

VIRGINIA CONSORTIUM FOR TEACHER PREPARATION IN SPECIAL EDUCATION ADAPTED CURRICULUM

Fall 2018
Teaching Strategies, 3 Credits

Consortium Titles

- VCU: SEDP 610: Teaching Strategies for Students with Severe Disabilities
- RU: EDSP 674: Teaching Students with Individualized Adapted Curriculum
- NSU: SPE 538 Nature of and Strategies for Teaching Individuals with Severe Disabilities
- JMU: EXED 584: Methods of Instruction for Students with Moderate/Severe Disabilities
- ODU: SPED 676: Curriculum and Methods: Severe Disabilities
- GMU: EDSE 661 Curriculum and Methods: Severe Disabilities
 - EDSE 661 001, CRN: 73530; Section 6U1, CRN: 83575; Section 6Y1: CRN: 83582

Instructor: Dr. Melissa Ainsworth	Meeting Dates: 8/27/2018 – 12/05/2018
Phone: 703-993-5469	Meeting Day(s): Wednesday
E-Mail: mainswor@gmu.edu	Meeting Time(s): 4:30 pm – 7:10 pm
Office Hours: By appointment	GMU Meeting Location: Fairfax, KH 17
Office Location: 206A Finley	Instructing University: GMU

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

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

Course Description

Focuses on current best practices in curriculum, and methods for students with severe disabilities, including specific strategies for teaching students with severe disabilities, general strategies for working with heterogeneous groups of students in inclusive settings, and methods for adapting the general education curriculum to include students with severe disabilities. Note: Field experience required. Offered by Graduate School of Education. May not be repeated for credit.

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.

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

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

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 1: Learner Development and Individual Learning Differences (InTASC 1,2); CEC Standard 2: Learning Environments (InTASC 3); CEC Standard 4: Assessment (InTASC 6); CEC Standard 5: Instructional Planning and Strategies (InTASC 7,8); CEC Standard 6: Professional Learning and Ethical Practices (InTASC 9) & CEC Standard 7: Collaboration (InTASC 10).

This course contains at least one Common Assessment developed by the College of Education and Human Development to assess our candidates' performance on nationally accepted standards for beginning teachers (InTASC) and our programs' performance on national accreditation standards (CAEP).

Required Textbooks

Snell, M.E., & Brown, F. (2011). *Instruction of students with severe disabilities* (8th ed.). Upper Saddle River, NJ: Prentice Hall

Recommended Textbooks

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

Required Resources

Access to Blackboard

Additional Readings

As assigned and posted on Blackboard

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, 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 661, the required PBA is Instructional Plan and Implementation. 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)

The performance-based TK20 assignment is the Instructional Plan with Data and Implementation.

Course participants must identify and work with an appropriate target student with severe Disabilities** ages 5-21 who is participating in the adapted curriculum. You will need permission to read this student's confidential file, and engage in observation, interview, instruction and assessment activities with that student and her/his family and team members in order to complete the major assignments for the class. It is your responsibility to identify an appropriate target student. It is expected that you will need at least 20-25 hours across the course of the semester to engage in instructional and assessment activities with your target student, their family and team members. Please see Blackboard for a detailed description and rubric.

In this assignment you will develop and implement an instructional program for teaching an academic skill to a student with severe disabilities

** An appropriate target student must have an intellectual disability with a reported IQ below 70. Appropriate target students may have concurrent physical or sensory disabilities or autism.

This assignment has 3 Parts. *Each part will be graded individually.*

Part 1: Detailed Instructional Program Proposal (5 points)

An instructional plan proposal must be submitted and approved by the instructor before you can begin the assignment. You will receive the full 5 points upon submitting your proposal. No partial credit will be given. No credit will be given for late proposals unless explicit permission is given by the instructor for a late turn in.

You will need to submit a one page proposal prior to implementing the program in which you:

- Provide the student/individual information: age, school placement, identified eligibility and/or disability, level of academic ability, other pertinent information such as verbal abilities and physical or behavioral limitations. (this information may be bulleted)
- Briefly Identify the objective and provide a rationale for teaching it to this person, Identify the teaching strategy selected

Part 2: Completed Draft of the first section: (50 points).

Based upon instructor feedback, students may select to rewrite this section before it is resubmitted with part 3 on final due date as listed in the syllabus. Regardless of rewriting, part 2 must be handed in with part 3 for a complete paper on the final due date.

- Write the instructional program plan or method:
 - Describe student/individual thoroughly
 - Describe the setting where instruction will occur
 - Describe the collaborative teaming you used to plan
 - Include a complete instructional objective (conditions, behavior, and criterion and develop a data collection method and data collection sheets,)
 - Describe teaching procedures, including antecedents, teaching strategies and consequences

Part 3: 100 points possible

- Implement and record data on the program which you will present in a results section of your paper. **You must turn in your Data collection sheets with the final product. You will also need to present your data in an electronic graph.**
- Provide a discussion of the program including evaluation of the program based on student performance, and limitations/suggestions for changes in future implementation. We will discuss the details in subsequent class sessions.

:(
 **(Please note that if you do not currently teach students with severe disabilities you will need to find a student outside of your class to develop a plan for.)

Due Date	Sections Due	Points Possible
	Part 1 (instructional plan proposal)	5 (all or nothing)
	Part 2	50
	Part 2 (revised) & 3	100

College Wide Common Assessment (TK20 submission required)

None

Performance-based Common Assignments (No Tk20 submission required)

None

Field Experience Requirement

A field experience is a part of this course. A field experience includes a variety of early and ongoing field-based opportunities in which candidates may observe, assist, and/or tutor. Field experiences may occur in off-campus settings, such as schools (CAEP, 2016). Below are REQUIRED PROCEDURES FOR ALL STUDENTS ENROLLED IN THIS COURSE.

Complete the online EDSE Field Experience form. This online form will be sent to your GMU email from EDSEfld@gmu.edu on the first day of the semester. Click on the link and complete the form as soon as possible. ALL students should complete the form, regardless of whether you need assistance in locating a field experience placement or not. This information is required by the state. Please direct any questions about the form to Dr. Kristen O'Brien at EDSEfld@gmu.edu.

If you are arranging your own field experience because you are a full-time contracted school system employee and will complete the field experience at your worksite, you will be asked to specify the school at which you will be completing the field experience.

If you request a field experience placement to be arranged, you will receive information via your GMU email account about your assigned internship placement from the Clinical Practice Specialist in the College's Educator Preparation Office (EPO). Check your GMU email regularly for important information regarding your field experience. Follow all instructions for the necessary Human Resource (HR) paperwork required to access the assigned field experience placement.

2. View the EDSE Field Experience Introduction presentation. On the first week of classes and prior to representing George Mason in off-campus settings, your instructor will show a video presentation or provide a link to the presentation, which includes important information about the registration process for EDSE field experiences and tips for a successful field experience. After the presentation, sign the document provided by your instructor to indicate that you have watched the presentation and are aware of the EDSE field experience professionalism expectations.

3. Document your field experience hours. Your instructor will provide you with access to field experience documentation forms to use. There are two different field experience documentation forms – one for those completing field experience at their worksite and one for those completing field experiences in other classroom settings (e.g., GMU arranged a placement for you). Use the form that is

most appropriate for your field experience placement. Your instructor will provide more directions on how to use and submit the documentation form.

4. Complete the field experience end-of-semester survey. Towards the end of the semester, you will receive an email from EDSEfld@gmu.edu with a link to an online survey. This brief survey asks you to report about important features of your field experience placement.

Other Assignments

Lesson Plans: 100 pts total (25 pts each)

As we cover different academic areas you will be asked to turn in 1 lesson plan per area for a total of 4 lessons plans (1 each for the following areas: math, science/history, communication, life skills). Each lesson plan is worth 25 points. Each lesson plan has a different due date. Detailed descriptions of the directions for each lesson plan is found on blackboard under the assignments tab

Classroom plan: 50 points possible

This assignment will require that you submit a detailed description of your teaching environment and 2-3 page discussion of the evidence –based best practices you use. **You will be required to reference your text and articles** read for class in your discussion of best practices.

In-Class Assignments: 50 points possible total

There will be 5 unannounced quizzes/reading checks or in class activities throughout the semester. Each is worth 10 points for a total of 50 possible points. If you miss class, these may NOT be made up.

Course Policies and Expectations

Attendance/Participation

Students are expected to attend all class sessions during the course. As adult learners, you make personal decisions about enacting professional responsibilities, including those as a student. Students are expected to arrive on time and stay for the duration of class time. **Attendance, timeliness, and professionally relevant, respectful and active participation are expected, and will be assessed via the dispositions rubric which I will complete at the end of the course.** Attendance and professional participation at all sessions is very important because all of the activities in class are planned in such a way that they cannot be recreated outside the class session.

In the unlikely event that you are not able to attend, it is your responsibility to make arrangements to obtain notes, handouts, and lecture details from another student. Students who are absent are held responsible for the material covered including assignment discussions/clarifications/explanations and assignments given and due. It is your responsibility to arrange with another student for collection of materials and to promptly obtain class notes, handouts, lecture details, explanations of content, and procedures/assignments, etc. It is also recommended that you notify the instructor about absences in advance or within 24 hours after

an absence. If you anticipate that you will miss more than two sessions, it is recommended that you drop the class and take it in a semester where you can ensure appropriate attendance.

Late Work

All assignments must be submitted on or before the assigned due date. In fairness to students who make the effort to submit work on time, 5% of the total assignment points will be deducted each day from your grade for late assignments.

Please check to make sure that what you upload to BB is the correct version/ item. If you incorrectly upload an assignment let me know immediately. If I discover that you have uploaded the wrong thing, then all late penalties apply. If you are having difficulty uploading due to technical issues, please text me immediately.

****Late or incorrectly turned in/uploaded assignments will be graded at the convenience of the instructor and therefore may not provide timely feedback. Late work may not be returned until the end of the semester**

Grading Scale

93-100% A

90-92% A-

87-89% B+

80-86% B

70-79% C

< 70 = F

Note: Spelling, grammar and writing style are important components of professional writing. Accurate, clear, concise writing is required of all professionals and will be considered in the grading of all assignments. Written assignments will be evaluated for content, clarity, format, cohesiveness, and use of person-first language. Additionally, points will be deducted for spelling, grammatical, and word processing errors.

***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/policies-procedures/>. In the College of Education and Human Development, dispositions are formally and separately evaluated in at least three points in each student’s program – a self-evaluation at the start of their program, an instructor’s evaluation in the middle of their program, and a university supervisor’s evaluation during internship. When dispositions are assessed, it is

important that for areas where a positive disposition is ‘occasionally evident’ or ‘rarely evident,’ the student takes steps to grow as an educator. See <https://cehd.gmu.edu/epo/candidate-dispositions>. In special education licensure programs, the mid-point evaluation is completed by instructors in EDSE 628, EDSE 661, and EDSE 616, and the internship evaluation is completed by instructors in EDSE 783, EDSE 784, and EDSE 785.

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/>

Class Schedule

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

Week	Class Topic	Assignment Due	Reading Assignment (To be completed before coming to class)
Aug 29	Introduction: Nuts & Bolts; Educational Assumptions		none
Sept 5	Organizing your classroom	Instructional Plan Proposal (part 1) due 4:30 pm	<i>Text:</i> Brown, McDonnell & Snell Chapters 1 and 5
Sept 12	Instructional Strategies: general ed and specialized strategies		Article: Spooner, Browder and Mims - Chapter 4
Sept 19	Writing meaningful IEP's		<i>Article:</i> Patti, A.L. (2016) – Back to Basics
Sept 26	Designing effective lessons		<i>Article: Schmoker, M. (2012) The Stunning power of good, traditional lessons (on BB)</i>
Oct 3	Assessment and Data Collection	Instructional Plan part 2 due 4:30 pm	<i>Text: Snell & Brown Chapter 3</i>
Oct 10	Instructional Strategies: Science/history		<p>Articles:</p> <p>1) Spooner, F., Knight, V. F., Browder, D. M., & Smith, B. R. (2011). Evidence-based practice for teaching academics to students with severe developmental disabilities.</p> <p>2) Spooner, F., Knight, V., Browder, D., Jimenez, B., & DiBiase, W. (2011). <i>Evaluating evidence-based practice in teaching science content to students with severe developmental disabilities</i></p>

Oct 17	On Line Class. Complete the activities found on Blackboard under tonight's content folder.	Science OR History Lesson Plan due 4:30 pm	Use this time to catch up on your readings or rewrite your literature review portion of your instructional plan.
Oct 24	Instructional Strategies: Math		Text: Snell & Brown Chapter 13
Oct 31	Instructional Strategies: Math continued		.
Nov 7	Instructional Strategies: Life Skills	Math Lesson Plan due 4:30 pm	Text: Snell & Brown Chapters 10 & 14 Article: Bouck, E.C., & Joshi, G. (2012). Functional curriculum and students with mild intellectual disability: Exploring post school outcomes through the NLTS2
Nov 14	Instructional Strategies: Communication	Life Skills Lesson Plan due 4:30 pm	Text: Snell & Brown Chapter 12
Nov 21	NO CLASS - Happy thanksgiving	Communication Lesson Plan due 4:30 pm	
Nov 28	Inclusion vs? Self-Contained	Instructional Plans parts 2 & 3 due 4:30 pm	Text: Snell & Brown Chapters 11
Dec 5	Successful Teachers	Class Plan due 4:30 pm	Text: Snell & Brown Chapter 2, 15, 16

ADAPTED CONSORTIUM SYLLABUS STATEMENTS AND POLICIES

Honor Code

Each university has its own honor code and it is important for you to review the honor code at your university. However, all students taking this course, regardless of the university they are enrolled in, are expected to follow this honor code and may be asked to pledge all assignments and their exam to indicate that they have followed the honor code. A pledge means that you have not cheated or plagiarized, nor have you given or received assistance that violated the description of how assignments are to be completed for this course. The shortened version may be used: “Pledged” followed by the date and your full name (typed “signatures” will be OK for assignments/tests submitted electronically).

Students at all universities pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.” Work submitted must be your own or with proper citations

A complete copy of each university’s Honor System document is available through

GMU: <http://oai.gmu.edu/the-mason-honor-code/>

VCU: www.students.vcu.edu/rg/policies/rg7honor.html.

Radford: http://www.radford.edu/~dos-web/handbook02-03/Honor_Code.pdf

NSU: http://www.nsu.edu/student_judicial/policy.html

JMU: <http://www.jmu.edu/honor/code.shtml>

ODU: <https://www.odu.edu/about/monarchcitizenship/student-conduct>

Accommodations for Disability

At all the participating universities, accommodations can be made with the instructor if a student has a documented disability. University specific information regarding eligibility, services and accommodations can be found at:

GMU: <http://www.gmu.edu/student/drc/>

VCU: <http://www.students.vcu.edu/dss/index.html>

Radford: <http://www.radford.edu/~dro/>

NSU: <http://www.nsu.edu/disabilityservices/index.html>

JMU: <https://www.jmu.edu/ods/>

ODU: <https://www.odu.edu/life/diversity/accessibility>

Inclement Weather

If classes are cancelled at the teaching university, a message will be posted on the class Blackboard site and all class members will receive an email. Because such cancellations are often at the last minute, it may be difficult to get this message prior to leaving for class. If in doubt, visit the teaching university’s website. Do not email us; I will email you regarding weather as soon as it is announced. Please note the cancellation of classes due to inclement weather is determined by the decision of the instructing university only. If the instructing university is open and operational then you are expected to attend class.

Cell Phones and Weapons

All cell phones and beepers should be deactivated while in the classroom. Also, University rules at all participating universities prohibit the possession any firearm, other weapon, or explosive. Please consult

the student handbook and your university for specific information concerning this policy at your university.

Course Materials

This course gives you access to PowerPoint files, class lecture notes, handouts, and copyrighted articles. All these materials should be regarded as authored materials, which if used or referred to must be fully credited through reference to the author, the class, and date. If used beyond citation, permission of the instructor/author is required.

Technology Proficiencies

All students participating in this course are expected to be proficient in several technology skills. Students are expected to be proficient in using the Internet and have reliable and consistent Internet access. Students are expected to have an active university email account and to check email regularly. This course requires students to use Blackboard, which is our online course management system located at <http://mymason.gmu.edu> under the **COURSES** tab.

Students are expected to login to this system frequently and be proficient in using its features. Students are expected to be proficient in using the computer, which includes downloading and saving files, typing, and word processing skills. Students participating in this course are expected to use Microsoft Word for all written assignments. Furthermore, students are expected to use Microsoft PowerPoint and Adobe Acrobat Reader for class documents located on the Blackboard website.

Blackboard Access and Non-Mason Students

NON GMU students will be required to activate and utilize their GMU login credentials to access Blackboard. NEW students this semester should have received an email with activation directions from Marci Kinan Jerome. Any questions please contact Marci Kinan Jerome, mkinas@gmu.edu. Passwords must be reset every 6 months. If students do not receive the change password email request, they will need to request a password reset if they can no longer login. Students can reset their password at <https://password.gmu.edu>

GMU Email and Non-Mason Students

NON GMU students will be required to activate their GMU email account and either check the account regularly or forward their mail to their home university account. By default all accounts in the Blackboard system are GMU accounts. Directions for activating your GMU email account can be found at: <http://masonlive2.gmu.edu/instructions.cfm> and directions for forwarding your mail are located at: <http://masonlive2.gmu.edu/tutorials/forwardemail.cfm>

Remote Site Student

It is the policy of the consortium that students attending classes at university sites are expected to be present at those university sites during class time. However, there are situations in which students are unable to attend classes at the university sites and may be permitted to take a course as a “remote site” student. To be considered, students must meet the **requirement of more than 90 minutes of one-way travel time to the closest participating university (under normal circumstance). OR have a documented medical need.** In addition, there are several technology and procedural requirements that

are detailed on the Consortium website: <http://kihd.gmu.edu/sdc/> and posted on Blackboard. Students must obtain permission from both the course instructor and the consortium coordinator to be considered a remote site student. Students' continued participation as a remote site will be re-assessed each semester.

In *special* circumstances where students would otherwise miss class (in accordance to the attendance policy) students may request to participate as a remote site if they (a) have met all of technical and procedural requirements, (b) have received permission from the instructor at least *one week* prior to class, and (c) have had a successful test session with GMU tech support personnel.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Course Facilitators

Each site will have a facilitator or assistant who will assist with the class. Learn who that person is as they will be taking role and keeping track of class participation and reporting it to me weekly. However, if you think you must miss a class, please email me ahead if possible (or later if need be).

Blackboard Assistance

This course requires that you be a regular email user and be able to use various features of Blackboard (sign on, download materials, hand in completed assignments electronically through the assignment submission link). You may direct your questions about Blackboard to Marci Kinan Jerome (mkinan@gmu.edu). She will be the best resource.

Remote Site Viewing

All Consortium courses are recorded and archived on a video-streaming server. Students and faculty are welcome to view previous classes at vcms.gmu.edu. Select the category: EDSE and click on the link for the specific class session. The password for this class is 4661.

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 silence all sound emitting devices 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://coursesupport.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

Assessment Rubric for TK20

Instructional Plan with Data and Implementation Scoring Guide

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
Abstract and Introduction CEC/IIC Standard 5	Candidate fails to provide a clear overview of all elements of the instructional plan and use evidence-based practices validated for the specific characteristics of learners with moderate to severe exceptional learning needs to establish a clear need for behavior change. Candidate cites literature that supports the development of the instructional program.	Candidate provides a clear overview of all elements of the instructional plan and uses evidence-based practices validated for the specific characteristics of learners with moderate to severe exceptional learning needs to establish a clear need for behavior change. Candidate cites literature that supports the development of the instructional program.	Candidate provides a clear overview of all elements of the instructional plan and uses evidence-based practices validated for the specific characteristics of learners with moderate to severe exceptional learning needs to establish a clear need for behavior change. Candidate establishes a clear and explicit connection between the literature and the development of the instructional program that reflects the theories and research that form the basis of curriculum development and instructional practice.
Learner Description CEC/IIC Standard 1	Candidate provides limited demographic and background information related to the target learner's physical, sensory, and/or medical needs as well as academic needs and levels of support. Candidate does not accurately discuss the educational impact of the learner's exceptionality and current physical, sensory, and/or medical needs, attitude, interests, values, and behavior and	Candidate provides demographic and background information related to the target learner's physical, sensory, and/or medical needs as well as academic needs and levels of support. Candidate accurately discusses the educational impact of the learner's exceptionality and current physical, sensory, and/or medical needs, attitude, interests, values, and behavior and the	Candidate provides demographic and background information related to the target learner's physical, sensory, and/or medical needs as well as academic needs and levels of support. Candidate accurately discusses the educational impact of the learner's current physical, sensory, and/or medical needs, attitude, interests, values, and behavior and effect these conditions can on

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
	the effect these conditions can on the life of a learner with moderate to severe exceptional learning needs.	effect these conditions can on the life of a learner with moderate to severe exceptional learning needs. Candidate discusses the educational impact of the learner’s exceptionality that implicitly justifies the need for the development of goals and planned instruction.	the life of a learner with moderate to severe exceptional learning needs. Candidate discusses the educational impact of the learner’s exceptionality that explicitly justifies the need for the development of goals and planned instruction by providing specific examples.
Setting and Materials CEC/IIC Standard 2	Candidate describes the learner’s classroom and school setting, inclusive of the demands of the learning environments, design and management of daily routines, and teacher attitudes/behaviors, but does not discuss how these factors may influence the behavior of the learner with moderate to severe exceptional learning needs, and the basic behavior management theories and strategies being utilized is limited. Candidate does not list the ancillary services available for the student with moderate to severe exceptional learning needs or the specialized materials utilized, including assistive technology.	Candidate describes the learner’s classroom and school setting, inclusive of the demands of the learning environments, design and management of daily routines, and teacher attitudes/behaviors that may influence the behavior of the learner with moderate to severe exceptional learning needs, and the basic behavior management theories and strategies being utilized. Candidate describes the ancillary services available for the student with moderate to severe exceptional learning needs, but does not identify the specialized materials utilized, including assistive technology.	Candidate describes the learner’s classroom and school setting, inclusive of the demands of the learning environments, design and management of daily routines, and teacher attitudes/behaviors that may influence the behavior of the learner with moderate to severe exceptional learning needs, and the basic behavior management theories and strategies being utilized. Candidate describes the ancillary services available for the learner with moderate to severe exceptional learning needs and the specialized materials utilized, including assistive technology. Candidate summarizes their perspectives and philosophy regarding effective management of teaching and learning.
Collaborative Teaming	Candidate describes the roles the families and	Candidate describes the roles the learner with	Candidate describes the roles the learner with

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
CEC/IIC Standard 7	school and community personnel played in the development and implementation of the instructional program, but does not consider the input of the learner with moderate to severe exceptional learning needs. Candidate fails to specifically address the role of the paraeducator in the data collection and instructional procedures in order to maximize the direct instruction for individuals with severe exceptional learning needs. Candidate describes teaming in a manner that lacks cultural responsiveness and does not promote effective communication and collaboration with families and school/community personnel.	moderate to severe exceptional learning needs, families, and school and community personnel played in the development and implementation of the instructional program. Candidate specifically addresses the role of the paraeducator in the data collection and instructional procedures in order to maximize the direct instruction for the learner with moderate to severe exceptional learning needs. Candidate describes teaming in a manner that demonstrates awareness of culturally responsive factors that promote effective communication and collaboration with families and school/community personnel.	moderate to severe exceptional learning needs, families, and school and community personnel played in the development and implementation of the instructional program. Candidate specifically addresses the role of the paraeducator in the data collection and instructional procedures in order to maximize the direct instruction for the learner with moderate to severe exceptional learning needs. Candidate describes teaming in a manner that demonstrates awareness of culturally responsive factors that promote effective communication and collaboration with learners with moderate to severe exceptional learning needs, families, and school/community personnel.
Selection of Target Skills CEC/IIC Standard 3	Candidate fails to consider the general curriculum and does not prioritize the learning needs of students with moderate to severe exceptionalities by not developing an age and ability appropriate instructional goal for at least two target skills and includes related short-term objectives that accommodate the	Candidate considers the general curriculum and prioritizes the learning needs of students with moderate to severe exceptionalities by developing an age and ability appropriate instructional goal for at least two target skills and includes related short-term objectives that accommodate the	Candidate considers the general curriculum and prioritizes the learning needs of students with moderate to severe exceptionalities by developing an age and ability appropriate instructional goal for at least two target skills, including related short-term objectives that accommodate the student's individualized

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
	student's individualized learning needs.	student's individualized learning needs.	learning needs while also integrating communication, social, and life skills with academic curricula.
Selection and Implementation of Instructional Intervention CEC/IIC Standard 5	Candidate fails to select, adapt and describe age and ability appropriate instructional strategies and specialized materials to address the target behavior of the learner with severe exceptional learning needs. Candidate provides a limited description of accommodations and/or modifications, which demonstrates that they have interpreted some sensory, physical and health needs. Candidate's description of procedures used to increase the learner's self-reinforcement and describes strategies to facilitate maintenance and generalization of skills across learning environments is limited. Candidate fails to detail which evidence-based practices validated for specific characteristics of learners and settings were used and describes the plan to evaluate and modify instructional practices in response to ongoing assessment data.	Candidate selects, adapts and describes age and ability appropriate instructional strategies and specialized materials to address the target behavior of the learner with severe exceptional learning needs. Candidate provides a thorough description of a variety of accommodations and/or modifications, which demonstrates that they have interpreted sensory, physical and health needs. Candidate describes procedures used to increase the learner's self-reinforcement and describes strategies to facilitate maintenance and generalization of skills across learning environments. Candidate details which evidence-based practices validated for specific characteristics of learners and settings were used and describes the plan to evaluate and modify instructional practices in response to ongoing assessment data.	Candidate selects, adapts and describes age and ability appropriate instructional strategies and specialized materials to address the target behavior of the learner with severe exceptional learning needs. Candidate provides a thorough description of a variety of accommodations and/or modifications, which demonstrates that they have interpreted sensory, physical and health needs. Candidate describes procedures used to increase the learner's self-reinforcement and describes strategies to facilitate maintenance and generalization of skills across learning environments. Candidate details which evidence-based practices validated for specific characteristics of learners and settings were used and describes the plan to evaluate and modify instructional practices in response to ongoing assessment data. Candidate describes instructional procedures, which include a plan for

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
			individualized reinforcement systems and environmental modifications.
Data Collection CEC/IIC Standards 3 and 4	Candidate develops an assessment plan, which allows for nonbiased informal assessment of the target skill and accommodates the unique abilities and needs of the student with severe exceptional learning needs is limited. Candidate does not describe the methods of maintaining records or outlines a plan for using baseline ongoing data to modify instructional practices.	Candidate develops an assessment plan, which allows for nonbiased informal assessment of the target skill and accommodates the unique abilities and needs of the learner with moderate to severe exceptional learning needs. Candidate reflects theories and research that form the basis of curriculum development and instructional practice (3) by developing an assessment plan that includes methods of maintaining learner records and outlines a plan for systematically collecting baseline and ongoing data on learner performance.	Candidate develops an assessment plan, which allows for nonbiased informal assessment of the target skill and accommodates the unique abilities and needs of the learner with moderate to severe exceptional learning needs. Candidate reflects theories and research that form the basis of curriculum development and instructional practice by developing an assessment plan that utilizes a variety of methods of assessing learner performance, outlines a plan for systematically collecting baseline and ongoing data on learner performance, and how data are to be used to modify instructional strategies and materials.
Results CEC /IIC Standard 4	Candidate fails to report assessment and intervention results effectively both in graph and written form, based on the data collected on the target behavior. Candidate fails to report on inter-observer agreement and use basic assessment terminology accurately.	Candidate reports assessment and intervention results effectively both in graph and written form, based on the data collected on the target behavior. Candidate reports on inter-observer agreement and uses basic assessment terminology accurately.	Candidate reports assessment and intervention results effectively both in graph and written form, based on the data collected on the target behavior. Candidate reports on inter-observer agreement and uses specialized terminology used in the assessment of individuals

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
			with severe exceptional learning needs accurately.
Discussion CEC/IIC Standards 4	Candidate fails to interpret information and use learner data to evaluate the efficacy of the behavior change program (selection and use of specialized strategies appropriate to the abilities and needs of the individual, effectiveness of plan to improve target behavior across environments, etc.). Candidate fails to use learner data to guide educational decisions and to provide feedback to the learner.	Candidate interprets information and uses learner data to evaluate the efficacy of the behavior change program (selection and use of specialized strategies appropriate to the abilities and needs of the individual, effectiveness of plan to improve target behavior across environments, etc.). Candidate uses learner data to guide educational decisions and to provide feedback to the learner.	Candidate interprets information and uses learner data to evaluate the efficacy of the behavior change program (selection and use of specialized strategies appropriate to the abilities and needs of the individual, effectiveness of plan to improve target behavior across environments, etc.).Candidate uses organized and graphed learner data to guide educational decisions and to provide feedback to the learner.
Discussion CEC/IIC Standards 5	Candidate fails to use learner data to reflect on the student’s response to the behavior change process, including the advantages, limitations, variety of techniques used, integration of appropriate adaptations and technology in order to improve instruction and guide professional growth. Candidate fails to integrate findings with current evidence-based practices.	Candidate uses learner data to reflect on the student’s response to the behavior change process, including the advantages, limitations, variety of techniques used, integration of appropriate adaptations and technology in order to improve instruction and guide professional growth. Candidate integrates findings with current evidence-based practices.	Candidate uses learner data to reflect on the student’s response to the behavior change process, including the advantages, limitations, variety of techniques used, integration of appropriate adaptations and technology and details areas of focus for future behavior change in order to improve instruction and guide professional growth. Candidate integrates findings with current evidence-based practices.

