VIRGINIA CONSORTIUM FOR TEACHER PREPARATION IN SPECIAL EDUCATION ADAPTED CURRICULUM

Fall 2017
Positive Behavior Supports, 3 Credits

Consortium Titles
- Virginia Commonwealth University: TEDU 631 Behavior Management of Students with Disabilities
- Radford University: EDSP 670 Proactive Classroom Management and PBS
- Norfolk State University: STE 516 Managing Human Behavior
- Old Dominion University: SPED 671: Positive Behavior Supports
- James Madison University: EXED 510 Systematic Behavioral Interventions
- George Mason University: EDSE 532 Positive Behavioral Support
    - EDSE 432 001 CRN: 74416, EDSE 532 001, CRN: 74221; Section 6U1, CRN 82482; Section 6V1 CRN 82483; Section 6Y1; CRN 82481

Instructor: Dr. Karen Douglas	**Meeting Dates**: 08/28/17 – 12/06/17
Phone: 309-438-2350	**Meeting Day(s)**: Wednesday
E-Mail: kdougl@gmu.edu	**Meeting Time(s)**:7:20 pm - 10:00 pm
Office Hours: By appointment	**Meeting Location**: Fairfax, KH 15
Office Location: Peters Hall	**Instructing University**: Radford

*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
Focuses on employing concepts and skills to design, implement, and evaluate behavior support programs derived from functional assessment; addressing relevant replacement skills; facilitating generalization and maintenance of skills; and incorporating individually designed crisis intervention procedures.

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
Online with video conferencing on Wednesday nights.

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 ability to design, implement, and evaluate group management techniques and individual interventions that maintain emotional, behavioral, and social skills consistent with norms, standards, and rules of the educational environment.
2. Demonstrate knowledge of diverse approaches of behavioral, cognitive/affective, social, and ecological theory and practice.
3. Identify the origin and function of behavior.
4. Identify and teach behaviors in educational environments that are alternatives to students' inappropriate behaviors
5. Develop positive support plans to enhance changes in students' academic/social/affective behavior.
6. Develop schedules and routines in educational environments to enhance students' appropriate behaviors.
7. Demonstrate ability to apply behavioral research.
8. Demonstrate ability to provide positive behavioral supports to students in educational environments.

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 Learning Differences (InTASC 1,2); CEC Standard 2: Learning Environments (InTASC 3); CEC Standard 4: Assessment (InTASC 6); CEC Standard 5: Instructional Planning and Strategies (InTASC 7,8); CEC Standard 6: Professional Learning and Ethical Practice (InTASC 9) & CEC Standard 7: Collaboration (InTASC 10).

Required Textbooks

Alberto, P. A., & Troutman, A. C. (2013). Applied behavior analysis for teachers (9th ed.). Upper Saddle River, NJ: Merrill Prentice Hall.

Recommended Textbooks
American Psychological Association. *(2009). Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Additional Readings
Posted on Blackboard and listed on the course schedule below.

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 532, the required PBA is Functional Behavior Assessment and Behavior Intervention 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 and/or Examinations

Performance-based Assessment (Tk20 submission required)

The performance-based assessment for this course is the Functional Behavior Assessment and Behavior Intervention Plan. Please see *Course Assignments* within this section for full assignment description.

Course Assignments

Participation Activities and Homework
This course is enriched by participation in activities and discussions in a professional manner. Through the participation activities, you will have opportunities to critically analyze, synthesize, and apply course information from

class readings and lectures. Possible participation activities include asking and answering questions, quick writes, mini quizzes, case studies, video analysis, group projects, and completing homework assignments. **There is no make-up for missed participation assignments.** Participation points will be assigned for the completion of in-class activities or homework so you must be present to receive these points.

Evidence-Based Practices (EBP)
In the first few weeks of class, you will sign up for an EBP that you will research and present to class. First, you will find and read research articles on your EBP, formulate a list of additional resources, and complete any online modules. After conducting research on your EBP, you will create a 10-15 minute presentation for the class. You will share in an engaging format key information, an example that you created, and additional resources on the EBP on the assigned class session. Finally, you will implement two different EBPs and reflect on their effectiveness. **Undergraduate students will only complete the research and presentation parts for this assignment.**

Research Article Share Out
During the semester, you will complete two Research Article Share Outs. For each share out, you will be assigned to read a research article and submit the following prior to the class session: key points or main ideas, implications for teachers, discussion questions, and your own reflection/comments. During class, students will share out about the article.

Quizzes
You will be required to take 2 online quizzes outside of class time over the course of the semester. The quizzes will consist of True/False, Multiple Choice, Matching, and Short Essay responses on the course content and readings. They will be comprehensive, open note quizzes. **Missed assessments cannot be made up**. They must be completed by the assigned due date.

Functional Behavior Assessment and Behavior Intervention Plan
This project will include two parts: Part 1 - Functional Behavior Assessment (FBA) and Part 2 – Behavior Intervention Plan (BIP). For Part 1, you will complete a FBA for a student with a disability and a behavioral issue. The FBA will consist of observations, assessments, and interviews. After completing a FBA report, you will develop a BIP for Part 2. Specifically, you will write a specific behavioral objective, design an intervention plan using evidence-based practices and clearly defined data collection procedures to support the student, and reflect on the entire process. **Undergraduate students will conduct one instead of two interviews and one behavioral assessment instead of two for this assignment.**

Field Experience Requirement
A field experience is a part of this course. A field experience includes a variety of early and ongoing field-based opportunities in which candidates may observe,

assist, and/or tutor. Field experiences may occur in off-campus settings, such as schools (CAEP, 2016). Below are REQUIRED PROCEDURES FOR ALL STUDENTS ENROLLED IN THS COURSE.

Procedures for GMU Students:

1. **Complete the online EDSE Field Experience form**. This online form will be sent to your GMU email from EDSEfld@gmu.edu on the first day of the semester. Click on the link and complete the form as soon as possible. ALL students should complete the form, regardless of whether you need assistance in locating a field experience placement or not. This information is required by the state. Please direct any questions about the form to Dr. Kristen O'Brien at EDSEfld@gmu.edu.

   If you are arranging your own field experience because you are a full-time contracted school system employee and will complete the field experience at your worksite, you will be asked to specify the school at which you will be completing the field experience.

   If you request a field experience placement to be arranged, you will receive information via your GMU email account about your assigned internship placement from the Clinical Practice Specialist in the College's Educator Preparation Office (EPO). Check your GMU email regularly for important information regarding your field experience. Follow all instructions for the necessary Human Resource (HR) paperwork required to access the assigned field experience placement.

2. **View the EDSE Field Experience Introduction presentation**. On the first week of classes and prior to representing George Mason in off-campus settings, your instructor will show a video presentation or provide a link to the presentation, which includes important information about the registration process for EDSE field experiences and tips for a successful field experience. After the presentation, sign the document provided by your instructor to indicate that you have watched the presentation and are aware of the EDSE field experience professionalism expectations.

3. **Document your field experience hours**. Your instructor will provide you with access to field experience documentation forms to use. There are two different field experience documentation forms – one for those completing field experience at their worksite and one for those completing field experiences in other classroom settings (e.g., GMU arranged a placement for you). Use the form that is most appropriate for your field experience placement. Your instructor will provide more directions on how to use and submit the documentation form.

4. **Complete the field experience end-of-semester survey**. Towards the end of the semester, you will receive an email from EDSEfld@gmu.edu with a

link to an online survey. This brief survey asks you to report about important features of your field experience placement.

Course Policies and Expectations

Attendance/Participation

Students are responsible for the information contained in the assigned readings, class presentation, and class discussion as well as attending all class sessions and coming to class on time. Additionally, students will participate in topic-related in-class or homework activities pertinent to course content. If absent from class, arrange in advance for a classmate to obtain any handouts and other information. Students must notify the instructor PRIOR to the class meeting time via e-mail. Please note that there is no make-up for missed participation activities.

Late Work

Assignments are due on the date given in the Course Schedule below. Late assignments will be deducted 10% per day for up to 7 days. After 7 days assignments will not be accepted for credit. Participation activities, and quizzes cannot be made up for credit.

Other Requirements

All assignments will be evaluated for grammar and spelling as well as content. Students are required to word process written assignments using APA (6th ed.) format and style which includes 12 point font and double spaced. Also be sure to include Person First Language. All written work is to be done independently unless specifically stated otherwise. Identical or plagiarized works will receive 0 points for the assignment and could result in other university penalties. In addition, there is no pre-viewing student work before the due date. If you have questions about an assignment, you need to email the instructor or schedule a time to meet.

Assignments	Percentage of Course Grade
Participation Activities and Homework	15
Evidence-Based Practices (EBP)	20
Research Article Share Out	5
Quizzes	20
FBA & BIP Project	*40*

Please note that the evaluation system uses a weighted grading system. Projects will have varying possible points. Raw scores on those possible points will be converted to reflect the percentage of total grade identified above.

For example, EBP assignment is worth 25% of your grade. If it is worth 60 points and you receive a 55, we can calculate your weighted grade as:

55(your grade)/60 (possible points)*25 (% of grade)=22.91 of 25 possible points

For assignments with multiple parts, we sum those parts and then weight the score. For instance, if you complete 2 quizzes, each worth up to 24 points, and receive grades of 20 and 16, we would calculate your weighted score as:

(20+16)/48 (total possible points for both exams)*20 (% of grade)=15 of 20 possible points

Grading Scale

Graduate

93-100% = A	87-89% = B+	70-79% = C
90-92% = A-	80-86% = B	< 70% = F

Undergraduate

93-100% = A	87-89% = B+	77-79% = C+	60-69% = D
90-92% = A-	80-86% = B	74-76% = C	< 60% = F
		70-73% = C-	

*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/

Class Schedule
*Note: Faculty reserves the right to alter the schedule as necessary, with notification to students. Additional homework assignments and readings may be assigned.

A&T – Alberto and Troutman (2013) textbook

Topics	Readings	Assignments
	(to be completed prior to class)	(due prior to the start of class unless stated otherwise)
Week 1 – 8/30 School-Wide v. Classroom v. Individual Positive Behavior Supports Course Expectations		
Week 2 – 9/6 ABA & Ethical Considerations	A&T Chapters 1 & 2	Research Article Share Out 1
Week 3 – 9/13 Functional Behavior Assessments	A&T Chapter 7	
Week 4 – 9/20 Positive Behavior Objectives and Measurement	A&T Chapters 3 & 4	
Week 5 – 9/27 Graphing Single Case Designs	A&T Chapters 5 & 6	Complete graphing module
Week 6 – 10/4 Reinforcement Group Contingencies	A&T Chapter 8 Maag (2001) Chow & Gilmour (2015)	EBP Presentations
Week 7 – 10/11 Differential Reinforcement	A&T Chapter 9 Gongola & Daddario (2010)	Quiz 1 due Oct 9 by 11:59 p.m. EBP Presentations

Week 8 – 10/18 Antecedent Control and Shaping Strategies	A&T Chapter 10	FBA & BIP Part 1 due EBP Presentations
Week 9 – 10/25 Self-Management	A&T Chapter 12	EBP Presentations
Week 10 – 11/1 Social Skill Strategies	Ogilvie (2011) Spencer et al (2008)	EBP Presentations
Week 11 – 11/8 Communication and Sensory Strategies – No Class	Communication handout	Complete online modules Research Article Share Out 2
Week 12 – 11/15 Anxiety & Trauma	Lytle & Todd (2009) Hume et al (2015)	
11/22 No class - Happy Thanksgiving!		
Week 13 – 11/29 Generalization Course Review	A&T Chapters 11 & 13	EBP Implementation & Reflection Due
Week 14 – 12/6 Final Thoughts		FBA & BIP Project Part 2 due Quiz 2 due Dec 4 by 11:59 p.m.

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, **t**here 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 4532.

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)

EDSE 532 (SD/VI) Functional Behavior Assessment & Behavior Intervention Plan (SPA Rubric)

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
FUNCTIONAL BEHAVIOR ASSESSMENT: Student Description CEC/IIC Standard 1	Candidate provides partial demographic and background information, giving only a limited view of the context of student behavior	Candidate provides demographic and background information related to the target student's behavior issue(s) including: 1. Areas of typical and atypical development including diagnoses and etiology 2. Student characteristics with respect to social, emotional, cultural and psychological domains, 3. Impact of moderate and severe exceptionalities including physical/sensory impairment on learning and experience.	Candidate provides in depth demographic and background information related to the target student's behavior issue(s) including: 1. Areas of typical and atypical development including diagnoses and etiology 2. Student characteristics with respect to social, emotional, cultural and psychological domains, and psychosocial aspects of exceptionality and cultural identity. 3. Similarities and differences between the student and peers. 4. Impact of moderate and severe exceptionalities including physical/sensory impairment on learning and experience. 5. Psychosocial aspects of moderate and severe exceptionalities including physical/sensory impairment and cultural identity.
Student Description CEC/IIC Standard 5	Candidate provides a limited discussion of educational impact that does not justify a clear need for behavior change	Candidate discusses the educational impact of student's exceptionality, attitude, interests, values, and behavior issues, and the effect these conditions can have on the student's life.	Candidate discusses the educational impact of student's exceptionality, attitude, interests, values, and behavior issues, and the effect these conditions can have on the student's life. Candidate gives a detailed and thorough view of the context of the student behavior and provides an extensive discussion of the educational impact that clearly justifies the need for behavior change.

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
Overview of Setting Context CEC/IIC Standard 2	Candidate provides an incomplete description of the classroom setting in which the target behavior occurs giving only a limited view of the context of student behavior. Candidate does not examine the impact of the learning environment on the student's behavior.	Candidate describes the classroom setting in which the target behavior occurs and examines all aspects of the learning environment, which would impact behavior management including: 1. Physical layout of classroom 2. Design and management of daily routines, including schedule and classroom rules 3. Positive and interactive activities with peers 4. Instructional interventions and culturally responsive learning activities implemented, 5. Teacher attitudes and behaviors that provide safe inclusive learning environments that promote emotional well-being and self-determination, 6. Aspects of the environment that that encourage inclusive and active participation in group and individual activities. 7. Opportunities to access incidental learning experiences.	Candidate describes the classroom setting in which the target behavior occurs and examines all aspects of the learning environment, which would impact behavior management including: 1. Physical layout of classroom 2. Design and management of daily routines, including schedule and classroom rules 3. Positive and interactive activities with peers 4. Instructional interventions and culturally responsive learning activities implemented 5. Teacher attitudes and behaviors that provide safe inclusive learning environments that promote emotional well-being and self-determination, 6. Aspects of the environment that that encourage inclusive and active participation in group and individual activities. 7. Opportunities to access incidental learning experiences. Candidate analyzes setting context in relation to basic classroom management theories and strategies for learners with moderate and severe exceptionalities including physical/sensory impairment. Candidate provides an evaluation of the setting context focused on the degree to which the teacher has created a safe, equitable, positive learning environment in which diversities are valued, and assesses the physical environment's adaptations to determine whether or

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
			not optimal learning opportunities are being provided.
Indirect Assessment of Behavior (Interview) CEC/IIC Standard 4	Candidate provides an incomplete or limited view of the problem behavior. Candidate does not use evidence-based indirect behavior assessment methods. Candidate uses one or fewer assessment methods.	Candidate collaborates with another teacher, a parent, or another person who knows the selected student well and provides a comprehensive description of: 1. The problem behavior (duration, frequency, level of disruption) 2. The antecedent 3. Setting events (specific conditions that make the problem behavior worse including impact of moderate and severe exceptionalities including physical/sensory impairments on learning, needs on your student, missed medication, peer pressure, stress, conflict at home, missed meals, lack of sleep, history or problems with peers, etc.) 4. The consequence 5. Reinforcers and preferences 6. Student goals and expectations (with emphasis on realistic personal and social behavior goals) 7. Any other pertinent information (variations in beliefs, traditions, and values across and within cultures and their effects of relationships, family systems and the role of families in supporting behavior and development, and instructional support and adaptations as related to the needs of the individual). Candidate implements at least 2 different evidence-based behavior assessment practices from readings and supplemental materials, which have been validated and match the specific characteristics of the learner with moderate and severe	Candidate collaborates with another teacher, a parent, or another person who knows the selected student well and provides a comprehensive description of: 1. The problem behavior (duration, frequency, level of disruption) 2. The antecedent 3. Setting events impact of moderate and severe exceptionalities including physical/sensory impairments on learning, physical and health exceptional learning needs on your student, missed medication, peer pressure, stress, conflict at home, missed meals, lack of sleep, history or problems with peers, etc.) 4. The consequence 5. Reinforcers and preferences 6. Student goals and expectations (with emphasis on realistic personal and social behavior goals) 7. Any other pertinent information (variations in beliefs, traditions, and values across and within cultures and their effects of relationships, family systems and the role of families in supporting behavior and development, and instructional support and adaptations as related to the needs of the individual). 8. The concerns of the families of the learner with exceptionalities including physical/sensory impairment. 9. Effects the learner's exceptional condition(s) has on his or her life. Candidate implements more than 2 different evidence-based behavior

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
		exceptionalities including physical/sensory impairments and the classroom setting.	assessment practices from readings and supplemental materials, which have been validated and match the specific characteristics of the learner with moderate and severe exceptionalities including physical/sensory impairments and the classroom setting.
Direct Assessment of Behavior CEC/IIC Standard 4	Candidate selects and implements faulty procedures. Candidate uses two or fewer assessments. .	Candidate selects and implements technically sound procedures for assessing and reporting both appropriate and problematic social behavior of the learner with moderate and severe exceptionalities including physical/sensory impairment through anecdotal recording and two other forms of data collection (ABC Data collection, scatterplots, or other forms discussed in class). Candidate provides a comprehensive description of: 1. The problem behavior (duration, frequency, level of disruption) 2. The antecedent 3. Setting events (specific conditions that make the problem behavior worse including sensory impairments, physical and health issues, missed medication, history of academic failure, conflict at home, missed meals, lack of sleep, history or problems with peers, etc.) 4. The consequence 5. Reinforcers and preferences	Candidate implements procedures for assessing and reporting both appropriate and problematic social behavior of the learner with moderate and severe exceptionalities including physical/sensory impairments through anecdotal recording and three other forms of data collection (ABC Data collection, scatterplots, or other forms discussed in class). Candidate selects, adapts, and modifies assessments to accommodate the unique abilities and needs of the learner with visual impairment. Candidate provides a comprehensive description of: 1. The problem behavior (duration, frequency, level of disruption) 2. The antecedent 3. Setting events (specific conditions that make the problem behavior worse including sensory impairments, physical and health issues, missed medication, history of academic failure, conflict at home, missed meals, lack of sleep, history or problems with peers, etc.) 4. The consequence 5. Reinforcers and preferences 6. Student goals and expectations (with emphasis on realistic personal and social behavior goals) 7. What interventions have already

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
			been tried (What works? What doesn't work?) 8. Any other pertinent information (variations in beliefs, traditions, and values across and within cultures and their effects of relationships, family systems and the role of families in supporting behavior and development, and instructional support and adaptations as related to the needs of the individual).
Direct Assessment of Behavior CEC/IIC Standard 6	Candidate does not conducts behavior assessment practices within the CEC Code of Ethics and other standards of the profession	Candidate conducts behavior assessment practices within the CEC Code of Ethics and other standards of the profession.	Candidate conducts behavior assessment practices within the CEC Code of Ethics and other standards of the profession and reflects on their own assessment practices to improve instruction and guide professional growth.
Operational Definition of Problem Behavior CEC/IIC Standard 4	Candidate does not use knowledge of measurement principles and practice to interpret assessment results thereby providing an incomplete operational definition of the problem behavior or provides incomplete responses for the Dead Man's Test and the Fair Pair Test. These responses do not take the effect of the student's exceptionality, values, beliefs, and cultural traditions on their behavior into consideration.	Candidate uses knowledge of measurement principles and practices to interpret assessment results and identifies and provides a clear operational definition of the problem behavior and provides responses for the Dead Man's Test and the Fair Pair Test. This operational definition takes the effect of the student's exceptionality, values, beliefs, and cultural traditions on their behavior into consideration.	Candidate uses knowledge of measurement principles and practices to interpret assessment results and identifies, provides a clear operational definition of the problem behavior, and provides responses for the Dead Man's Test and the Fair Pair Test. This operational definition takes the effect of the student's exceptionality, values, beliefs, and cultural traditions on their behavior into consideration. Candidate also considers the impact of the psychological and social-emotional characteristics of the individual with an exceptionality. .
Hypothesized Function of Behavior CEC/IIC Standard 4	Candidate provides an incomplete or unreasonable hypothesis for the function and purpose of behavior and does not consider multiple forms of assessment.	Candidate considers multiple forms of assessment to determine and clearly describe the function and purpose of behavior (i.e., escape,	Candidate uses multiple forms of assessment to examine the impact of the learners' academic and social abilities, attitudes, interests, and values on instruction, the demands

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
		accessing tangibles, and attention, sensory).	of the learning environment, ways specific cultures are negatively stereotyped, teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs, and variations in beliefs, traditions, and values across and within cultures and their effects on relationships among individuals with exceptional learning needs. Candidate selects and uses technically sound assessment to test the hypothesis in order to minimize bias.
BEHAVIOR INTERVENTION PLAN: Expected Outcome or Target Goal CEC/IIC Standard 4	Candidate does not use assessment data to provide a clear statement of the desired replacement or alternative behavior. Candidate provides an incomplete or unclear statement of the desired replacement behavior.	Candidate interprets assessment results in order to create a clear statement of the desired replacement or alternative behavior.	Candidate interprets assessment and engages individuals with exceptionalities involving moderate and severe exceptionalities including physical/sensory impairments to create a clear statement of the desired replacement or alternative behavior.
Reinforcer and Activity Preference Assessment CEC/IIC Standard 4	Candidate selects and implements 1 or fewer technically sound procedures for assessing learner reinforcers/preferences.	Candidate selects and implements 2 technically sound procedures for assessing learner reinforcers/preferences. The candidate's non-biased assessment procedures take into account the student's chronological age (CA), school rules as applicable, peer/friend practices, parent/teacher/friend's opinions, and/or medical/physical needs (e.g., offering diet beverages and healthy snacks to students who have weight concerns or who have diabetes).	Candidate selects and implements 3 or more technically sound procedures for assessing learner reinforcers/preferences. The candidate's non-biased assessment procedures take into account the student's chronological age (CA), school rules as applicable, peer/friend practices, parent/teacher/friend's opinions, and/or medical/physical needs (e.g., offering diet beverages and healthy snacks to students who have weight concerns or who have diabetes).

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
Reinforcer and Activity Preference Plan CEC/IIC Standard 5	Candidate provides a reinforcement plan which does not take the individual's abilities, interests, learning environments, or cultural and linguistic factors into consideration. Candidate does not use evidence-based instructional strategies to develop the reinforcement plan. Candidate does not use assessment information to make program decisions (reinforcer/preference plan).	Candidate clearly describes a reinforcement plan that includes a repertoire evidence-based instructional strategies, integrates reinforce preferences and into the intervention program, takes into account the individual's abilities, interests, learning environments, or cultural and linguistic factors into consideration. Candidate uses assessment information to make program decisions (reinforcer/preference plan).	Candidate clearly describes a reinforcement plan that includes a repertoire evidence-based instructional strategies, integrates reinforce preferences and into the intervention program, takes into account the individual's abilities, interests, learning environments, or cultural and linguistic factors into consideration. Candidate's plan incorporates technologies to support the implementation for individuals with moderate and severe exceptionalities including physical/sensory impairments exceptionalities.
Intervention Plan CEC/IIC Standard 5	Candidate provides an incomplete description of the behavior intervention plan, which lacks evidence-based practices and sufficient detail for a substitute teacher to implement the intervention based on the description.	Candidate provides a clear, comprehensive description of the behavior intervention plan, including: 1. A complete behavioral objective for changing the problem behavior 2. A plan for responding to the problem behavior 3. The core behavior evidence-based methods (prevent, teach, respond) including: a. The evidence-based approaches for preventing the behavior problem b. The approaches for teaching replacement behaviors, including a complete list of evidence-based instructional steps c. The evidence-based strategies to support and enhance communication skills of the learner with exceptionalities (If the student utilizes alternative and augmentative communication systems, the instructional plan includes the use of these devices and integration of these	Candidate provides a clear, comprehensive description of the behavior intervention plan, including: 1. A complete behavioral objective for changing the problem behavior 2. A plan for responding to the problem behavior 3. The core behavior evidence-based methods (prevent, teach, respond) including: a. The evidence-based approaches for preventing the behavior problem b. The approaches for teaching replacement behaviors, including a complete list of evidence-based instructional steps c. The evidence-based strategies to support and enhance communication skills of the learner with exceptionalities (If the student utilizes alternative and augmentative communication systems, the instructional plan includes the use of these devices and integration of these

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
		systems) d. Reinforcement schedules and skill development e. Description of the impact the student's disability may have on auditory and information processing skills, issues with vocabulary, pace of instruction and need for organizational cues f. Clear rationale for the selection of specialized instructional strategies, which are appropriate to the abilities and needs of the student. g. Implementation plan for the least intensive behavior management strategy consistent with the needs of the student Candidate integrates at least 2 evidence-based practices, which have been validated for the specific characteristics of the learner with moderate and severe exceptionalities including physical/sensory impairments and uses a format that indicates actions/tasks, who is responsible, and the timeframe for implementation. Candidate emphasizes the positive (rather than punitive) approaches of the program since the goal is to build new skills. The intervention plan is clear and comprehensive, and specific enough that a substitute teacher could implement the intervention based on the description.	systems) d. Reinforcement schedules and skill development e. Description of the impact the student's disability may have on auditory and information processing skills, issues with vocabulary, pace of instruction and need for organizational cues f. Clear rationale for the selection of specialized instructional strategies, which are appropriate to the abilities and needs of the student. g. Implementation plan for the least intensive behavior management strategy consistent with the needs of the student h. Strategies to facilitate integration into various settings and maintenance and generalization of skills across learning environments i. Uses a variety of evidence-based positive behavior support techniques to control targeted behavior and maintain attention of individuals with exceptional learning needs Candidate integrates at 2 or more evidence-based practices, which have been validated for the specific characteristics of the learner with moderate and severe exceptionalities including physical/sensory impairments and uses a format that indicates actions/tasks, who is responsible, and the timeframe for implementation. Candidate emphasizes the positive (rather than punitive) approaches of the program since the goal is to build new skills. The intervention plan is clear and comprehensive, and specific enough

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
			that a substitute teacher could implement the intervention based on the description.
Assessment of Intervention Plan CEC/IIC Standard 4	Candidate provides an incomplete evaluation of the efficacy of the intervention plan or a limited reflection of the FBA/BIP process.	Candidate provides a clear rationale for the dimension(s) of behavior measured and recording method(s) used. Candidate evaluates the efficacy of the intervention plan (selection and use of specialized instructional strategies appropriate to the abilities and needs of the individual, effectiveness of intervention plan to enhance social participation across environments, etc.) in order to minimize bias.	Candidate provides a clear rationale for the dimension(s) of behavior measured and recording method(s) used. Candidate evaluates the efficacy of the intervention plan (selection and use of specialized instructional strategies appropriate to the abilities and needs of the individual, effectiveness of intervention plan to enhance social participation across environments, etc.) in relation to the data.
Evaluation of Intervention Plan CEC/IIC Standards 6	Candidate's reflection of the FBA/BIP process provides limited discussion of anomalies, limitations, techniques used, or integration of appropriate adaptations and technology. Candidate does not use the evaluation to influence their professional growth and practices.	Candidate provides a comprehensive reflection of the FBA/BIP process, including anomalies, limitations, variety of techniques used, and integration of appropriate adaptations and technology. Candidate uses the evaluation to influence their professional growth and practices.	Candidate provides a comprehensive reflection of the FBA/BIP process, including anomalies, limitations, variety of techniques used, integration of appropriate adaptations and technology in order to improve instruction and guide professional growth. Reflection includes an analysis of the role of FBA/BIP findings as part of a special education teacher's ethical responsibility to advocate for appropriate services for learners with visual impairment. Candidate evaluates and offers suggestions for

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
			modification of instructional practices and responsive adjustments based on continual observations and ongoing assessment data. Candidate uses information to make or suggest modifications in the learning environment. Candidate reports findings to all stakeholders.

George Mason University College of Education and Human Development
CAEP Common Assessments
Collaborative Learning Team Task: Documenting Impact on Learning

Rubric Criteria	Does Not Meet Standard 1	Approaching Standard 2	Meets Standard 3	Exceeds Standard 4
Section 1. Collaboration with Colleagues				
The candidate collaborates with school professionals to plan and facilitate learning to meet diverse needs of learners. *InTASC 10* *VDOE 6* **Diversity**	The candidate does not provide evidence of discussion, clarification of ideas, and evaluation of other's ideas with school professionals to plan and/or jointly facilitate learning to meet diverse needs of learners.	The candidate provides evidence that he/she collaborates through discussion, clarification of ideas, and evaluation of other's ideas only occasionally or less than effectively with school professionals to plan and jointly facilitate learning to meet diverse needs of learners, but did not take advantage of all opportunities.	The candidate provides evidence that he/she collaborates through discussion, clarification of ideas, and evaluation of other's ideas of school professionals to effectively plan and jointly facilitate learning that meets the diverse needs of learners.	The candidate provides evidence that he/she collaborates regularly and in a highly effectively manner through discussion, clarification of ideas, and evaluation of other's ideas with a variety of school professionals to plan and jointly facilitate learning to meet diverse needs of learners. The candidate provides evidence of advanced preparation for the collaborative meeting by researching ideas and strategies, analyzing data or demonstrating other advanced preparation in order to contribute to the discussion.

Rubric Criteria	Does Not Meet Standard 1	Approaching Standard 2	Meets Standard 3	Exceeds Standard 4
The candidate engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice. *InTASC 10* *VDOE 6*	The candidate does not provide evidence of collaboration with school professionals to engage in professional learning that advances practice.	The candidate provides evidence that he/she only occasionally or less than effectively collaborates with school professionals to engage in professional learning that advances practice.	The candidate provides evidence that he/she effectively collaborates with school professionals to effectively and jointly engage in professional learning that advances practice.	The candidate provides evidence that he/she collaborates regularly and effectively with a variety of school professionals to effectively and jointly engage in professional learning that advances practice. The candidate demonstrates highly effective practice by reflecting on the impact of his/her collaboration and new knowledge.
Section 2. Planning Instruction				
Independently and in collaboration with colleagues, the candidate uses data (e.g., systematic observation, information about learners, research) to evaluate teaching and learning to adapt planning and practice. *InTASC 6* *VDOE 4*	The candidate does not show evidence of collaboration with colleagues in the use of data to evaluate outcomes of teaching and learning or to adapt planning and practice.	The candidate independently or in collaboration with colleagues uses data to evaluate outcomes of teaching and learning but inaccurately or ineffectively adapts planning and practice.	The candidate independently and in collaboration with colleagues uses data to effectively evaluate outcomes of teaching and learning, and adapts planning and practice.	The candidate independently, and in collaboration with colleagues, uses multiple sources of data to accurately evaluate the outcomes of teaching and learning. The candidate effectively adapts planning and practice for all learners. The candidate includes an analysis of how assessment results will be used to impact future instructional decisions.

Rubric Criteria	Does Not Meet Standard 1	Approaching Standard 2	Meets Standard 3	Exceeds Standard 4
The candidate understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs. *InTASC 7* *VDOE 2* **Diversity**	The candidate exhibits a limited or no understanding of the strengths and needs of individual learners nor how to plan instruction that is responsive to strengths and needs.	The candidate exhibits a limited understanding of the strengths and needs of individual learners, and uses that knowledge to plan instruction that is responsive to these strengths and needs of a limited number of learners.	The candidate exhibits an understanding the strengths and needs of individual learners and effectively plans instruction that is responsive to these strengths and needs.	The candidate builds upon the strengths and addresses the needs of diverse learners in multiple ways. The candidate plans effective instruction that is responsive to learner strengths and needs throughout the lesson.
The candidate encourages positive social interaction, active engagement in learning, and self- motivation. *InTASC 3* *VDOE 5* **College-and-Career-** **Ready**	The classroom is a teacher-centered environment. Activities and assignments are inappropriate for learners' age or background. Learners are not engaged in learning.	The classroom is a teacher-centered environment. Candidate attempts to accommodate learners' questions or interests. Activities and assignments are appropriate to some learners and engage them mentally, but other learners are not engaged or self-motivated.	The classroom is a learner-centered environment. Candidate successfully accommodates learners' questions or interests. Activities and assignments are appropriate to learners, and learners are cognitively engaged in exploring content. Learners are self-motivated.	Candidate seizes every opportunity to enhance learning, building on learner interests or a spontaneous event. The candidate creates opportunities for all learners to be cognitively engaged in the activities and assignments in their exploration of content. Learners initiate or adapt activities and projects to enhance their understanding.

Rubric Criteria	Does Not Meet Standard 1	Approaching Standard 2	Meets Standard 3	Exceeds Standard 4
The candidate creates learning experiences that make content accessible and meaningful for learners to ensure content mastery. *InTASC 5* *VDOE 2* **Technology** **Diversity** **College-and-Career-Ready** 	Candidate conveys a negative attitude toward the content and suggests that the content is not important or was mandated by others.	Candidate communicates importance of the work but with little conviction and only minimal apparent buy-in by the learners. Candidate accepts responsibility for the success of learning but displays a limited repertoire of instructional strategies.	Candidate conveys knowledge of the content, and learners demonstrate commitment to its value. Candidate accepts responsibility for the success of all learners through a repertoire of instructional strategies.	Candidate conveys extensive knowledge of the content, and demonstrate their initiative through the application of pedagogical content knowledge in planning and instruction.

Rubric Criteria	Does Not Meet Standard 1	Approaching Standard 2	Meets Standard 3	Exceeds Standard 4
The candidate uses a variety of instructional strategies to encourage learners to develop an understanding of the content and to apply knowledge in meaningful ways. *InTASC 5* *VDOE 2*	The instructional strategies used by the candidate do not encourage an understanding of content .	The candidate uses a limited instructional strategies to encourage learners to develop an understanding of the content and to apply that knowledge in meaningful ways.	The candidate uses a variety of instructional strategies that encourage learners to develop an understanding of the content and to apply that knowledge in meaningful ways.	The candidate uses pedagogical content knowledge to implement a variety of instructional strategies that encourage all learners to develop both an understanding of the content and apply knowledge that in authentic ways.
Section 3. Assessment				
The candidate articulates how assessment strategies will be used to effectively assess impact on learning. *InTASC 8* *VDOE 3*	The candidate provides limited evidence of understanding assessment strategies; no connection to objectives and assessment procedures.	The candidate provides evidence of assessment strategies; minimal connection to objectives and procedures.	The candidate provides specific evidence of assessment strategies (formative and/or summative). There is evidence of alignment between the assessment and the states learning objectives and procedures)	The candidate provides detailed, best practice strategies to formative and summative assessment; assessments clearly and effectively assess the objectives. There is evidence of a strong alignment between the assessment and the states learning objectives and all instructional procedures.
The candidate designs assessments that align with standards and learning objectives with	The candidate provides no evidence that he/she designs assessments that match learning objectives with	The candidate provides little evidence that he/she designs assessments that match learning objectives with	The candidate provides evidence that he/she designs effective assessments that closely	The candidate provides multiple pieces of evidence that he/she designs effective

Rubric Criteria	Does Not Meet Standard 1	Approaching Standard 2	Meets Standard 3	Exceeds Standard 4
uses assessment methods to minimize sources of bias that can distort assessment results. *InTASC 8* *VDOE 3*	assessment methods or minimizes sources of bias that can distort assessment results.	assessment methods and minimizes sources of bias that can distort assessment results.	match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.	assessments that align learning objectives with a variety of assessment methods and actively works to eliminate sources of bias that can distort assessment results.
Section 4. Analysis of Assessment Results				
The candidate analyzes test data to identify the impact of instruction on learning. *InTASC 8* *VDOE 3*	The candidate does not provide evidence of use of assessment data to understand the impact of instruction on learning.	The candidate provides minimal evidence of use of assessment data to understand the impact of instruction on learning.	The candidate correctly uses assessment data to examine the impact of instruction on learning.	The candidate examines and analyzes multiple sources of data to understand the impact of instruction on learning for every learner. The candidate uses this analysis to determine next steps for the learner.
The candidate reflects upon assessment results to plan additional relevant learning experiences. *InTASC 9* *VDOE 6*	The candidate describes rather provides specific examples of additional learning experiences relevant learning experiences.	The candidate describes rather than reflects on personal biases and accesses some resources to create additional relevant learning experiences.	The candidate reflects on some personal biases and accesses a range of resources to create additional relevant learning experiences.	The candidate provides evidence a broad range of resources to create additional relevant learning experiences.
Appendix				
Appendix includes authentic and appropriate documentation of collaboration, planning,	Appendix is missing.	Appendix includes minimal or inappropriate documentation of collaboration, planning, instruction, assessment, and/or data analysis.	Appendix includes authentic and appropriate documentation of collaboration, planning,	Appendix includes a thorough and appropriate authentic and appropriate documentation of collaboration, planning,

Rubric Criteria	Does Not Meet Standard 1	Approaching Standard 2	Meets Standard 3	Exceeds Standard 4
instruction, assessment, and data analysis. *InTASC 9* *VDOE 6*			instruction, assessment, and data analysis.	instruction, assessment, and data analysis.