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

Spring 2017
EDSE 629 625: Secondary Curriculum and Strategies for Students with Disabilities who Access the General Curriculum
CRN: 21152, 3 – Credits

Instructor: Dr. Margaret Weiss	**Meeting Dates**: 01/10/17 – 03/07/17
Phone: 703.993.5732	**Meeting Day(s)**: Tuesday
E-Mail: mweiss9@gmu.edu	**Meeting Time(s)**:4:30 pm - 9:00 pm
Office Hours: By appointment	**Meeting Location**: Off-campus
Office Location: 213 Finley	**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.

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.
Schedule Type: LEC
Hours of Lecture or Seminar per week: 3
Hours of Lab or Studio per week: 0

Prerequisite(s): None
Co-requisite(s): None

Advising Contact Information
Please make sure that you are being advised on a regular basis as to your status and progress through your program. Mason M.Ed. and Certificate teacher candidates/students should contact the Special Education Advising Office at (703) 993-3670 for assistance. All other teacher candidates/students should refer to their faculty advisor.

Advising Tip

Did you know that Mason email is the primary method of communication used by university offices including those arranging internships, reviewing records for graduation, etc.? Check your Mason email regularly or use the instructions at http://masonlive2.gmu.edu/tutorials/forwardemail.cfm to forward to an email account you check frequently.

Course Delivery Method

Learning activities include the following:

1. Class lecture and discussion
2. Application activities
3. Small group activities and assignments
4. Video and other media supports
5. Research and presentation activities
6. Electronic supplements and activities via Blackboard

Learner Outcomes

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 teacher candidates/students with disabilities.
2. Demonstrate the ability to develop a comprehensive unit that includes instructional strategies and adaptations for teacher candidates/students with disabilities at the secondary level.
3. Identify and infuse into the curriculum differentiation strategies for successfully including teacher candidates/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 teacher candidates/students with disabilities who are accessing the general curriculum
5. Describe components of Individual Education Plans that successfully address the needs of secondary teacher candidates/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 teacher candidates/students with disabilities.

Course Relationship to Program Goals and Professional Organizations

This course is part of the George Mason University, Graduate School of Education (GSE), Special Education Program for teacher licensure in the Commonwealth of Virginia in the special education areas of Special Education: Students with Disabilities who Access the General Curriculum K-12. This program complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC), the major special education professional organization. This program complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC), the major special education professional

organization, as well as those established by the Interstate Teacher Assessment and Support consortium (InTASC). The standards addressed in this class include CEC Standard 2: Learning environments (InTASC 3); CEC Standard 4: Assessment (InTASC 6) & CEC Standard 5: Instructional planning and strategies (InTASC 7,8).

Evidence-Based Practices

This course will incorporate the evidence-based practices (EBPs) relevant to secondary curriculum learning strategies, content Area planning, designing a secondary IEP . These EBPs are indicated with an asterisk (*) in this syllabus' schedule. 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 teacher candidates/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 teacher candidates/students with disabilities.

Required Textbooks

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

Recommended Textbooks

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

Additional REQUIRED Readings

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, 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. Failure to submit the assignment to Tk20 will result in reporting the course grade as Incomplete (IN). Teacher candidates/students have until five days prior to the University-stated grade change deadline to upload the required PBA in order to change the course grade. When the PBA is uploaded,

the teacher candidate/student is required to notify the instructor so that the "IN" can be changed to a grade. If the required PBA is not uploaded five days prior to the University-stated grade change deadline and, therefore, the grade not changed, it will become an F. Please check to verify your ability to upload items to Tk20 before the PBA due date.

Assignments

Performance-based Assessment (Tk20 submission required)
Secondary Curriculum Unit Plan. See Assessment Rubrics section and Blackboard for complete instructions.

College Wide Common Assessment (Tk20 submission required)
Lesson Planning Assessment. See Assessment Rubrics section and Blackboard for complete instructions.

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

Other Assignments
All instructions and grading rubrics are posted on Blackboard.

Course Policies and Expectations

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

Inclement Weather Policy
During the Spring 1 session, we often have cancellations due to inclement weather. If your school system is closed, we do NOT meet face to face as a class. HOWEVER, given the fact that we must get a semester's worth of instruction into nine weeks, if we do not meet face to face as a class due to inclement weather, there will be instructional materials with required assignments posted on Blackboard for you to complete. Depending on when the cancellation is made, I will attempt to get the Blackboard materials posted by noon. The due date for completion and submission will be posted with the assignments. Due dates will never be the same day but MAY be before the next class meeting. In addition, if an assignment was due the day that face to face class is cancelled, it is still due! All assignments will be submitted through Blackboard.

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

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

Written and oral language

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

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

Blackboard Site

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

Communication with Dr. Weiss

The most efficient way to contact me is through email. I check email daily at least at 9am and 2pm Monday through Friday. If your email has reached me by either of those times, I will respond immediately. Otherwise, I will respond within 24 hours during the week. Keep in mind that I teach most evenings. On weekends, I check my Mason account on Sundays and will respond to all received then. Do not email me an hour before an assignment is due and expect a response. If you would prefer to meet with me either before or after class (or at another time during the day/after school), please do not hesitate to contact me.

Evaluation

Assignment	Description	Possible Points
Classwork	Attend class, participate in all activities, complete in-class assignments (rubric on Blackboard)	180 points (9x10 points for participation; 9x10 points for evaluation of in class activity)
Secondary Issues Brief	Completed with classmates in class; revised individually and submitted (rubric on Blackboard)	30 pts
Lesson Plans	Three draft lesson plans that include EBP from night's instruction (rubric on Blackboard)	90 points (3x30 pts each)
Extra Credit	Secondary teachers: Implement one of your lesson plans (directions on Blackboard) **Elementary teachers: Observe implementation of lesson plan and write reflection (directions on Blackboard)**	Up to 25 points

Assignment	Description	Possible Points
Unit Plan Assignment	See Assessment Rubrics	150 points
	TOTAL	**450**

Grading Scale

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

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

Professional Dispositions
Students are expected to exhibit professional behaviors and dispositions at all times.

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

GMU Policies and Resources for Students

Policies
- Students must adhere to the guidelines of the Mason Honor Code (see http://oai.gmu.edu/the-mason-honor-code/).

- Students must follow the university policy for Responsible Use of Computing (see http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).

- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.

- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see http://ods.gmu.edu/).

- Students must follow the university policy stating that all sound emitting devices shall be silenced 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/api/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.

- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing (see http://writingcenter.gmu.edu/).

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance (see http://caps.gmu.edu/).

- The George Mason University Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to http://studentsupport.gmu.edu/, and the OSS staff will follow up with the student.

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

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

Date	Topic	Readings	Assignments due (by end of class)
1/10	Introduction Review of Explicit Instruction Understanding EBPs	EI 6, 7 skim Lloyd & Lloyd, 2015 Lloyd, Forness, & Kavale, 1998	Jigsaw summary
1/17	Service delivery and instruction The Adolescent and The Adolescent with Disabilities	Zigmond & Kloo, 2011 Kennedy & Ihle, 2012 Major issue areas: graduation rates, substance abuse, technology, peer relationships, long term outcomes	
1/24	Secondary content areas Big ideas Long and short term planning	EI 2,3	Secondary issues brief
1/31	Concept organization Content area reading	Alerts Reading Comprehension instruction; graphic organizers Singleton & Filce, 2015 Carnahan & Williamson, 2016	Unit organizer
2/7	Content area reading (cont) Vocabulary	TeachingLD Teaching Tutorial CAPs online	Lesson plan draft
2/14	Algebra	Hughes, Powell, & Stevens, 2016 Jugnu & Morin, 2016 Shin et al., 2017	Lesson plan draft *Unit plan checkpoint/peer review
2/21	Math problem solving (ratios/proportions)	Jitendra et al., 2016 vanGarderen et al., 2013 TeachingLD TeachingTutorial	Lesson plan draft
2/28	Writing Editing	Guzel-Ozman, 2009 Straub & Alias, 2013	*Unit plan checkpoint/peer review
3/7	Editing (cont) Notetaking		
3/10			Unit plan assessment uploaded

Assessment Rubric(s)
Secondary Curriculum Unit Plan

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

Part I: Curriculum Analysis

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

Part II: Development of Unit Planning Visual Organizer

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

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

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

1. Identify the essential concepts, vocabulary, and skills included in the lesson.

2. Describe areas of difficulty within the lesson for students with disabilities, providing support for your assertions.
3. Rewrite the lesson using evidence-based practices described in your text or in class to address the difficulties identified in Item 2.
4. In a brief narrative, provide a rationale for each evidence-based practice you include.

Part IV: Lesson Plan Development

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

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

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

Part V: Assessments

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

In a narrative accompanying the assessments, describe how they:

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

College-wide Common Assessment

Lesson Planning Assessment

Assessment Objective

- The candidate will develop a research-supported lesson plan that effectively meets the needs of a specific population of students.

Research base/Rationale

It is important that teacher candidates demonstrate their ability to design an effective lesson plan with specific, performance-based learning objectives that meet the learning needs of their students. Lesson planning can be guided by four basic questions: (adapted from Spencer, 2003, p. 251).

1. Who am I teaching? The number of learners, their academic level and prior knowledge.
2. What am I teaching? The content or subject, the type of learning (knowledge, skills, behaviors).
3. How will I teach it? Teaching models, learning strategies, length of time available, materials, technology resources, differentiation/modifications, etc.
4. How will I know if the students understand? Informal and formal assessments, formative and summative, higher order questioning techniques, feedback from learners, etc.

You might also want to ask:

- What do students know already?
- Where have students come from and what are they going on to next?
- How can I build in sufficient flexibility cope with emergent needs?

A lesson plan must be developed for each teaching session. During the internship and when teaching new content or grade levels, your lesson plans will be detailed. As you gain pedagogical content knowledge and are proficient, your lesson planning becomes less detailed. Part of the planning process includes considering the following tasks:

- list content and key concepts, (research more if needed)
- define your aims and identify specific learning outcomes or objectives
- create assessments that are aligned to your specific objectives
- think about the structure of the lesson, pacing, and transitions
- identify adaptations/modifications/extensions needed to meet student needs
- determine "best practice" and learning strategies aligned to the learning outcomes
- identify learning resources and support materials

Assessment Task

Develop a lesson plan using the format given in class. Review the rubric to guide the development of your lesson plan.

NOTE: Lesson plans will be evaluated based on adherence to the provided lesson plan format; consistency with instructional methods taught in the program; appropriate rationale provided; specification of objectives, as related to state and national standards; appropriate match between assessment of learning and learning objectives; coherence of writing and mechanics.

Lesson Plan Rubric

Criteria	Does Not Meet Standard 1	Approaches Standard 2	Meets Standard 3	Exceeds Standard 4
LESSON PLANNING				
The candidate identifies performance-based objectives and appropriate curriculum goals that are relevant to learners. *InTASC 7(a)*	The candidate **does not** identify performance-based objectives and appropriate curriculum goals that are relevant to learners.	The candidate identifies objectives and curriculum goals but they **are not** performance-based **or** appropriate for subject and/or grade level.	The candidate identifies performance-based objectives and appropriate curriculum goals and they are appropriate for subject and/or grade level.	The candidate identifies **well-developed,** performance-based objectives, appropriate curriculum goals that are appropriate for subject and/or grade level; **correctly formulated; and addressed all domains.**
The candidate identifies national/state/ local standards that align with objectives and are appropriate for curriculum goals and are relevant to learners. *InTASC 7(g)*	The candidate **does not** identify national/state/local standards that align with the objectives or the standards **are not** appropriate for curriculum goals or are not relevant to learners.	The candidate identifies national/state/ local standards but the standards **are not** aligned with the objectives and/or **marginally** relevant to learners.	The candidate identifies national/state/ local standards that are aligned with the objectives **and** relevant to learners.	The candidate identifies national/state/ local standards that are **clearly** aligned with the objectives **and** relevant to learners.

| The candidate continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.

InTASC 6(i)	The candidate **does not** identify appropriate technology to engage learners even though it was available.	The candidate identify technology to engage learners though it would be ineffective to teach the content and address learner needs.	The candidate identifies appropriate technology to engage learners more fully and assess and address learner needs.	The candidate identifies effective, creative and appropriate technology to engage learners more fully and assess **and enhance** student learning needs.
The candidate facilitates learners' use of current tools and resources to maximize content learning in varied contexts.

InTASC 5(c) | The candidate's plans **do not** provide evidence of opportunities for learners' use of current tools (technology) **nor** resources to maximize content learning in varied contexts. | The candidate's plans provide evidence of opportunities for learners' use of current tools and resources **that are ineffective** to maximize content learning in varied contexts. | The candidate's plans **provide evidence** of opportunities for learners' use of current tools and resources **that are effective** to maximize content learning in varied contexts. | The candidate's plans provide **substantial** evidence of **multiple** opportunities for learners' use of current tools and resources **that are creative and effective** to maximize content learning in varied contexts. |

The candidate plans how to achieve each student's learning goals, choosing accommodatio ns to differentiate instruction for individuals and groups of learners. *InTASC 7(b)*	The candidate's lesson plan **does not** provide evidence of accommodations to differentiate instruction for individuals and groups of learners.	The candidate's lesson plan provides evidence of **an effort** to meet student's learning goals, and **attempts** accommodations to differentiate instruction for individuals and groups of learners.	The candidate's lesson plan provides evidence of **successfully** meeting **each** student's learning goals, and **successfully** makes accommodations to differentiate instruction for individuals and groups of learners.	The candidate's lesson plan provides evidence of successfully meeting **each** student's learning goals, and **successfully** makes **a variety of accommodatio ns** to differentiate instruction for individuals and groups of learners.
The candidate develops appropriate sequencing and pacing of learning experiences and provides multiple ways to demonstrate knowledge and skill. *InTASC 7(c)*	The candidate **does not** plan for appropriate sequencing and pacing of learning experiences. Tasks, methods, strategies **are not** stated.	The candidate plans for appropriate sequencing and pacing of learning experiences; but tasks, methods and strategies are **not stated and/or not appropriate** or effective for the lesson.	The candidate plans for **appropriate** sequencing and pacing of learning experiences; and **all** tasks, methods, and strategies are **stated and/or are appropriate** and **effective** for the lesson.	The candidate plans for **appropriate** sequencing and pacing of learning experiences; tasks, methods and strategies include **a variety of creative, active learning, instructional strategies** that address learner differences to maximize learning.

PLANNED INSTRUCTIONAL STRATEGIES

The candidate stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences. *InTASC 4(d)*	The candidate **does not** plan an opening activity that stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, **nor** makes connections to learners' experiences.	The candidate plans an opening activity that used learner prior content knowledge, **but does not** link new concepts to familiar concepts, **or** make connections to learners' experiences.	The candidate plans an opening activity that stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, **and** makes connections to learners' experiences.	The candidate plans an opening activity that **actively** stimulates learner reflection on prior content knowledge, **effectively** links new concepts to familiar concepts, and **creatively** makes connections to learners' experiences.
The candidate engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process. *InTASC 6(e)*	The candidate **does not** use assessment as closure to check for comprehension and student knowledge and skills.	The candidate uses assessment as closure to demonstrate knowledge and skills to check for comprehension **but** they are **inappropriate and/or ineffective**.	The candidate uses **appropriate assessment strategies** as closure to demonstrate knowledge and skills to check for understanding.	The candidate uses **creative appropriate assessments** for closure to demonstrate knowledge and skills to check for comprehension.
ASSESSMENTS				

The candidate plans instruction based on pre-assessment data, prior learning knowledge and skill. *InTASC 7(d)*	The candidate **does not** plan instruction based on pre-assessment data, prior learning knowledge **or** skills.	The candidate plans instruction based on pre-assessment data, prior learning knowledge and skills but it was **not effective.**	The candidate plans instruction based on pre-assessment data, prior learning knowledge and skill. Pre-assessment strategy/method **appropriate** and **effectively** assess student prior knowledge.	The candidate plans instruction based on pre-assessment strategy/method that are **creative and effective** way to assess student prior knowledge and skills and **to guide instruction**.
The candidate designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results. *InTASC 6(b)*	The candidate's lesson design **does not** include post-assessments strategies or methods.	The candidate's lesson design includes post-assessments strategies or methods but the strategies/methods were **not effective.**	The candidate's lesson design includes post-assessments that were appropriate to **effectively** assess student learning.	The candidate's post-assessment **matches learning objectives** and includes **creative strategies** to **effectively** assess student learning.