

VIRGINIA CONSORTIUM FOR TEACHER PREPARATION IN SPECIAL EDUCATION ADAPTED CURRICULUM

Fall 2017

Positioning and Handling, 3 Credits

Consortium Courses:

- VCU: SEDP 658 Educating Students with Severe Disabilities
- RU: EDSP 665 Positioning and Handling
- NSU: SPE 641 Physical and Occupational Therapy Procedures Adapted
- JMU: EXED 625: Medical and Technological Aspects of Special Education
- ODU: SPED 678: Interdisciplinary Approaches for Children with Sensory/Motor Disabilities
- GMU: EDSE 669 Interdisciplinary Approach for Children with Sensory and Motor Disabilities
 - EDSE 669 001: CRN: 74226, EDSE 669 6U1: CRN 82472, EDSE 669 6Y1: CRN: 82474

Instructor: Dr. Grace Francis	Meeting Dates: 08/28/17 – 12/05/17
Phone: 703.993.6064	Meeting Day(s): Tuesday
E-Mail: gfranci4@gmu.edu	Meeting Time(s): 7:20 pm - 10:00 pm
Office Hours: By appointment	Meeting Location: Fairfax, KH 17
Office Location: 216 Finley	Instructing University: GMU

***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.

Prerequisite(s) None **Co-requisite(s)** None

Course Description

Emphasizes positioning, handling, and adaptive strategies. Focuses on understanding the roles of related disciplines in collaborative planning and service delivery. Offered by Graduate School of Education. May not be repeated for credit.

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.

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. Electronic supplements and activities via Blackboard

Learner Outcomes

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

1. Describe typical physical development of children and apply this knowledge in guiding learning experiences.
2. Have a basic understanding of the most common medical diagnoses associated with students with severe disabilities and the impact on their functioning in school and community settings.
3. Understand the role muscle tone plays in the positioning and handling of students.
4. Be familiar with common positioning equipment used in the classroom.
5. Be able to identify the physical, sensory, and/or health/medical needs of students with severe disabilities and understand how these needs impact the educational program.
6. Be familiar with common medical terms used in conjunction with a variety of medical diagnosis.
7. Understand the roles and responsibilities of related and support staff working in a collaborative setting.
8. Be able to write educationally relevant IEP goals and objectives that address self-care and/or self-management of student physical, sensory, and/or medical needs that also enhances academic success.
9. Given an IEP, be able to develop lesson plans incorporating the goals and objectives, integrating positioning programs into the lessons.
10. Know where to go for help in the school system for related services, and how and when to initiate requests for assistance.
11. Know how to establish self-help, feeding, grooming, sensory, and toileting programs.

Course Relationship to Program Goals and Professional Organizations

This course is part of The Virginia Consortium for Teacher Preparation in Special Education Adapted Curriculum, a grant from the Virginia Department of Education that includes George Mason University, Virginia Commonwealth University, Radford University, Norfolk State University, Old Dominion University, and James Madison University. Through the completion of the Adapted Curriculum 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, as well as those established by the Interstate Teacher Assessment and Support consortium (InTASC). The standards addressed in this class include CEC Standard 1: Learner development and individual differences (InTASC 1,2); CEC Standard 3: Curricular Content Knowledge (InTASC 4,5); CEC Standard 4: Assessment (InTASC 6) & CEC Standard 5: Instructional Planning and Strategies (InTASC 7,8).

Required Textbooks

Orelove, F. P., Sobsey, D., & Gilles, D. (2017). *Educating Students with Severe and Multiple Disabilities: A Collaborative Approach* (5th ed.). Baltimore, MD: Brookes Publishing.

Recommended Textbooks

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

Additional Readings

See Blackboard.

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).

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 669, the required PBA is Physical Management Plan with Assistive Technology. 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 and/or Examinations

Performance-based Assessment (Tk20 submission required)

Assignment	Description	Points	Due date
Physical Management Plan with Assistive Technology	-Description of student -Functional goal -Laws and policies related to education of student -Instructional strategy to achieve goal	100	Dec 5

Other Assignments

Assignment	Description	Points	Due date
Two In-Class Activities	In-class activities related to course content	15 ea./30	-

Research Article Reviews	Locate and review three peer-reviewed articles related to teaching students with physical, sensory, or communication needs	15/each total of 30	Sept 26 Oct 10
Discussion Board Post	Assistive technology budget and purchasing	20	Oct 3 Oct 10
Interview with an Expert	Online, in-person, or phone interview with an expert who works with students with physical or sensory impairments	75	Nov 14

Total=255

Course Policies and Expectations

Attendance/Participation

Students are expected to attend and participate in all scheduled classes.

Late Work

There will be a 10% deduction in grade per day for work submitted late. Students may submit work early if they would like to receive instructor feedback. At the instructor's discretion, students may be given the opportunity to resubmit an assignment, assuming the assignment is submitted on time. Resubmitted assignments are not eligible for full credit.

Grading Scale

Grade	Percentile
A	100.-90.
B+	89.99-88.
B	87.99-80.
C	79.99-70.
F	69.99 and below

***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.

Class Schedule

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

Week/Date	Topics Covered	Readings Covered ¹	Assignments Due
1 Aug 29 th	Course overview Introductions		
2 Sept 5 th	Characteristics		
3 Sept 12 th	Policy	See Blackboard	
4 Sept 19 th	Assistive technology	See Blackboard	
5 Sept 26 th	Orthopedic impairments	Orelve 3	Research article #1
6 Oct 3 rd	Communication impairments	Orelve 7 ** online	Part 1 discussion board post
7 Oct 10 th	Sensory impairments	Orelve 4	Part 2 discussion board post Research article #2
8 Oct 17 th	Family-professional partnerships	Orelve 2 Blackboard readings	
9 Oct 24 th	School and inclusion	Orelve 1 & 10	
10 Oct 31 th	Class release to interview expert	See Blackboard for assignment	
11 Nov 7 th	IEP components and goals	Orelve 9 & 11	
12 Nov 14 th	Daily living and self help	Orelve 8	Interview with an expert
13 Nov 21 st	**class does not meet		
14 Nov 28 th	Transition and employment	Orelve 13	
15 Dec 5 th			Physical Management Plan with Assistive Technology

Check Blackboard for additional readings each week.

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/>

ADAPTED CONSORTIUM SYLLABUS STATEMENTS AND POLICIES

Honor Code

Each university has its own honor code and it is important for you to review the honor code at your university. However, all students taking this course, regardless of the university they are enrolled in, are expected to follow this honor code and may be asked to pledge all assignments and their exam to indicate that they have followed the honor code. A pledge means that you have not cheated or plagiarized, nor have you given or received assistance that violated the description of how assignments are to be completed for this course. The shortened version may be used: “Pledged” followed by the date and your full name (typed “signatures” will be OK for assignments/tests submitted electronically).

Students at all universities pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.” Work submitted must be your own or with proper citations

A complete copy of each university’s Honor System document is available through

GMU: <http://oai.gmu.edu/the-mason-honor-code/>

VCU: www.students.vcu.edu/rg/policies/rg7honor.html.

Radford: http://www.radford.edu/~dos-web/handbook02-03/Honor_Code.pdf

NSU: http://www.nsu.edu/student_judicial/policy.html

JMU: <http://www.jmu.edu/honor/code.shtml>

ODU: <https://www.odu.edu/about/monarchcitizenship/student-conduct>

Accommodations for Disability

At all the participating universities, accommodations can be made with the instructor if a student has a documented disability. University specific information regarding eligibility, services and accommodations can be found at:

GMU: <http://www.gmu.edu/student/drc/>

VCU: <http://www.students.vcu.edu/dss/index.html>

Radford: <http://www.radford.edu/~dro/>

NSU: <http://www.nsu.edu/disabilityservices/index.html>

JMU: <https://www.jmu.edu/ods/>

ODU: <https://www.odu.edu/life/diversity/accessibility>

Inclement Weather

If classes are cancelled at the teaching university, a message will be posted on the class Blackboard site and all class members will receive an email. Because such cancellations are often at the last minute, it may be difficult to get this message prior to leaving for class. If in doubt, visit the teaching university’s website. Do not email us; I will email you regarding weather as soon as it is announced. Please note the cancellation of classes due to inclement weather is determined by the decision of the instructing university only. If the instructing university is open and operational then you are expected to attend class.

Cell Phones and Weapons

All cell phones and beepers should be deactivated while in the classroom. Also, University rules at all participating universities prohibit the possession any firearm, other weapon, or explosive. Please consult

the student handbook and your university for specific information concerning this policy at your university.

Course Materials

This course gives you access to PowerPoint files, class lecture notes, handouts, and copyrighted articles. All of these materials should be regarded as authored materials, which if used or referred to must be fully credited through reference to the author, the class, and date. If used beyond citation, permission of the instructor/author is required.

Technology Proficiencies

All students participating in this course are expected to be proficient in several technology skills. Students are expected to be proficient in using the Internet and have reliable and consistent Internet access. Students are expected to have an active university email account and to check email regularly. This course requires students to use Blackboard, which is our online course management system located at <http://mymason.gmu.edu> under the **COURSES** tab.

Students are expected to login to this system frequently and be proficient in using its features. Students are expected to be proficient in using the computer, which includes downloading and saving files, typing, and word processing skills. Students participating in this course are expected to use Microsoft Word for all written assignments. Furthermore, students are expected to use Microsoft PowerPoint and Adobe Acrobat Reader for class documents located on the Blackboard website.

Blackboard Access and Non-Mason Students

NON GMU students will be required to activate and utilize their GMU login credentials to access Blackboard. NEW students this semester should have received an email with activation directions from Marci Kinas Jerome. Any questions please contact Marci Kinas Jerome, mkinas@gmu.edu. Passwords must be reset every 6 months. If students do not receive the change password email request, they will need to request a password reset if they can no longer login. Students can reset their password at <https://password.gmu.edu>

GMU Email and Non-Mason Students

NON GMU students will be required to activate their GMU email account and either check the account regularly or forward their mail to their home university account. By default all accounts in the Blackboard system are GMU accounts. Directions for activating your GMU email account can be found at: <http://masonlive2.gmu.edu/instructions.cfm> and directions for forwarding your mail are located at: <http://masonlive2.gmu.edu/tutorials/forwardemail.cfm>

Remote Site Student

It is the policy of the consortium that students attending classes at university sites are expected to be present at those university sites during class time. However, there are situations in which students are unable to attend classes at the university sites and may be permitted to take a course as a “remote site” student. To be considered, students must meet the **requirement of more than 90 minutes of one-way travel time to the closest participating university (under normal circumstance). OR have a documented medical need.** In addition, there are several technology and procedural requirements that

are detailed on the Consortium website: <http://kihd.gmu.edu/sdc/> and posted on Blackboard. Students must obtain permission from both the course instructor and the consortium coordinator to be considered a remote site student. Students' continued participation as a remote site will be re-assessed each semester.

In *special* circumstances where students would otherwise miss class (in accordance to the attendance policy) students may request to participate as a remote site if they (a) have met all of technical and procedural requirements, (b) have received permission from the instructor at least *one week* prior to class, and (c) have had a successful test session with GMU tech support personnel.

Course Facilitators

Each site will have a facilitator or assistant who will assist with the class. Learn who that person is as they will be taking role and keeping track of class participation and reporting it to me weekly. However, if you think you must miss a class, please email me ahead if at all possible (or later if need be).

Blackboard Assistance

This course requires that you be a regular email user and be able to use various features of Blackboard (sign on, download materials, hand in completed assignments electronically through the assignment submission link). You may direct your questions about Blackboard to Marci Kinas Jerome (mkinas@gmu.edu). She will be the best resource.

Remote Site Viewing

All Consortium courses are recorded and archived on a video-streaming server. Students and faculty are welcome to view previous classes at vcms.gmu.edu. Select the category: EDSE and click on the link for the specific class session. The password for this class is 4669.

GMU Policies and Resources for GMU 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 turned off 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/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- The 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 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/>.) to enhance students' personal experience and academic performance (see <http://caps.gmu.edu/>).
- The Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see <http://ssac.gmu.edu/>). Students in need of these services may contact the office by phone at 703-993-3686. 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://ssac.gmu.edu/make-a-referral/>.

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

Appendix

Assessment Rubric(s)

SPA Assessment Rubric for TK20 / Physical Management Plan Scoring Guide

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
Student Description CEC/IIC Standard 1	Candidate provides partial demographic and background information, giving only a limited view of the context of student's physical, sensory, medical and academic needs, and levels of support. Candidate provides a limited discussion of the educational impact of the student's exceptionality and current physical, sensory, and/or medical needs, attitude, interests, values, and behavior and the effect these conditions can on the life of a student with severe exceptional learning needs.	Candidate provides demographic and background information related to the target student's physical, sensory, and/or medical needs as well as academic needs and levels of support. Candidate discusses the educational impact of the student's exceptionality and current physical, sensory, and/or medical needs, attitude, interests, values, and behavior and the effect these conditions can on the life of a student with severe exceptional learning needs.	Candidate provides demographic and background information related to the target student's physical, sensory, and/or medical needs as well as academic needs and levels of support. Candidate discusses the educational impact of student's current physical, sensory, and/or medical needs, attitude, interests, values, and behavior and effect these conditions can on the life of a student with severe exceptional learning needs. Candidate provides an extensive discussion of the educational impact of the student's exceptionality that clearly justifies the need for the development of functional goals and planned instruction.
Relationship to IEP CEC/IIC Standard 6	Candidate provides an incomplete description of specific supports and services available to the target student and fails to establish a clear link between laws, policies, and rights and the provision of specialized	Candidate outlines laws, policies, and rights related to the provision of specialized health care and/or medical needs for students with severe exceptional learning needs. This description	Candidate outlines laws, policies, and rights related to the provision of specialized health care and/or medical needs for students with severe exceptional learning needs. This description


	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
	health care to meet the medical needs of the student with severe exceptional learning needs.	includes specific supports and services available to the target student based on both the legal, judicial and educational systems to which they are entitled, and the student's physical, sensory, and/or medical needs.	is thorough and comprehensive and includes a range of specific supports and services available to the target student based on both the legal, judicial and educational systems to which they are entitled, and the student's physical, sensory, and/or medical needs.
Functional Goal CEC/IIC Standard 5	Candidate develops an instructional goal that is not age or ability related and/or does not target appropriate self-care or self-management skills based on the physical, sensory, and/or medical needs of students with severe exceptional learning needs. Candidate's use of functional assessment data to inform functional assessment goals is limited.	Candidate develops an age-and ability-appropriate functional goal that enhances self-care and/or self-management skills for students with severe exceptional learning needs based on their physical, sensory, and/or medical needs. Candidate also uses assessment data to inform functional, instructional goals.	Candidate develops an age-and ability-appropriate functional goal that enhances self-care and/or self-management skills for students with severe exceptional learning needs based on their physical, sensory, and/or medical needs. Candidate also uses assessment data to inform functional, instructional goals. Candidate develops a functional goal which is designed to enhancing functioning across multiple environments.
Assessment Plan CEC/IIC Standards 4 & 5	Candidate provides an incomplete or partial outline of procedures for obtaining functional assessment data in a variety of environments. Candidate fails to describe an assessment	Candidate outlines procedures for obtaining functional assessment data in a variety of environments. Candidate describes an assessment plan which makes responsive	Candidate outlines procedures for obtaining functional assessment data in a variety of environments. Candidate selects, adapts, and modifies assessment procedures



	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
	<p>plan which makes responsive adjustments to instruction based on continual observations. Candidate fails to describe methods of maintaining records and does not outline a plan for modifying instructional practices in response to ongoing assessment data.</p>	<p>adjustments to instruction based on continual observations. Candidate describes methods of maintaining records and outlines a plan for modifying instructional practices in response to ongoing assessment data.</p>	<p>including individual response methods to meet the unique abilities and needs of individuals with severe exceptional learning needs. Candidate describes an assessment plan which makes responsive adjustments to instruction based on continual observations. Candidate describes methods of maintaining records and outlines a plan for modifying instructional practices in response to ongoing assessment data.</p>
<p>Instructional Procedures CEC/IIC Standard 5</p>	<p>Candidate fails to select and adapt instructional strategies and materials which incorporate evidence based practices validated for the characteristics of learners with severe exceptional learning needs. Candidate provides an incomplete description of a variety of accommodations and/or modifications which fails to demonstrate how these learners with severe exceptional learning needs will receive access to the curriculum. Candidate fails to describe strategies to facilitate maintenance and</p>	<p>Candidate selects and adapts instructional strategies and materials which incorporate evidence based practices validated for the characteristics of learners with severe exceptional learning needs. Candidate provides a thorough description of a variety of accommodations and/or modifications which demonstrate how these learners with severe exceptional learning needs will receive access to the curriculum. Candidate describes strategies to facilitate maintenance and generalization of skills across learning</p>	<p>Candidate selects and adapts instructional strategies and materials which incorporate evidence based practices validated for the characteristics of learners with severe exceptional learning needs that are responsive to the student's cultural, linguistic, and gender differences. Candidate provides a thorough description of a variety of accommodations and/or modifications which demonstrate how these learners with severe exceptional learning needs will receive access to the curriculum. Candidate</p>


	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
	<p>generalization of skills across learning environments and multiple service providers. Candidate fails to describe appropriate adaptations to meet the student's sensory, physical, medical and/or health needs and develops a plan to evaluate and modify instructional practices in response to ongoing assessment data.</p>	<p>environments and multiple service providers. Candidate describes appropriate adaptations to meet the student's sensory, physical, medical and/or health needs and develops a plan to evaluate and modify instructional practices in response to ongoing assessment data.</p>	<p>describes strategies to facilitate maintenance and generalization of skills across learning environments and multiple service providers. Candidate describes appropriate adaptations to meet the student's sensory, physical, medical and/or health needs and develops a plan to evaluate and modify instructional practices in response to ongoing assessment data. Candidate describes instructional procedures which include a plan for individualized reinforcement systems and environmental modifications.</p>
<p>Assistive Technology CEC/IIC Standard 3 and 5</p>	<p>Candidate fails to incorporate appropriate assistive technology devices, tools and/or strategies that are specifically related to the instructional plan and/or based on the student's physical, sensory, and/or medical needs that support the student in reaching criterion for the identified functional goal.</p>	<p>Candidate incorporates appropriate assistive technology devices, tools and/or strategies into the instructional plan based on the student's physical, sensory, and/or medical needs that support the student in reaching criterion for the identified functional goal.</p>	<p>Candidate incorporates a range of appropriate low tech and high tech assistive technology devices, tools and/or strategies into the instructional plan based on the student's physical, sensory, and/or medical needs. These technology options support the student in reaching criterion for the identified functional goal as well as improving student's behavior, independence</p>

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
			level and/or social functioning.


Common Unit Assessment: Individualized Instruction and Assessment Plan Task






Criteria	Does Not Meet Standard 1	Approaching Standard 2	Meets Standard 3	Exceeds Standard 4
Section 1. Who is the Learner? Description of the Learner				
<p>The candidate regularly assesses individual and group performance in order to design and adapt instruction to meet learners’ needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.</p> <p><i>InTASC 1</i> <i>VDOE 1</i></p> <p>Diversity </p>	<p>The candidate does not provide a description of the learner and/or does not include assessment data related to cognitive, linguistic, social, emotional, and/or physical developmental skill levels and abilities, interests, or educational progress.</p>	<p>The candidate provides description of the learner that includes appropriate assessment data but does not address all of the following: cognitive, linguistic, social, emotional, and/or physical developmental skill levels and abilities, interests, or educational progress.</p>	<p>The candidate provides description of the learner that includes appropriate assessment data on all of the following: cognitive, linguistic, social, emotional, and/or physical developmental skill levels and abilities, interests, and educational progress.</p> <p>The candidate describes current impact of learner characteristics on learning.</p>	<p>The candidate provides description of the learner that includes both appropriate and multiple forms of assessment data on all of the following: cognitive, linguistic, social, emotional, and/or physical developmental skill levels and abilities, interests, and educational learning need.</p> <p>The candidate describes and provides examples of impact of learner characteristics on learning.</p>
<p>The candidate accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.</p> <p><i>InTASC 2</i></p>	<p>The candidate does not identify either adaptations or accommodations to support learner achievement of learning objectives.</p>	<p>The candidate identifies either adaptations or accommodations that do not fully align with identified needs.</p>	<p>The candidate identifies and describes appropriate adaptations or accommodations that support learner achievement of learning objectives/goals, including technology.</p>	<p>The candidate thoroughly describes multiple, appropriate adaptations or accommodations that clearly support learner achievement of learning objectives/goals, including</p>


VDOE 1 Technology 				technology.
Statement of Educational Need				
The candidate effectively uses multiple and appropriate types of assessment data to identify each learner’s learning needs and to develop differentiated learning experiences. <i>InTASC 6 VDOE 4</i>	The candidate does not address learner educational needs or inappropriately uses assessment data to create a statement of educational need.	The candidate uses assessment data to create a statement of educational need that is not well aligned with assessment results.	The candidate uses assessment data to create an appropriate statement of educational need that is aligned with assessment results.	The candidate effectively uses assessment data from multiple sources to create a thorough and appropriate statement of educational need that is directly aligned with assessment results.
Section 2. What should they learn? Identification of Learning Objectives				
The candidate individually and collaboratively selects and creates learning objectives that are appropriate for curriculum goals and content standards, and are relevant to learners. <i>InTASC 7 VDOE 2</i> Diversity 	The candidate identifies learning objectives that are either incomplete because related outcomes are not identified or the objectives are not directly related to learner educational need.	The candidate identifies learning objectives without relevance to learner educational need.	The candidate identifies learning objectives with related outcomes that are relevant to individual learner needs.	The candidate identifies distinct learning objectives with related outcomes that are relevant to individual learner needs. These learning outcomes allow for different and individualized learning pathways that can be accessed fluidly during instruction.
Identification of Rationale for Learning Objectives				
The candidate identifies objectives for instruction based on formative and summative	The candidate does not identify objectives for the learner that are aligned to specific learning	The candidate selects objectives for the learner that are poorly aligned to specific learning goals/outcomes	The candidate selects objectives for the learner that are aligned to specific learning	The candidate selects objectives for the learner that are aligned to specific learning goals/outcomes

<p>assessment data, prior learner knowledge, and learner interest.</p> <p><i>InTASC 7</i> <i>VDOE 2</i></p> <p>Diversity</p> 	<p>goals/outcomes and/or the relationship of the learning objectives to learner educational needs is missing or unclear.</p>	<p>and/or the relationship of the learning objectives to learner educational needs is missing or unclear.</p>	<p>goals/outcomes and/or the relationship of the learning objectives to learner educational needs is clear.</p>	<p>and/or the relationship of the learning objectives to learner educational needs is clear. Rationales for the selection of those objectives and how they support the achievement of the learning goals are included.</p>
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Section 3. How will you teach and how will they learn? Description of Instructional Strategies and Adaptations

<p>The candidate plans how to achieve each learner’s learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.</p> <p><i>InTASC 7</i> <i>VODE 2</i></p> <p>Diversity</p> 	<p>The candidate does not identify instructional strategies or identifies instructional strategies that are not related to the learning objectives or learning needs.</p>	<p>The candidate identifies instructional strategies that are inappropriate for meeting the learning objectives or learning needs.</p>	<p>The candidate identifies evidence-based instructional strategies that are aligned to the learning objectives and learning needs.</p>	<p>The candidate identifies evidence-based instructional strategies that are aligned to specific learning objectives and learning needs.</p> <p>The candidate provides evidence of the effectiveness of these selected learning strategies through data analysis of the assessment.</p>
<p>The candidate uses a variety of instructional strategies to encourage learners to develop an</p>	<p>The instructional strategies used by the candidate do not encourage an understanding of content .</p>	<p>The candidate uses a limited instructional strategies to encourage learners to develop an</p>	<p>The candidate uses a variety of instructional strategies that encourage learners to develop an</p>	<p>The candidate provides insight into their own pedagogical and content knowledge to discuss the selection of instructional</p>

<p>understanding of the content and to apply knowledge in meaningful ways.</p> <p><i>InTASC 8 VDOE 3</i></p> <p>Diversity  College-and-Career-Ready </p>		<p>understanding of the content and to apply that knowledge in meaningful ways.</p>	<p>understanding of the content and to apply that knowledge in meaningful ways.</p>	<p>strategies for the learning experience. These instructional strategies encourage all learners to develop an understanding of the content and also authentic application of the new knowledge.</p>
<p>The candidate connects concepts and uses different perspectives and digital resources to engage learners in critical thinking, creativity, and collaborative problem solving.</p> <p><i>InTASC 5 VDOE 2</i></p> <p>Technology  Diversity  College-and-Career-Ready </p>	<p>Candidate does not connect concepts, address different perspectives or use digital resources to engage learners in higher-level learning.</p>	<p>Candidate connect concepts, addresses different perspectives or uses digital resources to engage learners but at a basic level of learning and recall.</p>	<p>Candidate connects concepts, addresses different perspectives and uses digital resources to engage learners in higher-level learning in using at least one of these higher-order skills: critical thinking, creativity, and collaborative problem solving.</p>	<p>Candidate creates multi-disciplinary opportunities and a range of multiple perspectives to engage learners in critical thinking, creativity, and collaborative problem solving.</p>
<p>Rationale for Instructional Strategies and Adaptations</p>				
<p>The candidate understands that each learner’s</p>	<p>The candidate does not provide rationales that are aligned to the</p>	<p>The rationales provided do not align to the specific</p>	<p>The rationales provided are aligned to instructional</p>	<p>The rationales provided are aligned to the strategies and, the</p>

<p>cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners' strengths and needs.</p> <p><i>InTASC 1</i> <i>VDOE 1</i></p> <p>Diversity</p> 	<p>specific instructional strategies and/or the relationship of instructional strategies to the learning objectives and learner educational needs is missing or unclear.</p>	<p>instructional strategies and, the relationship of the instructional strategies to the learning objectives that meet learner educational needs is unclear.</p>	<p>strategies and, the relationship of the instructional strategies to the learning objectives that meet learner educational needs is clearly identified.</p>	<p>relationship of the instructional strategies to specific learning objectives that meet learner educational needs is clearly and effectively aligned. Multiple pathways to learner achievement of the learning outcomes are provided.</p>
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Section 4. How will I know the learning objectives/goals were achieved? Assessment and Documentation of Learner Progress

<p>The candidate designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.</p> <p><i>InTASC 6</i> <i>VDOE 4</i></p>	<p>The candidate does not describe an assessment plan that that evaluates all learning objectives or describes a plan that does not directly measure all of the learning objectives (e.g., is not observable, measurable).</p>	<p>The candidate describes an assessment plan that evaluates all learning objectives but does not include documentation of both formative and summative measures that (and) does not address possible assessment bias.</p>	<p>The candidate describes an assessment plan that evaluates all learning objectives and includes both formative and summative assessments that minimize sources of bias.</p> <p>The candidate describes the assessment results that would prompt modification of instructional plans and those specific modifications.</p>	<p>The candidate describes an assessment plan that evaluates all learning objectives, includes formative and summative assessments that minimize sources of bias and includes multiple data sources for each objective.</p> <p>The candidate describes multiple assessment results that would prompt modification of instructional plans and those specific modifications.</p>
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