



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

Summer 2017

EDSE 533 633: Curriculum and Assessment in Severe Disabilities

CRN: 42517, 3 – Credits

<b>Instructor:</b> Dr. Irene Meier	<b>Meeting Dates:</b> 6/5/2017 – 7/31/2017
<b>Phone:</b> 571-423-4102	<b>Meeting Day(s):</b> Monday
<b>E-Mail:</b> imeier@gmu.edu	<b>Meeting Time(s):</b> 5:00 pm - 10:00 pm
<b>Office Hours:</b> Before and after class or by appointment	<b>Meeting Location:</b> 8270 Willow Oaks Corporate Drive, Fairfax Va. Room 1002B
<b>Office Location:</b> 8270 Willow Oaks Corporate Drive, Fairfax Va.	<b>Other Phone:</b> 571-423-4104

\*Note: This syllabus may change according to class needs. Teacher Candidates/Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.

**Prerequisite(s)** None

**Co-requisite(s)** None

**Course Description**

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

**Advising Contact Information**

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

**Advising Tip**

Do you need to apply for internship? Students completing special education teacher licensure programs apply ahead of time for internships so supervisors, and sites if needed, can be

arranged. Check your program plan or talk with your advisor if you are unsure when you should be applying for internship.

### **Course Delivery Method**

Learning activities include the following:

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

### **Learner Outcomes**

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

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

### **Course Relationship to Program Goals and Professional Organizations**

This course is part of The Virginia Consortium for Teacher Preparation in Special Education Adapted Curriculum, a grant from the Virginia Department of Education that includes George Mason University, Virginia Commonwealth University, Radford University, Norfolk State University, Old Dominion University, and James Madison University. Through the completion of the Adapted Curriculum Consortium program, students are eligible for teacher licensure in the Commonwealth of Virginia in the area of Special Education – Adapted Curriculum K-12. This program complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC), the major special education professional organization, as well as those established by the Interstate Teacher Assessment and Support consortium (InTASC). The

standards addressed in this class include CEC Standard 4: Assessment (InTASC 6) & CEC Standard 6: Professional Learning and Ethical Practice (InTASC 9).

### **Required Textbooks**

Browder, D. M. & Spooner, F. (2014). *More language arts, math and science for students with severe disabilities*. Baltimore, MD: Paul H. Brookes Publishing Co. (ISBN 9781598573176)

Courtade, G., & Browder, D. (2011). *Aligning IEPs to the Common Core State Standards for students with moderate and severe disabilities*. Verona, WI: Attainment Company, Inc. (ISBN 9781578615483)

### **Recommended Textbooks**

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

Browder, D. M. & Spooner, F. (2011). *Teaching students with moderate and severe disabilities*. New York, NY: The Guilford Press.

### **Additional Readings**

During the course there will be assigned readings from a variety of sources. Complete assigned readings before the start of class so that you may meaningfully participate in class discussions.

### **Supplemental Reading Discussions**

Students will read supplemental material posted on Blackboard and discuss this material online in discussion format for a total of **six** supplemental reading discussions.

### **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**

NO Tk20 ASSESSMENT REQUIRED FOR THIS COURSE

### **Assignments and/or Examinations**

**Performance-based Assessment (Tk20 submission required)**

Not required

**College Wide Common Assessment (Tk20 submission required)**

Not required

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

Not required

### **Other Assignments**

#### **Assigned Readings**

During the course there will be assigned readings from a variety of sources. Complete assigned readings before the start of class so that you may meaningfully participate in class discussions.

#### **Synthesis Research Papers**

**One** synthesis research paper on **portfolio-based assessment for students with severe disabilities** will be required for this course. You are required to submit to Blackboard by the dates listed in the course calendar to receive full credit. The paper should reflect a synthesis of current research from **three** research articles on a relevant topic in special education. The paper should be limited to 3-5 pages using APA style. A reference page should be included. The synthesis paper should include a description of the topic, current research, challenges or concerns, implications for teaching practice and suggestions for future research.

#### **Supplemental Reading Discussions**

Students will read supplemental material posted on Blackboard and discuss this material online in discussion format for a total of **six** supplemental reading discussions.

#### **Case Study**

Students will develop and present a case study to the class as a final project. The case study must include a review of assessment information, development of academic IEP goals, selection of appropriate curriculum, and strategies and accommodations designed to promote the student's access to the general curriculum.

### **Course Policies and Expectations**

#### **Attendance/Participation**

Students are expected to attend **all** classes, remain engaged for the duration of each session, and demonstrate professional behavior. When absence from class is unavoidable, students are responsible for getting all class information (e.g. handouts, announcements, lecture notes) from another class member prior to the next class meeting. Handouts and all power point slides will be on Blackboard for each class session. In all classes, students will participate in class activities which will contribute to the attendance /participation portion of the final grade. Points missed due to absences during class activities **CANNOT be made up**. Participation points can only be earned if the student is in attendance.

### **Late Work**

*Ten percent of the available points* for the assignment will be deducted each day for late submissions during the first week after the due date. *After one week* from the due date, assignments will not be accepted. Thus an assignment that is three days late is able to obtain only 70% of the points for the assignment regardless of the quality of the work. After one week, the assignment will no longer be accepted and a score of zero will be entered into the grade book for that assignment. The date that the assignment was received by the instructor **in hand or via email or Blackboard** will be considered the date submitted. Submitting an assignment late does not alter the due dates of the other assignments and prevents timely feedback to students regarding their work that may be of value in later assignments.

**Due dates below are subject to change based on needs of the class**

<b>Assignment</b>	<b>Due Date</b>	<b>Point Value</b>
Attendance/Participation in Class (8 @ 10 points each)	Throughout course	80
Synthesis Paper (1) on Assigned Topics	6/26	25
Supplementary Reading Discussion Forums (6 @ 15)	6/12, 6/19, 6/26, 7/10, 7/17, 7/24	90
Case Study Presentation	7/24 & 7/31	50

### **Grading Scale**

93-100% = A  
90-92% = A-  
83-89% = B  
80-82% = B-  
70-79% = C  
<69% = F

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

Session	Date	Topic/Lecture	Readings Readings should be completed by class date listed.	Assignments Due Posted on BB by 11:00 pm
1	6/5	Introductions Overview of Course & Syllabus Assessment for Students with Severe Disabilities		
2	6/12	Assessment and IEP development Writing Targeted IEP Goals	BB Readings	<b>Discussion Forum</b>
3	6/19	Alignment of Assessment, Curriculum and Instruction Teaching Academic Skills	Chapter 12 (Browder & Spooner) BB Readings	<b>Discussion Forum</b>
4	6/26	Access to the general curriculum Facilitating Inclusive Practices	Chapters 1-2 & 13 (Browder & Spooner) BB Readings	<b>Discussion Forum</b> <b>Synthesis Paper</b>
5	7/3	<b>NO CLASS</b>		
6	7/10	Review of the Literature on Reading Instruction Teaching Language Arts	Chapters 4-7 (Browder & Spooner) BB Readings	<b>Discussion Forum</b>
7	7/17	Review of the Literature on Math and Science Instruction Teaching Mathematics and Science	Chapters 8-11 (Browder & Spooner) BB Readings	<b>Discussion Forum</b>
8	7/24	Case Study Presentations	Chapter 14 BB Readings	<b>Discussion Forum</b>
9	7/31	Case Study Presentations		

## 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](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- 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)**