



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

Spring 2024

EDSE 463 001: Curriculum and Methods in Severe Disabilities

CRN: 14222, 3 – Credits

Instructor: Dr. Melissa Ainsworth	Meeting Dates: 1/16/24 – 5/8/24
Phone: See <i>Instructor Info</i> on Blackboard site	Instructional Method: Mix of face-to-face meetings and online instruction. See the face-to-face meeting dates below. All other meeting dates will be synchronous online video meetings supplemented by asynchronous online coursework, or purely asynchronous.
E-Mail: mainswor@gmu.edu	Meeting Day(s): Tuesday
Office Hours: by appointment	Meeting Time(s): 10:30 am – 12:20 pm
Office Location: Finley 206A Fairfax	Meeting Location: Fairfax; HORIZN 3001

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 current best practices in curriculum and methods for individuals with severe disabilities including specific strategies for teaching individuals with severe disabilities, general strategies for working with heterogeneous groups of individuals in inclusive settings, and methods for adapting the general education curriculum to include individuals with severe disabilities. Field experience required.

Course Overview

EDSE 463 focuses on current best practices in instructional strategies including specific strategies for working with individuals with severe disabilities and in adapting general education strategies for working with heterogeneous groups of individuals in inclusive settings.

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

Take advantage of student resources like the Writing Center (<https://writingcenter.gmu.edu/>), Learning Services (<https://learningservices.gmu.edu/>), Assistive Technology Initiative (<https://ati.gmu.edu/>), University Life (<https://ulife.gmu.edu/>).

Course Delivery Method

Learning activities include the following:

1. Class lecture and discussion
2. Pre-recorded lectures
3. On-line application activities
4. In class Application activities
5. Small group activities and assignments
6. Video and other media supports
7. Research and presentation activities
8. Electronic supplements and activities via Blackboard

A percentage of this course will be delivered online using an asynchronous format via the Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on Monday, January 15th.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see: [Browser support \(https://help.blackboard.com/Learn/Student/Ultra/Getting_Started/Browser_Support\)](https://help.blackboard.com/Learn/Student/Ultra/Getting_Started/Browser_Support)
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.

- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
 - [Adobe Acrobat Reader](https://get.adobe.com/reader/): <https://get.adobe.com/reader/>
 - [Windows Media Player](https://support.microsoft.com/en-us/help/14209/get-windows-media-player): <https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
 - [Apple Quick Time Player](http://www.apple.com/quicktime/download/): www.apple.com/quicktime/download/

Expectations

- **Log-in Frequency:**
Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least enough times per week to complete the online portion of the course content. It is recommended that students log in 2 – 3 times to complete this work. In addition, students must attend all face-to-face meetings on the dates listed at the top of the syllabus.
- **Participation:**
Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- **Technical Competence:**
Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- **Technical Issues:**
Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- **Workload:**
Please be aware that this course is not self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the Class Schedule section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- **Instructor Support:**
Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- **Netiquette:**
The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must

always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

- Accommodations:
Learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Service.

Learner Outcomes

1. Write IEPs so they define individualized sequences of measurable objectives for teaching needed functional skills that link to standards of learning general curriculum and begin with present level of performance and end with goal performance.
2. Construct, use, and interpret nonstandard, informal skill assessment (such as task analysis and observation) to identify appropriate objectives, evaluate individual performance during baseline and intervention, and make improvements in instruction for individuals with disabilities in an adapted curriculum across the K-12 levels.
3. Assess target skills before (baseline probes) and during (instructional probes) instruction using direct observation or assessment of permanent products.
4. Create dated graphs of individual performance data using Excel; draw aim and trend lines using Excel.
5. Use “raw” and graphed individual performance data (along with aim and trend lines and problem analysis) to evaluate the effects of instruction and make data-based decisions for improving individual performance.
6. Embed instruction on targeted IEP objectives into functional daily routines and activities.
7. Plan, implement, and evaluate instructional programs that use effective antecedent teaching strategies (e.g., observational learning, milieu approach, system of least intrusive prompts, simultaneous prompting, time delay, graduated guidance, picture assists, audio/ video-modeling, backward and whole task chaining) and consequent strategies (e.g., shaping, error correction, consequential strategies, and interspersed review).
8. Write and implement an instructional plan that specifies a sequence of instructional objectives leading to a goal, uses a task analysis (for multiple step skills) or a skill sequence (for discrete skills), incorporates antecedent and consequence teaching strategies aimed at a specific stage of learning, and specifies a plan for collecting and analyzing individual performance data on an ongoing basis.
9. Understand general education teaching practices that promote inclusion of individuals with severe disabilities in the general education curriculum and support them in the least restrictive environment (e.g., curriculum and instructional adaptation, group instruction, self-management, schedule following, cooperative learning, peer tutoring). Understand when and how to use small group instruction, peer tutoring, community-based instruction, simulated instruction, video-modeling instruction, and instruction involving both typical individuals and individuals with disabilities.
10. Apply a model to plan with general educators any adaptations and modifications that are needed in the general education curriculum and class activities in order to meet the instructional needs of individuals with severe disabilities.

11. Train paraprofessional support staff to use appropriate teaching methods and supportive interaction styles with individuals to support individuals without encouraging dependency. Provide these staff members with supervision and feedback.

Professional Standards

(Council for Exceptional Children [CEC] and the Interstate Teacher Assessment and Support Consortium [InTASC]). Upon completion of this course, students will have met the following professional standards: 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: EDSE 463 – Master – Effective Fall 2019 3 Instructional Planning and Strategies (InTASC 7,8); CEC Standard 6: Professional Learning and Ethical Practices (InTASC 9) & CEC Standard 7: Collaboration (InTASC 10).

Required Texts

Browder, D. M., Spooner, F., and Courtade, G. R. (2020). *Teaching students with moderate and severe disabilities*. (2nd Ed). Guilford Press. 9781462542383

Recommended Texts

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>

Required Resources

Access to Blackboard

Additional Readings

- VDOE Mathematic PDF's located on the *Syllabus* tab of blackboard.
- As assigned and posted on Blackboard

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, VIA, hard copy).

VIA 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 VIA/SLL (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 VIA/SLL.

For EDSE 463, the required PBA is Instructional Plan with Data and Implementation. Please check to verify your ability to upload to VIA/SLL before the PBA due date.

Assignments and/or Examinations

Performance-based Assessment (VIA submission required)

Math Data Collection and Sequencing Assignment

College Wide Common Assessment (VIA submission required)

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). The college-wide common assessment in this course is: Midpoint Self-Rated Dispositions.

Lesson planning

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 teach. 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 a full-time contracted school system employee and will complete the field experience at your worksite with administrator and instructor approval, 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 TEACHERtrack Office. 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. Note that you may NOT arrange your own 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. Complete the GMU Experiential Learning Agreement packet (ELP). Mason requires all students completing off-campus field experiences in schools or other agencies to complete this packet. Once you have received your field experience placement, complete and submit this packet to the provided link.

4. Document your field experience hours. Your instructor will provide you with access to field experience documentation forms to use in documenting the hours and activities completed in your field experience placement. Your instructor will provide more directions on how to use and submit the documentation form.

5. 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.

6. Students must be able to perform the essential functions of the practicum site assigned with or without an accommodation. Contact Disability Services (ods@gmu.edu) for questions related to accommodations.

Other Assignments

Lesson Plan Dissection (50 points total):

You will be given two lesson plans and corresponding videos which you will be asked to dissect by identifying various parts of the lessons presented and analyzing them as you have learned about EBP's from your text, the lectures and our in-class discussions.

Lesson Plans (150 points total; 50 points each x 3 lesson plans):

As we cover different academic areas you will be asked to turn in 1 lesson plan per area for a total of 3 lessons plans (1 each for the following areas: math, science OR history and life skills. The assignment includes a complete lesson plan as outlined in the complete assignment description on Blackboard *and* an analysis of the instructional strategies used, connection to the text or articles supporting their usage and rationale for the structure of the lesson

Math Data Collection and Sequencing Assignment: (100 pts)

Based upon your math lesson plan, you will take data on that target skill with an identified student for at least 2 weeks (10 sessions). In a short paper you will present a graph of the data, a discussion of the student's performance, an analysis of what the graph shows you and a discussion of next steps including the sequence of steps beyond the student's mastery of the current skill.

Weekly On-line course application activities: (100 points total; 10 pts per week @ 10 weeks):

This course is a mix of face-to-face meetings and online instruction. Each week of the weeks of this course there will be online application activities posted on Blackboard and indicated on your syllabus. These on line activities may consist of any of the following: pre-recorded videos, discussion questions, quizzes, short answer essays, discussion board posts or other application activities.

****You are always responsible for showing up to class every week having read your assigned readings.**

Weekly In Class Participation Activities: (70 points total; 5 points per week 14 weeks)

Each week we meet in person for face-to -face discussions and demonstrations. These discussions and lectures will be based upon the readings you have completed prior to coming to class and will lead into your on-line application activities. **These in class activity points may only be awarded if you are in class. There is no way to make them up.**

Assignment Summary

Assignment	Due Date	Points possible
Lesson Dissection	2/13 @ 5 PM	50
Math Lesson Plan	3/12 @ 5 PM	50
Science OR History Lesson Plan	3/26 @ 5 PM	50
Life Skills Lesson Plan	4/9 @ 5 PM	50
Math Skill sequencing Plan	4/28 @ midnight	100
Weekly On-line course application activities	(10 pts@ 10 weeks) (see class schedule)	100
Weekly Participation and In class Activities @ 5 points each	Weekly for 14 weeks (see class schedule)	70
Total Points Possible		470

Student Evaluations of Teaching:

The student evaluation of teaching, or SET, is an online course survey. You are strongly encouraged to complete this form for each course as this feedback helps instructors and administrators improve your class experiences. Towards the end of the course, you will receive email and Blackboard notifications when the evaluations open. Your anonymous and confidential feedback is only shared with instructors after final grades have been submitted. More information about the SET can be found on The Institute of Effectiveness and Planning website at <https://oiep.gmu.edu/set/>

Course Policies and Expectations

Attendance/Participation

Students are expected to attend all class sessions during the course.

- Students are expected to arrive to class on time each week and stay for the duration of class (10:30am – 12:20).
- No points can be awarded for missed in class activities whether the entire class was missed or the student was late and missed the activity or left early and missed the activity.
- Please notify me in advance by email or text if you will not be able to attend class. When absence from class is unavoidable, it is the student's responsibility to plan to obtain notes, handouts, and/or lecture details from another student prior to the class meeting that follows the absence.
- Students will lose 5 points off their final grade if 2 classes are missed and 5 points for each additional absence if they miss more than 2 classes (for a 15-week course) unless there are significant and documented issues.
- **Attendance, timeliness, and professionally relevant, respectful and active participation are expected.** Please see participation points under the assignments section.

Late Work

To successfully complete this course, students need to adhere to all due dates for readings and assignments. All assignments should be submitted on or before the assigned due date, unless the professor has agreed to an extension (which may be used one time only and only for one assignment) which cannot be used past the last day of class. The maximum extension is 7 days, after which the assignment is not awarded any points toward a final grade. On all assignments, full credit is available for those submitted on time. For late assignments a 10%-point reduction will be enforced for late papers each day. (Note**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

Other Requirements

Grading

95-100% = A
 90-94% = A-
 87-89% = B+
 83-86% = B
 80-82% = B-
 77-79% = C+
 73-76% = C
 70-72% = C-
 60-69 = D
 < 60% = F

***Note:** The George Mason University Honor Code will be strictly enforced. See [Academic Integrity Site](https://oai.gmu.edu/) (<https://oai.gmu.edu/>) and [Honor Code and System](https://catalog.gmu.edu/policies/honor-code-system/) (<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 [Policies and Procedures](https://cehd.gmu.edu/students/policies-procedures/) (<https://cehd.gmu.edu/students/policies-procedures/>). Professional dispositions are an essential function of a special educator’s job, indicating that these dispositions are critical to develop and assess in special education licensure programs. In the College of Education and Human Development, dispositions are formally and separately evaluated in VIA/SLL at least three points in each student’s program – a self-evaluation at the start of their program, a self-evaluation at the mid-point of their program, and a university supervisor’s evaluation during internship. In special education undergraduate licensure programs, the initial self-evaluation is completed in designated courses (EDSE 241, EDSE 361, EDSE 311), the mid-point self-evaluation is completed in designated courses (EDSE 445, EDSE 465, and EDSE 419), and the internship evaluation is completed by instructors in EDSE 482, EDSE 483, and EDSE 484. In addition to these three designated evaluation times, students, instructors, and/or mentor teachers may complete program disposition assessments as part of other courses. Instructors and mentor teachers may complete observer-rated disposition assessments other times throughout the program, as needed. When dispositions are assessed, it is important that for areas where a positive disposition is rated as “not proficient,” the student takes steps to grow as an educator.

Class Schedule

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

Week	Class Topic	Assignment Due	Reading Assignment (To be completed before coming to class)
1/16	Introduction: Educational Assumptions/ Who are they and what can I expect	➤ Student Information Sheet due	None
1/23	Instructional Strategies: Overview & Lessons vs	Online application Activities due by 10:00 AM	See weekly assignment folder on Blackboard for assigned readings

	Instructional Plans vs IEP Goals		
1/30	Instructional Strategies: General and Special Education	Online application Activities due by 10:00AM	See weekly assignment folder on Blackboard for assigned readings
2/6	Designing Effective Lessons	Online application Activities due by 10:00 AM	See weekly assignment folder on Blackboard for assigned readings
2/13	Instructional Strategies: Math Part 1	Online application Activities due by 10:00 AM ➤ Lesson Plan dissection due by 5 PM	See weekly assignment folder on Blackboard for assigned readings
2/20	Instructional Strategies: Math Part 2	Online application Activities due by 10:00 AM	See weekly assignment folder on Blackboard for assigned readings
2/27	Instructional Strategies Math Part 3	Online application Activities due by 10:00 AM	See weekly assignment folder on Blackboard for assigned readings
3/5	Spring Break	No class	
3/12 Spring break	Effective teaching through an Organized classroom	➤ Math Lesson Plan Due 3/5 by 5 PM	See weekly assignment folder on Blackboard for assigned readings
3/19	Instructional Strategies: Science & Social Studies	Online Application Activities due by 10:00 AM	See weekly assignment folder on Blackboard for assigned readings
3/26	Writing Meaningful Academic Goals	➤ Science or History Lesson Plan due by 5	See weekly assignment folder on Blackboard for assigned readings

		PM	
4/2	Instructional Strategies: Life Skills and communication	Online application activities due by 10:00 AM	See weekly assignment folder on Blackboard for assigned readings
4/9	Data Analysis and Long-term Skill Planning	➤ Life Skills Lesson Plan Due	See weekly assignment folder on Blackboard for assigned readings
4/16	Inclusion & Self-Contained Classrooms	Online application activities due by 10:00 AM	See weekly assignment folder on Blackboard for assigned readings
4/23	Successful Teachers	Online application activities due by 10:00	
4/28	SUNDAY No class	➤ Math Instructional plan Skill Sequence Due by midnight	

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: See [Core Values](http://cehd.gmu.edu/values/) (<http://cehd.gmu.edu/values/>).

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code. See [Honor Code and System](https://catalog.gmu.edu/policies/honor-code-system/) (<https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing. See [Responsible Use of Computing](http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/) (<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 [Disability Services \(https://ds.gmu.edu/\)](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 VIA should be directed to viahelp@gmu.edu or <https://cehd.gmu.edu/aero/assessments>.
- Questions or concerns regarding use of Blackboard should be directed to [Blackboard Instructional Technology Support for Students \(https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/\)](https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/).
- [Learning Services \(learningservices@gmu.edu\)](mailto:learningservices@gmu.edu) - Provides a variety of experience-based learning opportunities through which students explore a wide range of academic concerns. Services include support to students with learning differences, individual study strategy coaching, individualized programs of study, and referrals to tutoring resources. Presentations on a variety of academic topics such as time management, reading, and note taking are available to the university community. The programs are open to all George Mason University students free of charge.

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

As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, 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 the [Student Support and Advocacy Center \(SSAC\)](#) at 703-380-1434 or [Counseling and Psychological Services \(CAPS\)](#) at 703-993-2380. You may also seek assistance or support measures from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

For additional information on the College of Education and Human Development, please visit our website [College of Education and Human Development \(http://cehd.gmu.edu/\)](http://cehd.gmu.edu/).

Appendix

Assessment Rubric(s)

Instructional Plan with Data and Implementation Scoring Guide

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
Abstract and Introduction CEC/IIC Standard 5	Candidate fails to provide a clear overview of all elements of the instructional plan and use evidence-based practices validated for the specific characteristics of learners with moderate to severe exceptional learning needs to establish a clear need for behavior change. Candidate cites literature that supports the development of the instructional program.	Candidate provides a clear overview of all elements of the instructional plan and uses evidence-based practices validated for the specific characteristics of learners with moderate to severe exceptional learning needs to establish a clear need for behavior change. Candidate cites literature that supports the development of the instructional program.	Candidate provides a clear overview of all elements of the instructional plan and uses evidence-based practices validated for the specific characteristics of learners with moderate to severe exceptional learning needs to establish a clear need for behavior change. Candidate establishes a clear and explicit connection between the literature and the development of the instructional program that reflects the theories and research that form the basis of curriculum development and instructional practice.
Learner Description CEC/IIC Standard 1	Candidate provides limited demographic and background information related to the target learner’s physical, sensory, and/or medical needs as well as academic needs and levels of support. Candidate does not accurately discuss the educational impact of the learner’s exceptionality and current physical, sensory, and/or medical needs, attitude, interests, values, and behavior and the effect these conditions can on the life of a learner with moderate to severe exceptional learning needs.	Candidate provides demographic and background information related to the target learner’s physical, sensory, and/or medical needs as well as academic needs and levels of support. Candidate accurately discusses the educational impact of the learner’s exceptionality and current physical, sensory, and/or medical needs, attitude, interests, values, and behavior and the effect these conditions can on the life of a learner with moderate to severe exceptional learning needs. Candidate discusses the educational impact of the learner’s exceptionality that implicitly justifies the need for the development of goals and planned instruction.	Candidate provides demographic and background information related to the target learner’s physical, sensory, and/or medical needs as well as academic needs and levels of support. Candidate accurately discusses the educational impact of the learner’s current physical, sensory, and/or medical needs, attitude, interests, values, and behavior and effect these conditions can on the life of a learner with moderate to severe exceptional learning needs. Candidate discusses the educational impact of the learner’s exceptionality that explicitly justifies the need for the development of goals and planned instruction by providing specific examples.
Setting and Materials CEC/IIC Standard 2	Candidate describes the learner’s classroom and school setting, inclusive of the demands of the learning environments, design and management of daily routines, and teacher attitudes/behaviors, but does not discuss how these factors may	Candidate describes the learner’s classroom and school setting, inclusive of the demands of the learning environments, design and management of daily routines, and teacher attitudes/behaviors that may influence the behavior of the learner with	Candidate describes the learner’s classroom and school setting, inclusive of the demands of the learning environments, design and management of daily routines, and teacher attitudes/ behaviors that may influence the behavior of the learner with

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
	influence the behavior of the learner with moderate to severe exceptional learning needs, and the basic behavior management theories and strategies being utilized is limited. Candidate does not list the ancillary services available for the student with moderate to severe exceptional learning needs or the specialized materials utilized, including assistive technology.	moderate to severe exceptional learning needs, and the basic behavior management theories and strategies being utilized. Candidate describes the ancillary services available for the student with moderate to severe exceptional learning needs, but does not identify the specialized materials utilized, including assistive technology.	moderate to severe exceptional learning needs, and the basic behavior management theories and strategies being utilized. Candidate describes the ancillary services available for the learner with moderate to severe exceptional learning needs and the specialized materials utilized, including assistive technology. Candidate summarizes their perspectives and philosophy regarding effective management of teaching and learning.
Collaborative Teaming CEC/IIC Standard 7	Candidate describes the roles the families and school and community personnel played in the development and implementation of the instructional program, but does not consider the input of the learner with moderate to severe exceptional learning needs. Candidate fails to specifically address the role of the paraeducator in the data collection and instructional procedures in order to maximize the direct instruction for individuals with severe exceptional learning needs. Candidate describes teaming in a manner that lacks cultural responsiveness and does not promote effective communication and collaboration with families and school/community personnel.	Candidate describes the roles the learner with moderate to severe exceptional learning needs, families, and school and community personnel played in the development and implementation of the instructional program. Candidate specifically addresses the role of the paraeducator in the data collection and instructional procedures in order to maximize the direct instruction for the learner with moderate to severe exceptional learning needs. Candidate describes teaming in a manner that demonstrates awareness of culturally responsive factors that promote effective communication and collaboration with families and school/community personnel.	Candidate describes the roles the learner with moderate to severe exceptional learning needs, families, and school and community personnel played in the development and implementation of the instructional program. Candidate specifically addresses the role of the paraeducator in the data collection and instructional procedures in order to maximize the direct instruction for the learner with moderate to severe exceptional learning needs. Candidate describes teaming in a manner that demonstrates awareness of culturally responsive factors that promote effective communication and collaboration with learners with moderate to severe exceptional learning needs, families, and school/community personnel.
Selection of Target Skills CEC/IIC Standard 3	Candidate fails to consider the general curriculum and does not prioritize the learning needs of students with moderate to severe exceptionalities by not developing an age and ability appropriate instructional goal for at least two target skills and includes related short-term	Candidate considers the general curriculum and prioritizes the learning needs of students with moderate to severe exceptionalities by developing an age and ability appropriate instructional goal for at least two target skills and includes related short-term objectives that accommodate	Candidate considers the general curriculum and prioritizes the learning needs of students with moderate to severe exceptionalities by developing an age and ability appropriate instructional goal for at least two target skills, including related short-term objectives that accommodate the student's individualized learning needs

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
	objectives that accommodate the student's individualized learning needs.	the student's individualized learning needs.	while also integrating communication, social, and life skills with academic curricula.
Selection and Implementation of Instructional Intervention CEC/IIC Standard 5	Candidate fails to select, adapt and describe age and ability appropriate instructional strategies and specialized materials to address the target behavior of the learner with severe exceptional learning needs. Candidate provides a limited description of accommodations and/or modifications, which demonstrates that they have interpreted some sensory, physical and health needs. Candidate's description of procedures used to increase the learner's self-reinforcement and describes strategies to facilitate maintenance and generalization of skills across learning environments is limited. Candidate fails to detail which evidence-based practices validated for specific characteristics of learners and settings were used and describes the plan to evaluate and modify instructional practices in response to ongoing assessment data.	Candidate selects, adapts and describes age and ability appropriate instructional strategies and specialized materials to address the target behavior of the learner with severe exceptional learning needs. Candidate provides a thorough description of a variety of accommodations and/or modifications, which demonstrates that they have interpreted sensory, physical and health needs. Candidate describes procedures used to increase the learner's self-reinforcement and describes strategies to facilitate maintenance and generalization of skills across learning environments. Candidate details which evidence-based practices validated for specific characteristics of learners and settings were used and describes the plan to evaluate and modify instructional practices in response to ongoing assessment data.	Candidate selects, adapts and describes age and ability appropriate instructional strategies and specialized materials to address the target behavior of the learner with severe exceptional learning needs. Candidate provides a thorough description of a variety of accommodations and/or modifications, which demonstrates that they have interpreted sensory, physical and health needs. Candidate describes procedures used to increase the learner's self-reinforcement and describes strategies to facilitate maintenance and generalization of skills across learning environments. Candidate details which evidence-based practices validated for specific characteristics of learners and settings were used and describes the plan to evaluate and modify instructional practices in response to ongoing assessment data. Candidate describes instructional procedures, which include a plan for individualized reinforcement systems and environmental modifications.
Data Collection CEC/IIC Standards 3 and 4	Candidate develops an assessment plan, which allows for nonbiased informal assessment of the target skill and accommodates the unique abilities and needs of the student with severe exceptional learning needs is limited. Candidate does not describe the methods of maintaining records or outlines a plan for using baseline ongoing data to modify instructional practices.	Candidate develops an assessment plan, which allows for nonbiased informal assessment of the target skill and accommodates the unique abilities and needs of the learner with moderate to severe exceptional learning needs. Candidate reflects theories and research that form the basis of curriculum development and instructional practice (3) by developing an assessment plan that includes methods of maintaining learner	Candidate develops an assessment plan, which allows for nonbiased informal assessment of the target skill and accommodates the unique abilities and needs of the learner with moderate to severe exceptional learning needs. Candidate reflects theories and research that form the basis of curriculum development and instructional practice by developing an assessment plan that utilizes a variety of methods of assessing

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
		records and outlines a plan for systematically collecting baseline and ongoing data on learner performance.	learner performance, outlines a plan for systematically collecting baseline and ongoing data on learner performance, and how data are to be used to modify instructional strategies and materials.
Results CEC /IIC Standard 4	Candidate fails to report assessment and intervention results effectively both in graph and written form, based on the data collected on the target behavior. Candidate fails to report on inter-observer agreement and use basic assessment terminology accurately.	Candidate reports assessment and intervention results effectively both in graph and written form, based on the data collected on the target behavior. Candidate reports on inter-observer agreement and uses basic assessment terminology accurately.	Candidate reports assessment and intervention results effectively both in graph and written form, based on the data collected on the target behavior. Candidate reports on inter-observer agreement and uses specialized terminology used in the assessment of individuals with severe exceptional learning needs accurately.
Discussion CEC/IIC Standards 4	Candidate fails to interpret information and use learner data to evaluate the efficacy of the behavior change program (selection and use of specialized strategies appropriate to the abilities and needs of the individual, effectiveness of plan to improve target behavior across environments, etc.). Candidate fails to use learner data to guide educational decisions and to provide feedback to the learner.	Candidate interprets information and uses learner data to evaluate the efficacy of the behavior change program (selection and use of specialized strategies appropriate to the abilities and needs of the individual, effectiveness of plan to improve target behavior across environments, etc.). Candidate uses learner data to guide educational decisions and to provide feedback to the learner.	Candidate interprets information and uses learner data to evaluate the efficacy of the behavior change program (selection and use of specialized strategies appropriate to the abilities and needs of the individual, effectiveness of plan to improve target behavior across environments, etc.).Candidate uses organized and graphed learner data to guide educational decisions and to provide feedback to the learner.