



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

Spring 2020

EDSE 629 649: Secondary Curriculum and Strategies for Students with Disabilities who Access
the General Curriculum
CRN: 21855, 3 – Credits

Instructor: Carmen Rioux-Bailey	Meeting Dates: 1/9/2020 – 3/5/2020
Phone: 202-302-3223 (mobile)	Meeting Day(s): Thursday
E-Mail: criouxba@gmu.edu	Meeting Time(s): 5 pm – 9:30 pm
Office Hours: Tuesday and Thursday 3-4 pm and by appointment	Meeting Location: Fairfax High School, Room C123
Office Location: Finley 100D	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.

Advising Contact Information

Please make sure that you are being advised on a regular basis as to your status and progress in your program. Students in Special Education and Assistive Technology programs can contact the Special Education Advising Office at 703-993-3670 or speced@gmu.edu for assistance. All other students should refer to their assigned program advisor or the Mason Care Network (703-993-2470).

Advising Tip

Are you familiar with Mason career resources? Email speced@gmu.edu to be added to the Special Education employment listserv, and check out Career Services: <https://careers.gmu.edu/>.

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
7. Guest lecturers

Learner Outcomes

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

1. Demonstrate knowledge of the federal and state laws that require and provide for instructional services for students with disabilities.
2. Demonstrate the ability to develop a comprehensive unit that includes instructional strategies and adaptations for students with disabilities at the secondary level.
3. 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.
4. Demonstrate the ability to assess, plan for, and address the content area literacy needs of students with disabilities who are accessing the general curriculum.
5. Describe components of Individual Education Plans that successfully address the needs of secondary students with disabilities.
6. Identify research efforts, organizations, services, networks, and the variety of state and local resources aimed at dropout prevention and improving the outcomes of secondary students with disabilities.

Professional Standards

(Council for Exceptional Children (CEC), Interstate Teacher Assessment and Support Consortium (InTASC). Upon completion of this course, students will have met the following professional standards: 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 one 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 & Hughes, *Explicit Instruction: Effective and Efficient Teaching*, 1st edition/2010, Guilford Press, ISBN-13: 978-1609180416 (Chapters 6-7)
- Required readings posted on Blackboard

Recommended Textbooks

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author.

Required Resources

Laptop or other mobile device

Additional Readings

As assigned 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)

I. Please see Blackboard. Secondary Unit Plan—see Appendix (41 points)

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. As a group member, you are required to write two comprehensive lesson plans that address state standards and include

students with disabilities. You are also required to adapt one 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. Groups: You will complete this assignment in small groups. Groups should consist of four or fewer people. The groups will work together and submit one complete unit plan with each group member's name on it. The group will work together to adapt 1 lesson plan and then create 2 additional, original lesson plans. The group must ensure that all lesson-plans work together and flow within the sequence of concepts of the unit.

College Wide Common Assessment (TK20 submission required)
Lesson Plan—part of Secondary Unit Plan (not an additional assignment)
Please see Blackboard.

Performance-based Common Assignments (No Tk20 submission required)
N/A

Other Assignments

II. Research Review (25 points) * Due 2/6

Each student will locate and analyze 5 articles from peer-reviewed special education journals that summarize research on a given facet of **secondary** instruction for students with disabilities who access the general curriculum.

Select 5 research articles from professional special education journals

- *The focus of the articles must pertain to a secondary level study with a focus on interventions for teaching reading, language arts, math, science, social studies, or behavioral supports for secondary-age students with mild disabilities.*

or

- *the focus must be on cognitive strategies in self-regulation, metacognition, study skills, attention, memory, or motivation for individuals with mild disabilities of secondary age.*

Prepare an **introduction** to the topic and a needs statement (**why** is this important to students with disabilities?), a written **summary of each research article**, including the complete citation, with a special emphasis on the findings. Do not simply copy the abstracts, but write in your own words what was undertaken in the study and the results.

Finally, write a **conclusion** of the summaries **as a whole**, AND what the **implications for practice** are for the secondary special education teacher—in other words, based on your research review, what should the secondary special education teacher consider implementing as evidence-based practice in the classroom for students with mild disabilities? Be sure to use APA style and include a reference page.

***You may substitute a Math research study video modeling training and production with Drs. Francis and Satsangi. More on this later.**

III. Secondary Issues Project (20 points) Due 2/20 and Presented 3/5

This small group project will develop your understanding of the particular issues or barriers relevant to serving secondary students with disabilities. Your topic (drop-out prevention, extra remediation, online literacy tools, culturally competent instruction, case management, etc.) will identify the issue, explore causes and effects, and identify potential solutions from the literature and evidence-based practices. Your 30-minute presentation will provide learners with a solid foundation of knowledge on your topic.

IV. Iris Modules (5 points) Study Skills Due 1/23

You will submit the assessment modules for each of the modules. You may not copy and paste answers.

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, and (d) complete all assignments. Attendance, timeliness, and professionally relevant-active participation are expected. Attendance and professional participation at all sessions is very important because many of the activities in class are planned in such a way that they cannot necessarily be recreated outside of the class session. Be aware that any points earned for participation in class activities during a time of absence will not be earned and cannot be made up. One absence will result in 0 points deducted from your overall grade. Two absences will result in a loss of 11 points. Three or more absences means you cannot complete this course and will need to retake it. More than one instance of tardiness will result in a loss of 3 points per incident. You may not leave early without a 3-point loss starting with the first incident. After that it will count as an absence. Please notify me in advance by email if you will not be able to attend class or need to leave early.

Late Work

- All assignments are required to be completed and submitted on time.
- For late submissions of assignments: 25% of the points will be deducted from your assignment grade for late submissions unless the instructor has agreed to an extension IN ADVANCE (which may be used ONE time only and only for ONE assignment). The maximum extension is 7 days, after which the assignment is not awarded any points toward a final grade.

Other Requirements

V. Class Attendance and Participation (1 point each; there are 9 total)

It is impossible to participate fully in this class while texting, tweeting, working on documents, etc. socializing, etc. Please be fully present in class. You are expected to be present, prepared, and exhibit professional dispositions for each class session. Points missed due to tardiness or absences cannot be made up. Quality participation includes: (a) Arriving on time, including back from break(s), (b) Being a productive group member for the duration of the class time, (c) Participating in all class activities (face-to-face and outside of class, including by electronic means) (d) Having on hand all materials required for the class session as per course assignments and the syllabus

Grading Scale

95-100% = A

90-94% = A-

84-89% = B

83-79% = C

< 79% = F

Summary of Points for Final Grade

Participation/Attendance: 9

Unit Plan: 41

Research Review: 25

Secondary Issues Project: 20

2 Iris Modules: 5

TOTAL= 100

***Note:** The George Mason University Honor Code will be strictly enforced (see <https://oai.gmu.edu/> and <https://catalog.gmu.edu/policies/honor-code-system/>). 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 new, original work for this course or with proper citations.

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See <https://cehd.gmu.edu/students/polices-procedures/>. 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 for graduate students and within initial courses (EDSE 241, EDSE 361, and EDSE 311) for undergraduate students. 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.

Class	Topics	Assignments to Do AFTER this class Session	Due on Blackboard by 4:30 pm on this date
1/9	Syllabus Review Course Introduction Essential Understandings How Secondary Education is Organized	Portrait of graduate (VDOE) https://www.youtube.com/watch?v=40XZtg011Qg&feature=youtu.be FCPS Graduation Requirements and Course Planning: https://www.fcps.edu/academics/graduation-requirements-and-course-planning Read: Hougen, M. (2014). Evidence-based reading instruction for adolescents, grades 6-12 University of Florida, Collaboration for Effective Educator, Development, Accountability, and Reform Center https://cedar.education.ufl.edu/wp-content/uploads/2015/05/IC-13_FINAL_05-26-15.pdf	
1/16	Adolescent Reading Intervention Design	Read Archer and Hughes (Chapters 6 and 7)	
1/23	Cognitive Strategy Instruction and Vocabulary	Complete 2 IRIS modules on Study Skills:	IRIS Modules Assessments

	Intervention Design	https://iris.peabody.vanderbilt.edu/module/ss1/ and https://iris.peabody.vanderbilt.edu/module/ss2/#content Read: https://ies.ed.gov/ncee/wwc/Docs/practiceguide/wwc_secondary_writing_110116.pdf	completed and submitted to Blackboard
1/30	Evidence-Based Practices in Writing at the Secondary Level Intervention Design	Graham, S. (2019) Changing how writing is taught. <i>Review of Research in Education</i> March 2019, 43, 277–303. DOI: 10.3102/0091732X18821125	
2/6	Special Education in a General Education Secondary Context: Coteaching, Accommodations, and Adapting lessons	Dieker, L., and Rodriguez, M. (2019). Enhancing secondary cotaught science and mathematics classrooms through collaboration. <i>Intervention in School and Clinic</i> , 49(1) 46–53.	Research Review Due*
2/13	Reflective Practices in Secondary Ed: Tables of Specification Case Management Research Roundup	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 https://cedar.education.ufl.edu/wp-content/uploads/2014/09/IC-6_FINAL_09-25-14.pdf Finalize Secondary Issue Presentation	
2/20	Evidence-Based Practices in Math at the Secondary Level Intervention Design Most Likely to Succeed	Prepare for Unit Plan Assignment	Secondary Issue Presentations submitted

2/27	Unit and Lesson Planning: Group Project: NO ABSENCES	Prepare for Secondary Issue Presentations	Unit Plan and Lesson Plan Submitted to TK20
3/5	Secondary Issues Presentations in Class		

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 <https://ds.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 <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

- As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at [703-380-1434](tel:703-380-1434) or Counseling and Psychological Services (CAPS) at [703-993-2380](tel:703-993-2380). You may also seek assistance from Mason’s Title IX Coordinator by calling [703-993-8730](tel:703-993-8730), or emailing titleix@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 <http://cehd.gmu.edu/>.

Appendix

Readings: (Can be found on Blackboard)

Assessment Rubric(s)

Unit Plan (see next section)

RUBRIC: Secondary Curriculum Unit Plan

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
<p>Curriculum Analysis CEC/IGC Standard 3</p> <p>Candidate uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.</p>	<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ○ Critical concepts, ○ Critical vocabulary, or ○ Skills (e.g., what the student must do to acquire, organize, recall, and/or express mastery of the information) <p>Required for a student to meet the standard.</p> • Candidate identifies and/or describes critical concepts, critical vocabulary, or skills that are irrelevant to the identified standard. 	<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ○ Critical concepts, ○ Critical vocabulary, and ○ Skills (e.g., what the student must do to acquire, organize, recall, and/or express mastery of the information) <p>Required for a student to meet the standard.</p> 	<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ○ Critical concepts, ○ Critical vocabulary, and ○ Skills (e.g., what the student must do to acquire, organize, recall, and/or express mastery of the information) <p>Required for a student to meet the standard.</p> • Candidate provides further evidence of task analysis of the standard by: <ul style="list-style-type: none"> ○ Identifying priorities or sequencing of the critical content, ○ Identifying ways to organize the critical content, OR ○ Identifying sources of specialized materials, curriculum, or resources related to the critical content.

	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
	1	2	3
5 points			
<p>Development of Unit Planning Visual Organizer</p> <p>CEC/IGC Standard 3</p> <p>Candidate uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.</p> <p>10 points</p>	<ul style="list-style-type: none"> • Candidate develops a unit planning visual organizer which omits any of the following: <ul style="list-style-type: none"> ○ make explicit connections between prior knowledge and future learning (scope and sequence); ○ make connections between essential concepts; ○ identify, prioritize and sequence key concepts from the unit; and ○ identify questions that students should be able to answer at the end of the unit to demonstrate deep understanding of the unit concepts. 	<ul style="list-style-type: none"> • Candidate develops a unit planning visual organizer which: <ul style="list-style-type: none"> ○ makes explicit connections between prior knowledge and future learning (scope and sequence), ○ makes connections between essential concepts, ○ identifies, prioritizes and sequences key concepts from the unit, and ○ identifies questions that students should be able to answer at the end of the unit to demonstrate deep understanding of the unit concepts. 	<ul style="list-style-type: none"> • Candidate develops a unit planning visual organizer which: <ul style="list-style-type: none"> ○ makes explicit connections between prior knowledge and future learning (scope and sequence), ○ makes connections between essential concepts, ○ identifies, prioritizes and sequences key concepts from the unit, and ○ identifies questions that students should be able to answer at the end of the unit to demonstrate deep understanding of the unit concepts. • Candidate explicitly connects organizer components to state standards or provides for enrichment.

	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
	1	2	3
<p>Adaptation of Lesson Plan CEC/IGC Standard 5</p> <p>Candidate selects, adapts, and uses a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.</p> <p>10 points</p>	<ul style="list-style-type: none"> • Candidate fails to do any of the following: <ul style="list-style-type: none"> ○ identify essential concepts and vocabulary likely to require adaptation. ○ 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. ⊖ 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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	Meets Expectations	Exceeds Expectations
	1	2	3
<p>Lesson Plan Development</p> <p>CEC/IGC Standard 5</p> <p>Candidate selects, adapts, and uses a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.</p> <p>10 points</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Candidate prepares comprehensive lesson plans that <ul style="list-style-type: none"> ○ 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 <ul style="list-style-type: none"> ○ teaching essential concepts, vocabulary, and content across the general curriculum, ○ includes age and ability appropriate instruction and ○ 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. 	<ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> ○ teaching essential concepts, vocabulary, and content across the general curriculum, ○ including age and ability appropriate instruction and ○ 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.
<p>Assessments</p> <p>CEC/IGC Standard 4</p> <p>Candidate uses multiple methods of assessment and data</p>	<ul style="list-style-type: none"> • Candidate fails to develop two different assessments that accommodate the unique abilities and needs of individuals with exceptionalities <p>OR</p>	<ul style="list-style-type: none"> • Candidate describes and provides original sample questions for two different assessments for the unit that <ul style="list-style-type: none"> ○ 1. ONE: evaluates instruction of the stated learning objectives ○ 2. TWO: Monitors progress of an individual with an exceptionality during unit instruction 	<ul style="list-style-type: none"> • Candidate describes and provides original sample questions for two different assessments for the unit that <ul style="list-style-type: none"> ○ 1. ONE: evaluates instruction of the stated learning objectives ○ 2. TWO: Monitors progress of an individual with an exceptionality during unit instruction

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
sources in making educational decisions. 6 points	<ul style="list-style-type: none"> • Candidate fails to develop two different assessments that effectively evaluate students' learning of the stated objectives and monitor progress in instruction. 	<ul style="list-style-type: none"> • Candidate selects assessments to accommodate the unique abilities and needs of individuals with exceptionalities. 	<ul style="list-style-type: none"> • 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.