



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

Fall 2019

EDSE 503: Language Development and Reading

Section: 002 CRN: 71052

Section: 6V1 CRN: 82963

3 – Credits

Instructor: Dr. Sheri Berkeley	Meeting Dates: 08/26/2019 – 12/18/2019
Phone: 703-993-1867	Meeting Day(s): Monday
E-Mail: sberkele@gmu.edu (best contact)	Meeting Time(s): 4:30 pm – 7:10 pm
Office Hours: by appointment	Meeting Location: Fairfax, KH 14
Office Location: Finley 212	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

Identifies literacy skills for typical and atypical students, and describes reading, language, and writing instruction for students with mild disabilities who access the general curriculum.

Explores emergent literacy skills, phonemic awareness, vocabulary development, and comprehension. 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

Have you scheduled your RVE test? Students who need RVE for their program are encouraged to take it after completing the EDSE 503 course. Check your program plan or talk with your advisor to find out if you need RVE for your program.

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. Describe emergent literacy skills, including concepts about print, phonemic awareness, phonics, syntactical forms of language, vocabulary, and pragmatics.
2. Describe how stages of language development for typical students and students with learning disabilities, emotional disturbance, and mild intellectual disabilities (high-incidence disabilities) impact reading and writing development of these students.
3. Describe the rules (e.g., spelling patterns, syllables, morphemes) of language, the forms (e.g., syntax, writing, speaking, listening, spelling) of language, and the functions (e.g., pragmatics, semantics) of language and its relationship to reading comprehension.
4. Identify distinctions between language delay/disorders of students with high-incidence disabilities and language differences of students with cultural and linguistic backgrounds.
5. Describe the five components of reading identified by the National Reading Panel (phonemic awareness, phonics, vocabulary, fluency, comprehension), and evidence-based practices for the specialized reading and writing instruction delivered to students with high-incidence disabilities.
6. Describe diagnostic decision making based on assessments (e.g., informal reading inventories, running records, and curriculum-based assessments) which monitor the ongoing progress of students, and the design and delivery of a balanced approach for students' specialized reading and writing instruction.
7. Describe evidence-based practices to effectively differentiate literacy instruction for elementary and secondary students with and without high-incidence disabilities.

Professional Standards

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 1: Learner development and individual learning differences (InTASC 1,2); CEC Standard 3: Curricular Content Knowledge (InTASC 4,5); CEC Standard 4: Assessment (InTASC 6) & CEC Standard 5: Instructional planning and strategies (InTASC 7,8).

Evidence-Based Practices

This course will incorporate the evidence-based practices (EBPs) relevant to the five essential elements of reading, language, and informal literacy assessments. 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

Jennings, Caldwell & Lerner (2016). *Reading Problems: Assessment & Teaching Strategies* (7th edition). Pearson. ISBN 9780132837804

Berkeley & Taboada Barber (2015). *Maximizing Effectiveness of Reading Comprehension Instruction in Diverse Classrooms* (1st edition). Brookes Publishing. ISBN 9781598573060

Fox (2016). *Phonics & Word Study for the Teacher of Reading* (11th edition). Pearson. ISBN 9780132838092

Recommended Textbooks

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

Required Resources

TTAC Modules: *Region 4 Training & Technical Assistance Webshops*,
<http://ttaonline.org/online-training-webshops>

- *Oral Language Development: Language Foundations, Part I*
- *Oral Language Development: Typical Development, Part II*
- *Oral Language Development: Developing Speech & Language Skills in the classroom, Part III*

Class Companion Websites

A free version of the Jennings Informal Inventory (IRI) is at:

http://wps.ablongman.com/wps/media/objects/2688/2753469/Richek_AppD.pdf

You need to print out use this IRI to complete the performance-based assessment.

Course Blackboard Site

Blackboard will be used to post important information for this course. Plan to access the Blackboard site several times per week; announcements and resources are posted on the Blackboard site in between class sessions. You are responsible for accessing the materials (for printed copies, etc.) prior to class. In addition, you will need to login to Blackboard to upload assignments and to access the final exam for the course.

Access Blackboard through MyMason at

<https://mymasonportal.gmu.edu/webapps/portal/frameset.jspu> (your login and password is the same as your George Mason e-mail login). Select EDSE 503 course.

Additional Readings [Posted on Blackboard]

Bear, D.R., Invernizzi, M., Templeton, S., & Johnston, F. (2008). *Words their way: Word study for phonics, vocabulary, and spelling instruction*. Upper Saddle River, NJ: Pearson.

- Chapter 2: Getting Started: The Assessment of Orthographic Development

Beirne-Smith, M., & Riley, T. F. (2009). Spelling assessment of students with disabilities. *Assessment for Effective Intervention*, 34, 170-177.

Bursuck, W. D., & Damer, M. (2007). *Reading instruction for students who are at risk or have disabilities*. Pearson/Allyn and Bacon.

- Chapter 3: Beginning Reading/Early Decoding

Edelen-Smith, P.J. (1997). How now brown cow: Phoneme awareness activities for collaborative classrooms. *Intervention in School & Clinic*, 33, 103-111.

Hasbrouk, J., & Tindal, G.A. (2006). Oral reading fluency norms: A valuable assessment tool for reading teachers. *The Reading Teacher*, 59, 636-644.

Polloway, E.A., Patton, J.R., & Serna, L. (2008). *Strategies for teaching learners with special needs*.

- Chapter 5: Spoken Language

Recommended Readings

Alliance for Excellent Education (2004). *Reading next: A vision for action and research in middle and high school literacy*. New York, NY: Carnegie Cooperation.

<http://all4ed.org/reports-factsheets/reading-next-a-vision-for-action-and-research-in-middle-and-high-school-literacy/>

National Reading Panel (2006). *Put reading first: The research building blocks for teaching children to read*. Washington, DC: National Institute of Child Health and Human Development. <http://nationalreadingpanel.org/Publications/researchread.htm>

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 503, the required PBA is Informal Reading Assessment & Educational Assessment Report Assignment. 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)

Informal Reading Assessment Administration and Educational Assessment Report

The Informal Reading Report is the performance-based assessment for the course. The assignment requires you to select a student with a disability with whom you will implement a comprehensive sequence of tasks representing excellent practices in reading assessment and intervention. This project should be submitted by 4:15 pm on the due date. **BOTH** an electronic copy (posted to blackboard) **AND** a hard copy of the project should be submitted. Specific directions and evaluation rubric will be provided by the instructor.

College Wide Common Assessment (TK20 submission required)

None.

Performance-based Common Assignments (No Tk20 submission required)

TTAC Language Modules

You will complete three online modules for this assignment. The link for the modules is provided in the required textbook section of the syllabus. You will bring a hardcopy of your certificates of completion to class on the assigned date. **Full credit is earned when evidence of completion of all assigned parts is submitted on time. No partial credit will be given.**

Phonics Self-Study

In order to effectively teach reading and language, teachers must be proficient in phonics. You will need to independently complete the Fox phonics self-study text. You are expected to complete in writing each of the self-paced exercises in the text. **Plan to turn in the Fox text at the beginning of the class session on the due date** (you will receive the book back at the end of class). **Full credit is earned when evidence of completion of all assigned parts is submitted on time. No partial credit will be given.**

Mid-Term

The midterm exam will include multiple-choice and application items that cover the content of the Fox phonics self-study.

Final Exam

The final exams will include multiple-choice and short-essay questions that cover assigned readings and class lectures. The format of the exam will be modeled from the Reading for Virginia Educators (RVE) test that is required by the state of Virginia for licensure. Study guide and practice items can be found at: <http://www.ets.org/s/praxis/pdf/5306.pdf>

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.**

1. 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.

5. Students must be able to perform the essential functions of the practicum site assigned with or without an accommodation. Contact Disability Services (ods@gmu.edu) for questions related to accommodations.

Other Assignments

IRIS Modules

You will complete an online modules through the IRIS Center that will help you prepare to assess students for your case study. You will access this online module through Blackboard. **Full credit is earned when evidence of completion of all assigned parts is submitted on time. No partial credit will be given.** *Specific directions will be provided by the instructor.*

Miscue Module

You will complete an online module within Blackboard that will help you prepare to assess students for your case study. You will access this online module through Blackboard. **Full credit is earned when evidence of completion of all assigned parts is submitted on time. No partial credit will be given.**

Final Presentation

A final presentation will choose an evidence based teaching method to review and present in class. The teaching method should selected based on one of the instructional needs identified for the student assessed during your case study assignment in one of the following areas: oral language development, reading (phonemic awareness, decoding, fluency, vocabulary, or comprehension) and writing development (spelling or composition). *Specific directions and evaluation rubric will be provided by the instructor.*

Regular Attendance & Participation

Students are expected to attend all classes, arrive on time, and stay for the duration of the class time. **Three or more absences will result in no credit for this course.** As you all lead active lives and circumstances sometimes happen at unfortunate times – so, if you are unable to attend class, 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 and assignments given and due. It is also recommended that you notify the instructor about absences in advance or within 24 hours after an absence. Be aware that any points earned for participation in class activities during a time of absence will not be earned and cannot be made up.

Please, note that some items noted as DUE are needed to earn participation points, including:

- Screenshot of field placement requirement & documentation that you have informed principal (if your own school)
- Background information & IRI binder
- Case study draft

Participation as described above is evidence of professional behavior, and as such, points will be deducted for missed activities in the following manner:

- 1 missed activity = 1 point deduction (1% total)
- 2 missed activities = 4 point deduction (5% total)
- 3 missed activities = 5 point deduction (10% total and/or F for the course)

GRADING

1. TTAC Language Modules (3)	5 points
2. IRIS Module #1	5 points
3. Miscue Module (Blackboard)	5 points
4. Phonics Self-study	10 points
5. Midterm Exam	10 points
6. Informal Reading Report	40 points
7. Final Presentation	10 points
8. Participation, Quizzes and Activities During Class	10 points
9. Final Exam	5 points
TOTAL	100 POINTS

Student Self-Management for Calculating Course Grade

Students can calculate their points earned at any time in the semester in order to determine their grade-to-date. This is particularly important prior to key dates in the George Mason University schedule, such as withdrawal dates with varying tuition penalties.

<i>Assignments</i>	<i>Points I Earned</i>	<i>Points Possible</i>
1. TTAC Language Modules (3)		5
2. ONLINE Miscue Module (Blackboard)		5
3. ONLINE IRIS Module		5
4. Phonics Self-study		10
5. Midterm Exam		10
6. Informal Reading Report		40
7. Final Presentation		10
8. Participation, Quizzes and In-class Activities		10
9. Final Exam		5
Total Course Points Earned		100

Course Policies and Expectations

Attendance/Participation

Professional Behavior: For a satisfactory grade in the course, students are expected to attend all classes, arrive on time, be prepared for class, demonstrate professional behavior (see *Professional Disposition Criteria* at <http://www.gse.gmu.edu> for a listing of these dispositions), and complete all assignments with professional quality in a timely manner. To successfully complete this course, students need to adhere to the due dates for specific readings and assignments to be completed. If you feel you cannot adhere to the schedule noted in the syllabus, please contact the Instructor immediately to discuss options for withdrawing and completing the course during another semester.

Late Work

Promptness: 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. Assignments will not be accepted more than 3 days late.**

Grading Scale

A = 90-100% C = 70-79%
 B = 80-89% F = 69% and below

*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. In the College of Education and Human Development, dispositions are formally and separately evaluated in at least two points in each student’s program – a self-evaluation at the start of their program, and a university supervisor’s evaluation during internship. In special education licensure programs, the self-evaluation is an online survey distributed via email upon program entry, and the internship evaluation is completed by instructors in EDSE 783, EDSE 784, and EDSE 785. 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>.

Class Schedule

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

Date	Class Topic	Lecture	Reading Assignments	Assignment Due Dates
8/26	<ul style="list-style-type: none"> Course overview Overview of reading Introduction to reading interest inventories 	Overview of Reading Development	<ul style="list-style-type: none"> J,C&L Ch.1 &2 	
9/2	<ul style="list-style-type: none"> HOLIDAY--NO CLASS 			
9/9	<ul style="list-style-type: none"> Students who struggle with reading Student background information 	Oral Language Development	<ul style="list-style-type: none"> J,C&L Chs.3 & 15 Recommended: J,C&L Ch.14 	DUE: Interest inventory DUE: Field placement request documentation

	<ul style="list-style-type: none"> • Oral language development 			
9/16	ONLINE CLASS: TTAC Modules: Oral Language Development: <ul style="list-style-type: none"> • <i>Language Foundations, Part I</i> • <i>Typical Development, Part II</i> • <i>Developing Speech & Language Skills in the classroom, Part III</i> 		<ul style="list-style-type: none"> • B&T Ch.1 • Polloway et al. (2008) Ch.5 • J,C&L Ch.10 	
9/23	<ul style="list-style-type: none"> • Instruction & assessment of early literacy skills • Introduction to scoring oral reading miscues 	Early Reading Development	<ul style="list-style-type: none"> • J,C&L Ch.7 (OR special reading) • Edelen-Smith (1997) 	DUE: Oral language module assignment
9/30	ONLINE CLASS: Miscues in Oral Reading Module [Blackboard]		<ul style="list-style-type: none"> • Berkeley & Ray Ch.3 (posted in blackboard) • J,C&L Ch. 4 & 5 	
10/7	<ul style="list-style-type: none"> • Instruction & assessment of early and advanced word identification & Fluency 	Word Identification & Fluency Phonics Review	<ul style="list-style-type: none"> • Bursuck & Damer (2007) • B&T Ch.2 • J,C&L Ch.8 & 9 	DUE: Miscue module DUE: IRI test kit
10/14	<ul style="list-style-type: none"> • MIDTERM: Phonics • Informal Reading Inventories (IRI)-scoring practice • Informal Spelling Inventories-administration practice 	Informal Reading Inventories	<ul style="list-style-type: none"> • Bear et al. (2008) 	DUE: Phonics self-study (Fox text)
10/21	<ul style="list-style-type: none"> • IRI- interpretation practice • Progress monitoring 		<ul style="list-style-type: none"> • Hasbrouk & Tindal (2006) 	
10/28	<ul style="list-style-type: none"> • Instruction & assessment of reading comprehension 	Reading Comprehension	<ul style="list-style-type: none"> • B&T Chs.3-7 OR • J,C&L Ch.11&12 	

11/4	ONLINE CLASS: • IRIS module			
11/11	• Instruction & assessment of spelling & writing • Scoring the Developmental Spelling Assessment (DSA)	Spelling & Writing	• J,C&L Ch.13 • Beirne-Smith & Riley (2009)	DUE: IRIS Module
11/18	• Peer review activity • Final Exam Review			DUE: Informal Reading Report [draft]
11/25	ONLINE CLASS: • IRIS module • Final presentation preparation			
12/1	• STUDENT PRESENTATIONS			DUE: Informal Reading Report
12/9	• READING DAY			
12/16	• FINAL EXAM			

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 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(s)

Informal Reading Assessment Administration and Educational Assessment Report

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
<p>Student Background & Oral Language Development:</p> <p>CEC/IGC Standard 1</p> <p>Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.</p>	<p>Candidate produces a description of the target student's background that <u>fails</u> to show a clear understanding of:</p> <ul style="list-style-type: none"> • the student's present level of performance relevant to literacy instruction, and/or • the potential impact of the target student's language proficiency on reading and writing development 	<p>Candidate produces a description of the target student's background (including language, culture, and/or family background) that shows a clear understanding of:</p> <ul style="list-style-type: none"> • the student's present level of performance relevant to literacy instruction, and • the potential impact of the target student's language proficiency on reading and writing development 	<p>Candidate produces a detailed description of the target student's background (including language, culture, and/or family background) that shows a clear understanding of:</p> <ul style="list-style-type: none"> • the student's present level of performance relevant to literacy instruction, and • the relationship between the target student's language proficiency and typical language development, and • the potential impact of the target student's language proficiency on reading and writing development
<p>Reading & Writing Development:</p> <p>CEC/IGC Standard 4</p> <p>Beginning special education professionals use multiple methods of</p>	<ul style="list-style-type: none"> • Candidate inaccurately administers and/or scores the results from technically sound informal reading and spelling inventories to the extent that interpretation of the 	<ul style="list-style-type: none"> • Candidate correctly administers and accurately scores results from technically sound informal reading and spelling inventories. Minor errors that do not change interpretation of the 	<ul style="list-style-type: none"> • Candidate correctly administers and accurately scores results from technically sound informal reading and spelling inventories. • Candidate appropriately identifies an area of literacy development where additional assessment may be needed to further

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
assessment and data sources in making educational decisions.	<p>assessment results is impacted.</p> <ul style="list-style-type: none"> • Candidate fails to identify an appropriate area of literacy development where additional assessment may be needed to further understand an area of weakness. 	<p>assessment results may be present.</p> <ul style="list-style-type: none"> • Candidate appropriately identifies an area of literacy development where additional assessment may be needed to further understand an area of weakness. Candidate may identify, develop, implement, and/or modify an appropriate curriculum based assessment to assess this area. 	<p>understand an area of weakness. Candidate may identify, develop, implement, and/or modify an appropriate curriculum based assessment to assess this area.</p>
<p>Reading & Writing Development:</p> <p>CEC/IGC Standard 4</p> <p>Beginning special education professionals use multiple methods of assessment and data sources in making educational decisions.</p>	<ul style="list-style-type: none"> • Candidate fails to use assessment information to identify applicable accommodations needed for the target student to access and/or have positive learning results in general and special curricula. Recommendations may be grounded in opinion rather than assessment data. 	<ul style="list-style-type: none"> • Candidate uses assessment information to identify applicable accommodations needed for the target student to access and/or have positive learning results in general and special curricula. 	<ul style="list-style-type: none"> • Candidate uses assessment information to identify applicable accommodations needed for the target student to access and/or have positive learning results in general and special curricula. Candidate provides a clear rationale for these recommendations that is grounded in assessment data.
<p>Instructional Recommendations:</p> <p>CEC/IGC Standard 5</p> <p>Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.</p>	<p>Candidate makes recommendations for reading and/or writing instruction that are:</p> <ul style="list-style-type: none"> • not connected to the assessment results, and/or • that are not evidence based for students with exceptionalities. 	<p>Candidate makes recommendations for reading and/or writing instruction that:</p> <ul style="list-style-type: none"> • are appropriate based on the assessment results for the target student, and • include evidence based instructional strategies appropriate for students with exceptionalities, including adaptations to instruction when appropriate. 	<p>Candidate makes recommendations for reading and/or writing instruction that:</p> <ul style="list-style-type: none"> • are appropriate based on the assessment results for the target student, and may also consider student interests, learning environments, and/or cultural and linguistic factors, and • include evidence based instructional strategies appropriate for students with exceptionalities, including adaptations to instruction when appropriate, and • makes a clear connection between the assessment results and the recommended practices