



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

Summer 2017

EDSE 629 B01: Secondary Curriculum and Strategies for Students with Disabilities who Access
the General Curriculum
CRN: 40984, 3 – Credits

Instructor: Dr. Carlyn Floyd	Meeting Dates: 6/5/2017 – 7/29/2017
Phone: 571-205-4929	Meeting Day(s): Monday, Wednesday
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Office Hours: by appointment	Meeting Location: Fairfax, FINLEY 119
Office Location: by appointment	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. Note: Field experience required.

Advising Contact Information

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

Advising Tip

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 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.

Course Relationship to Program Goals and Professional Organizations

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

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

Miller, S. P. (2009). *Validated Practices for Teaching Students with Diverse Needs and Abilities* (2nd Ed.). Upper Saddle River, NJ: Pearson. ISBN-13: 9780205567478

Recommended Textbooks

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

Additional Readings – See Blackboard for articles

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 and/or Examinations

Performance-based Assessment (Tk20 submission required)

Secondary Curriculum Unit Plan – please see Blackboard for details

College Wide Common Assessment (Tk20 submission required)

Secondary Curriculum Unit Plan – please see Blackboard for details

Performance-based Common Assignments (No Tk20 submission required.)

Article Assignments

Secondary Research Review – please see Blackboard for details

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. Missing **more than one class** or **repeated** tardiness/leaving early will result in *the loss of five points off your final grade per incident*. Please notify me **in advance** by phone or email if you will not be able to attend class.

Note: It is impossible to participate fully in this class while texting, Facebooking, tweeting, working on documents, etc. Please be *fully* present in class 😊

Late Work

All assignments are due on the dates indicated. Consult with me **in advance** if there is a problem. In fairness to students who make the effort to submit papers on time, 5 points will be deducted from your assignment grade for late papers **unless** I have agreed to an extension (may be used **one time** only for **one assignment only**). Maximum extension is 1 week. Please retain a copy of your assignments in addition to the one you submit.

Grading Scale

A 94 – 100 percent A- 90 – 93 percent B+ 86 – 89 percent

B 80 – 85 percent C 70 – 79 percent F Below 70 percent

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

Professional Dispositions

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

Class Schedule

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

Class	Topic	Assignment
1 – 6/5 2 – 6/7	Syllabus Review, Course Objectives School Context, Planning and Organizing at the Secondary Level Instructional Delivery Models & Teaching Behaviors Target Classroom	Ch 1-4
3 – 6/12	Teaching Behaviors Target Classroom Writing Instruction (print Writing Strategies)	Ch 7 Ch 5 HW (5 points) Send to cfloyd3@gmu.edu By 5PM 6/15
4 – 6/14	Reading Instruction; Target Classroom Form Groups and begin group work Accommodations and Modifications	Ch 7
5 – 6/19 6 – 6/21	How to use the lesson plan forms and Unit Plan forms; Adapting lesson plans	Ch 6 – bring these articles to class: Articles: “Minds on Fire” and “Sustaining the Fire” and “The Wounded Student” HW: Review site: http://www.ndpc-sd.org/ Bring 5 resources from this site for class on 6/19
	Research Paper Due: 6/21	35 points
7 – 6/26	Resources for Drop Out Prevention Group work	Ch 9, 10
8 – 6/28	Mathematics Instruction	
9 – 7/3 and 7/5	Online	Ch 11
10 – 7/10 11 – 7/12	Assessing Student Progress Federal and state laws that require and provide for instructional services for SWD Group work Group work	
12 – 7/17	How the IEP addresses student needs	Read article: “Your First IEP Meeting”
13 – 7/19	Group Work	
14 – 7/24 and 26	Presentations	UNIT PLAN DUE 7/21 9PM (60 points)

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/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://courseessupport.gmu.edu/>.
- The 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 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/>.) to enhance students' personal experience and academic performance (see <http://caps.gmu.edu/>).
- The Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs

and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see <http://ssac.gmu.edu/>). Students in need of these services may contact the office by phone at 703-993-3686. 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://ssac.gmu.edu/make-a-referral/>.

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

Assessment Rubric(s)

Rubrics also posted on Blackboard.

<p>The candidate identifies performance-based objectives and appropriate curriculum goals that are relevant to learners.</p>	<p>1</p>	<p>2</p>	<p>3</p>	<p>4</p>
<p><i>InTASC 7(a)</i> <input type="checkbox"/> NA</p>	<p>The candidate does not identify performance-based objectives and appropriate curriculum goals that are relevant to learners.</p>	<p>The candidate identifies objectives and curriculum goals but they are not performance-based or appropriate for subject and/or grade level.</p>	<p>The candidate identifies performance-based objectives and appropriate curriculum goals and they are appropriate for subject and/or grade level.</p>	<p>The dev bas cur app gra for all</p>

<p>The candidate identifies national/state/local standards that align with objectives and are appropriate for curriculum goals and are relevant to learners.</p>	<p>1</p>	<p>2</p>	<p>3</p>	<p>4</p>
<p><i>InTASC 7(g)</i> <input type="checkbox"/> NA</p>	<p>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.</p>	<p>The candidate identifies national/state/ local standards but the standards are not aligned with the objectives and/or marginally relevant to learners.</p>	<p>The candidate identifies national/state/ local standards that are aligned with the objectives and relevant to learners.</p>	<p>The nat sta align an</p>

<p>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.</p>	<p>1</p>	<p>2</p>	<p>3</p>	<p>4</p>
<p><i>InTASC 6(j)</i> <input type="checkbox"/> NA</p>	<p>The candidate does not identify appropriate technology to engage learners even though it was available.</p>	<p>The candidate identify technology to engage learners though it would be ineffective to teach the content and address learner needs.</p>	<p>The candidate identifies appropriate technology to engage learners more fully and assess and address learner needs.</p>	<p>The effe app eng and stu</p>

<p>The candidate facilitates learners' use of current tools and resources to maximize content learning in varied contexts.</p>	<p>1</p>	<p>2</p>	<p>3</p>	<p>4</p>
<p><i>InTASC 5(c)</i> <input type="checkbox"/> NA</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>The pro of n lear and cre ma vari</p>

The candidate plans how to achieve each student's learning goals, choosing accommodations to differentiate instruction for individuals and groups of learners.

InTASC 7(b)

NA

1

The candidate's lesson plan **does not** provide evidence of accommodations to differentiate instruction for individuals and groups of learners.

2

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.

3

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 develops appropriate sequencing and pacing of learning experiences and provides multiple ways to demonstrate knowledge and skill.

InTASC 7(c)

NA

1

The candidate **does not** plan for appropriate sequencing and pacing of learning experiences. Tasks, methods, strategies **are not** stated.

2

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.

3

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.

PLANNED INSTRUCTIONAL STRATEGIES

	Does Not Meet Standard	Approaches Standard	Meets Standard
<p>The candidate stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.</p> <p><i>InTASC 4(d)</i> <input type="checkbox"/> NA</p>	<p>1</p> <p>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.</p>	<p>2</p> <p>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.</p>	<p>3</p> <p>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.</p>
<p>The candidate engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.</p> <p><i>InTASC 6(e)</i> NA</p>	<p>1</p> <p>The candidate does not use assessment as closure to check for comprehension and student knowledge and skills.</p>	<p>2</p> <p>The candidate uses assessment as closure to demonstrate knowledge and skills to check for comprehension but they are inappropriate and/or ineffective.</p>	<p>3</p> <p>The candidate uses appropriate assessment strategies as closure to demonstrate knowledge and skills to check for understanding.</p>

ASSESSMENTS

<p>The candidate plans instruction based on pre-assessment data, prior learning knowledge and skill.</p> <p><i>InTASC 7(d)</i> <input type="checkbox"/> NA</p>	<p>1</p> <p>The candidate does not plan instruction based on pre-assessment data, prior learning knowledge or skills.</p>	<p>2</p> <p>The candidate plans instruction based on pre-assessment data, prior learning knowledge and skills but it was not effective.</p>	<p>3</p> <p>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.</p>	<p>4</p> <p>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.</p>
<p>The candidate designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.</p> <p><i>InTASC 6(b)</i> NA</p>	<p>1</p> <p>The candidate's lesson design does not include post-assessments strategies or methods.</p>	<p>2</p> <p>The candidate's lesson design includes post-assessments strategies or methods but the strategies/methods were not effective.</p>	<p>3</p> <p>The candidate's lesson design includes post-assessments that were appropriate to effectively assess student learning.</p>	<p>4</p> <p>The candidate's post-assessment matches learning objectives and includes creative strategies to effectively assess student learning.</p>

Secondary Curriculum Unit Plan

TK20 points in () Assignment points listed next to ()	Does Not Meet Expectations (1) 0	Meets Expectations (2) 8	Ex
<p>Curriculum Analysis</p> <p>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 grade level standard (a from a spec curriculum Learning). • Candidate and priorit ○ Critica ○ Critica ○ Skills do to a and/or inform Required fo standard. • Candidate task analys ○ Identif of the ○ Identif critical ○ Identif materi related
<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>	<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 visual org ○ makes e prior kn (scope a ○ makes c concept ○ identifi key con ○ identifi should l the unit understa • Candidate componer provides f

TK20 points in () Assignment points listed next to ()	Does Not Meet Expectations (1) 0	Meets Expectations (2) 8	Ex
<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>	<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 concepts a require ad • Candidate instruction according academic interests, of instruct • Candidate include re methods t essential c content ac age and ab and specia appropriat the learne • Candidate the lesson • Candidate specific ra made/sele
<p>Lesson Plan Development 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>	<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. <p>Correlates to InTASC rubric: 1</p>	<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. <p>Correlates to InTASC rubric: 2, 3</p>	<ul style="list-style-type: none"> • Candidate lesson plan evidence-b instruction developme generalizat for an indiv across envi • Candidate <ul style="list-style-type: none"> ○ teachin vocabu ○ genera ○ includ instruct ○ using strateg and ne ○ except • Candidate instruction the lesson p • Candidate connecting to the next. • Candidate instruction

TK20 points in () Assignment points listed next to ()	Does Not Meet Expectations (1) 0	Meets Expectations (2) 8	Ex
			scholarly p future lesso Correlates to
Assessments CEC/IGC Standard 4 Candidate uses multiple methods of assessment and data sources in making educational decisions.	<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 style="text-align: center;">OR</p> <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 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 • Candidate selects assessments to accommodate the unique abilities and needs of individuals with exceptionalities. 	<ul style="list-style-type: none"> • Candidate original sa different a <ul style="list-style-type: none"> ○ 1. ON the st ○ 2. TW individ durin • Candidate accommod needs of i exception • Candidate implemen assessmer descriptio clusters of
Presentation Not for TK20 Class points: 0, 8, 10	<ul style="list-style-type: none"> • Fails to present 	<ul style="list-style-type: none"> • Presents 	<ul style="list-style-type: none"> • Presents v giving stu their work