GEORGE
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UNIVERSITY

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

Spring 2022
EDSE 441 001: Instructional Strategies for Reading and Writing
CRN: 17344, 3 – Credits

Instructor: Dr. Christine McElwee	**Meeting Dates:** 1/24/22 – 5/18/22
Phone: 703-864-5776	**Meeting Day(s):** Monday
E-Mail: cmcelwee@gmu.edu	**Meeting Time(s):** 4:30 pm – 7:10 pm
Office Hours: By Appointment Only	**Meeting Location:** Horizon 1011
Office Location: Finley Hall; Rm. 208B	**Other Phone:** NA

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 341; C or EDSE 341; XS Permission of instructor to override may be granted with sufficient experience or knowledge in the field.

Co-requisite(s):
None

Course Description
Integrates knowledge of language assessments and the components of quality reading instruction to plan well-sequenced and explicit instruction for students with disabilities in the general education curriculum. Examines objectives that align with curriculum standards while still providing individualization. Implements and applies reading and writing instruction to support learning in all content areas. Field experience required.

Course Overview
EDSE 441 integrates knowledge of language assessments and the components of quality reading instruction for planning well-sequenced and explicit instruction for students with disabilities in the general education curriculum. This course examines objectives that align with curriculum standards while still providing individualized instruction for students with disabilities.

Implementation and application of reading and writing instruction is developed to support the learning of students with disabilities in all content areas.

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

Advising Tip
Did you know you can evaluate your progress in the program at any time by running a Degree Evaluation in Patriotweb? Step by step instructions are available at http://registrar.gmu.edu/students/degree-evaluation/.

Course Delivery Method
Learning activities include the following:
1. Class lecture and discussion
2. Application activities
3. Individual and/or Small group activities and assignments
4. Video and other media supports
5. Research and presentation activities
6. Electronic supplements and activities via Blackboard

Learner Outcomes
Upon completion of this course, students will be able to:
1. Apply curriculum development that includes a scope and sequence, lesson plans, differentiated instructional methodologies (e.g., systematic and explicit instruction, multisensory approaches), and assessment that is based on the general education curriculum Virginia Standards of Learning at the elementary, middle, and secondary level.
2. Understand foundational knowledge and the reciprocal nature of reading and writing that includes an understanding of the complex nature of reading noted in the Virginia professional studies requirements. Demonstrate proficiency in a wide variety of comprehension, vocabulary, and writing strategies; as well as the ability to develop student proficiency and appreciation of a variety of literature and reading including fiction and nonfiction, independent reading and writing across the curriculum.
3. Demonstrate understanding of developing data-based modifications and specified accommodations to general or specialized instruction as needed to promote student academic progress and effective preparation for the Virginia Standards of Learning assessments.
4. Use technologies to support instructional assessment, planning, and delivery of instruction for students with disabilities who access the general education curriculum.
5. Demonstrate the ability to implement individual educational planning and instruction for students with disabilities who access the general education curriculum, including:
    a. Essential concepts, vocabulary, and content across general and specialized

curriculum.
b. Handwriting, use of writing conventions/mechanics (i.e., spelling, capitalization, punctuation, grammar), and sentence development.
c. Stages of the writing process and writing genres.
d. Accuracy, fluency, and comprehension in content text reading.
e. Cross-disciplinary knowledge and skills such as critical thinking and problem solving.
6. Examine individual abilities, interests, learning environments, and culturally and linguistically relevant curriculum and pedagogy in the selection, development, and adaptation of learning materials and experiences for students with disabilities who access the general education curriculum.
7. Describe effective co-planning and co-teaching methods to enhance reading and writing 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 1,2); CEC Standard 3: Curricular Content Knowledge (InTASC 4,5); CEC Standard 4: Assessment (InTASC 6) & CEC Standard 5: Instructional planning and strategies (InTASC 7,8).

Required Texts
Archer, A.L., & Hughes, C.A. (2010). *Explicit Instruction: Effective and Efficient Teaching* (1st ed.). Guildford Press. ISBN-13: 978-1609180416 (Chapters 4 and 8 only)

Harris, K. R., Graham, S., Mason, L. H., & Friedlander, B. (2008). *Powerful writing strategies for all students.* Brooks. ISBN-13: 978-1-55766-705-2

Vaughn, S., & Bos C. S. (2020). *Strategies for teaching students with learning and behavior problems* (10th ed.). Pearson. ISBN-13: 978-0134792019   **(10th Edition only!)**

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

Required Resources
All required resources found on the course Blackboard site.

The IRIS Center. (2019). *CSR: A Reading Comprehension Strategy.* Retrieved from https://iris.peabody.vanderbilt.edu/module/csr/.

Additional Readings
All additional readings found on the course Blackboard site.

Ciullo, S., Falcomata, T. S., Pfannenstiel, K., & Billingsley, G. (2015). Improving learning with science and social studies text using computer-based concept maps for students with disabilities. *Behavior modification*, *39* (1), 117-135.

Datchuk, S. M., & Kubina, R. M. (2013). A review of teaching sentence-level writing skills to students with writing difficulties and learning disabilities. *Remedial and Special Education*, *34*, 180-192.

Mason, L. H., & Graham, S. (2008). Writing instruction for adolescents with learning disabilities: Programs of intervention research. *Learning Disabilities Research & Practice*, *23*, 103-112.

Stevens, E. A., Park, S., & Vaughn, S. (2018). A review of summarizing and main idea interventions for struggling readers in grades 3 through 12: 1978–2016. *Remedial and Special Education*, https://doi.org/10.1177/0741932517749940.

Williams, K. J., Walker, M. A., Vaughn, S., & Wanzek, J. (2017). A synthesis of reading and spelling interventions and their effects on spelling outcomes for students with learning disabilities. *Journal of Learning Disabilities*, *50*, 286-297.

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 441, the required PBA is Content Text Instructional 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)**
>
> Content Text Instructional Plan
>
> **Content text instructional plan (100 points):**
> This project is designed to help you apply skills for integrating instruction when teaching content material in social studies/history, science or health. You will select a chapter

from a content textbook for students between 6th and 12th grade (the text and chapter will be provided by the course instructor). You will develop an instructional plan for teaching a small section of content. Your plan should address an anticipatory event, text structure, questioning, graphic organizers, vocabulary, reading comprehension before, during, and after reading; and writing. At least 3 research-based references (approved by professor) should be included to support your instructional plans. You will prepare a 10-12 slide PowerPoint presentation that demonstrates how you will teach the content in your textbook. Your PowerPoint will be directed to fellow teachers as if you were presenting an instructional plan during a planning meeting with your colleagues. You will share a draft of this PowerPoint presentation with your peers. You will post the final PowerPoint on Blackboard in Assessments.

More information will be provided during the first class session and posted on Blackboard.

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

Writing Intervention Project

Writing Intervention Project (100 points):

You will select a student with a disability who accesses the general education curriculum. Project overview: Using and applying curriculum-based measurement techniques, you will establish a baseline performance for the selected student. Based on data and consultation with the child's teacher and your course instructor, you will select a writing strategy intervention and develop a plan for teaching (intervention). The teaching lesson plans, modified and adapted for your student [see Lesson Plans template in directions on the Blackboard site], will highlight the stages of effective strategy acquisition and procedures for developing self-regulation. You will implement 2 lesson plans with the selected student. Performance data will be collected as you progress through lessons. A plan for fostering generalization and maintenance for the selected student will also be developed. It is important to note that this is NOT the same as CBM fluency models where a student gradually works toward a goal. In this model, students are expected to make significant gains immediately following instruction. At the end of the project, you will describe, "what worked well" and "what I would do differently next time" in a reflective summary. Final papers will incorporate all components of the project.

More information for this project will be presented on the first night of class and posted on Blackboard.

<u>Writing Intervention Project Scoring – All Components Are Mandatory</u>

Student description	10 points
Baseline data graph	10 points
Lesson plans	15 points
Lesson response summaries	10 points
Instructional materials	10 points
Plans for generalization and maintenance	10 points
Final data graph - baseline, intervention, and post-instruction data	10 points
Project evaluation/reflection	15 points
Overall Writing Style/APA 7 Formatting	10 points
Total Points	100 points

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 teach. Field experiences may occur in off-campus settings, such as schools (CAEP, 2016). Below are REQUIRED PROCEDURES FOR ALL STUDENTS ENROLLED IN THS 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 required form, as 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 a full-time contracted school system employee and will complete the field experience at your worksite with administrator and instructor approval, you will be asked to specify the school at which you will be completing the field experience.

· If you request a field experience placement, you will receive information via your GMU email about your assigned internship placement from the Clinical Practice Specialist in the College's TEACHERtrack Office. 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. Note that you may NOT arrange your own 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. Complete the GMU Experiential Learning Agreement packet (ELP). Mason requires all students completing off-campus field experiences in schools or other agencies to complete this packet. Once you have received your field experience placement, complete and submit this packet to the provided link.

4. Document your field experience hours. Your instructor may provide you with access to field experience documentation forms to use in documenting the hours and activities completed in your field experience placement. Your instructor will provide more directions on how to use and submit the documentation form.

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

Other Assignments
Research Article Summaries (100 points):

You will read 3 research-based articles and summarize each using the Summary Format for Readings included in the Course Assignment Packet found on Blackboard. See Schedule for due dates. These research-based articles will be used to support the information included in the Content Text Instructional Plan assignment.

More information for this project will be presented on the first night of class and posted on Blackboard.

Assignment Summary

Assignments	% points
Content Text Instructional Plan (VIA)	100 points
Writing Intervention Project (VIA)	100 points = paper 100 points = student intervention activities
Research Article Summaries	100 points
Attendance/In-Class Learning Activities	100 points
Total Average of All % Points:	__/ 100 points

Course Policies and Expectations
Attendance/Participation
Class attendance and participation are an important part of this class because of the technical nature of the information learned through the course. Attendance points are earned for each class to emphasize the importance of engaging in the learning activities and educational environment

of the course. Students are expected to arrive on time to class, participate in all class discussions and activities, and stay until the end of class. Attendance will be maintained through the artifacts students produce and digitally submit during class through group and individual work. For full attendance credit during each class, students must not only attend the full class session, but actively participate, work cooperatively, and turn in high quality class products.

If you are unable to make any class sessions during the semester, please contact the instructor by phone or e-mail **before** the class session where you will be absent. In the rare event of an emergency or severe sickness, each student is given 1 "grace" absence without a point penalty, **as long as the instructor is notified before the class session and in-class activities are completed on the student's own time and submitted via email.** In this case, it is still the student's responsibility to make arrangements to obtain notes, handouts, and lecture details from another student. ***Attendance points missed for more than one absence or any absence without instructor contact before class will be considered on an individual and case by case basis based on appropriate student documentation!*** Two or more unexcused absences may result in no credit for attendance in class and will affect the course grade.

Use of Computers, Cell Phones, PDAs, iPads and other electronic devices and materials: Please be *fully present* in class. It is impossible to participate wholly in this class while texting, engaging in social media sites, tweeting, working on documents, checking email, etc. *Please use computers only for work related to the current class activity*. Checking email, surfing the web, using applications software, or working on material other than the current class activity are considered distractions and counterproductive. Students engaging in such conduct during class time will not be permitted use of devices in class. The breach will be considered as non-attendance for the class session. If, *for emergency reasons*, you must be available via cell phone, place your cell phone on vibrate and mute the ring tone to avoid class disruption.

Late Work
To successfully complete this course, students need to adhere to all due dates for readings and assignments. All assignments should be submitted on or before the assigned due date. To be considered on time, assignments must be submitted by the start of class on the due date, unless otherwise noted by the instructor. On all assignments, full credit is available for those submitted on time. For every 24-hour period that an assignment is late, a 5% point deduction will occur. After one week from the due date (or until the last class session per the syllabus, whichever comes first), assignments will not be accepted. Please contact the instructor in advance if there is a problem with submitting your work on time.

Grading

A	95-100%
A-	90-94%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	73-76%

C-	70-72%
D	60-69%
F	<60%

*Note: The George Mason University Honor Code will be strictly enforced. See [Academic Integrity Site](https://oai.gmu.edu/) (https://oai.gmu.edu/) and [Honor Code and System](https://catalog.gmu.edu/policies/honor-code-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/) (https://cehd.gmu.edu/students/polices-procedures/). Students are expected to exhibit professional behaviors and dispositions at all times. Professional dispositions are an essential function of a special educator's job, indicating that these dispositions are critical to develop and assess in special education licensure programs. In the College of Education and Human Development, dispositions are formally and separately evaluated in at least three points in each student's program – a self-evaluation at the start of their program, a self-evaluation at the mid-point of their program, and a university supervisor's evaluation during internship. In special education graduate licensure programs, the initial self-evaluation is completed in designated courses (EDSE 241, EDSE 361, EDSE 311), the mid-point self-evaluation is completed in designated courses (EDSE 445, EDSE 465, and EDSE 419), and the internship evaluation is completed by instructors in EDSE 482, EDSE 483, and EDSE 484. In addition to these three designated evaluation times, instructors may complete instructor-rated disposition assessments other times throughout the program. When dispositions are assessed, it is important that for areas where a positive disposition is rated as "not proficient," the student takes steps to grow as an educator. See https://cehd.gmu.edu/epo/candidate-dispositions.

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

Class Date	Topics	Readings Due	Assignments Due
Class 1 **1/24**	• Introductions • Course Overview, syllabus, & Blackboard Review • Field Experience Video and information • Review of Student Choice for Field Experience • How to teach students with disabilities PowerPoint	Ensure Blackboard and GMU email	

Class 2
 	
1/31
	Reading to Learn
	  • Text Structure
	Writing Instruction
	  • Capitalization
	  • Punctuation
	  • Sentences
	  • Paragraphs, Summaries, & QuickWrites
	
	Review Summarizing Research Articles
		• Vaughn & Bos: pp. 248 – 249
		• Vaughn & Bos: Ch. 9	

Class 3
 	
2/7
	Reading to Learn
	  • Questions
	  • Graphic Organizers
	Writing Instruction
	  • Strategy Instruction
	  • Self-regulation
	  • Self-Regulated Strategy Development (SRSD) module
	
	Review Writing Intervention Project Instructions
		• Harris, Graham, mason, & Friedlander: Chapters 1,
		• Vaughn & Bos: pp. 37 – 45
		• Vaughn & Bos: Ch. 8,
			• **Complete Article Summary #1**
			
			• **Student choice for Writing Strategy Assignment**

Class 4 2/14	Progress Monitoring • Assessing Comprehension • Assessing written expression Graphing Data	• Vaughn & Bos: pp. 232-234 • Vaughn & Bos: 274-275	• **Approval of Writing Strategy selection** for your Writing Intervention Project
Class 5 2/21	Reading to Learn • Vocabulary Instruction and Strategies • Enhancing Word Choice *Writing Project Check-in*	• Harris, Graham, Mason & Friedlander: Ch. 5 • Archer and Hughes: Ch. 3 (review) • Vaughn & Bos: pp. 307 - 312	• **Complete Article Summary #2**
Class 6 2/28	Writing Genres • Narrative Writing: Stories and Biographies • Informative Writing • Persuasive Writing Explicit Instruction • What to teach • How to teach Writing Lesson Plans *Content Text Instructional Plan Check-In*	• Harris, Graham, Mason, & Friedlander: Ch. 6,7,8,9,10,11 • Archer & Hughes: Ch. 4 – Designing Lessons	
Class 7 3/7	Reading and Writing to Learn • Mnemonics strategies • Revising & Editing Strategies	• Vaughn& Bos: pp. 341-343 • Harris, Graham, Mason & Friedlander: Ch. 12,13,14,15	**Complete Article Summary #3**

Class 8 3/14 Spring Recess	**NO CLASS**		

Class 9
 	
3/21
	• Collaborative Strategic Reading (CRS)
	  ➢ Click and Clunk
	  ➢ Getting the Gist
	  ➢ Wrap Up
	  ➢ Cooperative Learning Groups
		• IRIS: Collaborative Strategic Reading Module
		• Vaughn and Bos: pp. 255-258	

Class 10 3/28	Reading and Writing to Learn • PLAN & WRITE • TWA/TRAP/Paraphrasing and Summarizing *Review Content Text Instructional Plan Directions*	• Harris, Graham, Mason & Friedlander: Ch. 16, 17	
Class 11 4/4	PowerPoint Presentations		**Content Text Instructional Plan Due**
Class 12 4/11	Writing Persuasive, Narrative, and Informative Essays review	Review: • Harris, Graham, Mason & Friedlander: Ch. 8,9,10,11	
Class 13 4/18	**Synchronous Online Session** • Office Hours • Writing Intervention Check-In		
Class 14 4/25	Explicit Instruction • Independent Practice Choices • Practice Writing Lessons *Review writing Project Paper*	• Archer & Hughes: Ch. 8	
Class 15 5/2	• Presentations		**Writing Intervention Project Due**

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 VIA should be directed to viahelp@gmu.edu or 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 titleix@gmu.edu.

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/) ([http://cehd.gmu.edu/).](http://cehd.gmu.edu/)

Appendix
Content Text Instructional Plan Assessment Rubric

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3

Curriculum Analysis CEC/IGC Standard 3 Candidate uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.	• **Candidate does not clearly identify a secondary grade level, content area, AND/OR one standard (and/or component thereof) from a specific state or common general curriculum (i.e., Virginia Standards of Learning).**
	• **Candidate does not clearly identify and describe ANY of the following related to the standard:**
	  ○ **Critical concepts,**
	  ○ **Critical vocabulary, or**
	  ○ **Skills (e.g., what the student must do to acquire, organize, recall, and/or express mastery of the information)**
	 Required for a student to meet the standard.
	• **Candidate identifies and/or describes critical concepts, critical vocabulary, or skills that are irrelevant to the identified standard.**
		• **Candidate clearly identifies a secondary grade level, content area, and one standard (and/or component thereof) from a specific state or common general curriculum (i.e., Virginia Standards of Learning).**
		• **Candidate clearly identifies, describes, and prioritizes the relevant:**
		  ○ **Critical concepts,**
		  ○ **Critical vocabulary, and**
		  ○ **Skills (e.g., what the student must do to acquire, organize, recall, and/or express mastery of the information)**
		 Required for a student to meet the standard.
			• **Candidate clearly identifies a secondary grade level, content area, and one standard (and/or component thereof) from a specific state or general curriculum (i.e., Virginia Standards of Learning).**
			• **Candidate clearly identifies, describes, and prioritizes the relevant:**
			  ○ **Critical concepts,**
			  ○ **Critical vocabulary, and**
			  ○ **Skills (e.g., what the student must do to acquire, organize, recall, and/or express mastery of the information)**
			 Required for a student to meet the standard.
			• **Candidate provides further evidence of task analysis of the standard by:**
			  ○ **Identifying priorities or sequencing of the critical content,**
			  ○ **Identifying ways to organize the critical content, OR**
			  ○ **Identifying sources of specialized materials, curriculum, or resources related to the critical content.**

Development of Unit Planning Visual Organizer/Power Point Presentation CEC/IGC Standard 3 Candidate uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.	• Candidate develops a unit planning visual organizer/power point presentation which omits any of the following: ○ make explicit connections between prior knowledge and future learning (scope and sequence); ○ make connections between essential concepts; ○ identify, prioritize and sequence key concepts from the unit; and ○ identify questions that students should be able to answer at the end of the unit to demonstrate deep understanding of the unit concepts.	• Candidate develops a unit planning visual organizer/power point presentation which: ○ makes explicit connections between prior knowledge and future learning (scope and sequence), ○ makes connections between essential concepts, ○ identifies, prioritizes and sequences key concepts from the unit, and ○ identifies questions that students should be able to answer at the end of the unit to demonstrate deep understanding of the unit concepts.	• Candidate develops a unit planning visual organizer/power point presentation which: ○ makes explicit connections between prior knowledge and future learning (scope and sequence), ○ makes connections between essential concepts, ○ identifies, prioritizes and sequences key concepts from the unit, and ○ identifies questions that students should be able to answer at the end of the unit to demonstrate deep understanding of the unit concepts. • Candidate explicitly connects organizer components to state standards or provides for enrichment.

| Adaptation in Unit Lessons CEC/IGC Standard 5 Candidate selects, adapts, and uses a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities. | • Candidate fails to do any of the following:
  o identify essential concepts and vocabulary likely to require adaptation.
  o select and adapt instructional strategies and materials according to the interaction of learners' academic and social abilities, attitudes, interests, and values and the demands of instruction.
  o adapt lessons to include research supported teaching methods that focus on teaching essential concepts, vocabulary and content across the general curriculum AND/OR age and ability appropriate instruction and specialized instructional strategies appropriate to the abilities and needs of the learners with exceptionalities. | • Candidate identifies which essential concepts and vocabulary are likely to require adaptation.
• Candidate selects and adapts instructional strategies and materials according to the interaction of learners' academic and social abilities, attitudes, interests, and values and the demands of instruction.
• Candidate adapts lessons to include research supported teaching methods that focus on teaching essential concepts, vocabulary and content across the general curriculum, age and ability appropriate instruction and specialized instructional strategies appropriate to the abilities and needs of the learners with exceptionalities.
• Candidate integrates task analysis into the lessons. | • Candidate identifies which essential concepts and vocabulary are likely to require adaptation.
• Candidate selects and adapts instructional strategies and materials according to the interaction of learners' academic and social abilities, attitudes, interests, and values and the demands of instruction.
• Candidate adapts lessons to include research supported teaching methods that focus on teaching essential concepts, vocabulary and content across the general curriculum, age and ability appropriate instruction and specialized instructional strategies appropriate to the abilities and needs of the learners with exceptionalities.
• Candidate integrates task analysis into the lessons.
• Candidate includes a detailed and specific rationale for the changes made/selection of adaptations. |

Unit Plan Development CEC/IGC Standard 5 Candidate selects, adapts, and uses a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.	• **Candidate prepares incomplete unit plans that fail to utilize a repertoire of evidence-based practices to individualize instruction and emphasize the development, maintenance, and generalization of knowledge and skills across environments and settings.**
	• **Candidate fails to focus unit plans on teaching essential concepts, vocabulary, and content across the general curriculum AND/OR include age and ability appropriate instruction AND/OR use specialized instructional strategies appropriate to the abilities and needs of the learners with exceptionalities.**
		• **Candidate prepares comprehensive unit plans that**
		  o **utilize a repertoire of evidence-based practices to individualize instruction, and**
		  o **emphasize the development, maintenance, and generalization of knowledge and skills for an individual with an exceptionality across environments and settings.**
		• **Candidate focuses unit plans on**
		  o **teaching essential concepts, vocabulary, and content across the general curriculum,**
		  o **includes age and ability appropriate instruction and**
		  o **uses specialized instructional strategies appropriate to the abilities and needs of the individual with an exceptionality.**
		• **Candidate integrates instructional or assistive technology into the unit plans.**
			• **Candidate prepares comprehensive unit plans that utilize a repertoire of evidence-based practices to individualize instruction and emphasize the development, maintenance, and generalization of knowledge and skills for an individual with an exceptionality across environments and settings.**
			• **Candidate focuses unit plans on**
			  o **teaching essential concepts, vocabulary, and content across the general curriculum,**
			  o **including age and ability appropriate instruction and**
			  o **using specialized instructional strategies appropriate to the abilities and needs of an individual with an exceptionality.**
			• **Candidate integrates task analysis and instructional or assistive technology into the unit plans, as appropriate.**
			• **Candidate includes clear plans for connecting the concepts from one lesson to the next.**
			• **Candidate provides elaboration on the instructional strategies with explicit scholarly plans, materials, or links to future lessons.**

Assessments CEC/IGC Standard 4 Candidate uses multiple methods of assessment and data sources in making educational decisions.	• **Candidate fails to develop two different assessments that accommodate the unique abilities and needs of individuals with exceptionalities**
	 OR
	 • **Candidate fails to develop two different assessments that effectively evaluate students' learning of the stated objectives and monitor progress in instruction.**
		• **Candidate describes and provides original sample questions for two different assessments for the unit that**
		   ○ **1. ONE: evaluates instruction of the stated learning objectives**
		   ○ **2. TWO: Monitors progress of an individual with an exceptionality during unit instruction**
		 • **Candidate selects assessments to accommodate the unique abilities and needs of individuals with exceptionalities.**
			• **Candidate describes and provides original sample questions for two different assessments for the unit that**
			   ○ **1. ONE: evaluates instruction of the stated learning objectives for reading and writing about content material**
			   ○ **2. TWO: Monitors progress of an individual with an exceptionality during unit reading instruction**
			 • **Candidate selects assessments to accommodate the unique abilities and needs of individuals with exceptionalities.**
			 • **Candidate provides description of the implementation plan for the assessments AND provides a description of the utility of each item or clusters of items to instruction.**