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

Summer 2023
EDSE 641 B01: Instructional Strategies for Reading and Writing
CRN: 41442, 3 – Credits

Instructor: Dr. Andrea Boykin	**Meeting Dates:** 5/30/23 – 7/29/23
Phone: (202) 596-7262	**Meeting Day(s):** Tuesday/Thursday
E-Mail: aboykin2@gmu.edu	**Meeting Time(s):** 4:30 pm – 7:10 pm
Office Hours: By appointment	**Meeting Location:** Fairfax; KH 15
Office Location: Virtual	**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 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 Praxis Teaching Reading: Elementary (5205) exam after completing EDSE 641. Passing scores are required for licensure and graduation. To register: https://www.ets.org/praxis/prepare/materials/5205. Students who already hold a full (not provisional) VDOE license may be exempt. See advisor for details.

Course Delivery Method

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

Learner Outcomes

Upon completion of this course, 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.). Guildford 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

Additional Readings

Boykin, A., Evmenova, A., Regan, K., & Mastropieri, M. (2019). The impact of a computer-based graphic organizer with embedded self-regulated learning strategies on the argumentative writing of students in inclusive cross-curricula settings. *Computers and Education*, *137*, 78–90. https://doi.org/10.1016/j.compedu.2019.03.008

Dexter, Douglas & Hughes, Charles. (2011). Graphic Organizers and Students with Learning Disabilities: A Meta-Analysis. *Learning Disability Quarterly*. 34. 51-72. 10.1177/073194871103400104.

Gersten, R.M., Haymond, K., Newman-Gonchar, R., Dimino, J., & Jayanthi, M.V. (2020). Meta-Analysis of the Impact of Reading Interventions for Students in the Primary Grades. *Journal of Research on Educational Effectiveness, 13*, 401 - 427.

Graham, S., Liu, X., Bartlett, B., Ng, C., Harris, K. R., Aitken, A., Barkel, A., Kavanaugh, C., & Talukdar, J. (2018). Reading for writing: A meta-analysis of the impact of reading interventions on writing. *Review of Educational Research, 88*(2), 243–284. https://doi.org/10.3102/0034654317746927

Mason, Linda & Graham, Steve. (2008). Writing Instruction for Adolescents with Learning Disabilities: Programs of Intervention Research. *Learning Disabilities Research & Practice*. 23. 103 - 112. 10.1111/j.1540-5826.2008.00268.x.

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/SLL (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/SLL.

For EDSE 641, the required PBA is Content Text Instructional Plan. Please check to verify your ability to upload to VIA/SLL before the PBA due date.

Assignments and/or Examinations

Performance-based Assessment
(VIA submission required)

Context 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 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 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). The college-wide common assessment in this course is: Lesson Planning.

Writing Intervention Project (30 Points)

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. 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.

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.

   a. 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.

   b. 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 if you had a placement arranged for you. Towards the end of the semester, if you had a field experience arranged for you, 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 with without an accommodation. Contact Disability Services (ods@gmu.edu) for questions related to accommodations.

Other Assignments

Strategy Toolkit Presentations (100 points)

In a small group, learners will develop a strategy tool kit that provides an overview of evidence-based practices for reading and writing instruction to support students with disabilities in an inclusive setting. Candidates will complete one presentation as a group during the semester. Groups will also create a handout that contains a brief overview of each strategy. More information about this assignment, along with examples, will be provided in Blackboard.

In Class Learning Activities (100 points)

Each week, learners will complete in class and online learning activities to apply their knowledge of concepts which may include discussion boards, online modules, reflections, and quizzes. Weekly assignment details and point values are posted in the course Blackboard site.

Assignment Summary

Assignment	Points
Context Text Instructional Plan	100
Writing Intervention Project	100
Research Article Summary Worksheet	100
In Class and Online Learning Activities	100
Total Points:	400

Student Evaluations of Teaching:
The student evaluation of teaching, or SET, is an online course survey. You are strongly encouraged to complete this form for each course as this feedback helps instructors and administrators improve your class experiences. Towards the end of the course, you will receive email and Blackboard notifications when the evaluations open. Your anonymous and confidential feedback is only shared with instructors after final grades have been submitted. More information about the SET can be found on The Institute of Effectiveness and Planning website at https://oiep.gmu.edu/set/

Course Policies and Expectations
Attendance/Participation
Learners are expected to attend all classes. Learners may miss one class with no grade penalty. After that, 5 points will be taken off the final grade for each additional missed class.

Late Work
Assignments are due at 11:59 on the due date. A 72- hour grace period will be provided without for assignments turned in late without penalty upon arrangement with the instructor.   If an arrangement is not made, assignments will receive a two point deduction for each day late until submission.

Grading
95-100% = A	90-94% = A-	80-89%= B	70-79% = C	0-70% = F

*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/policies-procedures/).

Class Schedule

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

Date	Topic	Readings	Assignment Due
5/30	**Course Introduction** • Course Overview, Syllabus, & Blackboard Review • Major Assignment Review • Icebreaker	• Review syllabus • Review blackboard course site	• N/A
6/1	**Lesson Planning and Intervention Overview** • Lesson structure • Backwards Planning • Lesson Planning Pyramid • Interventions	• Vaughn & Bos: Ch. 1 (review pp. 15-17) • N/A	• Weekly Activities Due
6/6	**Reading to Learn** • Text Structure • Fluency • Teaching Comprehension • Question Strategies	• Vaughn & Bos: Ch. 8	• N/A
6/8	**Reading to Learn** • Content Area Reading • Graphic Organizers • Text Adaptations • Writing Notes • Mnemonics	• Vaughn & Bos: Ch.10	• Weekly Activities Due
6/13	**Reading to Learn**	• Vaughn & Bos: Ch. 8, pp. 232 - 266	• Writing Intervention

			Project Plan Due
6/15	**Reading to Learn** • Vocabulary Instruction	• Archer & Hughes: Ch. 3 – Vocabulary	• ***Comprehension Strategies Presentation*** • ***Vocabulary Strategies Presentation*** • Content Text Instructional Plan Draft Due • Weekly Activities Due
6/20	**Reading to Learn** • Explicit Instruction • Lesson Planning Practice	• Vaughn & Bos: Ch. 8 & 10 Archer & Hughes: Ch. 4 – Designing Lessons • Archer & Hughes: Ch. 8 – Independent Practice	• N/A
6/22	**Writing Introduction** • Writing Process Overview • Writing Project Introduction • Project Brainstorming	• N/A	• ***Submit Context Text Instructional Plan*** • Weekly Activities Due
6/27	**Writing Instruction** • Capitalization • Punctuation • Spelling	• Vaughn & Bos: Chapter 9	• ***Learning to Write Presentation***

	• Assistive Technology		
6/29	**Writing Structures and Sentences** • Sentences • Paragraphs, Summaries, & QuickWrites	• N/A	• Weekly Activities Due
7/4	Holiday- NO CLASS		
7/6	**Writing Instruction** • Strategy Instruction • Self-regulation	• Harris, Graham, Mason, & Friedlander: Chapters 1, 2, 3	• N/A
7/11	**Genres and Writing to Learn** • Narrative Writing: Stories and Biographies	• Harris, Graham, Mason & Friedlander: Ch. 6 & 7 • Vaughn & Bos: Ch. 9	• ***Writing Strategies Presentations*** • Weekly Activities Due
7/13	**Genres and Writing to Learn** • Persuasive • Expository • Reading and Writing Informational Text	• Harris, Graham, Mason & Friedlander: Ch. 8 9& 16	• N/A
7/18	**Revising & Editing Strategies** • Sentence Combining • Editing and Revision Strategies	• Vaughn & Bos: Ch. 9	• Weekly Activities Due
7/20	**Writing Instruction** • Assessing written expression	• Vaughn & Bos: Ch. 9	• N/A
7/25	**Class Wrap Up**	• N/A	• Project Draft Due

7/27	**Project Workship**	• N/A	• 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/).

- Learning Services (learningservices@gmu.edu) - Provides a variety of experience-based learning opportunities through which students explore a wide range of academic concerns. Services include support to students with learning differences, individual study strategy coaching, individualized programs of study, and referrals to tutoring resources. Presentations on a variety of academic topics such as time management, reading, and

note taking are available to the university community. The programs are open to all George Mason University students free of charge.

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/).

Appendix
Assessment Rubric(s)

Content Text Instructional Plan 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	• 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	• 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

	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.
		must do to acquire, organize, recall, and/or express mastery of the information). Required for a student to meet the standard.	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); o 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: o 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: o 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: • 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 instructional strategies appropriate to the abilities and needs of the learners	• 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

	with exceptionalities		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
		  • teaching essential concepts, vocabulary, and content across the general curriculum,
		  • includes age and ability appropriate instruction and
		  • uses specialized instructional
			• 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
			  • teaching essential concepts, vocabulary, and content

		strategies appropriate to the abilities and needs of the individual with an exceptionality. • Candidate integrates instructional or assistive technology into the unit plans.	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 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.