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

Spring 2019

EDSE 629 644: Secondary Curriculum and Strategies for Students with Disabilities who Access the General Curriculum
CRN: 22120, 3 – Credits

Instructor: Dr. Margaret Weiss	**Meeting Dates**: 3/12/2019 – 5/14/2019
Phone: 703.993.5732	**Meeting Day(s)**: Tuesday
E-Mail: mweiss9@gmu.edu	**Meeting Time(s)**: 4:30 pm – 9 pm
Office Hours: By appointment	**Meeting Location**: Off Campus
Office Location: Finley 213	**Other Phone**: N/A

**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
Applies research on teacher effectiveness, accountability, and instructional approaches at the secondary level for individuals with mild disabilities. Includes instructional methods necessary for teaching reading, writing, math, and other content areas across the curriculum. 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.

Advising Tip
Did you know that Mason email is the primary method of communication used by university offices including those arranging internships, reviewing records for graduation, etc.? Check your Mason email regularly or use the instructions at

http://masonlive2.gmu.edu/tutorials/forwardemail.cfm to forward to an email account you check frequently.

Course Delivery Method
Learning activities include the following:
1. Class lecture and discussion
2. Application activities
3. Small group activities and assignments
4. Video and other media supports
5. Research and presentation activities
6. Electronic supplements and activities via Blackboard

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

Course Relationship to Program Goals and Professional Organizations
This course is part of the George Mason University, Graduate School of Education (GSE), Special Education Program for teacher licensure in the Commonwealth of Virginia in the special education areas of Special Education: Students with Disabilities who Access the General Curriculum K-12. This program complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC), the major special education professional organization, as well as those established by the Interstate Teacher Assessment and Support consortium (InTASC). The standards addressed in this class include CEC Standard 2: Learning environments (InTASC 3); CEC Standard 4: Assessment (InTASC 6) & CEC Standard 5: Instructional planning and strategies (InTASC 7,8).

This course contains at least on Common Assessment developed by the College of Education and Human Development to assess our candidates' performance on nationally accepted standards for beginning teachers (InTASC) and our programs' performance on national accreditation standards (CAEP).

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

Required Textbooks
Archer, A. L., & Hughes, C. A. (2010). *Explicit instruction: Effective and efficient teaching*. New York: Guilford Press. (Chapters 6 and 7)

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

Required Resources
All on Blackboard

Additional Readings
All on 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 629, the required PBA is Secondary Curriculum Unit Plan. 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)
Secondary Unit Plan (see Appendix A for directions)

College Wide Common Assessment (TK20 submission required)
Lesson plan

Performance-based Common Assignments (No Tk20 submission required)
None

Other Assignments
Participation

Participation includes (but is not limited to) (a) participation in all class and group activities, (b) displaying evidence of having read material, and (c) completing in-class assignments. I plan each session with the expectation that all students will be present and will participate. If you are not in class, you cannot earn participation points. However, I reserve the right to allow individuals to complete class assignments for partial points, in cases of emergency or illness.

Microteaching and peer review

There will be six opportunities for microteaching; each teacher candidate will be required to complete two microteaching experiences. Each teacher candidate will be placed in a group of three that will continue throughout the course. One student in each group will do a microteaching session each week. In some cases, teacher candidates will be given lessons; in others, the group will create lessons. Teacher candidates will be provided with feedback from peers and from the instructor. Directions will be given in class.

Teaching video and peer review

Each student will bring a 3-5 min video of their teaching that provides an example of an Explicit Instruction component or a practice learned in the course. You will be placed in small groups for feedback. Directions will be given in class.

Assignment	Description	Possible Points
Participation	Attend class, participate in all activities, complete in-class assignments (rubric on Blackboard)	90 points (9x10 points for participation)
Microteaching	Completed with classmates in class	30 points (2@15pts each)
Teaching video and peer review	3-5 min video of teaching using one of EI components; peer review (rubric on Blackboard)	15 points
Unit Plan Assignment	Grading rubric on Blackboard	60 points
	TOTAL	**195 points**

Course Policies and Expectations
Attendance/Participation

Students are expected to (a) attend all classes during the course, (b) arrive on time, (c) stay for the duration of the class time, (d) show evidence of having read/studied material, and (e) complete all in-class assignments to earn points for class participation.

Late Work

Assignments are due on the date indicated in the syllabus. If I change the due date for reasons related to student need in the course, the change will be discussed in class, posted on the Blackboard site, and confirmed in an email to all students.
I will not accept late work. If you are not in class on the day an assignment is due, you are still responsible for submitting the assignment on or before the due date and time.

Workload

Graduate-level courses require in-depth reading, study, and work on course requirements outside of class time. Students are expected to allot class study and preparation time in addition to time spent on assignments.

Written and oral language

APA Style is the standard format for any written work in the College of Education. If you are unfamiliar with APA, it would benefit you to purchase the *Publication Manual of the American Psychological Association* (6th ed.) You are required to use APA guidelines for all course assignments. Please use the following website for APA format guidelines:
http://apastyle.apa.org.

We will use person-first language in our class discussions, written assignments, and ideally in our professional practice.

Other Requirements

We often have cancellations due to inclement weather. If your school system is closed, we do NOT meet face to face as a class. HOWEVER, given the fact that we must get a semester's worth of instruction into nine weeks, if we do not meet face to face as a class due to inclement weather, there will be instructional materials with required assignments posted on Blackboard for you to complete. Depending on when the cancellation is made, I will attempt to get the Blackboard materials posted by noon. The due date for completion and submission will be posted with the assignments. Due dates will never be the same day but MAY be before the next class meeting. In addition, if an assignment was due the day that face to face class is cancelled, it is still due! All assignments will be submitted through Blackboard.

Blackboard Site

We will use our course Blackboard website for much of our course work and material. You will be responsible for all material posted on the website. Please check it regularly. You will also be required to submit all assignments and assessments through Blackboard.

Communication with Dr. Weiss

The most efficient way to contact me is through email. I check email daily at least at 9am and 2pm Monday through Friday. If your email has reached me by either of those times, I will respond immediately. Otherwise, I will respond within 24 hours during the week. Keep in mind that I teach most evenings. On weekends, I check my Mason account on

Sundays and will respond to all received then. Do not email me an hour before an assignment is due and expect a response. If you would prefer to meet with me either before or after class (or at another time during the day/after school), please do not hesitate to contact me.

Grading Scale

Grade	%
A	93-100
A-	90-92
B+	88-89
B	83-87
B-	80-82
C	70-79
F	<70

*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 https://catalog.gmu.edu/policies/honor-code-system/).

Professional Dispositions
Students are expected to exhibit professional behaviors and dispositions at all times. See https://cehd.gmu.edu/students/polices-procedures/. In the College of Education and Human Development, dispositions are formally and separately evaluated in at least three points in each student's program – a self-evaluation at the start of their program, an instructor's evaluation in the middle of their program, and a university supervisor's evaluation during internship. When dispositions are assessed, it is important that for areas where a positive disposition is 'occasionally evident' or 'rarely evident,' the student takes steps to grow as an educator. See https://cehd.gmu.edu/epo/candidate-dispositions. In special education licensure programs, the mid-point evaluation is completed by instructors in EDSE 628, EDSE 661, and EDSE 616, and the internship evaluation is completed by instructors in EDSE 783, EDSE 784, and EDSE 785.

Class Schedule

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

Schedule for EDSE 629

Date	Topic	Readings	In-class Assignments	Assignments to submit
3/12	Introduction; Characteristics of adolescents			
3/19	Effective teaching behaviors; planning	Archer & Hughes, chps 6 and 7	Microteaching #1	
3/26	Math	Innovation Configuration (Math; pgs. 7-57)	Microteaching #2	Curriculum analysis and Unit organizer for feedback
4/2	Math	Allsopp, Lovin, & van Ingen, 2017 Dougherty, Bryant, Bryant, & Shin, 2017 Powell & Fuchs, 2018	Microteaching #3	
4/9	Reading comprehension	Innovation Configuration (Reading; pgs. 7-57)	Microteaching #4	Lesson plan adaptation for feedback
4/16	NO CLASS			
4/23	Reading comprehension	Swanson & Wexler, 2016 Kearns & Whaley, 2018 Swanson, Vaughn, & Wexler, 2017	Microteaching #5	Lesson plan for feedback
4/30	Writing	Innovation Configuration (Writing; pgs. 6-36)	Microteaching #6	Last chance for feedback
5/7	Writing	Sherman & De La Paz, 2015 Harris, Graham, Aitken, Barkel, Houston, & Ray, 2017 Collins & Fulton, 2017	Jigsaw	
5/14	Content Area	Singleton & Filce, 2015	Video share	Unit plan due

Core Values Commitment

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

GMU Policies and Resources for Students

Policies
- Students must adhere to the guidelines of the Mason Honor Code (see https://catalog.gmu.edu/policies/honor-code-system/).

- 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 silence all sound emitting devices 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/.

- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

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

References

Allsopp, D., Lovin, L. H., & van Ingen, S. (2017). Supporting mathematical proficiency: Strategies for new special education teachers. *TEACHING Exceptional Children, 49*, 273-283.

Collins, L. W., & Fulton, L. (2017). Promising practices for supporting students with disabilities through writing in science. *TEACHING Exceptional Children, 49*, 194-203.

Dougherty, B., Bryant, D. P., Bryant, B. R., & Shin, M. (2017). Helping students with mathematical difficulties understand ratios and proportions. *TEACHING Exceptional Children, 49*, 96-105.

Fuchs, L. S., Fuchs, D., & Malone, A. S. (2017). The taxonomy of intervention intensity. *TEACHING Exceptional Children, 50*, 35-43.

Harris, K. R., Graham, S., Aitken, A. A., Barkel, A., Houston, J., & Ray, A. (2017). Teaching spelling, writing, and reading for writing: Powerful evidence-based practices. *TEACHING Exceptional Children, 49*, 262-272.

Hougen, M. (2014). *Evidence-based reading instruction for adolescents, grades 6-12* (Document No. IC-13). Retrieved from University of Florida, Collaboration for Effective Educator, Development, Accountability, and Reform Center website: http://ceedar.education.ufl.edu/tools/innovation-configurations/

Kearns, D. M., & Whaley, V. M. (2018). Helping students with dyslexia read long words: Using syllables and morphemes. *TEACHING Exceptional Children, 51*, 212-225.

Powell, S. R., & Fuchs, L. S. (2018). Effective word-problem solving instruction: Using schemas to facilitate mathematical reasoning. *TEACHING Exceptional Children, 51*, 31-42.

Riccomini, P. J., Morano, S., & Hughes, C. A. (2017). Big ideas in special education: Specially designed instruction, high-leverage practices, explicit instruction, and intensive instruction. *TEACHING Exceptional Children, 50*, 20-27.

Sherman, C. K., & De La Paz, S. (2015). FIX: A strategic approach to writing and revision for students with learning disabilities. *TEACHING Exceptional Children, 50*, 233-242.

Singleton, S. M., & Filce, H. G. (2015). Graphic organizers for secondary students with learning disabilities. *TEACHING Exceptional Children, 48*, 110-117.

Smith, J. L. M., Saez, L., & Doabler, C. T. (2016). Using explicit and systematic instruction to support working memory. *TEACHING Exceptional Children, 48*, 275-285.

Swanson, E., & Wexler, J. (2016). Selecting appropriate text for adolescents with disabilities. *TEACHING Exceptional Children, 49*, 160-167.

Swanson, E., Vaughn, S., & Wexler, J. (2017). Enhancing adolescents' comprehension of text by building vocabulary knowledge. *TEACHING Exceptional Children, 50*, 84-94.

Troia, G. (2014). *Evidence-based practices for writing instruction* (Document No. IC-5). Retrieved from University of Florida, Collaboration for Effective Educator, Development, Accountability, and Reform Center website: http://ceedar.education.ufl.edu/tools/innovation-configuration/

VanDerHeyden, A., & Allsopp, D. (2014). *Innovation configuration for mathematics* (Document No. IC-6). Retrieved from University of Florida, Collaboration for Effective Educator, Development, Accountability, and Reform Center website: http://ceedar.education.ufl.edu/tools/innovation-configuration/

Appendix

Secondary Curriculum Unit Plan

The Secondary Curriculum Unit Plan provides you with the opportunity to demonstrate your ability to prioritize essential concepts and skills, write lesson plans and assessments, and adapt existing lesson plans within a curriculum unit. You are required to write two comprehensive lesson plans that address state standards and include students with disabilities. You are also required to adapt a lesson plan to be delivered in a co-taught classroom that addresses similar state standards. You will write two assessments that provide opportunities for the learners to demonstrate their understanding of the core concepts of the unit for either classroom. Your focus should be on the integration of evidence-based practices that meet the unique needs of learners with mild to moderate exceptional learning needs at the secondary level in a given content area using the appropriate state standards.

Part I: Curriculum Analysis

Choose a state or Common Core standard (or component of a standard) from a specific content area in any grade level 6-12. In narrative form, identify the standard and provide an analysis of the essential concepts, critical vocabulary, and necessary skills (what does a student need to be able to do to acquire, organize, recall, and express the mastery of the standard material) required to meet the standard. This analysis will guide your unit and lesson planning.

Part II: Development of Unit Planning Visual Organizer

Using your analysis of the standard, identify concepts, vocabulary, and skills that fit together and can be taught in a cohesive unit. With these, create a Unit Planning Visual Organizer (document given to you by instructor) that:

    a. Makes explicit connections between prior knowledge and future knowledge (sections 1-4),
    b. Identifies linkages between the essential concepts of the unit (section 5 and page 2),
    c. Demonstrates your ability to prioritize key concepts from the unit (section 5 and page 2),
    d. Provides a schedule of when and in what order the essential concepts will be taught (section 8),
    e. Determines the types of relationships that will be used to link concepts within the unit (section 6; cause/effect, compare/contrast, characteristics, etc.), and
    f. Poses questions that students should be able to answer at the end of the unit to demonstrate deep understanding of the unit concepts (section 7).

Part III: Adaptation of a Lesson Plan
Using a lesson plan provided by the Va Department of Education website for your chosen standard,

    1. Identify the essential concepts, vocabulary, and skills included in the lesson.
    2. Describe areas of difficulty within the lesson for students with disabilities, providing support for your assertions.

3. Rewrite the lesson using evidence-based practices described in your text or in class to address the difficulties identified in Item 2.
4. In a brief narrative, provide a rationale for each evidence-based practice you include.

Part IV: Lesson Plan Development

1. Provide a brief description of a secondary classroom appropriate for your lessons, including number of students, number of professionals and paraprofessionals, and length of each class session.
2. Write TWO comprehensive lesson plans, focused on your selected state standard, that address either an essential concept(s) or critical vocabulary and include teaching a skill necessary to master the material. For example, you might teach students how to use keyword mnemonics to remember critical vocabulary or you might teach how to use POWER when writing an essay.
3. Both of these lesson plans must include *evidence-based teaching methods and strategies* from the course that:
    a. address the abilities and needs of the learners with mild to moderate exceptional learning needs,
    b. individualize instruction to meet these needs,
    c. emphasize the development, maintenance, and generalization of knowledge and skills across environments,
    d. are age and ability appropriate, and
    e. are linked to the lesson objective.
4. Include a copy of any materials necessary to teach the lesson (e.g., powerpoint slides, graphic organizers, checklists).

In a brief narrative accompanying the lesson plans, provide a rationale for:

    a. Your choice of lesson objective,
    b. How the teaching method and strategies you chose meet the needs of the students with disabilities and are evidence-based,
    c. The use of assistive technology (as appropriate), and
    d. How the lesson links to the next lesson/concept.

Part V: Assessments
1. Create two different assessments for your unit. Provide a description of the assessment and sample items. Identify where in the scope and sequence of your instruction each assessment occurs.

In a narrative accompanying the assessments, describe how they:

    a. Require different types of responses,
    b. Evaluate the students' learning of the stated objectives and core content of the unit, and
    c. Guide future instruction.

	Does Not Meet Expectations **1**	**Meets Expectations** **2**	**Exceeds Expectations** **3**

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

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

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
for individuals with exceptionalities.			• Candidate explicitly connects organizer components to state standards or provides for enrichment.

Adaptation of Lesson Plan
CEC/IGC Standard 5
 	
Candidate selects, adapts, and uses a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.
	• Candidate fails to do any of the following:
	  o identify essential concepts and vocabulary likely to require adaptation.
	  o select and adapt instructional strategies and materials according to the interaction of learners' academic and social abilities, attitudes, interests, and values and the demands of instruction.
	  o adapt lesson plans to include research supported teaching methods that focus on teaching essential concepts, vocabulary and content across the general curriculum AND/OR age and ability appropriate instruction and specialized instructional strategies appropriate to the abilities and needs of the learners with exceptionalities.
		• Candidate identifies which essential concepts and vocabulary are likely to require adaptation.
		• Candidate selects and adapts instructional strategies and materials according to the interaction of learners' academic and social abilities, attitudes, interests, and values and the demands of instruction.
		• Candidate adapts lesson plans to include research supported teaching methods that focus on teaching essential concepts, vocabulary and content across the general curriculum, age and ability appropriate instruction and specialized instructional strategies appropriate to the abilities and needs of the learners with exceptionalities.
		• Candidate integrates task analysis into the lesson plans.
			• Candidate identifies which essential concepts and vocabulary are likely to require adaptation.
			• Candidate selects and adapts instructional strategies and materials according to the interaction of learners' academic and social abilities, attitudes, interests, and values and the demands of instruction.
			• Candidate adapts lesson plans to include research supported teaching methods that focus on teaching essential concepts, vocabulary and content across the general curriculum, age and ability appropriate instruction and specialized instructional strategies appropriate to the abilities and needs of the learners with exceptionalities.
			• Candidate integrates task analysis into the lesson plans.
			• Candidate includes a detailed and specific rationale for the changes made/selection of adaptations.

	Does Not Meet Expectations **1**	**Meets Expectations** **2**	**Exceeds Expectations** **3**

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

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

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
	students' learning of the stated objectives and monitor progress in instruction.	• Candidate selects assessments to accommodate the unique abilities and needs of individuals with exceptionalities.	• Candidate selects assessments to accommodate the unique abilities and needs of individuals with exceptionalities. • Candidate provides description of the implementation plan for the assessments AND provides a description of the utility of each item or clusters of items to instruction.