culturally diverse world	Writes thorough analysis of environment that addresses all components to value diversity and engage harmoniously and productively	Writes analysis of environment that addresses components to value diversity and engage harmoniously and productively	Writes analysis of environment that addresses few components to value diversity and engage harmoniously and productively	Does not write an analysis that addresses components to value diversity and engage harmoniously and productively

CEC 5c Environments that encourage independence, self-motivation, self-direction, personal empowerment, and self-advocacy	Writes analysis of environment that thoroughly addresses all components to support independent learning, motivation, advocacy, and empowerment	Writes analysis of environment that addresses components to support independent learning, motivation, advocacy, and empowerment	Writes analysis of environment that addresses few components to support independent learning, motivation, advocacy, and empowerment	Does not write analysis that addresses components to support independent learning, motivation, advocacy, and empowerment
CEC 7a Individualized decision making and instruction	Writes thorough discussion of how individual learning needs and goals are supported and Makes and proposes appropriate decisions about instructional strategies for the described child in the individual plan	Writes discussion of how individual learning needs and goals are supported and Makes and proposes appropriate decisions about instructional strategies for the described child in the individual plan	Writes discussion of how individual learning needs and goals are supported and may or may not make and propose appropriate decisions about instructional strategies for the described child in the individual plan or Provides a discussion of how individual learning needs and goals are supported but is disconnected from the focused individual	Does not provide evidence that decisions made and instructional strategies are appropriate the described child in the individual plan
CEC 7b Development of long-range individualized instructional plans anchored in both general and special curricula	Identifies more than one long-range and short-range goal for child and discusses plans for supporting these goals within the individual plan for a child	Identifies one long-range and short-range goals for child and discusses plans for supporting these goals within the individual plan for a child	May or may not identify a long-range or a short-range goal for child and may or may not discuss plans for supporting these goals within the individual plan for a child	Does not identify long- range or short-range goals nor is a plan to support goals discussed
CEC 7c Translation of individualized plans into carefully selected shorter-range goals and objectives taking into consideration an individual’s abilities and needs, the learning environment, and a myriad of cultural and linguistic factors	Identifies more than two short-range objective within the individualized plan for a child that thoroughly integrates described child’s abilities and needs, the environment, culture, and language	Identifies two short-range objective within the individualized plan for a child that integrates described child’s abilities and needs, the environment, culture, and language	May or may not identify a short-range objective within the individualized plan and does not clearly integrates described child’s abilities and needs, the environment, culture, and language	Does not identify short-range objectives within individual plan

CEC 7e Selection, adaptation, and creation of materials guided by understanding of effective practice and implications of an individual's exceptional condition	Identifies a variety appropriate and creative materials that support learning for the described child in the individual plan	Identifies appropriate materials that support learning for the described child in the individual plan	May identify materials but they are not appropriate to support learning for the described child in the individual plan	Does not identify specific materials appropriate to support learning for the described child
CEC 7i Use of technologies to support instructional planning and individualized instruction	Identifies a variety of technology used to support individualized instruction and necessary accommodations or adaptations for the described child in the individual plan	Identifies technology of used to support individualized instruction and/or necessary accommodations or adaptations for the described child in the individual plan	May or may not identify technology used or technology identified does not support the individualized instruction of the described child in the individual plan	Does not identify use of technology for the described child in the individual plan