



**College of Education and Human Development
Division of Special Education and disAbility Research**

Fall 2014

EDSE 533 692: Curriculum and Assessment in Severe Disabilities
CRN: 81393, 3 - Credits

Instructor: Ms. Melissa Ainsworth	Meeting Dates: 9/8/2014 - 11/17/2014
Phone: 703-380-9633 (text please)	Meeting Day(s): Mondays
E-Mail: mainswor@gmu.edu	Meeting Time(s): 4:30 pm-8:30 pm
Office Hours: By Appointment	Meeting Location: Off-campus/Other, OCL OCL

***Note:** This syllabus may change according to class needs. Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.*

Course Description

Addresses best practices in curriculum and assessment for individuals with severe disabilities. Covers the design of assessment and evaluation techniques and procedures for the severe-needs population, including adaptations and accommodations. Covers IEP formulation and implementation with linkage to assessment. Course is equivalent to EDSE 649 for students in the severe disabilities program. Hours of Lecture or Seminar per week: 3Hours of Lab or Studio per week: 0

Prerequisite(s): None

Co-requisite(s): None

Advising Contact Information

Please make sure that you are being advised on a regular basis as to your status and progress through your program. Mason M.Ed. and Certificate students should contact the Special Education Advising Office at (703) 993-3670 for assistance. All other students should refer to their faculty advisor.

Nature of Course Delivery

Learning activities include the following:

1. Class lecture and discussion
2. Application activities
3. Small group activities and assignments
4. Video and other media supports
5. Research and presentation activities
6. Electronic supplements and activities via Blackboard

Learner Outcomes

Upon completion of this course, students will be able to:

- Locate, read and interpret important assessment reports and IEP documents that comprise a student's cumulative and confidential files, and explain their role in shaping a student's educational history and decision-making regarding the IEP including the eligibility label or labels the student receives services under, special education services, related services, the decision to be assessed in the adapted curriculum rather than general curriculum, and placements.
- Effectively use essential components of the assessment process – record review, interview, observation and systematic structured interactions – to gather information and describe in detail a student's present level of functional and academic performance.
- Effectively use essential components of the assessment process – record review, interview, observation and systematic structured interactions – to gather information and determine starting points for instruction in reading, writing, mathematics, social studies and science.
- Create and evaluate a high-impact, meaningful goal for a target student that enables academic learning, addresses other functional and academic needs, enhances communication competence, and which reflects the students chronological age, and the concerns and priorities expressed by family members.

Required Textbooks

Courtade, G. & Browder, D. (2011). *Aligning IEPs to the Common Core Standards for Students with Moderate and Severe Disabilities*. Also Available in Kindle edition for only \$9 from Amazon.

Kleinert, H. L. and Farmer Kearns, J. (2010). *Alternate assessment for students with significant cognitive disabilities: **An educator's guide***. Baltimore: Paul H. Brookes

Browder, D.M and Spooner, F. *More Language Arts, math & Science for students with significant cognitive Disabilities*. 978-1-59857-317-6

Digital Library Option

The Pearson textbook(s) for this course **may be** available as part of the **George Mason University Division of Special Education and disAbility Research Digital Library**. Please note that not all textbooks are available through this option. Visit the links below before purchasing the digital library to ensure that your course(s) text(s) are available in this format. The division and Pearson have partnered to bring you the Digital Library; a convenient, digital solution that can save you money on your course materials. The Digital Library offers you access to a complete digital library of **all Pearson textbooks** and MyEducationLabs used across the Division of Special Education and disAbility Research curriculum at a low 1-year or 3-year subscription price. Access codes are available in the school bookstore. Please visit <http://gmu.bncollege.com> and search the ISBN. To register your access code or purchase the Digital Library, visit:

<http://www.pearsoncustom.com/va/gmu/digitallibrary/education/index.html>

- 1 year subscription \$200 ISBN-13: 9781269541411
- 3 years subscription \$525 ISBN-13: 9781269541381
- Individual e-book(s) also available at the bookstore link above or at <http://www.pearsoncustom.com/va/gmu/digitallibrary/education/index.html>

Recommended Textbooks

Browder, D.M., & Spooner, F. (2006) Teaching language arts, math & science to students with significant cognitive disabilities. Baltimore, MD: Paul H Brookes Publishing

Required Resources

none

Additional Readings

As assigned

Course Relationships to Program Goals and Professional Organizations

This course is part of The Virginia Consortium for Teacher Preparation in Severe Disabilities, a grant from the Virginia Department of Education that includes George Mason University, Virginia Commonwealth University, the University of Virginia, Radford University, and Norfolk State University. Through the completion of the SD Consortium program, students are eligible for teacher licensure in the Commonwealth of Virginia in the area of Special Education – Adapted Curriculum K-12. This program complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC), the major special education professional organization. The CEC standards that will be addressed in this class include Standard 4: Assessment & Standard 6: Professional Learning and Ethical Practice. (Updated Fall 2014 to align with the revised CEC Standards)

GMU POLICIES AND RESOURCES FOR STUDENTS:

- a. Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/the-mason-honor-code/>].
- b. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- c. 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.
- d. 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/>].
- e. 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/>].
- f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g. 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/>].

PROFESSIONAL DISPOSITIONS

Students are expected to exhibit professional behaviors and dispositions at all times.

CORE VALUES COMMITMENT

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. [See <http://cehd.gmu.edu/values/>]

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

Course Policies & Expectations

Attendance.

This class is designed to be interactive and rigorous. This is so your learning is optimized. Your attendance in class is important and *required*. There are only 10 sessions for this course so it is of utmost importance that you make every effort to attend class. If you are absent, your class activity grade for that date will be 0. **In class Activities may NOT be made up.** However, Please contact the instructor if you know ahead of time that you will not be in class on a particular day due to illness or an emergency.

Late Work.

All assignments are due **in class** by 4:30PM on the dates listed in the course schedule in this syllabus. *Five percent of the available points* for the assignment will be deducted each day for late submissions during the first week after the due date. *After one week* from the due date, assignments will not be accepted. Thus an assignment that is three days late is able to obtain only 85% of the points for the assignment regardless of the quality of the work. After one week, the assignment will no longer be accepted and a score of zero will be entered into the grade book for the assignment.

The point deduction will be made after the grading is complete. The date that the assignment was received by the instructor in hand will be considered the date submitted. Submitting an assignment late does not alter the due dates of the other assignments and prevents timely feedback to students regarding their work may be of value in later assignments. Strive to keep up with the assignment schedule so that you will be able to have appropriate formative evaluation and feedback from your instructor across the semester.

TaskStream Submission

Every student registered for any Special Education course with a required performance-based assessment is required to submit this assessment, (NO ASSESSMENT REQUIRED FOR THIS COURSE) (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete(IN). Unless the IN grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

If you have never used TaskStream before, you **MUST** use the login and password information that has been created for you. This information is distributed to students through GMU email, so it is very important that you set up your GMU email. For more TaskStream information, go to <http://cehd.gmu.edu/api/taskstream>.

Grading Scale

Graduate Students:

95-100% = A

90-94% = A-

87-89% = B+

80-86% = B

70-79% = C

<70% - F

Assignments

Performance-based Assessment (TaskStream submission required).

No TASK STREAM assignments for this course

Performance-based Common Assignments (No TaskStream submission required).

No common assignments

Other Assignments.

1. In Class Activities

20 points each for a total of 100 points possible

There will be a total of 6 (six) in class assignments throughout the course. They may be writing assignments, reading checks, an in class group “project” or other assignment. Each of the assignments is worth up to 20 points. This equals 120 points. The lowest in class assignment grade will be dropped for a possible 100 points total. **In class assignments can NOT be made up**. The highest 5 in class assignments will be added up to equal one grade worth up to 100 points.

2. VAAP Unit Plan and Evidence Collection (100 pts possible)

For this assignment you will pick an ASOL from any grade or subject area and design a unit of study in which you will teach the target skills from the ASOL. For this assignment you will:

1. Pick an ASOL
2. Design a unit of study including
 - a. Overall sketch of unit : # of lessons, content of each lesson, timing of lessons
 - b. Three individual lesson plans from the unit
3. Design and develop evidence collection. How will you collect evidence to put in the student’s VAAP?

3. Assessment History on Target Student and Educational Report (100 points possible)

For this assignment you will be conducting a thorough record review of a target student's assessment history, observing the student, conducting informal assessments, administering the Brigance Inventory of Early Skills (Yellow, Green or Blue as appropriate) and writing an Educational Report based upon your findings. This assignment will result in the following:

1. A one to two page document summarizing student's major reports and records as found in the record review.
2. Copies of all informal assessments done in the classroom (reading inventories, math assessments, spelling tests etc)
3. You must conduct a standardized Brigance test
4. Write an educational report based on the findings of the formal and informal testing.
***Note: pick a student who has a re-evaluation due this school year!

4. Expanded Narrative Describing Target Student's Present Level of Educational and Functional Performance (PLOP) (100 points possible)

You will continue to focus on the target student with significant disabilities that you used for the Assessment History. There will be three major tasks involved in this assignment:

1. Brief Summary of student's past assessment and IEP information (using information gathered for assessment history)
2. Brief Summary of formal and informal assessments completed to gather new/revised assessment information
3. Development of an expanded written narrative with two parts:
 - a. Create a positive portrayal/introduction strong statement of capacity for the student
 - b. Describe the Present Level of Academic and functional Performance per new regulations and VDOE procedures and guidelines for the IEP

Schedule

Tentative Schedule

Date	Class Content	Readings due prior to class time	Assignments due by 4:00 on this date
9-8-14	Introduction Purpose of Assessment Overview of Legal requirements for evaluation		
9-15-14	VAAP- picking, planning and implementing	Kleinert & Kearns : chapters 1 & 4 Courtade & Browder: chapter 5	
9-22-14	Standardized and Non standardized assessment tools	Browder & Spooner : Chapter 12 Kleinert & Kearns: chapter 2	
9-29-14	Making sense of the data?! What does it mean now that I have these test results? Deficit –based vs capacity building	Courtade & Browder: Chapter 1	VAAP Unit Plan Due In class
10-6-14	Eligibility, Re-evals and the educational evaluation	Kleinert & Kearns: Chapter 3	
10-13-14	Literacy Assessment, Curriculum & goals	Browder & Spooner: Chapters 4,5& 6 Kleinert & Kearns: Chapter 6	
10-20-14	Math Assessment, Curriculum & goals	Kleinert & Kearns: Chapter 7 Browder & Spooner: Chapters 8 & 9	
10-27-14	Science Assessment & Curriculum/ Functional skills & Self Determination	Browder & Spooner: Chapters 10 & 11 Kleinert & Kearns: Chapters 8,9,10	Assessment History & Educational Evaluation due in class
11-3-14	Developing meaningful IEP's	Courtade & Browder: Chapter 1	
11-10-14	Meaningful IEP's continued & Standards based IEPs		
11-17-14	AT/ related services/ Person-centered planning/ Circles of support	Courtade & Browder: chapter 3 & 4 Kleinert & Kearns: Chapter 11	Expanded narrative & PLOP due in class

**Schedule is subject to Change

***Additional readings may be assigned during the course of the semester