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

Spring 2018
EDSE 629 637: Secondary Curriculum and Strategies for Students with Disabilities who Access the General Curriculum
CRN: 21485, 3 – Credits

Instructor: Dr. Silvia Moore	*Meeting Dates: 01/09/18 – 03/06/18*
Phone: email is preferred	*Meeting Day(s): Tuesday*
E-Mail: smoore8@gmu.edu	*Meeting Time(s): 5:00 pm - 9:30 pm*
Office Hours: By Appointment	*Meeting Location: Off-campus/Other*
Office Location: TBD	*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. Offered by Graduate School of Education. May not be repeated for credit. Registration Restrictions:
Enrollment limited to students with a class of Graduate or Senior Plus.
Enrollment is limited to Graduate or Undergraduate level students.
Schedule Type: Lecture

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
Face to Face
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). This course contains at least on Common Assessment developed by the College of Education and Human Development to assess our

candidates' performance on nationally accepted standards for beginning teachers (InTASC) and our programs' performance on national accreditation standards (CAEP).

Evidence-Based Practices
This course will incorporate the evidence-based practices (EBPs) relevant to secondary curriculum learning strategies and content area planning. Evidence for the selected research-based practices is informed by meta-analysis, literature reviews/synthesis, the technical assistance networks which provide web-based resources, and the national organizations whose mission is to support students with disabilities. We address both promising and emerging practices in the field of special education. This course will provide opportunities for teacher candidates/students to take an active, decision-making role to thoughtfully select, modify, apply, and evaluate EBPs in order to improve outcomes for students with disabilities.

Required Textbooks
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)
(1a) Secondary Curriculum Unit Plan – please see Blackboard for details

College Wide Common Assessment (TK20 submission required)
(1b) Secondary Curriculum Unit Plan – please see Blackboard for details

Performance-based Common Assignments (No Tk20 submission required.)
(2) Article Assignments Secondary Research Review – please see Blackboard for details

Other Assignments
(3) Cooperative Group Learning and Presentation – This group assignment is designed to increase your knowledge about factors that influence students and their ability to engage in learning. The concept should help you work more effectively with students and should be related to topics in the course: reading, writing, mathematics, and behavior modification. Groups will utilize a multimedia tool (Prezi, iMovie, PowerPoint, www.powtoon.com, etc.) to design a presentation on your selected topic. Presentations will be shared with the entire class online. The goal of the presentation is to teach your fellow classmates about this specific topic, and the presentation should be viewed as one that could be presented in a professional development session for teachers.

(4) Online quizzes (3) – There will be three open book quizzes throughout the semester. The quizzes will consist of multiple choice and short answer questions. Students may use their texts to complete the quiz.

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 https://catalog.gmu.edu/policies/honor-code-system/).

Professional Dispositions
Students are expected to exhibit professional behaviors and dispositions at all times. See https://cehd.gmu.edu/students/polices-procedures/

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

Class Date	Topic	Assignment
1/9	***Syllabus Review, Course Objectives School Context, Planning and Organizing at the Secondary Level Instructional Delivery Models & Teaching Behaviors Target Classroom***	Ch 1- 4
1/16	***Teaching Behaviors Target Classroom Writing Instruction (print Writing Strategies)*** Reading Instruction; Target Classroom Form Groups and begin group work Accommodations and Modifications	Ch 5 & 7 Read and Annotate: Pashler, McDaniel, Rohrer, and Bjork (2008)
1/23	***Mathematics Instruction***	Ch 6 – bring these articles to class: Articles: "Minds on Fire," "Sustaining the Fire," and "The Wounded Student"
1/27	How to use the lesson plan forms and Unit Plan forms; Adapting lesson plans Cooperative Learning Groups Assignment	HW: Review site: http://www.ndpc-sd.org/ Bring 5 resources to class from this site.

2/6	Resources for Drop Out Prevention Group work "Drop out Nation" Cooperative Learning Groups	Ch 9 & 10 RESEARCH PAPER Due in Black Board
2/13	*Assessing Student Progress Federal and state laws that require and provide for instructional services for SWD Group work*	Quiz #2 in Blackboard
2/20	Monitoring Student Progress	Ch 11 Quiz 3 in Blackboard
2/27	How the IEP addresses student needs & Maintaining a Positive Focus	Ch 13 Cooperative Learning Group Project
3/6	ONLINE Respond to the Prompt and to 2 of your peers.	Ch 12 Discussion: (1) Chapter 12 (2) Group Projects

Core Values Commitment

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

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see https://catalog.gmu.edu/policies/honor-code-system/).

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

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

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

- Students must follow the university policy stating that all sound emitting devices shall be turned off 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://coursessupport.gmu.edu/.

- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

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

Appendix
Secondary Curriculum Unit Plan

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3

Curriculum Analysis
 	
CEC/IGC Standard 3
 	
Candidate uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.
	● 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:
	  o Critical concepts,
	  o Critical vocabulary, or
	  o Skills (e.g., what the student must do to acquire, organize, recall, and/or express mastery of the information)
	Required for a student to meet the standard.
	● Candidate identifies and/or describes critical concepts, critical vocabulary, or skills that are irrelevant to the identified standard.
		● 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:
		  o Critical concepts,
		  o Critical vocabulary, and
		  o Skills (e.g., what the student must do to acquire, organize, recall, and/or express mastery of the information)
		Required for a student to meet the standard.
			● Candidate clearly identifies a secondary grade level, content area, and one standard (and/or component thereof) from a specific state or general curriculum (i.e., Virginia Standards of Learning).
			● Candidate clearly identifies, describes, and prioritizes the relevant:
			  o Critical concepts,
			  o Critical vocabulary, and
			  o Skills (e.g., what the student must do to acquire, organize, recall, and/or express mastery of the information)
			Required for a student to meet the standard.
			● Candidate provides further evidence of task analysis of the standard by:
			  o Identifying priorities or sequencing of the critical content,
			  o Identifying ways to organize the critical content, OR
			  o Identifying sources of specialized materials, curriculum, or resources related to the critical content.

Development of Unit Planning Visual Organizer CEC/IGC Standard 3 Candidate uses knowledge of general and specialized curricula to	● Candidate develops a unit planning visual organizer which omits any of the following: o make explicit connections between prior knowledge and future learning (scope and sequence); o make connections between essential concepts; o identify, prioritize and sequence key concepts from the unit; and	● Candidate develops a unit planning visual organizer which: o makes explicit connections between prior knowledge and future learning (scope and sequence), o makes connections between essential concepts, o identifies, prioritizes and sequences key concepts from the unit, and	● Candidate develops a unit planning visual organizer which: o makes explicit connections between prior knowledge and future learning (scope and sequence), o makes connections between essential concepts, o identifies, prioritizes and sequences key concepts from the unit, and

individualize learning for individuals with exceptionalities.	o identify questions that students should be able to answer at the end of the unit to demonstrate deep understanding of the unit concepts.	o identifies questions that students should be able to answer at the end of the unit to demonstrate deep understanding of the unit concepts.	o identifies questions that students should be able to answer at the end of the unit to demonstrate deep understanding of the unit concepts. ● Candidate explicitly connects organizer components to state standards or provides for enrichment.
Adaptation of Lesson Plan CEC/IGC Standard 5 Candidate selects, adapts, and uses a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.	● Candidate fails to do any of the following: o identify essential concepts and vocabulary likely to require adaptation. o 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. o 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.	● Candidate identifies which essential concepts and vocabulary are likely to require adaptation. ● Candidate selects and adapts instructional strategies and materials according to the interaction of learners' academic and social abilities, attitudes, interests, and values and the demands of instruction. ● Candidate adapts lesson plans to include research supported teaching methods that focus on teaching essential concepts, vocabulary and content across the general curriculum, age and ability appropriate instruction and specialized instructional strategies appropriate to the abilities and needs of the learners with exceptionalities. ● Candidate integrates task analysis into the lesson plans.	● Candidate identifies which essential concepts and vocabulary are likely to require adaptation. ● Candidate selects and adapts instructional strategies and materials according to the interaction of learners' academic and social abilities, attitudes, interests, and values and the demands of instruction. ● Candidate adapts lesson plans to include research supported teaching methods that focus on teaching essential concepts, vocabulary and content across the general curriculum, age and ability appropriate instruction and specialized instructional strategies appropriate to the abilities and needs of the learners with exceptionalities. ● Candidate integrates task analysis into the lesson plans. ● Candidate includes a detailed and specific rationale for the changes made/selection of adaptations.

Lesson Plan Development
 	
CEC/IGC Standard 5
 	
Candidate selects, adapts, and uses a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.
	● 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.
		● Candidate prepares comprehensive lesson plans that
		  o utilize a repertoire of evidence-based practices to individualize instruction, and
		  o 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
		  o teaching essential concepts, vocabulary, and content across the general curriculum,
		  o includes age and ability appropriate instruction and
		  o 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.
			● Candidate prepares comprehensive lesson plans that utilize a repertoire of evidence-based practices to individualize instruction and emphasize the development, maintenance, and generalization of knowledge and skills for an individual with an exceptionality across environments and settings.
			● Candidate focuses lesson plans on
			  o teaching essential concepts, vocabulary, and content across the general curriculum,
			  o including age and ability appropriate instruction and
			  o using specialized instructional strategies appropriate to the abilities and needs of an individual with an exceptionality.
			● Candidate integrates task analysis and instructional or assistive technology into the lesson plans, as appropriate.
			● Candidate includes clear plans for connecting the concepts from one lesson to the next.
			● Candidate provides elaboration on the instructional strategies with explicit scholarly plans, materials, or links to future lessons.

Assessments
 	
CEC/IGC Standard 4
 	
Candidate uses multiple methods of assessment and data sources in making educational decisions.
	● Candidate fails to develop two different assessments that accommodate the unique abilities and needs of individuals with exceptionalities
	OR
	
	● Candidate fails to develop two different assessments that effectively evaluate students' learning of the stated objectives and monitor progress in instruction.
		● Candidate describes and provides original sample questions for two different assessments for the unit that
		  o 1. ONE: evaluates instruction of the stated learning objectives
		  o 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.
			● Candidate describes and provides original sample questions for two different assessments for the unit that
			  o 1. ONE: evaluates instruction of the stated learning objectives
			  o 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.

			● Candidate provides description of the implementation plan for the assessments AND provides a description of the utility of each item or clusters of items to instruction.

Assessment Rubric(s)

Lesson Planning Assessment

Scoring Guidelines

4-Exceeds Standard: Candidates receive a score of 4 if they perform beyond the expectations of candidates at this point in their programs. There is evidence that candidates have done additional research, identified additional resources, and/or demonstrate exceptional understanding and application of the standard.

3-Meets Standard: This is the **TARGET** score. This score reflects that candidates have met the standard at the level expected at this point in their program. Candidates who receive a 3 have successfully met the standard.

2-Approaching Standard: Candidates receive this score when their understanding and effort does not meet the Target but shows basic understanding of the content being assessed.

1-Does not meet standard: Candidates who do not submit work, and/or who submit work that is clearly below the expectations for a candidate at this point in their program.

Criteria	Does Not Meet Standard 1	Approaching Standard 2	Meets Standard 3	Exceeds Standard 4
Section 1: CLASSROOM CONTEXT				
The candidate identifies individual and group prerequisites in order to design instruction to meet learners' needs in the following areas of development (Cognitive, linguistic, social, emotional, and physical).	The candidate does not design instruction to meet learners' needs in each area of development.	The candidate identifies individual or group prerequisites to design instruction that meet learner needs in some areas of development.	The candidate identifies individual and group prerequisites to design instruction that meet learner needs in each area of development.	The candidate identifies specific individual and group prerequisites to design effective instruction to meet learner needs in each area of development. The candidate includes strategies to address these prerequisites within the lesson, as well as anticipated

InTASC 1 **VDOE 1** **Diversity** 				learner responses to these strategies.
Section 2: PLANNING FOR INSTRUCTION				
The candidate identifies performance-based **objectives and/or appropriate curriculum goals/outcomes that are relevant to learners.** **InTASC 7** **VDOE 2**	The candidate does not identify performance-based objectives and appropriate curriculum goals/outcomes that are relevant to learners.	The candidate identifies objectives and appropriate curriculum goals/outcomes but they are not appropriate for the subject, grade level, or the learners.	The candidate identifies performance-based objectives and appropriate curriculum goals/outcomes which are appropriate for the subject, grade level, or the learners.	The candidate identifies well-developed, performance-based objectives, curriculum goals/outcomes that are appropriate for subject and/or grade level and learners ; correctly formulated; and address multiple areas of relevance to the learners.
The candidate identifies national/state/ local standards that align with objectives, are appropriate for curriculum goals, and are relevant to learners. **InTASC 7** **VDOE 2**	The candidate does not identify national/state/local standards that align with the objectives/goals/ outcomes 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/goals/ outcomes and/or marginally relevant to learners.	The candidate identifies national/state/ local standards that are aligned with the objectives/goals/ outcomes and relevant to learners.	The candidate identifies national/state/ local standards that are clearly aligned with the objectives/goals/ outcomes and relevant to learners. The candidate provides a statement of rationale for the alignment of these

				goals with the learning objective.
The candidate creates learning experiences that make content accessible and meaningful for learners to ensure content mastery. *InTASC 4* *VDOE 1* **Diversity**	Candidate conveys a negative attitude toward the content and suggests that the content is not important or was mandated by others.	Candidate communicates importance of the work but with little conviction and only minimal apparent buy-in by the learners. Candidate accepts responsibility for the success of learning but has only a limited repertoire of instructional strategies.	Candidate conveys enthusiasm for the content, and learners demonstrate commitment to its value. Candidate accepts responsibility for the success of all learners through a repertoire of instructional strategies.	Candidate conveys genuine enthusiasm for the content, and learners demonstrate consistent commitment to its value. Learners demonstrate through their active participation, curiosity, and taking initiative that they value the importance of the content.
The candidate organizes and creates face-to-face and virtual environments that support individual and collaborative learning. *InTASC 3* *VDOE 5* **Technology**	There is little, if any, evidence of routines, procedures, or proactive actions to establish a climate for learning.	Candidate recognizes the value of a learner-centered classroom but the application of these tenets are not applied in all management situations.	The classroom is a learner-centered environment that is a safe and positive environment for learning. The classroom environment supports individual and collaborative learning.	The classroom conveys a safe, positive, and inclusive environment that is learner-centered, supports individual and collaborative learning and meets the needs of both the group and individual learners. Structures are incorporated that enable learners to guide their own learning experiences.
The candidate seeks appropriate ways to employ technology to engage learners and to assess and	The candidate does not identify appropriate technology to engage learners	The candidate identifies technology to engage learners though the technology would	The candidate identifies appropriate technology to engage learners more fully, assess,	The candidate identifies effective and appropriate technology to engage learners more fully, assess,

address learner needs. *InTASC 6* *VDOE 4* **Technology** **Diversity**	even though it was available.	be ineffective to teach the content and address learner needs.	and address learner needs.	and creatively meet learning needs.
The candidate facilitates learners' use of appropriate tools and resources to maximize content learning in varied contexts. *InTASC 5* *VDOE 2* **Technology** **College-and-Career-Ready**	The candidate's plans do not provide evidence of opportunities for learners' use of appropriate tools or technology resources to maximize content learning in varied contexts.	The candidate's plans provide evidence of opportunities for learners' use of appropriate tools and resources but are ineffective to maximize content learning in varied contexts.	The candidate's plans provide evidence of opportunities for learners' use of appropriate 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 appropriate tools and resources that are creative and effective to maximize content learning in varied contexts.
The candidate plans how to achieve learning goals, choosing accommodations to differentiate instruction for individuals and	The candidate's lesson plan does not provide evidence of differentiating instruction for individuals and groups of learners.	The candidate's lesson plan provides evidence of an effort to meet learning goals, and attempts to differentiate instruction for	The candidate's lesson plan provides evidence of successfully meeting learning goals for each learner, and successfully instruction for	The candidate's lesson plan provides evidence of successfully meeting each learning goal for each learner, and successfully differentiates

		individuals and groups of learners.	individuals and groups of learners.	instruction for individuals and groups of learners.
groups of learners. *InTASC 7* *VDOE 2*	.			Reflection on why this differentiation was successful is included.
The candidate plans instruction based on pre-assessment data, prior learning knowledge and skill. *InTASC 7* *VDOE 2*	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 skills. Pre-assessment strategies/methods are appropriate and effectively assess learners' prior knowledge.	The candidate plans instruction based on pre-assessment strategies/methods that are creative and effective ways to assess learner prior knowledge and skills and to guide instruction.
Section 3: INSTRUCTION				
The candidate develops appropriate sequencing and pacing of learning experiences and provides multiple ways to demonstrate knowledge and skill. *InTASC 7* *VDOE 2*	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. 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. Instructional tasks, methods, and strategies include a variety of creative, active learning, instructional strategies that address learner differences to maximize learning.
The candidate uses a variety of instructional strategies to	The instructional strategies used by the candidate do not encourage an	The candidate uses a limited instructional strategies to	The candidate uses a variety of instructional strategies that	The candidate uses pedagogical content knowledge to use a variety of

encourage learners to develop an understanding of the content **and to apply knowledge in meaningful ways.** *InTASC 8* *VDOE 3*	understanding of content .	encourage learners to develop an understanding of the content.	encourage learners to develop an understanding of the content and to apply that knowledge in meaningful ways.	instructional strategies that encourage all learners to develop both an understanding of the content and apply knowledge that in authentic ways.
The candidate engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process. *InTASC 6* *VDOE 4*	The candidate does not use assessment as closure to check for comprehension and learner knowledge and skills.	The candidate uses assessment as closure to demonstrate knowledge and skills to check for comprehension however, they are inappropriate and/or ineffective (or misaligned).	The candidate uses appropriate assessment strategies as closure to allow learners to demonstrate knowledge and skills to check for understanding.	The candidate uses creative, appropriate assessments throughout the lesson to allow learners to demonstrate knowledge and skills to check for comprehension.
The candidate designs assessments that match learning objectives with assessment methods. *InTASC 6* *VDOE 4*	The candidate's lesson design does not include post-assessment strategies or methods.	The candidate's lesson design includes post-assessment strategies or methods but the strategies/methods were not effective.	The candidate's lesson design includes post-assessments that are appropriate to effectively assess learning.	The candidate's ongoing assessments and post-assessment matches learning objectives and includes creative strategies to effectively assess learning and check comprehension throughout the lesson.
Section 4: REFLECTION: IMPACT ON LEARNING				

The candidate understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments. *InTASC 9* *VDOE 6*	The candidate's reflection does not demonstrate the use of self-assessment or problem-solving strategies to analyze and reflect on his/her practice.	The candidate's reflection demonstrates the use of self-assessment and/or problem-solving strategies to analyze and reflect on his/her practice but does not plan for adaptations/adjustments.	The candidate 's reflection demonstrates a variety of self-assessment and problem-solving strategies to analyze and reflects on his/her practice and to plan for adaptations/adjustments.	The candidate's reflection demonstrates the application of a variety of appropriate self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to effectively plan for adaptations/adjustments.