



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

Spring 2020

EDSE 629 001: Secondary Curriculum and Strategies for Students with Disabilities who Access
the General Curriculum
CRN: 10181, 3 – Credits

Instructor: Dr. Carlyn Floyd	Meeting Dates: 1/21/2020 – 5/13/2020
Phone: 5712054929	Meeting Day(s): Tuesday
E-Mail: cfloyd3@gmu.edu	Meeting Time(s): 7:20 pm – 10 pm
Office Hours: By appointment	Meeting Location: Fairfax; KH 15
Office Location: By appointment	Other Phone: N/A

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

Prerequisite(s): None

Co-requisite(s): None

Course Description

Applies research on teacher effectiveness, accountability, and instructional approaches at the secondary level for individuals with mild disabilities. Includes instructional methods necessary for teaching reading, writing, math, and other content areas across the curriculum.

Advising Contact Information

Please make sure that you are being advised on a regular basis as to your status and progress in your program. Students in Special Education and Assistive Technology programs can contact the Special Education Advising Office at 703-993-3670 or speced@gmu.edu for assistance. All other students should refer to their assigned program advisor or the Mason Care Network (703-993-2470).

Advising Tip

Are you familiar with Mason career resources? Email speced@gmu.edu to be added to the Special Education employment listserv, and check out Career Services: <https://careers.gmu.edu/>.

Course Delivery Method

Learning activities include the following:

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

Learner Outcomes

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

1. Demonstrate knowledge of the federal and state laws that require and provide for instructional services for students with disabilities.
2. Demonstrate the ability to develop a comprehensive unit that includes instructional strategies and adaptations for students with disabilities at the secondary level.
3. Identify and infuse into the curriculum differentiation strategies for successfully including students with disabilities at the secondary level in both regular (math, science, social studies, English, etc.) and special education classroom environments.
4. Demonstrate the ability to assess, plan for, and address the content area literacy needs of students with disabilities who are accessing the general curriculum.
5. Describe components of Individual Education Plans that successfully address the needs of secondary students with disabilities.
6. Identify research efforts, organizations, services, networks, and the variety of state and local resources aimed at dropout prevention and improving the outcomes of secondary students with disabilities.

Professional Standards

(Council for Exceptional Children (CEC), Interstate Teacher Assessment and Support Consortium (InTASC). Upon completion of this course, students will have met the following professional standards: 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 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).

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

American Psychological Association. (2010). *Publication manual of the American psychological association* (7th ed.). Washington, DC: American Psychological Association.

Miller, S. P. (2008). *Validated practices for teaching students with diverse needs and abilities* (2nd ed.). Upper Saddle River, NJ: Pearson. ISBN-13: 9780205567478

Recommended Textbooks

Additional Readings

Will be available 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 629, the required PBA is Secondary Curriculum Unit Plan. 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)

Please see Blackboard, Secondary Unit Plan, requirements at the end of the syllabus

College Wide Common Assessment (TK20 submission required)

Please see Blackboard, Secondary Unit Plan, requirements at the end of the syllabus

Performance-based Common Assignments (No Tk20 submission required)

Please see Blackboard, Research assignment

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 (see <https://oai.gmu.edu/> and <https://catalog.gmu.edu/policies/honor-code-system/>). 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 new, original work for this course or with proper citations.

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See <https://cehd.gmu.edu/students/polices-procedures/>. 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 for graduate students and within initial courses (EDSE 241, EDSE 361, and EDSE 311) for undergraduate students. 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.

Class	Topic	Assignment Due for THIS class
1 – 1/21 2 – 1/28	Syllabus Review, Strategy Shares Course Objectives, School Context, Planning and Organizing at the Secondary Level; Instructional Delivery Models & Teaching Behaviors; Target Classroom	Miller Ch 1-4
3 – 2/4	Teaching Behaviors Target Classroom Writing Instruction (print Writing Strategies)	Miller Ch 7
2/11	Beginning of writing effective lesson plans and the WHY behind lesson plans	Articles will be on Blackboard
4 – 2/18	Reading Instruction; Target Classroom Form Groups and begin group work Accommodations and Modifications	Miller Ch 7
5 – 2/25 6 – 3/3	How to use the lesson plan forms and Unit Plan forms; Adapting lesson plans Explicit Instruction: Effective and Efficient Teaching. (Archer and Hughes Text)	Miller Ch 6 – bring these articles to class: Articles: “Minds on Fire” and “Sustaining the Fire” and “The Wounded Student” HW: Review site: http://www.ldonline.org/ldresources Bring 5 resources from this site for class on
3/10	Spring Break!	
7 – 3/17	Resources for Drop Out Prevention Strategy Shares	Archer ch 6 Research Paper Due at 6PM 35 points
8 – 3/24	Mathematics Instruction Review NCTM	
9 – 3/31 10 – 4/14	Ch. 6 and 7 from Explicit Instruction Assessing Student Progress Federal and state laws that require and provide for instructional services for SWD Group work	Miller Ch 11 Strategy Shares Summaries (10 points) due: at 6PM Explicit Instruction Ch 6 and 7

4/7	FCPS Spring Break – ONLINE ASSIGNMENT	See blackboard
12 – 4/21	How the IEP addresses student needs	Read article: “Your First IEP Meeting”
13 – 4/28	Group Work	
14 – 5/5 15 - 5/14	Presentations Preparation Presentations	UNIT PLAN DUE 6PM (50 points)

Core Values Commitment

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

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <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 <https://ds.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 <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

- As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at [703-380-1434](tel:703-380-1434) or Counseling and Psychological Services (CAPS) at [703-993-2380](tel:703-993-2380). You may also seek assistance from Mason’s Title IX Coordinator by calling [703-993-8730](tel:703-993-8730), or emailing titleix@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 <http://cehd.gmu.edu/>.

Appendix

Assessment Rubric(s)

Secondary Curriculum Unit Plan

The Secondary Curriculum Unit Plan provides you with the opportunity to demonstrate your ability to prioritize essential concepts and skills, write lesson plans and assessments, and adapt existing lesson plans within a curriculum unit. You are required to write two comprehensive lesson plans that address state standards and include students with disabilities. You are also required to adapt a lesson plan to be delivered in a co-taught classroom that addresses similar state standards. You will write two assessments that provide opportunities for the learners to demonstrate their understanding of the core concepts of the unit for either classroom. Your focus should be on the integration of evidence-based practices that meet the unique needs of learners with mild to moderate exceptional learning needs at the secondary level in a given content area using the appropriate state standards.

Part I: Curriculum Analysis

Choose a state or Common Core standard (or component of a standard) from a specific content area in any grade level 6-12. In narrative form, identify the standard and provide an analysis of the essential concepts, critical vocabulary, and necessary skills (what does a student need to be able to do to acquire, organize, recall, and express the mastery of the standard material) required to meet the standard. This analysis will guide your unit and lesson planning.

Part II: Development of Unit Planning Visual Organizer

Using your analysis of the standard, identify concepts, vocabulary, and skills that fit together and can be taught in a cohesive unit. With these, create a Unit Planning Visual Organizer (document given to you by instructor) that:

- a. Makes explicit connections between prior knowledge and future knowledge (sections 1-4),
- b. Identifies linkages between the essential concepts of the unit (section 5 and page 2),
- c. Demonstrates your ability to prioritize key concepts from the unit (section 5 and page 2),
- d. Provides a schedule of when and in what order the essential concepts will be taught (section 8),
- e. Determines the types of relationships that will be used to link concepts within the unit (section 6; cause/effect, compare/contrast, characteristics, etc.), and
- f. Poses questions that students should be able to answer at the end of the unit to demonstrate deep understanding of the unit concepts (section 7).

Part III: Adaptation of a Lesson Plan

Using a lesson plan provided by the Va Department of Education website for your chosen standard,

1. Identify the essential concepts, vocabulary, and skills included in the lesson.
2. Describe areas of difficulty within the lesson for students with disabilities, providing support for your assertions.
3. Rewrite the lesson using evidence-based practices described in your text or in class to address the difficulties identified in Item 2.
4. In a brief narrative, provide a rationale for each evidence-based practice you include.

Part IV: Lesson Plan Development

1. Provide a brief description of a secondary classroom appropriate for your lessons, including number of students, number of professionals and paraprofessionals, and length of each class session.
2. Write TWO comprehensive lesson plans, focused on your selected state standard, that address either an essential concept(s) or critical vocabulary and include teaching a skill necessary to master the material. For example, you might teach students how to use keyword mnemonics to remember critical vocabulary or you might teach how to use POWER when writing an essay.
3. Both of these lesson plans must include *evidence-based teaching methods and strategies* from the course that:
 - a. address the abilities and needs of the learners with mild to moderate exceptional learning needs,
 - b. individualize instruction to meet these needs,

- c. emphasize the development, maintenance, and generalization of knowledge and skills across environments,
 - d. are age and ability appropriate, and
 - e. are linked to the lesson objective.
4. Include a copy of any materials necessary to teach the lesson (e.g., powerpoint slides, graphic organizers, checklists).

In a brief narrative accompanying the lesson plans, provide a rationale for:

- a. Your choice of lesson objective,
- b. How the teaching method and strategies you chose meet the needs of the students with disabilities and are evidence-based,
- c. The use of assistive technology (as appropriate), and
- d. How the lesson links to the next lesson/concept.

Part V: Assessments

1. Create two different assessments for your unit. Provide a description of the assessment and sample items. Identify where in the scope and sequence of your instruction each assessment occurs.

In a narrative accompanying the assessments, describe how they:

- a. Require different types of responses,
- b. Evaluate the students' learning of the stated objectives and core content of the unit, and
- c. Guide future instruction.

Rubric Secondary Curriculum Unit Plan - See Blackboard for more details

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
<p>Curriculum Analysis CEC/IGC Standard 3</p> <p>Candidate uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.</p>	<ul style="list-style-type: none"> • Candidate does not clearly identify a secondary grade level, content area, AND/OR one standard (and/or component thereof) from a specific state or common general curriculum (i.e., Virginia Standards of Learning). • Candidate does not clearly identify and describe ANY of the following related to the standard: <ul style="list-style-type: none"> ○ Critical concepts, ○ Critical vocabulary, or ○ Skills (e.g., what the student must do to acquire, organize, recall, and/or express mastery of the information) 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. 	<ul style="list-style-type: none"> • Candidate clearly identifies a secondary grade level, content area, and one standard (and/or component thereof) from a specific state or common general curriculum (i.e., Virginia Standards of Learning). • Candidate clearly identifies, describes, and prioritizes the relevant: <ul style="list-style-type: none"> ○ Critical concepts, ○ Critical vocabulary, and ○ Skills (e.g., what the student must do to acquire, organize, recall, and/or express mastery of the information) Required for a student to meet the standard. 	<ul style="list-style-type: none"> • Candidate clearly identifies a secondary grade level, content area, and one standard (and/or component thereof) from a specific state or general curriculum (i.e., Virginia Standards of Learning). • Candidate clearly identifies, describes, and prioritizes the relevant: <ul style="list-style-type: none"> ○ Critical concepts, ○ Critical vocabulary, and ○ Skills (e.g., what the student must do to acquire, organize, recall, and/or express mastery of the information) Required for a student to meet the standard. • Candidate provides further evidence of task analysis of the standard by: <ul style="list-style-type: none"> ○ Identifying priorities or sequencing of the critical content, ○ Identifying ways to organize the critical content, OR ○ Identifying sources of specialized materials, curriculum, or resources related to the critical content.
<p>Development of Unit Planning Visual Organizer CEC/IGC Standard 3</p> <p>Candidate uses knowledge of general and specialized curricula to</p>	<ul style="list-style-type: none"> • Candidate develops a unit planning visual organizer which omits any of the following: <ul style="list-style-type: none"> ○ make explicit connections between prior knowledge and future learning (scope and sequence); ○ make connections between essential concepts; ○ identify, prioritize and sequence key concepts from the unit; and 	<ul style="list-style-type: none"> • Candidate develops a unit planning visual organizer which: <ul style="list-style-type: none"> ○ makes explicit connections between prior knowledge and future learning (scope and sequence), ○ makes connections between essential concepts, ○ identifies, prioritizes and sequences key concepts from the unit, and 	<ul style="list-style-type: none"> • Candidate develops a unit planning visual organizer which: <ul style="list-style-type: none"> ○ makes explicit connections between prior knowledge and future learning (scope and sequence), ○ makes connections between essential concepts, ○ identifies, prioritizes and sequences key concepts from the unit, and

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
individualize learning for individuals with exceptionalities.	<ul style="list-style-type: none"> ○ identify questions that students should be able to answer at the end of the unit to demonstrate deep understanding of the unit concepts. 	<ul style="list-style-type: none"> ○ identifies questions that students should be able to answer at the end of the unit to demonstrate deep understanding of the unit concepts. 	<ul style="list-style-type: none"> ○ 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.
<p>Adaptation of Lesson Plan CEC/IGC Standard 5</p> <p>Candidate selects, adapts, and uses a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.</p>	<ul style="list-style-type: none"> ● Candidate fails to do any of the following: <ul style="list-style-type: none"> ○ identify essential concepts and vocabulary likely to require adaptation. ○ select and adapt instructional strategies and materials according to the interaction of learners’ academic and social abilities, attitudes, interests, and values and the demands of instruction. ⊖ adapt lesson plans to include research supported teaching methods that focus on teaching essential concepts, vocabulary and content across the general curriculum AND/OR age and ability appropriate instruction and specialized instructional strategies appropriate to the abilities and needs of the learners with exceptionalities. 	<ul style="list-style-type: none"> ● Candidate identifies which essential concepts and vocabulary are likely to require adaptation. ● Candidate selects and adapts instructional strategies and materials according to the interaction of learners’ academic and social abilities, attitudes, interests, and values and the demands of instruction. ● Candidate adapts lesson plans to include research supported teaching methods that focus on teaching essential concepts, vocabulary and content across the general curriculum, age and ability appropriate instruction and specialized instructional strategies appropriate to the abilities and needs of the learners with exceptionalities. ● Candidate integrates task analysis into the lesson plans. 	<ul style="list-style-type: none"> ● Candidate 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.

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
<p>Lesson Plan Development</p> <p>CEC/IGC Standard 5</p> <p>Candidate selects, adapts, and uses a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.</p>	<ul style="list-style-type: none"> • Candidate prepares incomplete lesson plans that fail to utilize a repertoire of evidence-based practices to individualize instruction and emphasize the development, maintenance, and generalization of knowledge and skills across environments and settings. • Candidate fails to focus lesson plans on teaching essential concepts, vocabulary, and content across the general curriculum AND/OR include age and ability appropriate instruction AND/OR use specialized instructional strategies appropriate to the abilities and needs of the learners with exceptionalities. 	<ul style="list-style-type: none"> • Candidate prepares comprehensive lesson plans that <ul style="list-style-type: none"> ○ utilize a repertoire of evidence-based practices to individualize instruction, and ○ emphasize the development, maintenance, and generalization of knowledge and skills for an individual with an exceptionality across environments and settings. • Candidate focuses lesson plans on <ul style="list-style-type: none"> ○ teaching essential concepts, vocabulary, and content across the general curriculum, ○ includes age and ability appropriate instruction and ○ uses specialized instructional strategies appropriate to the abilities and needs of the individual with an exceptionality. • Candidate integrates instructional or assistive technology into the lesson plans. 	<ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> ○ teaching essential concepts, vocabulary, and content across the general curriculum, ○ including age and ability appropriate instruction and ○ 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.
<p>Assessments</p> <p>CEC/IGC Standard 4</p> <p>Candidate uses multiple methods of assessment and data sources in making educational decisions.</p>	<ul style="list-style-type: none"> • Candidate fails to develop two different assessments that accommodate the unique abilities and needs of individuals with exceptionalities <p>OR</p> <ul style="list-style-type: none"> • Candidate fails to develop two different assessments that effectively evaluate students' learning of the stated objectives and monitor progress in instruction. 	<ul style="list-style-type: none"> • Candidate describes and provides original sample questions for two different assessments for the unit that <ul style="list-style-type: none"> ○ 1. ONE: evaluates instruction of the stated learning objectives ○ 2. TWO: Monitors progress of an individual with an exceptionality during unit instruction 	<ul style="list-style-type: none"> • Candidate describes and provides original sample questions for two different assessments for the unit that <ul style="list-style-type: none"> ○ 1. ONE: evaluates instruction of the stated learning objectives ○ 2. TWO: Monitors progress of an individual with an exceptionality during unit instruction

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
		<ul style="list-style-type: none"> • Candidate selects assessments to accommodate the unique abilities and needs of individuals with exceptionalities. 	<ul style="list-style-type: none"> • 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.