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

Spring 2017
EDSE 629 627: Secondary Curriculum and Strategies for Students with Disabilities who Access the General Curriculum
CRN: 21085, 3 – Credits

Instructor: Dr. Frederick Brigham	**Meeting Dates**: 03/16/17 – 05/18/17
Phone 703 993 1667	**Meeting Day(s)**: Thursday
E-Mail: fbrigham@gmu.edu	**Meeting Time(s)**:4:30 pm - 9:00 pm
Office Hours: by appointment	**Meeting Location**: Off-campus
Office Location: Finley Hall 220	**Other Phone**: NA

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

Course Description
Applies research on teacher effectiveness, accountability, and instructional approaches at the secondary level for individuals with mild disabilities. Includes instructional methods necessary for teaching reading, writing, math, and other content areas across the curriculum.
Schedule Type: LEC
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 teacher candidates/students should contact the Special Education Advising Office at (703) 993-3670 for assistance. All other teacher candidates/students should refer to their faculty advisor.

Advising Tip
Did you know that Mason email is the primary method of communication used by university offices including those arranging internships, reviewing records for graduation, etc.? Check your Mason email regularly or use the instructions at http://masonlive2.gmu.edu/tutorials/forwardemail.cfm to forward to an email account you check frequently.

Course Delivery Method
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, teacher candidates/students will be able to:

1. Demonstrate knowledge of the federal and state laws that require and provide for instructional services for teacher candidates/students with disabilities.
2. Demonstrate the ability to develop a comprehensive unit that includes instructional strategies and adaptations for teacher candidates/students with disabilities at the secondary level.
3. Identify and infuse into the curriculum differentiation strategies for successfully including teacher candidates/students with disabilities at the secondary level in both regular (math, science, social studies, English, etc.) and special education classroom environments.
4. Demonstrate the ability to assess, plan for, and address the content area literacy needs of teacher candidates/students with disabilities who are accessing the general curriculum
5. Describe components of Individual Education Plans that successfully address the needs of secondary teacher candidates/students with disabilities.
6. Identify research efforts, organizations, services, networks, and the variety of state and local resources aimed at dropout prevention and improving the outcomes of secondary teacher candidates/students with disabilities.

Course Relationship to Program Goals and Professional Organizations
This course is part of the George Mason University, Graduate School of Education (GSE), Special Education Program for teacher licensure in the Commonwealth of Virginia in the special education areas of Special Education: Students with Disabilities who Access the General 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. This program complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC), the major special education professional

organization, as well as those established by the Interstate Teacher Assessment and Support consortium (InTASC). The standards addressed in this class include CEC Standard 2: Learning environments (InTASC 3); CEC Standard 4: Assessment (InTASC 6) & CEC Standard 5: Instructional planning and strategies (InTASC 7,8).

Evidence-Based Practices

This course will incorporate the evidence-based practices (EBPs) relevant to secondary curriculum learning strategies, content Area planning, designing a secondary IEP . These EBPs are indicated with an asterisk (*) in this syllabus' schedule. Evidence for the selected research-based practices is informed by meta-analysis, literature reviews/synthesis, the technical assistance networks which provide web-based resources, and the national organizations whose mission is to support teacher candidates/students with disabilities. We address both promising and emerging practices in the field of special education. This course will provide opportunities for teacher candidates/students to take an active, decision-making role to thoughtfully select, modify, apply, and evaluate EBPs in order to improve outcomes for teacher candidates/students with disabilities.

Required Textbooks

Archer , A L. & Hughes, C. A. (2011). *Explicit instruction: Effective and efficient teaching*. New York, Guilford Press.
  9781609180416 (pbk. alk. paper)
  1609180410 (pbk. alk. paper)

Recommended Textbooks

American Psychological Association. *(2010). Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

My favorite general reference for special education teachers is:
Mastropieri, M. A. (2002). *Effective instruction for special education* (3rd ed.). Austin, Tex.: Pro-Ed.

  ISBN-13: 978-0890798829
  ISBN-10: 0890798826
You will not need it for this class, but when I was a special education director, I bought a copy of an earlier edition of this text for every teacher with whom I worked.

Another book that many people find useful for supporting students with disabilities in secondary content area instruction is:

Miller, S. P. (2009). *Validated practices for teaching students with diverse needs and abilities* (2nd ed.). Boston: Allyn & Bacon.

Required Resources

You will need:
access to the internet for obtaining images,

PowerPoint or equivalent presentation software;
the ability to record your voice into the presentation software;

Additional Readings
Additional readings appear in the class bibliography and will be posted on the class website.

Course Performance Evaluation
Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy). For this class, assignments must be submitted through Blackboard for grading. Assignments that are submitted in ways other than Blackboard will not be graded and receive a grade of zero at the end of the semester.

Tk20 Performance-Based Assessment Submission Requirement
It is critical for the special education program to collect data on how our students are meeting accreditation standards. Every teacher candidate/student registered for an EDSE course with a required Performance-based Assessment (PBA) is required to upload the PBA to Tk20 (regardless of whether a course is an elective, a one-time course or part of an undergraduate minor). A PBA is a specific assignment, presentation, or project that best demonstrates one or more CEC, InTASC or other standard connected to the course. A PBA is evaluated in two ways. The first is for a grade, based on the instructor's grading rubric. The second is for program accreditation purposes. Your instructor will provide directions as to how to upload the PBA to Tk20.

For EDSE 629, the required PBA is Secondary Curriculum Unit Plan. Failure to submit the assignment to Tk20 will result in reporting the course grade as Incomplete (IN). Teacher candidates/students have until five days prior to the University-stated grade change deadline to upload the required PBA in order to change the course grade. When the PBA is uploaded, the teacher candidate/student is required to notify the instructor so that the "IN" can be changed to a grade. If the required PBA is not uploaded five days prior to the University-stated grade change deadline and, therefore, the grade not changed, it will become an F. Please check to verify your ability to upload items to Tk20 before the PBA due date.

Assignments
> **Performance-based Assessment (Tk20 submission required)**
> Each student will create a unit plan including at least two lesson plans and several required evidence-based supports. You will be given explicit instructions for this assignment in class. Please not that the elements of the unit plan need to be uploaded to Blackboard individually. The entire Unit plan must also be uploaded to TK20. TK20 is independent of the copurse4 grade, however, students failing to upload the complete set of materials to TK20 will receive a grade of **INCOMPLETE** until the documents are complete and the instructor has had the opportunity to evaluate them.

> **College Wide Common Assessment (Tk20 submission required)**
> Each student must develop a research-supported lesson plan to meet the needs of students with disabilities who are enrolled in content areas that are the focus of this class. You will be given more detailed instructions as well as a *required*

lesson plan form in class. This lesson may be duplicated in your unit plan so long as it meets the requirements of this assignment.

Performance-based Assessment (Blackboard submission required).

The unit plan will include the following components: (See Class Blackboard site for specific instructions and grading rubrics).

- Curriculum analysis
- Unit planning visual organizer
- Two lesson plans
- Two assessments
- One Content Acquisition podcast
- Two Keyword Mnemonics
- One Coached Elaboration

Other Assignments.

4 by 4 analysis of video

3 by 3 analysis of video

Debate: Summary & presentation of controversial or contra-recommended technique:

Course Policies and Expectations

Attendance/Participation

Students are expected to (a) attend all classes during the course, (b) arrive on time, (c) stay for the duration of the class time, (d) show evidence of having read/studied material, and (e) complete all in-class assignments. Students who are unable to attend a class, are responsible for the material covered in the missed class and also for assignment deadlines.

Never call or write to me and ask if it is "alright to miss a class!" Of course, it is not. It is, however, sometimes necessary for people to miss a class. If that happens, use your judgment as to the necessity. Do not contact me and ask me to judge the adequacy of your reason. That is demeaning to both of us. If you must miss a large number of classes, it is a good idea to get in touch with me so that we can work out arrangements to complete the class or to consider the merits of dropping the class if there is still time to do so.

You are responsible for the material covered in your absence and also absence does not alter due dates. Plan to accomplish the goals for this class in a timely manner so they do not pile up on you.

Late Work

All graded assignments are posted in the Syllabus and are due on the date indicated. If I change the due date for reasons related to student need in the course, the change will be discussed in class, posted on the Blackboard site, and confirmed in an email to all students.

Because all assignments are given at the beginning of the course, I will not accept late work. If you are not in class on the day an assignment is due, you are still responsible for submitting the assignment. You may submit an assignment by emailing the assignment to me with a date sent no later than the end of the class on the date due or by having someone bring the assignment to me in hard copy by the same time. If, for some reason, you are incapacitated on

the day the assignment is due (e.g., hospitalized, involved in an accident, or someone you care for is hospitalized or involved in an accident), contact me either directly or through a representative within 24 hours.

Failure to complete assignments *including any* tests by the due date will result in a grade of zero being posted for the assignment or test. Any assignments or grades that are outstanding at the time that grades are required for submission by the university will be assigned a value of zero and will not be accepted at a later time.

Assignment Submissions and Revision

This is a graduate course designed to prepare individuals for professional positions. As graduate students and professional educators, you are required to submit completed projects in accordance with the instructions provided in writing and through class discussions. I will answer questions about the assignment but I will not do it for you. That means that you must ask specific questions and that I will not simply review early drafts. I will grade each assignment only once. There is no option for revision and resubmission of the submitted product once it is graded.

All individual assignments must be submitted through the appropriate portal on Blackboard. Assignments submitted as email attachments will be deleted without comment. The major reason for that is logistic. It is impossible for me to keep track of many emails, so use the Bboard site. Also, I have had the displeasure of receiving emails from students in previous classes with virus-infected files attached. That doesn't happen as much going through Bboard.

Once the Blackboard submission deadline passes, no submissions will be accepted. This is for your protection. If an email is accidentally erased or fails to be delivered, you have no recourse. If the assignment is posted to Blackboard, we are both protected because the date, time and version are clear. MAKE SURE THAT YOU KNOW HOW TO POST ON BLACKBOARD!

These policies are in response to previous students who abused the system. Believe it or not, in a recent semester, a student did not even begin the final exam until three weeks after the course ended and grades were posted. When she failed the class and complained, the university folded like a cheap suit because I did not explicitly state that students have to turn in their assignments on time and complete the tests on time. OK, here it is…

You are expected to complete your assignments and tests on time, according to instructions, and to submit them through the appropriate Blackboard portal.

Your assignments will be graded upon submission and there is no option for revision not is there any option for extra credit in the class.

Failure to comply with these requirements will result in a grade of zero being entered for the assignment or test. Any questions?

My advice is to demonstrate the utmost in scorn and contempt for your classmates who engage in self-serving behaviors that diminish the respect afforded to graduates of our program throughout the region and across the profession. Expect more of yourself than you do from your peers but expect your peers to perform in a manner that would make them colleagues who are able to pull their own load in the schools and, by their own performance, enhance your credibility by your association with them through this training program.

Grading Scale

	Assignment*	Range	Points
1.	Attendance & Participation (class discussions and question response)	Expected	10
2.	Periodic on-line or in-class quizzes	60 pts	60
3.	4 by 4 analysis of video	10 pts	10
4.	Debate: Controversial treatment	20 pts	20
5.	Secondary Unit Curriculum Plan	200 pts	200
		Total	300

*Ten percent of assignment total points will be deducted for late work.

Class Grading Scale

100--95% = A ;   94--90% = A-; 89--80% = B;   79--75% = C ;   < 75% =F

Note: The George Mason University Honor Code will be strictly enforced. Students are responsible for reading and understanding the Code. "To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: **Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.**" Work submitted must be your own or with proper citations (see http://oai.gmu.edu/the-mason-honor-code/).

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

Core Values Commitment
The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: http://cehd.gmu.edu/values/

GMU Policies and Resources for Students

Policies
- Students must adhere to the guidelines of the Mason Honor Code (see http://oai.gmu.edu/the-mason-honor-code/).

- Students must follow the university policy for Responsible Use of Computing (see http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).

- Students are responsible for the content of university communications sent to their Mason 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 with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see http://ods.gmu.edu/).

- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/api/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.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/).

- 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 Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to http://studentsupport.gmu.edu/, and the OSS staff will follow up with the student.

For additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu/.

Class Schedule

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

mtg	Date	Assignment	Preparation	Due
1	3/16	Introduction and overview Evidence, Fads & False Claims	None, we will review syllabus and course structure. • Brigham (2004) • Watch "Is Education a Science?" http://www.youtube.com/watch?v=wJrqM7Rx_FY • Watch "Learning Styles Don't Exist" https://www.youtube.com/watch?v=sIv9rz2NTUk	**(in class)** Learning styles video 3X3 grid
2	3/23	Thinking about students and schools developmentally Discussion of *Dropout Nation* Can we make a difference in the academic lives of secondary students?	• Watch Dropout Nation http://www.pbs.org/wgbh/pages/frontline/dropout-nation/ • Brigham, et al. (2016) • Banda (2008) • Lloyd et al., (1998) • Scruggs, et al., (2010)	Bring to class: **4 x 4 analysis of Dropout Nation, what problems, perspectives emerged**
3	3/30	Explicit Instruction Curriculum: Big ideas, content organizers, and unit planning Unit Planning	• Read Archer & Hughes, Chapter 1 Consider the demands that the kinds of instruction described places on students with IEPs. What are the "predictable problems?" • Boudah (2000) • Brigham (2009) Download and be prepared to work with the chapter for in-class work under assignments in the Blackboard page.	**(in-class)** work in groups to develop a unit plan for American History chapter on Westward Expansion

mtg	Date	Assignment	Preparation	Due
4	4/06	Lesson Planning	• Read Archer & Hughes, Chapter 2 Online ppt of lesson planning components	**(in class) Use the lesson planning routine on the class web site to complete lessons for the VA studies units.**
		Delivering Instruction	• Brigham, 1992	(in class) identify material from "Westward Expansion" for which keyword mnemonics are appropriate.
		Content Enhancements 1 Supporting recall	• Read Brigham & Brigham (2001) • Brigham & Brigham (1998) • Sullivan, et al., (1995) • Scruggs & Mastropieri (2002) www.teachingld.org	
		Controversial Treatment Debate	Select teams and topics for Controversial Treatment debates.	
5	4/13	No class FFX spring break		
6	4/20	No class meeting	CEC Convention in Boston **Homework** • Watch: Good Homework - Bad Homework: How to tell the Difference Available on the Blackboard <Tools> <Media Gallery> (Give it a few minutes to load. It's a little slow) • Read: **Content Acquisition Podcast** • Watch: Kennedy (no date) • Read: Kennedy & Wexler (2013)	•

mtg	Date	Assignment	Preparation	Due
7	4/27	Content Enhancements 2 Encouraging organization	Meyen, (2009) Dexter et al (2011) Ellis & Howard (2007) Harniss (2007) Scruggs et al. (2012)	Example CAPs from Westward Expansion.
		Content Enhancements 3 Written Language	SPM Chapter 8 Hoover, et al (2012) Regan & Mastropieri (2009). Boyle (2012) Graham & Perin (2007)	(In class) Development of organizational and written language supports for Westward Expansion
8	5/04	Supporting performance across content areas, general comprehension	• SPM Chapter 7 • Brigham, et al (2007) Comprehension Strategies • Kaufman & Flannagan (2016) • Reed & Lynn (2016)	**** Special guest presentation by Library of Congress "Teaching with Primary Sources" staff**
9	5/11	Supporting students in Mathematics	SPM Chapter 6 Cuenca-Carlino, et. al., (2016) Dennis, et. al., (2016) González-Castro, et. al. (2016)	• Revision of CAP using primary source material.
10	5/18			**Project due to Blackboard (Dual submission, once to Assignment section, once to Assessment Section)**

Assessment Rubric(s)

Assessment #3 Secondary Curriculum Unit Plan

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3

Curriculum Analysis
 	
CEC/IGC Standard 3
 	
Candidate uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.
	• Candidate does not clearly identify a secondary grade level, content area, AND/OR one standard (and/or component thereof) from a specific state or common general curriculum (i.e., Virginia Standards of Learning).
	• Candidate does not clearly identify and describe ANY of the following related to the standard:
	   o Critical concepts,
	   o Critical vocabulary, or
	   o Skills (e.g., what the student must do to acquire, organize, recall, and/or express mastery of the information)
	   Required for a student to meet the standard.
	• Candidate identifies and/or describes critical concepts, critical vocabulary, or skills that are irrelevant to the identified standard.
		• Candidate clearly identifies a secondary grade level, content area, and one standard (and/or component thereof) from a specific state or common general curriculum (i.e., Virginia Standards of Learning).
		• Candidate clearly identifies, describes, and prioritizes the relevant:
		   o Critical concepts,
		   o Critical vocabulary, and
		   o Skills (e.g., what the student must do to acquire, organize, recall, and/or express mastery of the information)
		Required for a student to meet the standard.
			• Candidate clearly identifies a secondary grade level, content area, and one standard (and/or component thereof) from a specific state or general curriculum (i.e., Virginia Standards of Learning).
			• Candidate clearly identifies, describes, and prioritizes the relevant:
			   o Critical concepts,
			   o Critical vocabulary, and
			   o Skills (e.g., what the student must do to acquire, organize, recall, and/or express mastery of the information)
			Required for a student to meet the standard.
			• Candidate provides further evidence of task analysis of the standard by:
			   o Identifying priorities or sequencing of the critical content,
			   o Identifying ways to organize the critical content, OR
			   o Identifying sources of specialized materials, curriculum, or resources related to the critical content.

Development of Unit Planning Visual Organizer CEC/IGC Standard 3 Candidate uses knowledge of general and specialized curricula to	• Candidate develops a unit planning visual organizer which omits any of the following: o make explicit connections between prior knowledge and future learning (scope and sequence); o make connections between essential concepts; o identify, prioritize and sequence key concepts from the unit; and	• Candidate develops a unit planning visual organizer which: o makes explicit connections between prior knowledge and future learning (scope and sequence), o makes connections between essential concepts, o identifies, prioritizes and sequences key concepts from the unit, and	• Candidate develops a unit planning visual organizer which: o makes explicit connections between prior knowledge and future learning (scope and sequence), o makes connections between essential concepts, o identifies, prioritizes and sequences key concepts from the unit, and

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
individualize learning for individuals with exceptionalities.	o identify questions that students should be able to answer at the end of the unit to demonstrate deep understanding of the unit concepts.	o identifies questions that students should be able to answer at the end of the unit to demonstrate deep understanding of the unit concepts.	o identifies questions that students should be able to answer at the end of the unit to demonstrate deep understanding of the unit concepts. • Candidate explicitly connects organizer components to state standards or provides for enrichment.
Adaptation of Lesson Plan CEC/IGC Standard 5 Candidate selects, adapts, and uses a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.	• Candidate fails to do any of the following: o identify essential concepts and vocabulary likely to require adaptation. o select and adapt instructional strategies and materials according to the interaction of learners' academic and social abilities, attitudes, interests, and values and the demands of instruction. o adapt lesson plans to include research supported teaching methods that focus on teaching essential concepts, vocabulary and content across the general curriculum AND/OR age and ability appropriate instruction and specialized instructional strategies appropriate to the abilities and needs of the learners with exceptionalities.	• Candidate identifies which essential concepts and vocabulary are likely to require adaptation. • Candidate selects and adapts instructional strategies and materials according to the interaction of learners' academic and social abilities, attitudes, interests, and values and the demands of instruction. • Candidate adapts lesson plans to include research supported teaching methods that focus on teaching essential concepts, vocabulary and content across the general curriculum, age and ability appropriate instruction and specialized instructional strategies appropriate to the abilities and needs of the learners with exceptionalities. • Candidate integrates task analysis into the lesson plans.	• Candidate identifies which essential concepts and vocabulary are likely to require adaptation. • Candidate selects and adapts instructional strategies and materials according to the interaction of learners' academic and social abilities, attitudes, interests, and values and the demands of instruction. • Candidate adapts lesson plans to include research supported teaching methods that focus on teaching essential concepts, vocabulary and content across the general curriculum, age and ability appropriate instruction and specialized instructional strategies appropriate to the abilities and needs of the learners with exceptionalities. • Candidate integrates task analysis into the lesson plans. • Candidate includes a detailed and specific rationale for the changes made/selection of adaptations.

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3

Lesson Plan Development
 	
CEC/IGC Standard 5
 	
Candidate selects, adapts, and uses a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.
	• Candidate prepares incomplete lesson plans that fail to utilize a repertoire of evidence-based practices to individualize instruction and emphasize the development, maintenance, and generalization of knowledge and skills across environments and settings.
	• Candidate fails to focus lesson plans on teaching essential concepts, vocabulary, and content across the general curriculum AND/OR include age and ability appropriate instruction AND/OR use specialized instructional strategies appropriate to the abilities and needs of the learners with exceptionalities.
		• Candidate prepares comprehensive lesson plans that
		  o utilize a repertoire of evidence-based practices to individualize instruction, and
		  o emphasize the development, maintenance, and generalization of knowledge and skills for an individual with an exceptionality across environments and settings.
		• Candidate focuses lesson plans on
		  o teaching essential concepts, vocabulary, and content across the general curriculum,
		  o includes age and ability appropriate instruction and
		  o uses specialized instructional strategies appropriate to the abilities and needs of the individual with an exceptionality.
		• Candidate integrates instructional or assistive technology into the lesson plans.
			• Candidate prepares comprehensive lesson plans that utilize a repertoire of evidence-based practices to individualize instruction and emphasize the development, maintenance, and generalization of knowledge and skills for an individual with an exceptionality across environments and settings.
			• Candidate focuses lesson plans on
			  o teaching essential concepts, vocabulary, and content across the general curriculum,
			  o including age and ability appropriate instruction and
			  o using specialized instructional strategies appropriate to the abilities and needs of an individual with an exceptionality.
			• Candidate integrates task analysis and instructional or assistive technology into the lesson plans, as appropriate.
			• Candidate includes clear plans for connecting the concepts from one lesson to the next.
			• Candidate provides elaboration on the instructional strategies with explicit scholarly plans, materials, or links to future lessons.

Assessments
 	
CEC/IGC Standard 4
 	
Candidate uses multiple methods of assessment and data sources in making educational decisions.
	• Candidate fails to develop two different assessments that accommodate the unique abilities and needs of individuals with exceptionalities
	
	OR
	
	• Candidate fails to develop two different assessments that effectively evaluate students' learning of the stated objectives and monitor progress in instruction.
		• Candidate describes and provides original sample questions for two different assessments for the unit that
		  o 1. ONE: evaluates instruction of the stated learning objectives
		  o 2. TWO: Monitors progress of an individual with an exceptionality during unit instruction
		• Candidate selects assessments to accommodate the unique abilities and needs of individuals with exceptionalities.
			• Candidate describes and provides original sample questions for two different assessments for the unit that
			  o 1. ONE: evaluates instruction of the stated learning objectives
			  o 2. TWO: Monitors progress of an individual with an exceptionality during unit instruction
			• Candidate selects assessments to accommodate the unique abilities and needs of individuals with exceptionalities.

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
			• Candidate provides description of the implementation plan for the assessments AND provides a description of the utility of each item or clusters of items to instruction.

Assessment Objective

- The candidate will develop a research-supported lesson plan that effectively meets the needs of a specific population of students.

Research base/Rationale

It is important that teacher candidates demonstrate their ability to design an effective lesson plan with specific, performance-based learning objectives that meet the learning needs of their students. Lesson planning can be guided by four basic questions: (adapted from Spencer, 2003, p. 251).

1. Who am I teaching? The number of learners, their academic level and prior knowledge.
2. What am I teaching? The content or subject, the type of learning (knowledge, skills, behaviors).
3. How will I teach it? Teaching models, learning strategies, length of time available, materials, technology resources, differentiation/modifications, etc.
4. How will I know if the students understand? Informal and formal assessments, formative and summative, higher order questioning techniques, feedback from learners, etc.

You might also want to ask:

- What do students know already?
- Where have students come from and what are they going on to next?
- How can I build in sufficient flexibility cope with emergent needs?

A lesson plan must be developed for each teaching session. During the internship and when teaching new content or grade levels, your lesson plans will be detailed. As you gain pedagogical content knowledge and are proficient, your lesson planning becomes less detailed. Part of the planning process includes considering the following tasks:

- list content and key concepts, (research more if needed)
- define your aims and identify specific learning outcomes or objectives
- create assessments that are aligned to your specific objectives
- think about the structure of the lesson, pacing, and transitions
- identify adaptations/modifications/extensions needed to meet student needs
- determine "best practice" and learning strategies aligned to the learning outcomes
- identify learning resources and support materials

Assessment Task

Develop a lesson plan using the template attached. Review the rubric to guide the development of your lesson plan.

NOTE: Lesson plans will be evaluated based on adherence to the provided lesson plan format; consistency with instructional methods taught in the program; appropriate rationale provided; specification of objectives, as related to state and national standards; appropriate match between assessment of learning and learning objectives; coherence of writing and mechanics.

Lesson Plan Rubric

Criteria	Does Not Meet Standard 1	Approaches Standard 2	Meets Standard 3	Exceeds Standard 4
LESSON PLANNING				
The candidate identifies performance-based objectives and appropriate curriculum goals that are relevant to learners. *InTASC 7(a)*	The candidate **does not** identify performance-based objectives and appropriate curriculum goals that are relevant to learners.	The candidate identifies objectives and curriculum goals but they **are not** performance-based **or** appropriate for subject and/or grade level.	The candidate identifies performance-based objectives and appropriate curriculum goals and they are appropriate for subject and/or grade level.	The candidate identifies **well-developed,** performance-based objectives, appropriate curriculum goals that are appropriate for subject and/or grade level; **correctly formulated; and addressed all domains.**
The candidate identifies national/state/ local standards that align with objectives and are appropriate for curriculum goals and are relevant to learners. *InTASC 7(g)*	The candidate **does not** identify national/state/local standards that align with the objectives or the standards **are not** appropriate for curriculum goals or are not relevant to learners.	The candidate identifies national/state/ local standards but the standards **are not** aligned with the objectives and/or **marginally** relevant to learners.	The candidate identifies national/state/ local standards that are aligned with the objectives **and** relevant to learners.	The candidate identifies national/state/ local standards that are **clearly** aligned with the objectives **and** relevant to learners.

| The candidate continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.

InTASC 6(i)	The candidate **does not** identify appropriate technology to engage learners even though it was available.	The candidate identify technology to engage learners though it would be ineffective to teach the content and address learner needs.	The candidate identifies appropriate technology to engage learners more fully and assess and address learner needs.	The candidate identifies effective, creative and appropriate technology to engage learners more fully and assess **and enhance** student learning needs.
The candidate facilitates learners' use of current tools and resources to maximize content learning in varied contexts.

InTASC 5(c) | The candidate's plans **do not** provide evidence of opportunities for learners' use of current tools (technology) **nor** resources to maximize content learning in varied contexts. | The candidate's plans provide evidence of opportunities for learners' use of current tools and resources **that are ineffective** to maximize content learning in varied contexts. | The candidate's plans **provide evidence** of opportunities for learners' use of current tools and resources **that are effective** to maximize content learning in varied contexts. | The candidate's plans provide **substantial** evidence of **multiple** opportunities for learners' use of current tools and resources **that are creative and effective** to maximize content learning in varied contexts. |
| The candidate plans how to achieve each student's learning goals, choosing accommodations to differentiate instruction for | The candidate's lesson plan **does not** provide evidence of accommodations to differentiate instruction for individuals and | The candidate's lesson plan provides evidence of **an effort** to meet student's learning goals, and **attempts** accommodations to differentiate instruction for | The candidate's lesson plan provides evidence of **successfully** meeting **each** student's learning goals, and **successfully** makes accommodations | The candidate's lesson plan provides evidence of successfully meeting **each** student's learning goals, and **successfully** makes **a variety of** |

individuals and groups of learners. *InTASC 7(b)*	groups of learners. .	individuals and groups of learners.	to differentiate instruction for individuals and groups of learners.	**accommodations** to differentiate instruction for individuals and groups of learners.
The candidate develops appropriate sequencing and pacing of learning experiences and provides multiple ways to demonstrate knowledge and skill. *InTASC 7(c)*	The candidate **does not** plan for appropriate sequencing and pacing of learning experiences. Tasks, methods, strategies **are not** stated.	The candidate plans for appropriate sequencing and pacing of learning experiences; but tasks, methods and strategies are **not stated and/or not appropriate** or effective for the lesson.	The candidate plans for **appropriate** sequencing and pacing of learning experiences; and **all** tasks, methods, and strategies are **stated and/or are appropriate** and **effective** for the lesson.	The candidate plans for **appropriate** sequencing and pacing of learning experiences; tasks, methods and strategies include **a variety of creative, active learning, instructional strategies** that address learner differences to maximize learning.
PLANNED INSTRUCTIONAL STRATEGIES				
The candidate stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.	The candidate **does not** plan an opening activity that stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, **nor** makes connections to learners' experiences.	The candidate plans an opening activity that used learner prior content knowledge, **but does not** link new concepts to familiar concepts, **or** make connections to learners' experiences.	The candidate plans an opening activity that stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, **and** makes connections to learners' experiences.	The candidate plans an opening activity that **actively** stimulates learner reflection on prior content knowledge, **effectively** links new concepts to familiar concepts, and **creatively** makes connections to

				learners' experiences.
InTASC 4(d)				
The candidate engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process. **InTASC 6(e)**	The candidate **does not** use assessment as closure to check for comprehension and student knowledge and skills.	The candidate uses assessment as closure to demonstrate knowledge and skills to check for comprehension **but** they are **inappropriate and/or ineffective**.	The candidate uses **appropriate assessment strategies** as closure to demonstrate knowledge and skills to check for understanding.	The candidate uses **creative appropriate assessments** for closure to demonstrate knowledge and skills to check for comprehension.
ASSESSMENTS				
The candidate plans instruction based on pre-assessment data, prior learning knowledge and skill. **InTASC 7(d)**	The candidate **does not** plan instruction based on pre-assessment data, prior learning knowledge **or** skills.	The candidate plans instruction based on pre-assessment data, prior learning knowledge and skills but it was **not effective.**	The candidate plans instruction based on pre-assessment data, prior learning knowledge and skill. Pre-assessment strategy/method **appropriate** and **effectively** assess student prior knowledge.	The candidate plans instruction based on pre-assessment strategy/method that are **creative and effective** way to assess student prior knowledge and skills and **to guide instruction**.
The candidate designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort	The candidate's lesson design **does not** include post-assessments strategies or methods.	The candidate's lesson design includes post-assessments strategies or methods but the strategies/methods were **not effective.**	The candidate's lesson design includes post-assessments that were appropriate to **effectively** assess student learning.	The candidate's post-assessment **matches learning objectives** and includes **creative strategies** to **effectively**

assessment results.				assess student learning.
InTASC 6(b)				

Name:	**Date:**
School:	**Subject/Grade level:**
Lesson Title:	

LESSON PLANNING	*Optional* **Teaching Points/ Cues/Time**
Performance-based Objective(s):	
Local/State/National Standards:	
Materials:	
Technology:	

Accommodations:	
Extensions	

LESSON PLAN TEMPLATE

PLANNED INSTRUCTIONAL STRATEGIES	
Opening/Context Setting:	
Tasks/Methods/Strategies	
Comprehension Checks	
Closure	
ASSESSMENT	

Pre-Assessment	
Formative and/or Informal Assessments	
Summative Assessment	