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

Fall 2019
EDSE 533 646 Curriculum and Assessment in Severe Disabilities
CRN: 82700; 3 – Credits

Instructor: Dr. Melissa Ainsworth	**Meeting Dates**: 09/12/2019 – 11/14/2019
Phone: 703-993-5469	**Meeting Day(s)**: Thursday
E-Mail: mainswor@gmu.edu	**Meeting Time(s)**: 5:15 pm – 9:15 pm
Office Hours: By Appointment	**Meeting Location**: Off Campus
Office Location: 206A Finley Fairfax Campus	**Other Phone**:

> ➢ 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
Addresses best practices in curriculum and assessment for individuals with severe disabilities. Covers the design of assessment and evaluation techniques and procedures for the severe-needs population, including adaptations and accommodations. Covers IEP formulation and implementation with linkage to assessment. Note: Field experience required.

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

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

Learner Outcomes
Upon completion of this course, teacher candidates/students will be able to:
1. Locate, read and interpret important assessment reports and IEP documents that comprise a student's cumulative and confidential files, and explain their role in shaping a student's educational history and decision-making regarding the IEP including the eligibility label or labels the student receives servicers under, special education services, related services, the decision to be assessed in the adapted curriculum rather than general curriculum, and placements.
2. Effectively use essential components of the assessment process – record review, interview, observation and systematic structured interactions – to gather information and describe in detail a student's present level of functional and academic performance.
3. Effectively use essential components of the assessment process – record review, interview, observation and systematic structured interactions – to gather information and determine starting points for instruction in reading, writing, mathematics, social studies and science.
4. Create and evaluate a high-impact, meaningful goal for a target student that enables academic learning, addresses other functional and academic needs, enhances communication competence, and which reflects the students chronological age, and the concerns and priorities expressed by family members.
5. Identify needs for assessment and curriculum development of learners who have dual exceptionalities such as being gifted or ELL and having a moderate/severe disability.

Professional Standards
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 4: Assessment (InTASC 6) & CEC Standard 6: Professional Learning and Ethical Practice (InTASC 9).

Required Textbooks
Salvia, J., Ysseldyke, J.E., and Witmer, S. (2017) Assessment in special and inclusive education. (13th edition) . Cengage Learning: United States

Burton, N. (2017). Creating effective IEPs: A guide to developing, writing, and implementing plans for teachers. Sage: Los Angelos.

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

Required Resources
Access to Blackboard

Additional Readings
As assigned and posted in 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 533, the required PBA is (NO ASSESSMENT REQUIRED FOR THIS COURSE). 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)
None

College Wide Common Assessment (TK20 submission required)
none

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

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 THIS COURSE.

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.

Other Assignments
1. In Class Activities & Quizzes (100 points)
In each class there will be a reading quiz and or writing or other activity. Students must be present when the activity is presented in order to receive credit. If students are late or leave early and miss a portion of the in class activity, they will not be eligible for full point credit.

2. VAAP Unit Plan and Evidence Collection (100 pts possible)
For this assignment you will pick an ASOL from any grade or subject area and design a unit of study in which you will teach the target skills from the ASOL. For this assignment you will:
   a. Pick an ASOL
   b. Design a unit of study including
   c. Overall sketch of unit : # of lessons, content of each lesson, timing of lessons
   d. Three individual lesson plans from the unit
   e. Design and develop evidence collection. How will you collect evidence to put in the student's VAAP?

3. Assessment History and Educational Report (100 points possible)
For this assignment you will be conducting a thorough record review of a target student's assessment history, observing the student, conducting informal assessments, administering the Brigance Inventory of Early Skills (Yellow, Green or Blue as appropriate) or other standardized test and writing an Educational Report based upon your findings. This assignment will result in the following:
   1. <u>Write</u> a two to three page document summarizing student's major reports and assessments as found in the record review including educational, psychological, social, medical and other pertinent reports.
   2. <u>Include</u> copies of all informal assessments done in the classroom (reading inventories, math assessments, spelling tests etc)
   3. <u>Conduct</u> a standardized Brigance test and report the findings in the educational report.
   4. <u>Write</u> an educational report based on the findings of the formal and informal testing completed.
***Note: pick a student who has a re-evaluation due this school year!

4. IEP goals (50 points possible)
Based upon your target student's VAAP requirements and/or educational testing and assessments write two complete goals including strengths, needs, goal and short

term objectives/bench marks.

Assignment	Points possible	Due date
In Class Activities	10 each for a total of points 100	Every class period
VAAP Unit plan	100 points	
Assessment History and Educational Report	100 points	
IEP goals	50 points	
Total points possible	350	

Course Policies and Expectations
Attendance/Participation
This class is designed to be interactive and rigorous. This is so your learning is optimized. Your attendance in class is important and *required*. There are only 10 sessions for this course so it is of utmost importance that you make every effort to attend class. If you are absent, your class activity grade for that date will be 0. **In class Activities may NOT be made up**. If you anticipate missing more than one class period, you may need to consider taking the course at another time. Each class period is 10% of the total class time.

Late Work
All assignments must be submitted on or before the assigned due date. In fairness to students who make the effort to submit work on time, 5% of the total assignment points will be deducted each day from your grade for late assignments.

Please check to make sure that what you upload to BB is the correct version/ item. If you incorrectly upload an assignment let me know immediately. **If I discover that you have uploaded the wrong thing, then all late penalties apply no matter when I open it.** If you are having difficulty uploading due to technical issues, please text me immediately.

**Late or incorrectly turned in/uploaded assignments will be graded at the convenience of the instructor and therefore may not provide timely feedback. Late work may not be returned until the end of the semester

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

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

Professional Dispositions
Students are expected to exhibit professional behaviors and dispositions at all times. In the College of Education and Human Development, dispositions are formally and separately evaluated in at least two points in each student's program – a self-evaluation at the start of their program, and a university supervisor's evaluation during internship. In special education licensure programs, the self-evaluation is an online survey distributed via email upon program entry, and the internship evaluation is completed by instructors in EDSE 783, EDSE 784, and EDSE 785. 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.

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

Date	Class Content	Readings due prior to class time	Assignments due by 5:00 on this date
9/12	Introduction Purpose of Assessment Overview of Legal requirements for evaluation	*Salvia*, chapters: 1 and 3	
9/19	VAAP- picking, planning and implementing	*Salvia*: chapter 22 *Creating Effective IEPs*: chapter 1	
9/26	Standardized and Non standardized assessment tools & making sense of data	*Salvia*, chapters 2 and 4 and 14	
10/3	Eligibility, Re-evals and the educational evaluation	*Creating Effective IEPs*: chapter 2 *Salvia*: chapter 21	VAAP Unit Plan Due
10/10	Literacy Assessment, Curriculum & goals	*Salvia*: chapters 8 and 15 and 17	

10/17	Math Assessment, Curriculum & goals	*Salvia*: chapter 13 and 16	
10/24	On line module No formal class	*Salvia*: chapters 6 and 7	
10/31	**WebEx!** Developing meaningful IEP's	*Creating Effective IEPs*: chapters 3 and 4	Assessment History & Educational Evaluation due
11/7	Science Assessment & Curriculum/ Functional skills & Self Determination	*Salvia:* chapter 10 *Creating Effective IEPs*: Chapter 5	
11/14	AT/ related services/ Person-centered planning/ Circles of support	*Salvia:* chapter 19	IEP goals 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/.

Appendix
    Assessment Rubric(s)