



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

Summer 2016

EDSE 533 626: Curriculum and Assessment in Severe Disabilities

CRN: 42762, 3 - Credits

Instructor: Dr. Deborah Taub	Meeting Dates: 05/23/2016 – 07/25/2016
Phone: 202-253-6624	Meeting Day(s): Monday
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Office Hours: online by appointment	Meeting Location: Off Campus

***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: 3 Hours 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.

Advising Tip

Do you need to apply for internship? Students completing special education teacher licensure programs apply ahead of time for internships so supervisors, and sites if needed, can be arranged. Check your program plan or talk with your advisor if you are unsure when you should be applying for internship.

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
7. Online meetings and guest speakers on occasion

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 & Kearns, J. (2010). *Alternate Assessment for Students with Significant Cognitive Disabilities: An Educator's Guide*. Baltimore: Paul H. Brookes.

Browder, D.M. & Spooner, F. (2014). *More Language Arts, Math & Science for Students with Significant Cognitive Disabilities*. 978-1-59857-317-6

Recommended Textbooks

Copeland, S. & Keefe, E. *Effective Literacy Instruction for Students with Moderate or Severe Disabilities*

Additional Readings and Resources

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.

As educators, you know that if learning were merely about reading a book then all students would have equal educational experiences. As such, class time will be a combination of discussion, activities, debate, and lecture that will be a part the context and information you will be expected to learn and use. Class participation will be a part of your final grade. Plus, it is 5 hours of class time so if you miss one class it is a significant amount of content.

Late Work.

All assignments are due at the beginning of class on the date listed in the syllabus. Assignments turned in after that time will lose 5% of the available points for the assignment and after one week the assignment will no longer be accepted. If, at any time, you have questions about an assignment, email, call, Skype, etc. and ask questions.

Anyone who scores a 78 or lower on an assignment may meet with the instructor to discuss how to strengthen the assignment and revise the assignment for a possible higher grade. The higher grade will be used. This option is available one time per assignment. A revised due date will be negotiated between the instructor and the student.

Tk20 Performance-Based Assessment Submission Requirement

Every student registered for any Special Education course with a required performance-based assessment is required to submit the *(No Assessment Required)* to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a onetime course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester.

Grading Scale

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

Assignments

Performance-based Assessment (Blackboard submission required).

No Task Stream assignments for this course

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

No common assignments

Other Assignments.

20 points each for a total of 100 points possible

There will be a total of 6 (six) formal 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.

1. 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 and report the findings in the educational report.
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!

2. 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

3. 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?

Schedule

Tentative Schedule

Date	Class Content	Readings due prior to class time	Assignments due by 5:00 on this date
5/23	Introduction OTL Purpose of Assessment Overview of Legal requirements for evaluation; Historical context;		
5/30	No Class	Kleinert & Kearns : chapters 1 Browder & Spooner: chapters 1 & 2	
6/6	Understanding the standards; Aligning to standards;	Kleinert & Kearns : chapters 2 & 4 Courtade & Browder: chapters 1 & 6 Browder & Spooner: chapter 2 & 3 Next Generation Science Standards MOOC modules 1 & 2 http://www.uwosh.edu/stemlab/ngss/ngss-mooc-1	Jigsaw
6/13	Standardized and Non standardized assessment tools; Making sense of the data?! What does it mean now that I have these test results? Deficit – based vs capacity building; Eligibility, Re-evals and the educational evaluation	Browder & Spooner : Chapters 12-14	
6/20	Literacy Assessment, Curriculum & Goals (4 step)	Courtade & Browder: chapters 2 & 4 Kleinert & Kearns: Chapters 5 & 6 Browder & Spooner: Chapters: 4-7	Jigsaw Jessica McCord
6/27	Math Assessment, Curriculum & goals	Browder & Spooner: Chapters 4-9 Kleinert & Kearns: Chapter 7 Courtade & Browder: Chapters 8-9	jigsaw
7/4	No Class		

7/11	Science Assessment & Curriculum/	Browder & Spooner: Chapters 10 & 11 Courtade & Browder: Chapter 5 Kleinert & Kearns: Chapter 8	Assessment History on Target Student and Educational Report
7/18	Developing meaningful IEP's Standards based IEPs; Functional skills & Self Determination	Courtade & Browder: Chapters 3 Kleinert & Kearns: Chapters 10 & 11 Browder & Spooner: Chapter 13	VAAP Unit Plan Due In class
7/25	AT/ related services/ Person-centered planning/ Circles of support; communication	Kleinert & Kearns: Chapters 3 & 11 Courtade & Browder: Chapter 7	Expanded narrative & PLOP