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

Summer 2021

EDSE 417 D01: Teaching Methods for Students with Blindness and Visual Impairments

CRN: 43515, 3 – Credits

Instructor: Dr. Olaya Landa-Vialard	**Meeting Dates:** 5/19/2021 – 7/07/2021
Phone: 713-542-1401	**Meeting Day(s):** Wednesday
E-Mail: olandavi@gmu.edu	**Meeting Time(s):** 4:30 pm – 7:10 pm (EST) 3:30 pm – 6:10 pm (CST)
Office Hours: via phone or Blackboard Collaborate, after class or by appointment	**Meeting Location:** Online via Zoom: Connection information posted on Blackboard
Office Location: El Paso, IL	**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):
EDSE 311, which may be taken concurrently.

Co-requisite(s):
None

Course Description
Emphasizes methods of teaching compensatory skills, the core curriculum, and technology for use by students who are blind and visually impaired. Addresses curriculum development, adaptations, and teaching methodology for individuals with visual impairments. Provides information on adaptations within various educational programs and adaptation of general education classroom materials and procedures for use with blind and low vision children and youth.

Course Overview
EDSE 417 prepares teacher candidates with instructional practices, curriculum development, and program planning for students who are blind and visually impaired in the general and special education environments. This course provides information on

adaptations within various educational programs and adaptation of general education classroom materials and procedures for use with blind and low vision children and youth.

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).

Course Delivery Method
Learning activities include the following:

1. Class lecture and discussion
2. Application activities (online and/or on your own)
3. Small group activities and assignments (online and/or on your own)
4. Video and other media supports
5. Research and presentation activities (online and/or on your own)
6. Electronic supplements and activities via Blackboard

This course will be delivered online (76% or more) using a **synchronous format** via 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 Wednesday, May 19, 2021.

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. **Students must leave their camera's on during class sessions.**

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: Browser support (https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers)

  To get a list of supported operation systems on different devices see: Tested devices and operating systems

(https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems)

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students may need a headset with microphone for use with the Zoom if others are having problems hearing the person speaking.
- 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/)

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 3-4 times per week. In addition, students must log-in for all scheduled online synchronous meetings and **leave their cameras on.**
- 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 minimal assistance from the instructor and/or contact College or University technical services for more intricate technical assistance.
- 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. If a serious situation arises, these times will be dealt with on a case by case basis.
- 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 a Mason 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 or the instructor 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 ensure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes

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

1. Recognize available local, state, and national resources for obtaining assistance and materials.
2. Learn techniques to facilitate effective inclusion of students with blindness and visual impairments in general education classrooms.
3. Acquire effective teaching strategies for working with children with blindness and visual impairments, including those with multiple disabilities, to promote academic progress and support growth in areas of the expanded core curriculum.
4. Demonstrate techniques of adapting materials and learning environments as needed for all curricular areas.
5. Demonstrate knowledge in the types of technology tools available and how specific devices can be used to accomplish instructional objectives for students with blindness and visual impairments, including those with multiple disabilities.
6. Use multiple sources of quantitative and qualitative assessment data to plan comprehensive long-term (transition) and short-term educational programs for students with blindness and visual impairments based on standard and the expanded core curriculum.
7. Demonstrate relationships among assessment, IEP development, placement, and educational services.
8. Identify community resources, agencies, and strategies to interface with educational agencies and families when developing and planning IEPs.

9. Identify related services and accommodations pertaining to postsecondary transitions that increase student access to postsecondary education and community resources.
10. Demonstrate knowledge of use and implementation of transition assessments to encourage and support students' self-advocacy and self-determination skills.

Professional Standards

(Council for Exceptional Children [CEC] and the Interstate Teacher Assessment and Support Consortium [InTASC]). Upon completion of this course, students will have met the following professional standards: CEC Standard 1: Learner Development and Individual Learning Differences (InTASC 2,3); CEC Standard 3: Curricular Content Knowledge (InTASC 4); CEC Standard 4: Assessment (InTASC 5,6); CEC Standard 5: Instructional Planning and Strategies (InTASC 7,8); CEC Standard 6: Professional Learning and Ethical Practice (InTASC 9).

Required Texts

Bateman, B. & Linden, M. A. (2012). *Better IEPs: How to develop legally correct and educationally useful programs* (5th ed.). Verona, WI: Attainment Company, Inc.

Koenig, A.J. & Holbrook, M.C., Kamei-Hannan, C., & McCarthy, T. (2017). *Foundations of education (Third Edition) Volume II*: *Instructional strategies for teaching children and youths with visual impairments.* NY: AFB Press.

Recommended Texts

The following books are available on Mason's digital library and can be accessed for free with your Mason credentials.

Kamei-Hannan, C., & Ricci, L.A. (2015). *Reading connections: Strategies for teaching students with visual impairments*. AFB Press.

Sacks, S., & Zatta, M. (2016). *Keys to educational success: Teaching students with visual impairments and multiple disabilities*. AFB Press.

Recommended Texts Not on Mason's Library

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). https://doi.org/10.1037/0000165-000

Allman, C. B., Lewis, S., & Spungin, S. J. (2014). *ECC essentials: Teaching the expanded core curriculum to students with visual impairments.* NY: AFB Press.

Olmstead, J.E. (2005). *Itinerant teaching: Tricks of the trade for teachers of students with visual impairments.* NY: AFB Press.

Sacks, S. Z. Wolffe, K. E. (Eds). (2006). *Teaching social skills to students with visual impairments: From theory to practice*. New York: AFB Press.

Trief, E. (2016). *College bound: A guide for students with visual impairments*. American Printing House for the Blind.

Wolffe, K. (1998). *Skills for success: A career education handbook for children and adolescents with visual impairment*. NY: AFB Press.

Required Resources

- Personal computer
- A reliable internet connection
- A headset with microphone (if your computer does not have microphone and
- speakers)
- A webcam (unless it is built-in on your computer)
- Additional required resources may be posted on Blackboard

Additional Readings

Annemiek, V. L., Doorman, M., Drijvers, P., Pel, J., & van der Steen, J. (2019). An exploratory study of reading mathematical expressions by braille rReaders. *Journal of Visual Impairment & Blindness (Online), 113*(1), 68-80. http://dx.doi.org.mutex.gmu.edu/10.1177/0145482X18822024

Bardin, J. A., & Lewis, S. (2008). A survey of the academic engagement of students with visual impairments in general education classes. *Journal of Visual Impairment & Blindness, 102*(8), 472-483.

Beal, C. R., & L, P. R. (2018). Evaluation of the effectiveness of a tablet computer application (App) in helping students with visual impairments solve mathematics problems. *Journal of Visual Impairment & Blindness (Online), 112*(1), 5-19. http://dx.doi.org. /10.1177/0145482X1811200102

Cmar, J. L. (2019). Effective self-determination practices for students with disabilities: Implications for students with visual impairments. *Journal of Visual Impairment & Blindness (Online), 113*(2), 114-128. http://dx.doi.org.mutex.gmu.edu/10.1177/0145482X19840454

Cmar, J. L., & Markoski, K. (2019). Promoting self-determination for students with visual impairments: A review of the literature. *Journal of Visual Impairment & Blindness (Online), 113*(2), 100-113. http://dx.doi.org.mutex.gmu.edu/10.1177/0145482X19839796

Celeste, M. (2007). Social skills intervention for a child who is blind. *Journal for Visual Impairment and Blindness, 101,* 521-533.

Celeste M. (2006). Play behaviors and social interactions of a child who is blind: In theory and practice. *Journal for Visual Impairment and Blindness, 100*, 75-90.

Center for Parent Information and Resources (2017, July). Special factors in IEP development. URL https://www.parentcenterhub.org/special-factors/#lep

Chamberlain, S. P. (2005). Recognizing and responding to cultural differences in the education of culturally and linguistically diverse learners. *Intervention in School and Clinic, 40*(4), 195-211.

Corn, A. L., & Lusk, K. E. (2018). An analysis of parents' reports on educational services for their children with albinism. *Journal of Visual Impairment & Blindness (Online), 112*(6)

Corn, A. L., & Koenig, A. J. (2002). Literacy for students with low vision: A framework for delivering instruction. *Journal of Visual Impairment & Blindness, 96*(5), 305-21.

Crudden, A. (2012). Transition to employment for students with visual impairments: Components for success. *Journal of Visual Impairment & Blindness*, *106* (7), 389-399.

Davis, A. P., Bullard-Maxwell, A., Stone-Hernandez, R., Emily, C., & Griffin, H. (2020). Stargardt disease and approaches to learning for individuals with this condition. *Journal of Visual Impairment & Blindness (Online), 114*(4), 325-331. http://dx.doi.org.mutex.gmu.edu/10.1177/0145482X20939470

Gee, S., & Zebehazy, K. T. (2020). Supporting students with visual impairments who are culturally and linguistically diverse: The Role of the cultural liaison within educational teams. *Journal of Visual Impairment & Blindness (Online), 114*(4), 249-262. http://dx.doi.org.mutex.gmu.edu/10.1177/0145482X20939471

Hatton, D., Ivy, S., & Boyer, C. (2013). Severe visual impairments in infants and toddlers in the United States. *Journal of Visual Impairment & Blindness*, *107*(5), 325-336.

Herzberg, T. S., & Rosenblum, L. P. (2014). Print to braille: Preparation and accuracy of mathematics materials in K-12 education. *Journal of Visual Impairment & Blindness, 108*(5), 355-367.

Jessup, G., Bundy, A. C., Broom, A., & Hancock, N. (2018). Fitting in or feeling excluded: The experiences of high school students with visual impairments. *Journal of Visual Impairment & Blindness (Online), 112*(3), 261-273. http://dx.doi.org.mutex.gmu.edu/10.1177/0145482X1811200305

Kamei-Hannan, C., McCarthy, T., D'Andrea, F. M., & Cay, H. M. (2020). Investigating the efficacy of Reading Adventure Time! for improving reading skills in children with visual impairments. *Journal of Visual Impairment & Blindness (Online), 114*(2), 88-100. http://dx.doi.org.mutex.gmu.edu/10.1177/0145482X20913128

Kapperman, G., Koster, E., & Burman, R. (2018). The Study of foreign languages by students who are blind using the JAWS Screen Reader and a refreshable braille display. *Journal of Visual Impairment & Blindness (Online), 112*(3), 317-323. http://dx.doi.org.mutex.gmu.edu/10.1177/0145482X1811200312

Koenig, A. J., & Holbrook, M. C. (2000). Ensuring high-quality instruction for students in braille literacy programs. *Journal of Visual Impairment & Blindness, 94*(11), 677-94.

Lewis, S., & McKenzie, A. R. (2010). The competencies, roles, supervision, and training needs of paraeducators working with students with visual impairments in local and residential schools. *Journal of Visual Impairment & Blindness, 104*(8), 464-477.

Lund, E. M., & Cmar, J. L. (2019). A systematic review of factors related to employment outcomes for adults with visual impairments. *Journal of Visual Impairment & Blindness (Online), 113*(6), 493-517. http://dx.doi.org.mutex.gmu.edu/10.1177/0145482X19885211

McDowell, N., & Budd, J. (2018). The perspectives of teachers and paraeducators on the relationship between classroom clutter and learning experiences for students with cerebral visual impairment. *Journal of Visual Impairment & Blindness (Online), 112*(3), 248-260. http://dx.doi.org.mutex.gmu.edu/10.1177/0145482X1811200304

McDonnall, M. C., & Cmar, J. L. (2018). Experiences of young adults with Deafblindness after high school. *Journal of Visual Impairment & Blindness (Online), 112*(4), 403-410. http://dx.doi.org.mutex.gmu.edu/10.1177/0145482X1811200407

McDonnall, M. C. (2010). Factors predicting post-high school employment for young adults with visual impairments. *Rehabilitation Counseling Bulletin, 54*(1), 36-45.

McDonnall, M. C., & Sui, Z. (2019). Employment and unemployment rates of people who are blind or visually impaired: Estimates from multiple sources. *Journal of Visual Impairment & Blindness (Online), 113*(6), 481-492. http://dx.doi.org.mutex.gmu.edu/10.1177/0145482X19887620

McDonnall, M. C., & Tatch, A. (2021). Educational attainment and employment for individuals with visual impairments. *Journal of Visual Impairment & Blindness (Online), 115*(2), 152-159. http://dx.doi.org.mutex.gmu.edu/10.1177/0145482X211000963

McMahon, E. (2014). The role of specialized schools for students with visual impairments in the continuum of placement options: The right help, at the right time, in the right place. *Journal*

of Visual Impairment & Blindness, 108(6), 449-459.

Pogrund, R. L. (2018). Accommodations and modifications for individuals with visual impairments: Too many or not enough? *Journal of Visual Impairment & Blindness (Online), 112*(3), 299-301. http://dx.doi.org.mutex.gmu.edu/10.1177/0145482X1811200308

Pogrund, R. L., Darst, S., & Munro, M. (2019). Determining type and amount of service delivery time by teachers of students with visual impairments: Results of a national validation study of the VISSIT. *Journal of Visual Impairment & Blindness (Online), 113*(2), 129-139. http://dx.doi.org.mutex.gmu.edu/10.1177/0145482X19845756

Rosenblum, L, P., Ristvey, J., & Hospitál, L. (2019). Supporting elementary school students with visual impairments in science classes. *Journal of Visual Impairment*

& Blindness (Online), 113(1), 81-88. http://dx.doi.org.mutex.gmu.edu/10.1177/0145482X19833801

Trief, E., & Feeney, R. (2003). Guidelines for a precollege curriculum for students with blindness and visual impairments. *RE:view: Rehabilitation Education for Blindness and Visual Impairment, 35*(3), 137-143.

Wall Emerson, R., & Anderson, D. L. (2018). Using description to convey mathematics content in visual images to students who are visually impaired. *Journal of Visual Impairment & Blindness (Online), 112*(2), 157-168. http://dx.doi.org.mutex.gmu.edu/10.1177/0145482X1811200204

Yuan, T., & Jiang, H. (2019). Culturally responsive teaching for children from low-income, immigrant families. *Young Exceptional Children, 22*(3), 150-161.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, VIA, hard copy).

VIA 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 VIA (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 VIA.**

For EDSE 417, the required PBA is the IEP Transition Plan Please check to verify your ability to upload items to VIA before the PBA due date.

Assignments and/or Examinations

Performance-based Assessment
(VIA submission required)

Transition IEP (80 points): Submit to VIA. The purpose of this assessment is to have candidates demonstrate knowledge of the individualized planning process required for the development of educational programs for planning for students with visual impairment. Candidates will demonstrate their ability to develop the critical components of a Transition Individualized Education Program (IEP) that are legally sufficient and educationally appropriate for the described case study student. Candidates will also provide clear rationales for each components of the Transition IEP.

Note. Students who are current teachers in a school system can use one of their own students and the IEP template from your school if you chose to do so. Alternatively, the VDOE has a sample IEP template on their webpage in Word format. Go to: http://www.doe.virginia.gov/special_ed/iep_instruct_svcs/iep/ Scroll down to resources, there you will find a sample transition IEP template; one is also included in the Blackboard folder. (You can put the sections required for the IEP in a word document). Students who do not have a student whom they may use to write the Transition IEP can use the **Gebisa** case study to complete the assignment (which can be found in the Blackboard folder). Detailed instructions and a grading rubric are available in Blackboard.

Adapted Teaching Unit (40 points) – Submit to Blackboard and VIA- Students will select a teaching unit from the general curriculum and adapt or modify it for a student who is blind or visually impaired. Include the following information.

- targeted age range that this unit is adapted for;
- materials or equipment needed;
- age-appropriate activities to carry out learning;
- Evaluation methods used.

The grading rubric, sample teaching unites, and detailed instructions are available in Blackboard.

College Wide Common Assessment
The Adapted Teaching Unit.

Other Assignments

Digital Resource File (46 points). The goal of this assignment is for students to finish the course with a portable, accessible resource file which contains helpful information that they can reference and share whenever needed as a TVI. **You will present your Resource File to your classmates on the final night of class.** Detailed instructions and a grading rubric are available in Blackboard.

Expanded Core Curriculum Presentation (ECC) (45 points). In teams of two, you will develop a virtual "poster presentation" that relates to one of the 9 expanded core curriculum areas. This virtual poster presentation is designed to be similar to a poster presentation at an academic conference. Although there is no need print a physical poster, you must include specific components and be able to present them to your classmates. Your presentation should include data collected during an interview with a TVI who has completed his/her coursework and has been working as a TVI in Virginia for at least 2 years. You will present your “poster” to your classmates during one of our class meetings. The date will be noted in the class schedule. In addition to presenting on the scheduled date,

you should submit an accessible version of your presentation to the assigned area before you present.

Assignment Summary

Grades will be assigned using a point system:

	Points Possible	**Due Date**
1. In class participation	80 (10 points per class)	Weekly
2. IEP and Transition Plan	60	June 9
3. Adapted Teaching Unit	40	June 23
4. Expanded Core Curriculum Presentation	45	June 30
Total Points Possible:	**225**	

Course Policies and Expectations

Attendance/Participation

Due to the condensed nature of this summer course and the interactive nature of class meetings, attendance is expected of all students, every week, via Blackboard Collaborate. Sometimes absences are unavoidable. For each class, 10 points are earned for "in-class participation." Five of those points are for attendance, and five are for participation. Students may have one excused absence (no documentation required), for which the five attendance points will not be deducted; students must arrange with the instructor to make up the 5 participation points, otherwise those will be lost. For a second absence, students will lose all 10 in-class participation points. Students with three or more absences must meet with the professor to discuss continuing in the course. (Absences due to technology failures should be discussed with the instructor on an individual basis).

Late Work

All coursework must be submitted on time. A candidate who has an approved accommodation for extended time must inform the instructor in writing, in advance with documentation for this approved accommodation from his/her Consortium university before an assignment requiring extended time is due. In the event of an emergency, candidates must inform the instructor of the situation; it is up to the instructor to determine if a scenario may warrant a time extension. Time extensions will not be granted retroactively and late work for any reason may be penalized points.

Other Requirements

This course has both asynchronous modules and synchronous class meetings using distance education technology. Most likely, inclement weather will not impact access to asynchronous course content. In the event that bad weather does shut down the GMU Blackboard system, the instructor may need to modify the course schedule. As for synchronous meetings, classes are cancelled at the instructor's discretion based on weather conditions and available technology services. Since students are participating in the course across regions, you are responsible for contacting the instructor as soon as possible in case of major power outages.

Grading

Please note, the graduate grading scale does not include a "D".
Letter grades will be determined as follows:

Grade	Percent	Points
A	95-100%	237-250
A-	90-94%	225-236
B	80-89%	200-224
C	70-79%	175-199
D	60-69%	150-174
F	59% and below	149 Points and Under

***Note:** The George Mason University Honor Code will be strictly enforced. See Academic Integrity Site (https://oai.gmu.edu/) and Honor Code and System (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 Policies and Procedures (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.

Date	Topic	Readings & Assignments
May 19	Blackboard Review of Syllabus & Course Requirements IEP Overview Co-Teaching	Foundations Ch. 1 Bateman & Linden Ch. 1 & 2 Trief & Feeney (2003) McDonnall (2010)
May 26	Programming for Infants, Toddlers, and Preschoolers Social/Emotional Development Having Difficult Conversations	Foundations Ch. 9 & 22 Hatton, Ivy, & Boyer (2013)
June 2	Differentiating Instruction Students with VI who are English Language Learners Instruction in Compensatory Skills	Foundations Ch. 6 & 7 Bateman & Linden Ch. 3 Chamberlain (2005) Yuan & Jiang (2019)
June 9	Strategies for Teaching Math, Science and Social Studies Instruction LRE & Services Discussion	Foundations Ch. 13, 14, & 15 Bateman & Linden, Ch. 4 & 5 Bardin & Lewis (2008) Herzberg & Rosenblum (2014)
June 16	Career Education Vocational Rehabilitative Services Self-Determination Independent Living	Foundations Ch. 21, 24, & 25 Bateman & Linden, Ch. 5 Crudden (2012) Adapted Teaching Unit Due
June 23	Strategies for Teaching Students with VI and Additional Disabilities Caseloads, Scheduling, Teaming, & Paraprofessionals	Foundations Ch. 10 McMahon (2014) Lewis & McKenzie (2010) IEP and Transition Plan Due

Date	Topic	Readings & Assignments
June 30	Accessing Large Print & Electronic Materials Art, Recreation, and Leisure APH Products	Foundations Ch. 8, 11, 16, 23 Corn & Koenig (2002) Koenig & Holbrook (2000) ECC Poster Presentations Due
July 7	Digital Resource File Presentations ECC Poster Presentations	Digital Resource Files due in Blackboard prior to start of class on July 7

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: See Core Values (http://cehd.gmu.edu/values/).

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code. See Honor Code and System (https://catalog.gmu.edu/policies/honor-code-system/).
- Students must follow the university policy for Responsible Use of Computing. See Responsible Use of Computing (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 Disability Services (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 either Tk20 or VIA should be directed to https://cehd.gmu.edu/aero/assessments/
- Questions or concerns regarding use of Blackboard should be directed to Blackboard Instructional Technology Support for Students

(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 "non-confidential 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 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason's Title IX Coordinator by calling 703-993-8730, or emailing the Title IX Coordinator (titleix@gmu.edu).

- **For information on student support resources on campus, see Student Support Resources on Campus (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 College of Education and Human Development (http://cehd.gmu.edu/).

Appendix

Assessment Rubric(s)

	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
Present Levels of Performance CEC Standard 1 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	Candidate does not demonstrate an understanding of the student's visual impairment, the effects of visual impairment on learning experiences, and does not consider cultural and linguistic diversity (as appropriate). Candidate does	Candidate writes appropriate present levels of performance which clearly demonstrates an understanding of the educational implications of the characteristics of various visual impairments, sensory impairments, and variations in beliefs, traditions, and values across and within	Candidate writes a thorough present level of performance which comprehensively demonstrate an understanding of the educational implications of the characteristics of various visual impairments, sensory impairments, and variations in beliefs, traditions, and values across and within cultures. Candidate demonstrates respect for the student

individuals with exceptionalities and how language, culture, and family background influence learning of individuals with exceptionalities.	not demonstrate respect for the student and an understanding of the similarities and differences in human development in their writing of the present levels of performance. Candidate does not or partially accounts for the impact of language, culture and family background on the influence on learning.	cultures. Candidate demonstrates respect for the student and an understanding of the similarities and differences in human development in their writing of the present levels of performance. Candidate incorporates culture, language, and familial considerations into the present level of performance.	and a comprehensive understanding of the similarities and differences in human development in writing of the present levels of performance. Candidate justifies present levels of performance through the use of curriculum based assessment data. Candidate describes strengths and areas in need of improvement in relation to Virginia Standards of Learning. Candidate integrates the perspectives of culture, language, and family in the present level of performance.
Transition Assessment Information CEC Standard 4 Candidate provides a present level of performance with a clear link to assessment data and information. Candidate uses assessment information to make program and placement decisions, for	Candidate provides limited or no link between assessment data and the present level of performance to assessment data. Candidate uses limited, inconclusive or no informal and formal assessment data to address education and training,	Candidate writes a clear description of the student's interests, present levels of performance and career goal with a clear link to assessment. Candidate interprets information from formal and informal assessments to write a clear description of the student's interests,	Candidate writes a clear description of the student's interests, present levels of performance and career goal with a clear link to assessment. Candidate critically examines and justifies placement decisions on assessment data. Candidate interprets information from formal and informal assessments to write a clear description of the student's interests, strengths and capabilities,

individuals with exceptionalities, including those from culturally and/or linguistically diverse backgrounds	employment and independent living goals. Placement decisions are not supported or based on assessment data and information.	strengths and capabilities, and career goal for the following areas: Education/training Employment Independent living (as appropriate) with reference to age-appropriate transition assessments. Placement decisions are based on assessment data.	and career goal for the following areas: o Education/training o Employment o Independent living (as appropriate) with reference to age-appropriate transition assessments. Candidate describes the impact the learner's disability may have on auditory and information processing skills.
Measurable Post-secondary goals: Assessment Standard 4 4.3 Beginning special education professionals in collaboration with colleagues and families use multiple types of assessment information in making decisions about individuals with exceptionalities.	Candidate does not use or does not correctly use assessment data to create relevant transition goals. Candidate excludes members of the student's team when evaluating assessment information in making decisions for the student's goal.	Candidate creates measurable goals supported by and based on multiple assessment data results. Candidate collaborates with other service providers and the student's family when evaluating assessment information in making decisions for the student's goal.	Candidate critically examines all existing assessment data to create optimal goals. Candidate integrates colleagues and families in the use of multiple types of assessments making decisions about individuals with exceptionalities.
Measurable Post-secondary goals: Curricular and content area	Goals are not relevant to the content or Expanded Core	Goals are relevant to address assessment defined needs of	Candidate creates measurable goals based on assessment data; goal optionally addresses

CEC/IBV&I Standard 3 Candidate creates post-secondary goals based on assessment data and sequences, implements, and evaluates learning objectives based on content curriculum and/or the expanded core curriculum for individuals with visual impairments	Curriculum; limitations exist or are not provided for the logical sequence and implementation. Objectives are partially or not provided or are limited in addressing all elements necessary for the student to achieve the goal. Goals are not measurable.	student; goal(s) are defined in content and/or Expanded Core Curriculum. Goal includes logical sequence, implementation, and objectives to support the student achieving the goal.	assessment defined needs of student; goals are defined in content and/or Expanded Core Curriculum. Goal defines a very logical, measurable sequence with clear implementation. Candidate writes objectives that clearly build on necessary concepts to support the student achieving this goal with measurable data sources.
Measurable Annual and Post-Secondary Goals CEC Standard 3 Beginning special education professionals consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities.	Candidate does not demonstrate understanding of models, theories, and philosophies, specific to transition by writing annual and postsecondary goals which are not measurable, age appropriate, and responsive to cultural, linguistic, and gender differences. Candidate writes	Candidate demonstrates understanding of models, theories, philosophies, and philosophies specific to transition by writing annual and postsecondary goals which are measurable, age appropriate, and responsive to cultural, linguistic, and gender differences. Candidate writes goals which	Candidate demonstrates understanding of models, theories, philosophies, and philosophies specific to transition by writing annual and postsecondary goals which are measurable, age appropriate, and responsive to cultural, linguistic, and gender differences. Candidate integrates evidence-based instructional strategies that reflect the learner's present levels of performance and show positive growth towards what the student wants to achieve after high school

	goals which fail to reflect the learner's present levels of performance.	reflect the learner's present levels of performance.	in an effort to facilitate the student's integration into a variety of settings after high school.
Short-Term and Transition Objectives / Benchmarks CEC Standard 5 Sequence, implement, and evaluate individualized learning objectives	Candidate does not or partially sequences age and ability appropriate individualized transition objectives and does not directly relate objectives to the postsecondary goals.	Candidate sequences age and ability appropriate individualized transition objectives that respond to cultural, linguistic and gender differences, address independent living and career education, enhance social participation across all environments, and relates all benchmarks directly to postsecondary goals.	Candidate sequences age and ability appropriate individualized transition objectives that respond to cultural, linguistic and gender differences, address independent living and career education, enhance social participation across all environments, and relates all benchmarks directly to postsecondary goals. Candidate incorporates strategies for increasing the student's self-determination and uses task analysis to allow students with visual impairment to meet their transition goals and objectives.
Participation in State Assessments CEC Standard 4 4.1 Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias.	Candidate does not or partially considers issues, assurance, and due process rights related to assessment and selects inappropriate levels of student participation in state assessments based on present levels of	Candidate considers issues, assurance, and due process rights related to assessment as they select appropriate levels of student participation in state assessments based on present levels of performance and student's	Candidate considers issues, assurance, and due process rights related to assessment as they select appropriate levels of student participation in state assessments based on present levels of performance and student's exceptional condition(s). Candidate selects participation levels which reflect the impact an

	performance and student's exceptional condition(s).	exceptional condition(s).	exceptional condition(s) can have on an individual's testing abilities including auditory and information processing skills.
Accommodations / Modifications CEC/IGC Standard 3 Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities. Identify and prioritize areas of the general curriculum and accommodations for individuals with exceptionalities	Candidate identifies inappropriate accommodations / modifications. Candidate does not or partially describes accommodations / modifications which provide the foundation upon which special educators individualize instruction to provide meaningful and challenging learning for individuals with visual impairment and fail to include appropriate technologies (as needed), explicit modeling or efficient guided practice.	Candidate identifies and prioritizes appropriate accommodations / modifications (including frequency, location, setting, and duration) based on present levels of performance, which provide access to nonacademic and extracurricular activities and educationally related settings and are appropriate to the needs of the individual student with visual impairments. Candidate describes the accommodations / modifications which provide the foundation upon which special educators individualize instruction to	Candidate identifies and prioritizes appropriate accommodations / modifications (including frequency, location, setting, and duration) based on present levels of performance, which provide access to nonacademic and extracurricular activities and educationally related settings. Candidate describes the accommodations / modifications which provide the foundation upon which special educators individualize instruction to provide meaningful and challenging learning for individuals with visual impairment including appropriate technologies (as needed), explicit modeling and efficient guided practice. Candidate selects accommodations / modifications that are based on assessment data and reflect the candidate's understanding of the

		provide meaningful and challenging learning for individuals with visual impairment including appropriate technologies (as needed), explicit modeling and efficient guided practice.	impact disabilities may have on auditory and information processing skills, test taking abilities and cultural, linguistic and gender differences.
School and Post-Secondary Services CEC Standard 3 Relationship among assessment, development of individualized education program, and placement as they affect vision-related services	Candidate does not consider assessment data and/or lists inappropriate program and services and supports which do not align with areas of need based on present level of performance.	Candidate evaluates assessment data and identifies appropriate program and primary services which demonstrate an understanding of the continuum of placement and services available for individuals with visual impairment, and the concept of the least restrictive environment within the framework of transition planning.	Candidate critically evaluates assessment data and identifies appropriate program and primary services which demonstrate an understanding of the continuum of placement and services available for individuals with visual impairment, and the concept of the least restrictive environment within the framework of transition planning. Candidate includes in-school and post-school or community service options. Candidate shows evidence of scholarship by citing additional sources to support recommendations.
Evaluating instruction and	Candidate does not or partially provides a plan	Candidates provides a clear plan for	Candidate provides a clear and comprehensive plan for evaluating

monitoring progress CEC Standard 4 4.4 Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.	for evaluating instruction and monitoring progress of the student with visual impairment.	evaluating instruction and monitoring progress of the student with visual impairment. Candidate aligns services and supports with areas of need based on present levels of performance.	instruction and monitoring progress of the student with visual impairment. Candidate provides a clear plan for enhancing the learning of critical thinking, problem solving and performance skills, evaluating instruction and monitoring progress of the student and explaining the transition plan to the learner with consideration given to the impact of the learner's academic and social abilities, attitudes, interests, and values. Candidate includes in-school and post-school or community service options. Evidences based practices are integrated and cited throughout the plan. Candidate aligns services and supports with areas of need based on present levels of performance and evidence-based practices.
Assistive Technology Standard 5 Candidate selects, adapts,	Candidate provides limited information and use of or does not integrate appropriate	Candidate evaluates relevant assessment information and integrates appropriate forms	Candidate critically evaluates relevant assessment information and optimally integrates appropriate forms of augmentative, alternative

and uses a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities. 5.2 Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities 5.3 Beginning special education professionals are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support	forms of augmentative, alternative and assistive technologies to support and enhance communication skills of the student with blindness and visual impairment	of augmentative, alternative and/or assistive technologies to support and enhance communication skills and/or outcomes of the individual with an exceptionality.	and/or assistive technologies to support and enhance communication skills and/or outcomes of the individual with an exceptionality. Candidate provides a rationale for all forms of technology chosen. Candidate shows evidence of scholarship by citing additional sources to support recommendations.
Legal Compliance of Transition IEP CEC/ Standard 6	Candidate writes an incomplete Transition IEP which does not comply with all relevant laws and policies, reflect an	Candidate writes a comprehensive Transition IEP which complies with all relevant laws and policies, reflects an understanding of	Candidate writes a comprehensive Transition IEP which complies with all relevant laws and policies, reflects an understanding of requirements such as FAPE and LRE (and the

Candidate uses foundational knowledge of the field and his/her ethical principles and practice standards to inform special education practice, to engage in lifelong learning, and to advance the profession.	understanding of requirements such as FAPE and LRE (and the history of these points of view) or other human issues that have historically influenced and continue to influence the field of special education. Candidate fails to include a list of services, including start and end date, frequency, duration and location. Candidate writes the Transition IEP using biased, inflammatory language, with a lack of clarity, numerous acronyms, illegibility, or inaccuracies (including spelling).	requirements such as FAPE and LRE (and the history of these points of view) and other human issues that have historically influenced and continue to influence the field of special education. Candidate includes a list of services, including start and end date, frequency, duration and location. Candidate demonstrates commitment to developing the highest education and quality-of-life potential for the individual with an exceptionality as well as sensitivity for the culture, language, religion, gender, disability, socioeconomic status, and sexual origination of the individual.	history of these points of view) and other human issues that have historically influenced and continue to influence the field of special education. Candidate includes a list of services, including start and end date, frequency, duration and location. Candidate writes areas of need, goals, objectives/benchmarks, placements and services with a strong connection to the present levels of performance. Candidate demonstrates commitment to developing the highest education and quality-of-life potential for the individual with an exceptionality as well as sensitivity for the culture, language, religion, gender, disability, socioeconomic status, and sexual origination of the individual. Candidate writes the Transition IEP with a positive disposition, uses

		Candidate writes the Transition IEP using neutral, noninflammatory language, with clarity, minimal use of acronyms, legibility, and accuracy (including spelling).	clarity and minimal use of acronyms. The transition IEP is legible and accurate (including spelling). Candidate shows evidence of scholarship by citing additional sources to support conclusions.

Lesson Plan Rubric

GENERAL SCORING GUIDELINES

3 = *Highly Proficient:* rich, sophisticated, exemplary in all aspects of quality (including both mechanics of writing and clarity/insightfulness of thinking), thoroughly accurate and developed, exceeds expectations for a Candidate at this stage of development, integrates thorough understanding of relevant professional literature/research.

2 = *Proficient:* well developed, good quality (may include very few errors in mechanics, and shows clarity of thinking), fully meets expectations for a Candidate at this stage of development, shows understanding of relevant professional literature/research. This is the TARGET score.

1 = *Not Proficient:* superficially developed, minimally acceptable quality (Written work/plans may include a few errors in mechanics and inconsistent clarity in thinking), lags behind expectations for most Candidates at this stage of development. May show beginning/weak understanding of the relevant professional literature/research.

Lesson Plan Rubric

Criteria	Not Proficient 1	Proficient 2	Highly Proficient 3

The Candidate identifies individual and group prerequisites in order to design instruction to meet learners' needs in the cognitive, linguistic, social, emotional, and physical areas of development. *InTASC 1* *VDOE 1* *CAEP 1.1* CAEP CCT: Diversity	◯ The evidence indicates that the Candidate demonstrated a partial understanding of learners' developmental levels, planning instruction that aligned to the developmental levels of some (but not all) of the learners.	◯ The evidence indicates that the Candidate demonstrated an accurate understanding of learners' developmental levels by planning varied instruction appropriate to support learning goals, actively engaging learners in learning that aligned with overall subsets of learner's developmental levels.	◯ The evidence indicates that the Candidate demonstrated an accurate understanding of learners' developmental levels and was able to plan and articulate specific, varied strategies for engaging learners in the learning and providing varied options for learners to demonstrate mastery aligned to the developmental learning level of each learner and groups of learners in the classroom.
Section 2: Planning for Instruction			
Criteria	Not Proficient 1	Proficient 2	Highly Proficient 3
The Candidate identifies performance-based objectives and/or appropriate curriculum goals/outcomes that are relevant to learners. *InTASC 7* *VDOE 2* *CAEP 1.1* *CAEP 1.2* *CAEP CCT: Diversity*	◯ The evidence indicates that the Candidate planned activities that did not include learner-appropriate and measurable objectives aligned with standards and/or use of prior knowledge.	◯ The evidence indicates that the Candidate planned challenging activities using learner-appropriate and measurable objectives that used appropriate scaffolds and differentiation that address learner needs to build on prior knowledge.	◯ The evidence indicates that the Candidate planned challenging activities using learner appropriate and measurable objectives with appropriate scaffolds and differentiation that address individual learner strengths and needs to build on prior knowledge and used pedagogical content knowledge/teaching strategies that aligned with multiple standards, including College- and Career-Ready Skills, clearly connects to the range of previous and future learning.
The Candidate identifies national/state/loca	◯ The evidence indicates that the Candidate	◯ The evidence indicates that the Candidate	◯ The evidence indicates that the Candidate planned

l standards that align with objectives, are appropriate for curriculum goals, and are relevant to learners. *InTASC 7* *VDOE 2* *CAEP 1.1* *CAEP 1.2* CAEP CCT: Diversity	planned activities that did not include learner-appropriate and measurable objectives aligned with national/state/local standards that are aligned with appropriate for curriculum goals.	planned challenging activities using learner-appropriate and measurable objectives closely aligned with national/state/local standards address learner needs, build on prior knowledge and used instructional strategies, including College- and Career-Ready Skills, and connects to future learning.	challenging activities using learner appropriate and measurable objectives with appropriate scaffolds and differentiation that address individual learner strengths and needs to build on prior knowledge and used pedagogical content knowledge/teaching strategies that aligned with multiple standards, including College- and Career-Ready Skills, clearly connects to the range of future learning.
The Candidate creates learning experiences that make content accessible and meaningful for learners to ensure content mastery. *InTASC 4* *VDOE 1* *CAEP 1.1* *CAEP 1.3*	◯ The evidence indicates that the Candidate demonstrated knowledge of the content using explanations that were not always accurate and clear.	◯ The evidence indicates that the Candidate displayed knowledge of the important content in the discipline by using content-related strategies that clearly identify how concepts related to one another, using developmentally appropriate terminology/ language to build an understanding of content for all learners.	◯ The evidence indicates that the Candidate displayed extensive knowledge of the important concepts in the discipline by using multiple representations, multiple formats, and appropriate content-related strategies and developmentally appropriate terminology/languag e, including varied levels of questioning, a wide variety of opportunities to build a higher-level of understanding of content for all learners.
Criteria	Not Proficient 1	Proficient 2	Highly Proficient 3
The Candidate organizes and creates face-to-face and/or virtual environments that support individual	◯ The evidence indicates that the Candidate transitions inefficiently between learning activities with some loss of instructional time, monitoring and	◯ The evidence indicates that the Candidate transitions efficiently and smoothly between learning activities with minimal loss of	◯ The evidence indicates that the Candidate demonstrates respect for and interest in individual learner's experiences,

and collaborative learning. *InTASC 3* *VDOE 5* *CAEP 1.1* *CAEP 1.4* *CAEP 1.5* *CAEP CCT:* Technology	responding to learner behavior (both positive and negative) in a way. that is inconsistent, inappropriate and/or ineffective for meeting classroom and individual learner needs, including in virtual environments.	instructional time, using varied learning situations that includes monitoring and responding to learner behavior (both positive and negative) in a way that is consistent, appropriate and effective for meeting classroom and individual learner needs; including in virtual environments.	thoughts and opinions and uses transitions that are seamless, effectively maximizing instructional time, and combining independent, collaborative, and the individual needs of all learners, including in virtual environments.
The Candidate uses appropriate technology to engage learners and to assess and address learner needs. *InTASC 6* *VDOE 4* *CAEP 1.1* *CAEP 1.5* *CAEP CCT:* Technology *CAEP CCT:* Diversity	◯ The evidence indicates that the Candidate is inconsistent, inappropriate and/or ineffective in using appropriate technologies for meeting classroom and individual learner needs.	◯ The evidence indicates that the Candidate uses appropriate technology in a way that is consistent, appropriate and effective for meeting classroom and individual learner needs.	◯ The evidence indicates that the Candidate uses appropriate technology effectively, maximizing instructional time, and combining independent, collaborative, and the individual needs of all learners.
The Candidate facilitates learners' use of appropriate tools and resources to maximize content learning in varied contexts. *InTASC 5* *VDOE 2* *CAEP 1.1* *CAEP 1.4* *CAEP 1.5* *CAEP CCT:* Technology	◯ The evidence indicates that the Candidate implemented teacher-directed lessons with limited use of tools appropriate for the content being learned.	◯ The evidence indicates that the Candidate used a variety of appropriate tools to explore content that includes learner-led learning activities including cross-curricular learning opportunities, with clear connections between content and other disciplines.	◯ The evidence indicates that the Candidate used collaborative problem solving as a way to explore content with the majority of instruction being learner-led learning activities including real-world and cross-curricular learning opportunities, with clear connections between content and other disciplines that encouraged independent, creative and critical

			thinking.
Criteria	Not Proficient 1	Proficient 2	Highly Proficient 3
The Candidate plans how to achieve learning goals, choosing accommodations to differentiate instruction for individuals and groups of learners. *InTASC 2* *VDOE 2* CAEP 1.1 CAEP CCT: Diversity	◯ The evidence indicates that the Candidate planned activities that did not include learner-appropriate and measurable goals aligned to the developmental levels of some (but not all) of the learners; instruction was inappropriate and/or inaccessible for groups of learners.	◯ The evidence indicates that the Candidate planned challenging activities using learner- appropriate and measurable goals that used appropriate scaffolds and differentiation that aligned with overall subsets of learner's developmental levels making learning accessible and challenging for the classroom.	◯ The evidence indicates that the Candidate demonstrated an accurate understanding of learners' developmental levels and was able to plan and articulate specific, varied strategies for engaging learners in the learning and providing varied options for learners to demonstrate mastery aligned to the developmental learning level of each learner and groups of learners in the classroom.
The Candidate plans instruction based on pre-assessment data, prior knowledge, and skills. *InTASC 7* *VDOE 2* *CAEP 1.1*	◯ The evidence indicates that the Candidate planned activities that did not include learner-appropriate and measurable objectives aligned with pre-assessment data and/or use of prior knowledge.	◯ The evidence indicates that the Candidate planned challenging activities using learner-appropriate and measurable objectives that address learner needs to build on prior knowledge aligned with pre-assessment data and/or use of prior knowledge.	◯ The evidence indicates that the Candidate planned challenging activities using learner-appropriate and measurable objectives with appropriate scaffolds and differentiation that address individual learner strengths and needs to build on prior knowledge and used pedagogical content knowledge/teaching strategies that aligned with pre-assessment data and/or use of prior knowledge.
Section 3: Instruction and Assessment			
Criteria	Not Proficient 1	Proficient 2	Highly Proficient 3

The Candidate develops appropriate sequencing and pacing of learning experiences and provides multiple ways to demonstrate knowledge and skill. *InTASC 8* *VDOE 2* *CAEP 1.1*	◯ The evidence indicates that the Candidate used limited instructional strategies that did not allow for differentiated learning experiences and/or did not provide multiple ways to demonstrate learning.	◯ The evidence indicates that the Candidate used a variety of instructional strategies to engage and challenge learners in differentiated learning situations.	◯ The evidence indicates that the Candidate used a variety of instructional strategies to engage and challenge learners in differentiate learning situations allowing all learners to take ownership of their learning.
The Candidate uses a variety of instructional strategies to encourage learners to develop an understanding of the content and to apply knowledge in meaningful ways. *InTASC 8* *VDOE 3* *CAEP 1.1*	◯ The evidence indicates that the Candidate used limited instructional strategies that did not allow for differentiated learning situations and/or did not engage and challenge learners.	◯ The evidence indicates that the Candidate used a variety of instructional strategies to engage and challenge learners in differentiated learning situations allowing learners to have ownership of their learning.	◯ The evidence indicates that the Candidate used a variety of instructional strategies, including appropriate, available technologies, to engage and challenge learners in differentiate learning situations allowing all learners to have ownership of their learning.
The Candidate engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process. *InTASC 6* *VDOE 4* *CAEP 1.1*	◯ The evidence indicates that the Candidate provided limited opportunities for learners to demonstrate learning and did not have opportunities of feedback or analysis of learner data to inform future instruction.	◯ The evidence indicates that the Candidate provided effective feedback to learners on multiple instances of formative, summative, informal, and/or formal assessments and analyzed data to inform instruction.	◯ The evidence indicates that the Candidate provided multiple opportunities for learners to demonstrate learning by using formative, summative, informal, and/or formal assessments. Assessments were differentiated to match a full rating of learner needs and abilities.
Section 4: Reflection: Impact on Learning			

Criteria	Not Proficient 1	Proficient 2	Highly Proficient 3
The Candidate uses a variety of self-assessment and reflection strategies to analyze and reflect on his/her impact on student learning and to plan for future instruction/ adaptations. *InTASC 9* *VDOE 7* *CAEP 1.1*	◯ The evidence indicates that the Candidate did not participate in professional development; participated in professional development not relevant to personal needs identified through ethical and responsible self-reflection to plan for future instruction/ adaptations, and personal learning goals.	◯ The evidence indicates that the Candidate used self-reflection to identify professional development opportunities relevant to learning needs and applied activities in their teaching in an ethical and responsible manner to plan for future instruction/ adaptations, and personal learning goals.	◯ The evidence indicates that the Candidate consistently used self-reflection to identify professional development opportunities relevant to improving teaching and learning for specific groups of learners and successfully made systematic application of activities in their teaching in an ethical and responsible manner to plan for future instruction/ adaptations, and personal learning goals.

VI Consortium Syllabi Addendum

Disability Accommodations

Students with disabilities who seek accommodations in VI Consortium courses must be registered with their university disability services office and provide documentation of approved accommodations privately to instructors in a timely manner each semester. No accommodations will be implemented before official notification from the student's home Consortium university is received. Accommodations will be implemented as stated in the official notification from the university.

Honor Code

All students participating in BVI courses must adhere to their university honor code and will be asked to pledge adherence to the honor code. Additionally, all work submitted must be the students' own work and contain proper citations and any work submitted for a grade must be completed during the academic semester in which it is submitted for grading. Any deviations from the home university honor code will be reviewed by that university's governing body. The VI Consortium agrees to accept the actions or sanctions imposed by the home university's governing body.

Field Experiences

Many VI Consortium courses require field and practical experiences in schools or other settings. Students may not arrange their own field experiences. All students must comply with their home university protocol for participation in field experiences, including:

- Immediate and timely correspondence with the home university field placement office to submit field placement request procedures by home university deadlines;
- Timely compliance with submitting applications, documentation, background checks, and credentialing by the university and participating school system and/or agency for field work within the required deadlines; and
- Compliance with provisions and protocol for engaging in field experiences with the selected school, student(s), teachers, and administration.

No field experience placements will be made until all Consortium and home university requirements have been successfully met. Students may be removed from field placement settings if deemed necessary by the Consortium or home university.

Identification, Course, and Resource Access

While students apply to and register through their Consortium universities, all Consortium BVI courses operate through Mason and all VI Consortium students are

given Mason credentials and a Mason G number. Students must keep record of their Mason G number, as this will serve as their identification should they ever pursue education or employment directly through Mason. All courses require Mason credentials to log on, as does access to the electronic library and other resources used in courses. All students are also given Mason electronic mail accounts. Please activate and maintain this account, as course and program information are supplied through this account.

Advising

All students taking BVI courses must have current advising and a program of studies to ensure course enrollment follows the advised program for individual candidate circumstances.

Copyrighted Material and Intellectual Property

Materials (e.g., case studies, technology, books, articles, videos, and other media) shared through BVI courses may contain those with copyright and/or intellectual property protections. Students may not share any materials or media outside of this course, on social media, or other means. References with proper citations may be made to refer to these materials and media in all uses, whether in class or elsewhere.

Live Course Sessions and Course Recordings

Generally, synchronous courses are recorded and stored for future access should students experience a disruption to internet or power service during live sessions. Under no circumstances are these recordings to be shared with anyone. Likewise, live sessions and recordings may not be audited or accessed by individuals not currently enrolled in the specified courses. Please also do not disclose personal information about yourself or anyone else during live and recorded sessions, including messages submitted in chat functions. Any personal information needing to be relayed to the instructor must be done so privately.

Full Attention

Students must give 100% of their attention during synchronous class meetings and are expected to be fully engaged. Students may not drive or supervise others during class time or engage in non-course related activities that divert their attention away from the class.