

**VIRGINIA CONSORTIUM FOR TEACHER PREPARATION
IN SPECIAL EDUCATION ADAPTED CURRICULUM**

Spring 2020

Curriculum and Assessment in Severe Disabilities, 3 credits

Consortium Courses

- VCU: SEDP 612 Assessment and Curriculum Development for Students with Severe Disabilities
- Radford: EDSP 664 Curriculum and Assessment in Severe Disabilities
- NSU: SPE 613A Assessment and Evaluation
- JMU: EXED 612: Psychoeducational Assessment of Learning and Behavior Problems
- ODU: SPED 672: Curriculum and Assessment in Severe Disabilities
- GMU: EDSE 533 Curriculum and Assessment in Severe Disabilities
[EDSE 533 DL1, CRN: 18203; Section 6U1, CRN 22097; Section 6Y1; CRN 22132]

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	<i>Please leave your full name and course site if you text or leave a voice mail.</i>	
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Office Location:	C154 Peter's Hall, Radford University	
Meeting Dates:	01/21/2020-04/29/2020	
Meeting Time(s):	4:30 pm – 7:10 pm	
Meeting Day(s):	Wednesdays	
Meeting Location	Online	
Instructing University:	Radford	

****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

Please note: While there is no official prerequisite, course participants must have working knowledge of the eligibility and IEP process and the basic characteristics and needs of students with moderate and severe disabilities who require an adapted curriculum.

Concurrent Field Experience Required: 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 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 25-30 hours (min. of two hours most weeks) across the course and the semester to engage in assessment activities with your target student, their family and team members.

GMU Course Description

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

Advising Contact Information

Please make sure that you are being advised on a regular basis as to your status and progress through your program. 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).

Consortium Course Description

This is an advanced level course in the Special Education, Adapted Curriculum Course Sequence. It requires prerequisite knowledge and skills in the discipline. The course is designed to help you to develop or enhance your knowledge and skills related to best practices in curriculum and assessment for those preparing to teach individuals with severe disabilities who need an individualized, adapted approach to the general education curriculum. Three major components of the assessment process will be addressed:

- (1) Initial diagnosis and assessment for establishing/maintaining eligibility for services and identifying needed supports and services;
- (2) Assessment to develop standards-based IEPs and to create meaningful, functional, academically-based curriculum within an inclusive framework; and
- (3) Assessment to evaluate student progress for the IEP, the VAAP and state and national assessment mandates.

You will plan, develop, and implement a variety of assessment and curriculum activities with target students with severe disabilities within each of these three assessment components. Applied use of assistive technology will be integrated within the course.

Course Delivery Method

This will be a reading and writing intensive course; we believe strongly in the reading, writing, and talking to learn model. All students will need professional writing and research skills. Students are expected to be proficient at using the Internet to find and access materials and resources for students with severe disabilities. You will be expected to participate actively in class by asking and answering questions, making comments, and completing in-class activities. Please come to class having completed the reading and assignments, and ready to participate.

The assignments for this course are designed to give you a chance to demonstrate practical application of the course content. Learning activities in this class will include the following:

1. Lectures and demonstrations
2. Discussion and participation during interactive class sessions via WebEx and other engagement tools and asynchronously in Blackboard
3. Presentations of assessment and curriculum tools
4. Video and other media supports
5. Small and large group class activities
6. Hands-on interaction and application of assessment and teaching strategies with a student with significant disabilities
7. The development of written reports and curriculum plans which can be shared with family members and other team members.

This course will be delivered online (76% or more) using synchronous format via WebEx. All connection information is available on the Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on January 22.

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.

General Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see: https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers
- To get a list of supported operation systems on different devices see: https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems
- Students must maintain consistent and reliable access to their university email and Blackboard, as these are the official methods of communication for this course.
- Students will need a webcam and headset microphone for use with the WebEx web conferencing tool.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
 - Adobe Acrobat Reader: <https://get.adobe.com/reader/>

- Windows Media Player:
<https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
- Apple Quick Time Player: www.apple.com/quicktime/download/

General Technology Expectations

- Course Week: Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
- Log-in Frequency:
Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 2 times per week. In addition, students must log-in and be present on camera for the entirety of all scheduled online synchronous meetings.
- Participation:
Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:
Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:
Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:
Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support:
Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette:
The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- Accommodations:

Online learners who require effective accommodations to insure accessibility must be registered with their university's Office of Disability Services and must provide the instructor with official notification letter of allowed accommodations from the Office of Disability Services.

Specific Expectations for Students Participating Using Web Conferencing (WebEx):

- **WebEx Access:** Links for synchronous class sessions will be provided on the course Blackboard site. Students do not need a WebEx login to participate.
- **Web conferencing requirements:**
 - **You must have a working web camera and headset/microphone combination.**
 - Use your real name to sign in—no aliases, please.
 - Mute your microphone when not speaking.
 - Your camera output must remain live in order to document your attendance during class. Please don't freeze your camera.
- **Web conferencing decorum:** Remember that while you are participating in the class via web conferencing, you are visible to the entire class and must maintain an appropriate professional demeanor. This includes preventing auditory and visual interruptions from your site, dressing professionally, and managing the area from which you broadcast, including setting up an appropriate neutral backdrop and adequate lighting.
- **Technical problems:** Avoid problems: Test your system several days before the first class. **WebEx requires a high bandwidth connection.** Students attending at home should advise others in the home they may not use the Internet for online games, movies, etc. during class time. Avoid public Wi-Fi; the bandwidth is shared and you may experience dropout or shutdown. Test your system before the first class.
 - The professor cannot help you with the technical side of web conferencing--signing on, problems with the interface, etc. You should have become familiar with WebEx before class begins and tested your system. As a web conferencing participant, you alone are responsible for the equipment that you use to join the class.
 - Students who experience technical problems with their courses must contact the CEHD Office of Technology Support at (703) 993-5654 or cehdtech@gmu.edu. Contact Tech Support as soon as you have determined you cannot correct your connection problem.
 - If you have problems with your home computer that prevent you from web conferencing, it is your responsibility to locate another computer or temporarily join the class at the site nearest you as quickly as possible to avoid missing classes and losing points.
- **Attendance:** If you are registered into a web conferencing section, please be make sure that you check in with the professor at the beginning of each class period and check out at the end to be credited for attendance in this class. Web conferencing in the special education program requires synchronous attendance (you must be viewing the class at the time it is meeting). If you can't attend synchronously, please drop the class. Participant login frequency and duration is tracked in WebEx.
- **Asking questions:** Ask your questions verbally rather than using the hand raise icon or typing your comments. The professor will answer as many questions in class as

possible. All students should email the professor with any questions that cannot be answered in class or are private in nature.

- **Taking tests:** All testing will be done on Blackboard at your home or another secure computer and requires no proctors. Avoid public Wi-Fi; the bandwidth is shared and you may experience system dropout or shutdown that will end your test attempt.

Learner Outcomes

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

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

Course Relationship to Program Goals and Professional Organizations

This course is part of The Virginia Consortium for Teacher Preparation in Special Education Adapted Curriculum, a grant from the Virginia Department of Education that includes George Mason University, Virginia Commonwealth University, Radford University, Norfolk State University, Old Dominion University, and James Madison University. Through the completion of the Adapted Curriculum Consortium program, students are eligible for teacher licensure in the Commonwealth of Virginia in the area of Special Education – Adapted Curriculum K-12. This program complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC), the major special education professional organization, as well as those established by the Interstate Teacher Assessment and Support consortium (InTASC). The standards addressed in this class include CEC Standard 4: Assessment (InTASC 6) & CEC Standard 6: Professional Learning and Ethical Practice (InTASC 9).

Required Textbooks

Courtade, G. & Browder, D. (2016). *Aligning IEPs to State Standards for Students with*

Moderate-to-Severe Disabilities. Wisconsin: Attainment Company.

Browder, D. & Spooner, F. (2014). *More Language Arts, Math, and Science for Students with Severe Disabilities*. Baltimore: Paul H. Brookes

Arick, J., Nave, G., Hoffman, T., & Krug, D. (2004). *FACTER – Functional Assessment and Curriculum for Teaching Everyday Routines- Program Manual*. Austin, Texas: Pro-Ed, Inc.

Recommended Textbooks

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

Additional Readings

TTAC online resources for teachers of students with significant cognitive disabilities who are working on academic standards that have been reduced in complexity and depth, and who are assessed through the VAAP (VA Alternate Assessment Program.) This content is derived from the Standards of Learning (SOL) and is referred to as the Aligned Standards of Learning (ASOL). Three main areas of resources will be used for this class – Curriculum-Based Assessment; Understanding the ASOLs; and Teaching Process including Sample Activities and Suggested Instructional Strategies <http://ttaonline.org/vaap>

Virginia Department of Education Policy and Procedures for Participation in Alternative Assessments

<http://www.doe.virginia.gov/testing/participation/index.shtml>

http://www.doe.virginia.gov/testing/alternative_assessments/index.shtml

http://www.doe.virginia.gov/special_ed/disabilities/intellectual_disability/guidance_significant_cognitive_disabilities.pdf

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 this class (EDSE 533, SEPD and EXED 612, EDSP 664, SPE 613A, SPED 672), Curriculum and Assessment in Severe Disabilities, there is NO required PBA (NO ASSESSMENT REQUIRED FOR THIS COURSE).

Assignments and/or Examinations

Performance-based Assessment (Tk20 submission required)

None

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 GMU 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.

SUGGESTED PROCEDURES FOR STUDENTS ENROLLED AT OTHER UNIVERSITIES:

Contact your university field experience office immediately after the first night of class. It has worked best in the past when students who need a field experience try to work in the classroom of another course participant who is employed as a teacher, and who agrees to host you. It is expected that you will need at least 25-30 hours (min. of two hours most weeks) across the course and the semester to engage in assessment activities with your target student, their family and team members. You will be observing and interacting with a target student, interviewing members of the student's IEP team including the family, and completing a records review, including reading past and present IEPs, and the assessment reports of your target student.

Course Assignments:

1. ***On-line discussion of readings and questions posted by the professor/class members- 50 points (25 each):*** There will be two on-line discussions early in the semester related to course topics and assignments. Full participation per the guidelines below will be worth up to 25 points each.
 - a. *By Friday at 11:59 pm* of the week of the discussion, you will write and post a well thought through and concise, edited 250-350-word response to the question or subject (may earn up to 10 points).
 - b. Read and respond informally to your peers' postings *by Sunday at 9:00 p.m.* I expect you to read all of them, but a minimum of seven community building postings are required (may earn up to 7 points)
 - c. *By class time on Wednesday*, you will write and post a thoughtful 150-250-word response to *one* of your peer's full responses. Ask questions, confirm, and explore with each other. Discuss what you learned from that person, what they made you

think about, and how their understandings and experiences meshed or differed from your own (may earn up to 8 points).

2. *Assessment history on target student with critical analysis-100 points:*

You will use a process of thorough record review and interviews with family members and past teachers/support persons to create an assessment history on a target individual from your practicum/work setting. This will provide an easy-to-read all-in-one place record of all assessment information that has been gathered about this child and which has played a role in shaping his/her educational history. There will be four major tasks involved in this assignment:

- a. Research and synthesis of major reports and records
- b. Critically analyze and create a summary of assessment history in an Assessment History chart.
- c. Interview of family member and/or member of Circle of Support, and add additional information to the history document

3. *Complete the following assessment activities with your target student – 25 points each, 100 points total.*

- a. Gather information through interview to create a positive personal profile.
- b. Complete a Circle of Friends Assessment and Analysis – interview and interaction.
- c. Complete the FACTER: Assessment Phase for One Domain – interview and observation.
- d. Conduct and write up a curriculum-based assessment sample for one academic content area.

4. *Expanded narrative describing target student's Present Level of Educational and Functional Performance (PLOP) -100 points:*

You will continue to focus on the target student with significant disabilities that you used for the Assessment History. You will use your record review and the new information you have gathered on your student through the four assigned assessment activities to complete the first part of the IEP and the student's Present Level of Academic and Functional Performance per VDOE regulations and procedures and guidelines for the IEP.

5. *UDL Online Module-10 points*

There will be one week when we do not meet face to face in class, but you will be expected to complete an online module assignment that covers Universal Design for Learning (UDL). This will be worth 10 points and is in lieu of class that week (TBD).

6. *Final Exam - Write two new goals incorporating communication, self-determination and assistive technology – a functional goal and an academic goal. 50 points*

7. *Class Participation – You may earn up to 50 points for class participation (approximately 4 pts per class). Your active participation in small and large group activities/discussions, preparation with assigned readings for class, completion of exit slips another in-class assignments will all contribute to these points.*

Course Policies and Expectations

Attendance/Participation

Since most of the classes involve activities, film clips, discussion, and small group work, attendance is compulsory and vital to gain maximum benefit. If you must miss a class, you must contact me in advance via email or phone. If you miss class, you can watch the class through the archived livestream (see below for directions). **Anyone who misses more than two classes will have their final grade for the class lowered by one letter grade. Regardless of the work produced, you cannot pass the class if you miss more than three classes.** Significant tardiness or early departure will count as an absence.

You will have the opportunity to earn up to **50 points for class participation** (approximately 4 pts per class). You must be in class and prepared, with the readings completed, to earn these points through exit slips, group work and discussions.

Late Work

There will be a penalty of two percentage points for each day an assignment is late. This is equivalent to the loss of one letter grade for assignments submitted five days after the due date. However, I will work with you if there are extenuating circumstances; you must contact me in advance of the due date to *contract* for an extension.

Grading Scale

93-100% = A 87-89% = B+ 70-79% = C
90-92% = A- 80-86% = B < 70% = F

*Please note: for universities that do not support a +/- grading scale, grades will be adjusted accordingly.

You are eligible to resubmit **one assignment one time** on which you earned the grade of C or less (as long as the grade is not due to being turned in late: that is, a paper that would have been a B+ if turned in on time may not be resubmitted). The two scores will be averaged for your final grade on that assignment. You will not receive extensive feedback on your second submission.

*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/>). Students must also abide by the honor code of their home universities (see page 17 for links to each university’s honor code.)

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>.

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.

Date	Topics	Readings/What's Due
<p>Week 1 Jan 22</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Introductions <input type="checkbox"/> Review Syllabus <input type="checkbox"/> Nut and Bolts of WebEx and Class Expectations <input type="checkbox"/> Purpose of Assessment <input type="checkbox"/> Overview of Evaluation and Assessment <input type="checkbox"/> The Eligibility Process <input type="checkbox"/> Evaluation and Re-Evaluation requirements <input type="checkbox"/> <u>How to: Discussion Board #1 Assignment</u> 	<p>Read:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Syllabus <input type="checkbox"/> <i>Essential Concepts of People First Language</i> <input type="checkbox"/> Selected sections of IDEA and VA Special Education Regulations: <ul style="list-style-type: none"> • VDOE Sample Eligibility Process Forms and Disability Worksheets • VDOE – VA Special Education Regulations <p>*For those needing this background information, these documents are available in a folder in BB</p>
<p>Week 2 Jan 29</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Evaluation and Re-Evaluation of Students with Severe Disabilities <input type="checkbox"/> Deficit-based (medical models) of assessment vs. capacity building models and their implications <input type="checkbox"/> <u>How to: Assessment History Assignment and why we do it</u> 	<p>Read: (to be found in BB)</p> <ul style="list-style-type: none"> <input type="checkbox"/> O'Brien, <i>Search for Capacity</i> <input type="checkbox"/> Snell & Brown, <i>Meaningful Assessment</i> <input type="checkbox"/> Description of Assessment History Assignment <p>Due Friday, Jan 24 : Discussion #1 – Introducing Ourselves Due Sunday, Jan 26: Brief responses to at least 7 of your classmates' postings Due Wednesday, Jan 29: Longer response to one classmate's entry. (see assignment details on BB)</p>
<p>Week 3 Feb 5</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Taking a closer look at standardized and non-standardized assessment tools <input type="checkbox"/> Overview of current methods/approaches of assessment <input type="checkbox"/> Discussion: Pros and cons of traditionally used tools and assessment procedures <p>Note: Review class readings as needed to make sense of the information you are gathering for your assessment history</p> <ul style="list-style-type: none"> <input type="checkbox"/> <u>How to: Discussion Board #2 Assignment</u> 	<p>Read for Class:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Definition of intellectual disability and the FAQ sheet at AAIDD - https://aaid.org/intellectual-disability/definition#.WkawdlWnHX4 <input type="checkbox"/> More about the identification of children with intellectual disabilities http://www.parentcenterhub.org/intellectual/ <input type="checkbox"/> Professional Practice Guidelines for Assessment & Identification of Students with Autism http://bestpracticeautism.blogspot.com/2012/06/best-practice-in-assessment-of-children.html <p>Due:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student for assessment history assignment must be confirmed with Ms. Evans <input type="checkbox"/> Begin search for files <input type="checkbox"/> Have permission form signed; make initial contact with family member to explain our work this semester.

<p>Week 4 Feb 12</p>	<ul style="list-style-type: none"> <input type="checkbox"/> What meaningful educational assessment looks like for students with significant disabilities <input type="checkbox"/> Assessment to gather information about needed academic and functional routines <input type="checkbox"/> Introducing the FACTER 	<p>Read:</p> <ul style="list-style-type: none"> <input type="checkbox"/> FACTER - Chapter 1 and 2 <p>Due Friday, Feb 7: Discussion #2 – What have you learned from the assessment history? Due Sunday, Feb 9: Brief responses to at least 7 of your classmates’ postings Due Wednesday, Feb 12: Longer response to one classmate’s experiences (see assignment details on BB)</p>
<p>Week 5 Feb 19</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Assessment to identify family and student priorities (Person-Centered Planning) <input type="checkbox"/> Characteristics of IEPs with Social Validity <input type="checkbox"/> Person-centered planning, Circles of support, Circle of Friends Assessment <p>How to: Maps and Circle of Friends Developing a Positive Personal Profile</p>	<p>Read:</p> <ul style="list-style-type: none"> <input type="checkbox"/> O’Brien and Lovett - Finding A 'Way Toward Everyday Lives The Contribution of Person Centered Planning <input type="checkbox"/> www.indetermined.org – one pager, Good Day Plan, Goal Setting and Attainment <p>DUE: Assessment History Assignment on Sunday night, Feb 23.</p>
<p>Week 6 Feb 26</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Part II of Routines-Based Assessment - FACTER <p>How to: FACTER Assessment</p>	<p>Read:</p> <ul style="list-style-type: none"> <input type="checkbox"/> FACTER- Chapter 3: Detailed Procedures <input type="checkbox"/> Skim the appendices and come to class with an idea of what routines you might assess <p>DUE Sunday, March 1: Assessment #1</p>
<p>Week 7 March 4</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Making it Matter – Tying self-determination to outcome-based IEPS <input type="checkbox"/> Alignment of Curriculum, Instruction and Assessment – Unpacking the Reading 	<p>Read:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Browder and Spooner - Chapters 12, 13 and 14 <input type="checkbox"/> Complete the “Shape it Up” graphic organizer for each chapter (on BB) and bring to class for group discussion <p>DUE Sunday, March 8: Assessment #2</p>
<p>Week 8 March 11</p>	<p>No Class Spring Break Week</p>	

<p>Week 9 March 18</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Assessment to gather meaningful information about academic skills leading to standards- based IEPs; <input type="checkbox"/> PLOP Introduction <input type="checkbox"/> Making the General Curriculum Accessible for Students with Significant Disabilities <input type="checkbox"/> <u>How-To: Curriculum-Based Assessment (CBA)</u> 	<p>Read:</p> <ul style="list-style-type: none"> <input type="checkbox"/> TTAC Online Links and resources listed in Blackboard <input type="checkbox"/> Courtade and Browder – Introduction and Chapter 1 <input type="checkbox"/> Downing – Chapter 3; Determining Student Needs (on BB) <p>DUE Sunday, March 22: Assessment #3</p>
<p>Week 10 March 25</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Literacy Curriculum and Assessment <input type="checkbox"/> Self-Determination <input type="checkbox"/> Assistive Technology 	<p>Read:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Courtade & Browder - Ch. 2 and Ch. 3 <input type="checkbox"/> Browder & Spooner – Jigsaw; you will be assigned one chapter – from 4,5,6,7 <input type="checkbox"/> Links and resources in BB <p>DUE Sunday, March 29 : Assessment #4</p>
<p>Week 11 April 1</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Mathematics and Science Curriculum and Assessment <input type="checkbox"/> Using IEP Matrix <input type="checkbox"/> Self-determination <input type="checkbox"/> Assistive technology <input type="checkbox"/> <u>How to: the PLOP assignment for this class</u> 	<p>Read:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Browder & Spooner- Jigsaw; you will be assigned one chapter from 8,9,10, 11 <p>DUE Sunday, April 5: Assessment #4</p>
<p>Week 12 April 8</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Online Learning Module: Universal Design for Learning <input type="checkbox"/> Set up phone or video conference appt. with Prof. Evans if needed (Oct 14-18) <input type="checkbox"/> We will NOT meet as a class this week 	<p>DUE by Sunday, April 12: UDL Online Learning Module</p>
<p>Week 13 April 15</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Incorporating Functional Skill Development into the Standards based curriculum; <input type="checkbox"/> Revisit the FACTER <input type="checkbox"/> Small group feedback on draft PLOP 	<p>Read:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Courtade & Browder, Ch. 4 <input type="checkbox"/> FACTER- Chapter 4, Instruction Phase <p>Due: Before class, prepare a draft of your PLOP and bring to class for group work</p> <p>Due Sunday, April 19 : PLOP Assignment</p>

<p>Week 14 April 22</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Using our new assessment information and expanded PLOP to develop/revise the IEP <input type="checkbox"/> Creating Targeted Goals and Objectives/Benchmarks. Teaching to the Standards <input type="checkbox"/> Practicing Alignment to State Standards Monitoring progress on the IEP <input type="checkbox"/> Burning Questions <p><u>How to: Final Exam Assignment Explained</u></p>	<p>Read:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Courtade & Browder, Ch. 5- 7
<p>Week 15 April 29</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Final Exam - Creating meaningful, standards-based annual goals and objectives that also address student and family priorities 	<p>Due: Final Exam by Friday, May 1</p>

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>

Student Support Resources

At all the participating universities, students have access to free counseling and support services. University specific information can be found at:

GMU: <https://caps.gmu.edu/>

VCU: <https://counseling.vcu.edu/>

Radford: <https://www.radford.edu/content/student-counseling/home.html>

NSU: <https://www.nsu.edu/Campus-Life/Services-Resources/Counseling-Center>

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

ODU: <https://www.odu.edu/counselingservices>

Inclement Weather

Since students connect from home class will occur regardless of university closures for inclement weather. However, in the rare occurrence of a system-wide outage or extreme weather a message will be posted on the class Blackboard site and all class members will receive an email. Students experiencing connection issues related to weather are expected to communicate with their instructor and will be expected to connect to class via phone.

Course Materials

This course gives you access to PowerPoint files, class lecture notes, handouts, and copyrighted articles. All of 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 Kinas Jerome. Any questions please contact Marci Kinas 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>

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 Kinas Jerome (mkinas@gmu.edu). She will be the best resource.

Viewing Course Archives

All students have access to the video archives of this class, which are typically posted 24-48 hours after the class has met. Use this resource to prepare final assignments and review other class information. The special education program does not allow students to take a class via archive—you must be present when the class meets. The archive links will be posted on the course blackboard site.

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)

N/A