



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

Fall 2022

EDSE 641 673: Instructional Strategies for Reading and Writing

CRN: 84422, 3 – Credits

Instructor: Dr. Sharon Ray/Ms. Karen Omohundro	Meeting Dates: 9/14/22 – 11/16/22
Phone: 703-993-5247	Meeting Day(s): Wednesdays
E-Mail: sray4@gmu.edu , kmoncure@gmu.edu	Meeting Time(s): 4:30 pm – 8:30 pm
Office Hours: By appointment via Zoom	Meeting Location: N/A; Off campus
Office Location: Finley 205B	Other Phone: 703-673-8540 cell

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 503 or EDSE 341

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 641 integrates knowledge of research in 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

Be sure to schedule your Reading for Virginia Educators exam after completing EDSE 641. Passing scores are required for licensure and graduation. To register: <https://www.ets.org/praxis/prepare/materials/5306>. Students who already hold a full (not provisional) VDOE license may be exempt. See advisor for details.

Course Delivery Method

This course will be delivered using the following:

1. Class lecture and assigned readings
2. Discussion activities and assignments
3. Application activities and assignments
4. Individual and/or small group activities
5. Individual and/or small group presentations
6. Research-based writing activities and assignments
7. Video and other media supports
8. Electronic supplements and activities via Blackboard

Learner Outcomes

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

1. Identify and understand curriculum development that includes a scope and sequence, lesson plans, differentiated instructional methodologies (e.g., systematic and explicit instruction, multisensory approaches), assistive technology, accommodations, and assessment that is based on the general education curriculum Virginia Standards of Learning at the elementary, middle, and secondary level.
2. Identify and understand the structure and organization of reading and writing instruction in general education and other instructional settings representing the continuum of special education services.
3. Demonstrate an understanding of foundational knowledge and the reciprocal nature of reading and writing that includes an appraisal of the complex nature of reading noted in the Virginia professional studies requirements. Skills include 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.
4. Analyze and critique 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.
 5. Identify and apply assistive technologies to support instructional assessment, planning, and delivery of instruction for students with disabilities to access the general education curriculum.
 6. Formulate and create 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.
 - f. IEP specified accommodations within the general education classroom.
 7. Evaluate research, 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.
 8. Apply course concepts to K-12 School settings through field -based learning experiences (e.g., field experiences in K-12 classrooms, field-based case studies, field-based virtual/online learning experiences.)

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.). Guilford Press. ISBN-13: 978-1609180416 ([Chapters 3, 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/>.

Mastropieri, M., & Scruggs, T., (2004). Improving attention and memory. In M. Mastropieri and T. Scruggs, *The inclusive classroom: Strategies for effective instruction* (pp. 283-301). Upper Saddle River, NJ: Pearson.

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 641, 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 (30 points): Due October 19th, 2022

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 five 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 unit 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 on the VIA link given under the Assessments tab. 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). The college-wide common assessment in this course is: Lesson Planning.

Writing Intervention Project (30 points): Due November 16th, 2022

You will select a student with a disability who accesses the general education curriculum. Prior to beginning instruction, you will collect three written prompt responses from the identified student to establish a performance baseline.

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 (if you are not the child’s teacher) and your course instructor, you will select a writing strategy intervention and develop a plan for teaching. **This writing strategy will need to be approved by the instructor before you begin planning lessons for your students.** The teaching lesson plans will highlight the stages of effective strategy acquisition and procedures for developing self-regulation. You will implement 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. For example, it is not uncommon for a student to go from writing two or three story parts during baseline to having all seven parts in a single writing prompt 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. Components of the project will be reviewed in class as they become instructionally appropriate. More information for this project will be presented on the first night of class and posted on Blackboard.

Writing Intervention Project Scoring – All Components Are Mandatory

Student description	3 points
Intervention schedule (with dates)	3 points
Three lesson plans with instructional materials	6 points
Lesson journal	3 points
Plans for generalization and maintenance	3 points
Data graph - baseline, intervention, and post-instruction data	3 points
Project evaluation/reflection	3 points
Poster quality and oral presentation	3 points
Written expression & use of APA style	3 points
<u>Total points</u>	<u>30 points</u>

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 THIS COURSE.

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. 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.

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

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

Other Assignments

Content Text Instructional Plan Presentation & Peer Responses (4 points screencast development & posting; 3 points peer feedbacks = 7 points total): *Due October 19th, 2022*

During the middle of the course, you will be asked to share/present your Content Text Instructional Plan and respond to peers on their presentations. For this semester, these presentations will be shared as 15-minute screencasts within our course BlackBoard Discussion Board. After all presentations are posted, everyone will have a chance to view at least 3 peer presentations and provide feedback via the Discussion Board following structured guidelines.

Online Modules (2 @ 5 points each = 10 points): *October 5th & November 16th, 2022*

The majority of our classes will be face-to-face, in person meetings. However, two classes will be asynchronous, at which time you will be required to complete online modules during these asynchronous class times. Each module will have instruction and learning activities geared at helping to enhance student understanding of course content and objectives. Module work will help students engage with core course ideas and develop application of these concepts as the larger course assignments are constructed throughout the course. Completed online module work will be submitted via Blackboard and graded for both completion and accuracy.

Research Article Summaries (2 @ 8 points each = 16 points): *Due October 12th & November 2nd, 2022*

You will select 2 research-based articles from the list under Additional Readings and summarize each article using the Research Article Summary template shared in class. Within the articles listed, choose your 2 articles to summarize based on your personal education/teaching interests. The goal of completing these summaries is to practice reading and understanding research published in professional journals for supporting your own research and sharing with colleagues in the field.

Attendance/In-Class Learning Activities @ Synchronous Sessions (7 classes @ 1 point each = 7 points): *Earned Weekly*

The majority of the class learning will occur in our face-to-face class meetings. During these face-to-face sessions, teacher candidates will be focused on developing their lesson planning, research skills, and knowledge of evidence-based practices in reading and writing. Since attendance is important to the course outcomes, teacher candidates will earn .5 point during each class session for being present, which includes being on time for class, participating within class activities and discussions, and being mentally present and available for learning during class time. The other .5 point earned point during each face-to-face class meetings will be earned through successful and accurate completion of in class activities focused on the processing and application of class readings

and objectives, as well as building understanding and skills targeted towards the accomplishment of course projects and learning outcomes.

Assignment Summary

Course Policies and Expectations

Attendance/Participation

Course grades are calculated by summing the points earned on assignments and dividing by the 100 total possible points. Grades are designed to indicate your success in completing assignments, not the level of effort you put into them.

• Content Text Instructional Plan	• 30 points
• Content Text Instructional Plan Presentation & Peer Responses	• 7 points
• Writing Intervention	• 30 points
• Research Article Summaries (2 @ 8 points each)	• 16 points
• Online Modules (2 @ 5 points each)	• 10 points
• Attendance/In-Class Learning Activities (7 @ 1 point each)	• 7 points
• Total Points	• 100 points

Late Work

All assignments should be submitted on or before the assigned due date via BlackBoard. In fairness to students who make the effort to submit work on time, total assignment points will be deducted from your grade for late assignments.

Late assignments will be accepted in the following manner, **except for the Writing Intervention Project Presentation & Online Module #2 which are due on the last night of class and will not be accepted any later than that date.**

- ☐ 5% point deduction – up to 1 week late
- ☐ 10% point deduction – 1-2 weeks late
- ☐ 25% point deduction – 2 weeks late up through last class before exam

Grading

A = 95-100%
A- = 90-94%

B+	=	87-89%
B	=	80-86%
C+	=	77-79%
C	=	70-76%
F	=	69% and below

***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 \(https://cehd.gmu.edu/students/policies-procedures/\)](https://cehd.gmu.edu/students/policies-procedures/).

Class Schedule

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

Week	Topics	Readings Due	Assignments Due
9/14	<ul style="list-style-type: none"> • Introductions • Course Overview, Syllabus, & Blackboard Review • Icebreaker • Using the GMU Digital Libraries: Finding Research Studies • Writing Research Article Summaries 	Ensure access for Blackboard for this course	
9/21	<p>Wrap up of Writing Research Summaries</p> <p>Reading: Supporting All Students in Reading & Pre-Reading Strategies & Supports</p> <ul style="list-style-type: none"> • Anticipatory Events • Previewing Text • Text Structures • Text Features <p>Writing Intervention Project:</p> <ul style="list-style-type: none"> • Student Writing Needs • Grade Level Writing Standards 	<ul style="list-style-type: none"> • Vaughn & Bos: Ch. 8 	

<p>9/28</p>	<p>Reading: Assessing Comprehension & During Reading Strategies and Supports</p> <ul style="list-style-type: none"> • Methods of Assessing Comprehension • Graphic Organizers • Questions and Discussion <p>Writing Intervention Project:</p> <ul style="list-style-type: none"> • Evidence Based Practices • The SRSD Process <p><u>***Asynchronous Online Class Meeting***</u></p>	<ul style="list-style-type: none"> • Vaughn & Bos: pp. 36–45 • Harris, Graham, Mason, & Friedlander: Chapters 1 & 2 	
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<p>10/5</p>	<p>Reading: Fluency Instruction & During Reading & After Reading Comprehension Strategies & Supports</p> <p>Fluency:</p> <ul style="list-style-type: none"> • Repeated Reading • Choral Reading • Reader’s Theater • Peer-Supported Reading • Scaffolded Sustained Silent Reading <p>Comprehension:</p> <ul style="list-style-type: none"> • Story Mapping • Summarization <p>Writing Intervention Project:</p> <ul style="list-style-type: none"> • Time Management • Lesson Planning 	<ul style="list-style-type: none"> • Archer & Hughes: Ch. 4 – Designing Lessons • Harris, Graham, Mason, & Friedlander: Chapters 3 & 4 	<p>Online Module #1</p>
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<p>10/12</p>	<p>Reading: Vocabulary Strategies & Supports & Comprehensive Reading Instruction</p> <p>Vocabulary: Explicit Instruction</p> <ul style="list-style-type: none"> • Using Oral Language • Contextual & Morphemic Analysis • Using Reference Aids • Using Word Learning & Comprehension Routines <p>Comprehension: Multi-Component Reading Strategies</p> <p>The Literacy Block</p> <p>Writing Intervention: Individual Project Approval Meetings</p>	<ul style="list-style-type: none"> • Vaughn & Bos: Ch. 10 • Harris, Graham, Mason, & Friedlander: Chapter 5 • Archer & Hughes: Ch. 3 – Vocabulary • IRIS: Collaborative Strategic Reading Module 	<p>Research Article Summary #1</p> <p>Writing Intervention Project Approval Deadline</p>
<p>10/19</p>	<p>Reading: Comprehensive Reading Instruction</p> <p>Writing Intervention Project:</p> <ul style="list-style-type: none"> • Explicit Writing Instruction <ul style="list-style-type: none"> ○ What to teach ○ How to teach <p><u>***Synchronous Online Class Meeting***</u></p>	<ul style="list-style-type: none"> • Mastropieri & Scruggs: <i>Improving Attention and Memory. (pp.283-301)</i> • Harris, Graham, Mason, & Friedlander: Chapters 6 & 7 	<p>Content Text Instructional Plan Sharing & Feedbacks</p>

<p>10/26</p>	<p>Writing: Narrative & Expository Writing</p> <ul style="list-style-type: none"> • Beginning Writing Strategies: <ul style="list-style-type: none"> ○ Words ○ Sentences ○ Paragraphs • Genres of Writing <p>Writing Intervention Project:</p> <ul style="list-style-type: none"> • Lesson Planning Activities • Graphing Baseline and Intervention Data 	<ul style="list-style-type: none"> • Vaughn & Bos: Ch. 9 • Harris, Graham, Mason, & Friedlander: Chapters 8 & 9 	
<p>11/2</p>	<p>Writing: Prewriting & Planning Strategies and Types of Writing</p> <p>Assessing Written Expression</p> <p>The Writing Process:</p> <ul style="list-style-type: none"> • Prewriting Strategies: • Planning Strategies: • Narrative Writing • Expository (Informational) Writing <p>Writing Intervention Project:</p> <ul style="list-style-type: none"> • Reflection • Data-based Decision Making 	<ul style="list-style-type: none"> • Archer & Hughes: Ch. 4 – Designing Lessons • Harris, Graham, Mason, & Friedlander: Chapters 10 & 11 	<p>Research Article Summary #2</p>

<p>11/9</p>	<p>Writing: Persuasive Writing & Revising and Editing</p> <p>Persuasive Writing Strategies:</p> <ul style="list-style-type: none"> • POW-TREE • STOP • DARE <p>Revising and Editing Strategies</p> <ul style="list-style-type: none"> • COPS • CAPS • SCAN • REVISE • Peer Revising <p>Writing Intervention Project:</p> <ul style="list-style-type: none"> • Maintenance & Generalization • Assembling the Writing Project Poster Presentation <p><u>***Asynchronous Online Class Meeting***</u></p>	<ul style="list-style-type: none"> • Harris, Graham, Mason, & Friedlander: Chapters 12 & 13 	
<p>11/16</p>	<p>Writing:</p> <ul style="list-style-type: none"> • Independent Practice Choices <p>Writing Intervention Project:</p> <ul style="list-style-type: none"> • Poster Presentations 	<ul style="list-style-type: none"> • Harris, Graham, Mason, & Friedlander: Chapters 14 & 15 • Archer & Hughes: Ch. 8 – Independent Practice 	<p>Online Module #2</p> <p>Writing Intervention Poster Project & Presentation</p>

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/) (<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/) (<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/) (<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/) (<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/) (<https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>).

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

As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, 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 the [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 or support measures 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/).

**Appendix
Assessment Rubric(s)**

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
<p>Curriculum Analysis CEC/IGC Standard 3 Candidate uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.</p>	<ul style="list-style-type: none"> • Candidate does not clearly identify a secondary grade level, content area, AND/OR one standard (and/or component thereof) from a specific state or common general curriculum (i.e., Virginia Standards of Learning). • Candidate does not clearly identify and describe ANY of the following related to the standard: <ul style="list-style-type: none"> ○ Critical concepts, ○ Critical vocabulary, or ○ Skills (e.g., what the student must do to acquire, organize, recall, and/or express mastery of the information) 	<ul style="list-style-type: none"> • Candidate clearly identifies a secondary grade level, content area, and one standard (and/or component thereof) from a specific state or common general curriculum (i.e., Virginia Standards of Learning). • Candidate clearly identifies, describes, and prioritizes the relevant: <ul style="list-style-type: none"> ○ Critical concepts, ○ Critical vocabulary, and ○ Skills (e.g., what the student must do to acquire, organize, recall, and/or express mastery of the information) 	<ul style="list-style-type: none"> • Candidate clearly identifies a secondary grade level, content area, and one standard (and/or component thereof) from a specific state or general curriculum (i.e., Virginia Standards of Learning). • Candidate clearly identifies, describes, and prioritizes the relevant: <ul style="list-style-type: none"> ○ Critical concepts, ○ Critical vocabulary, and ○ Skills (e.g., what the student must do to acquire, organize, recall, and/or express mastery of the information)

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
	<p>Required for a student to meet the standard.</p> <ul style="list-style-type: none"> • Candidate identifies and/or describes critical concepts, critical vocabulary, or skills that are irrelevant to the identified standard. 	<p>Required for a student to meet the standard.</p>	<p>Required for a student to meet the standard.</p> <ul style="list-style-type: none"> • Candidate provides further evidence of task analysis of the standard by: <ul style="list-style-type: none"> ○ Identifying priorities or sequencing of the critical content, ○ Identifying ways to organize the critical content, OR ○ Identifying sources of specialized materials, curriculum, or resources related to the critical content.
<p>Development of Unit Planning Visual Organizer/Power Point Presentation CEC/IGC Standard 3 Candidate uses knowledge of general and specialized curricula to individualize learning for</p>	<ul style="list-style-type: none"> • Candidate develops a unit planning visual organizer/power point presentation which omits any of the following: <ul style="list-style-type: none"> ○ make explicit connections between prior knowledge and future learning (scope and sequence); ○ make connections 	<ul style="list-style-type: none"> • Candidate develops a unit planning visual organizer/power point presentation which: <ul style="list-style-type: none"> ○ makes explicit connections between prior knowledge and future learning (scope and sequence), ○ makes connections 	<ul style="list-style-type: none"> • Candidate develops a unit planning visual organizer/power point presentation which: <ul style="list-style-type: none"> ○ makes explicit connections between prior knowledge and future learning (scope and sequence), ○ makes connections

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
individuals with exceptionalities.	<p>between essential concepts;</p> <ul style="list-style-type: none"> ○ 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. 	<p>between essential concepts,</p> <ul style="list-style-type: none"> ○ 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. 	<p>between essential concepts,</p> <ul style="list-style-type: none"> ○ 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.

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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.	<ul style="list-style-type: none"> • Candidate fails to do any of the following: <ul style="list-style-type: none"> ○ identify essential concepts and vocabulary likely to require adaptation. ○ select and adapt instructional strategies and materials according to the interaction of learners' academic and social abilities, attitudes, interests, and values and the demands of instruction. ⊖ adapt 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 	<ul style="list-style-type: none"> • Candidate identifies which essential concepts and vocabulary are likely to require adaptation. • Candidate selects and adapts instructional strategies and materials according to the interaction of learners' academic and social abilities, attitudes, interests, and values and the demands of instruction. • Candidate adapts 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 	<ul style="list-style-type: none"> • Candidate identifies which essential concepts and vocabulary are likely to require adaptation. • Candidate selects and adapts instructional strategies and materials according to the interaction of learners' academic and social abilities, attitudes, interests, and values and the demands of instruction. • Candidate adapts 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

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	<p>instructional strategies appropriate to the abilities and needs of the learners with exceptionalities.</p>	<p>strategies appropriate to the abilities and needs of the learners with exceptionalities.</p> <ul style="list-style-type: none"> • Candidate integrates task analysis into the lessons. 	<p>strategies appropriate to the abilities and needs of the learners with exceptionalities.</p> <ul style="list-style-type: none"> • Candidate integrates task analysis into the lessons. • Candidate includes a detailed and specific rationale for the changes made/selection of adaptations.
<p>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.</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Candidate prepares comprehensive unit plans that <ul style="list-style-type: none"> ○ utilize a repertoire of evidence-based practices to individualize instruction, and ○ emphasize the development, maintenance, and generalization of knowledge and skills for an individual with an exceptionality across 	<ul style="list-style-type: none"> • 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.

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	<p>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.</p>	<p>environments and settings.</p> <ul style="list-style-type: none"> • Candidate focuses unit plans on <ul style="list-style-type: none"> ○ teaching essential concepts, vocabulary, and content across the general curriculum, ○ includes age and ability appropriate instruction and ○ uses specialized instructional strategies appropriate to the abilities and needs of the individual with an exceptionality. • Candidate integrates instructional or assistive technology into the unit plans. 	<ul style="list-style-type: none"> • Candidate focuses unit plans on <ul style="list-style-type: none"> ○ teaching essential concepts, vocabulary, and content across the general curriculum, ○ including age and ability appropriate instruction and ○ using specialized instructional strategies appropriate to the abilities and needs of an individual with an exceptionality. • Candidate integrates task analysis and instructional or assistive technology into the unit plans, as appropriate. • Candidate includes clear plans for connecting the concepts from one lesson to the next. • Candidate provides

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			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.	<ul style="list-style-type: none"> • Candidate fails to develop two different assessments that accommodate the unique abilities and needs of individuals with exceptionalities <p>OR</p> <ul style="list-style-type: none"> • Candidate fails to develop two different assessments that effectively evaluate students' learning of the stated objectives and monitor progress in instruction. 	<ul style="list-style-type: none"> • Candidate describes and provides original sample questions for two different assessments for the unit that <ul style="list-style-type: none"> ○ 1. ONE: evaluates instruction of the stated learning objectives ○ 2. TWO: Monitors progress of an individual with an exceptionality during unit instruction 	<ul style="list-style-type: none"> • Candidate describes and provides original sample questions for two different assessments for the unit that <ul style="list-style-type: none"> ○ 1. ONE: evaluates instruction of the stated learning objectives for reading and writing about content material ○ 2. TWO: Monitors progress of an individual with an

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		<ul style="list-style-type: none"> • Candidate selects assessments to accommodate the unique abilities and needs of individuals with exceptionalities. 	<p style="text-align: center;">exceptionality during unit reading instruction</p> <ul style="list-style-type: none"> • Candidate selects assessments to accommodate the unique abilities and needs of individuals with exceptionalities. • Candidate provides description of the implementation plan for the assessments AND provides a description of the utility of each item or clusters of items to instruction.