

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

Fall 2024
Assessment and Program Planning
3 – Credits

Consortium Courses

- VCU: SEDP 533 Assessment of Individuals with Disabilities: ADCR
- Radford: EDSP 664 IEP, Assessment and Program Planning for Adapted Curriculum
- JMU: EXED 629: IEP, Assessment, and Program Planning for Adapted Curriculum
- ODU: SPED 672: Curriculum and Assessment in Severe Disabilities
- GMU: EDSE 533: Assessment and Program Planning for Adapted Curriculum
[Section 6U1, CRN 23717; Section 6Y1; CRN 23696]

Instructors:	Ms. Mary Evans	Dr. Annmarie Horn
Phone:	(540) 831-6207 (office) (540) 230-1525 (cell)	(540) 831-5590 (office)
	<i>Please leave your full name and course site if you text or leave a voice mail.</i>	
E-Mail:	mlcoyle@radford.edu	alhorn1@radford.edu
Office Hours:	Email to set appointment for phone or Zoom Meeting	
Office Location:	C170 Peter's Hall, Radford University	
Meeting Dates:	08/26/24-12/5/24	
Meeting Time(s):	5 pm – 7:40 pm	
Meeting Day(s):	Thursdays	
Meeting Location	Online Join via Zoom: https://radford.zoom.us/j/98853537894 Password: F2024	
Instructing University:	Radford	

Note: This syllabus may change according to class needs. Teacher Candidates/Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.

Prerequisite(s):

None

Co-requisite(s):

None

Course Description

Develops knowledge and skills about best special education practice in assessment and evaluation, and IEP and program planning for those preparing to teach K-12 students with disabilities in the adapted curriculum. Note: Field experience required.

GMU Advising Contact Information

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

Course Delivery Method

Learning activities include the following:

1. Class lecture and discussion
2. Application activities
3. Small group activities and assignments
4. Video and other media supports
5. Electronic supplements and activities via Blackboard

This course will be delivered online (76% or more) using a synchronous format via the Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on Saturday, August 24, 2024.

- To access your course in Blackboard Learn: <https://mymasonportal.gmu.edu/>

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

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

- High-speed internet access with updated browsers.
 - [Blackboard Learn](https://help.blackboard.com/Learn/Student/Ultra/Getting_Started/Browser_Support) supported browsers:
https://help.blackboard.com/Learn/Student/Ultra/Getting_Started/Browser_Support
- Consistent and reliable access to their University email and the course LMS, as these are the official methods of communication for this course.

- Speakers and a microphone or a microphone-enabled headset for use with synchronous web conferencing tools.
- Note that students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.

Expectations

- Log-in Frequency:
Students must actively check the course LMS site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week.
- Participation:
Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:
Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College and/or University technical services.
- Technical Issues:
Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:
Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support:
Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette:
The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

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

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

Learner Outcomes

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

1. Locate, read and interpret important evaluation reports, assessment data, and IEP documents that comprise a student's cumulative and confidential files, and explain their role in shaping a student's educational history and decision-making regarding the IEP including the eligibility label or labels under which the student receives services, the determination of , special education services, services, related services, and supplementary aides and services, the decision to be assessed in the adapted curriculum rather than general curriculum, and placement decision.
2. Effectively use essential components of the assessment process - record review, interview, observation and systematic structured interactions using task analysis and routine-based and curriculum-based assessment strategies - to gather information and describe in detail the needs and present level of functional and academic performance for a student with severe disabilities.
3. Effectively use essential components of the assessment process to gather information and determine starting points for, and assess progress in, instruction in reading, writing, mathematics, social studies and science for a student working in the adapted curriculum.
4. Describe the eligibility process and legal and regulatory requirements for IEP development including timelines, components, team composition, roles, and responsibilities.
5. Create and evaluate high-impact, meaningful goals for a target student with severe disabilities which enable academic learning, addresses educationally relevant self-care and self-management needs, enhances communication competence, and which reflects the student's chronological age, and the concerns and priorities expressed by family members and the individual.

Professional Standards

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

Required Texts

Kurth, Jennifer A. & Ruppert, Andrea L. (2023). *Equitable and Inclusive IEPs for Students with Complex Support Needs*. Baltimore: Paul H. Brookes Publishing Co., Inc.

Giuliani, G.A. & Pierangelo, R.A. (2023). *Assessment in Special Education: A Practical Approach, 6th Edition*. New Jersey: Pearson Education, Inc.

Recommended Texts

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

Additional Readings

Additional readings may be posted on Blackboard.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., LMS, 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 533: No requirement to upload a Performance-based Assessment (PBA) to VIA/SLL.

Assignments and/or Examinations

Performance-based Assessment (VIA submission required)

None

College Wide Common Assessment (VIA submission required)

None

Field Experience Requirement- Directions for GMU Students

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 form, regardless of whether you need assistance in locating a field experience placement or not. This information is required by the state. Please direct any questions about the form to Dr. Kristen O'Brien at EDSEfld@gmu.edu.

If you are 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 to be arranged, you will receive information via your GMU email about your assigned placement from the Clinical Practice Coordinator in the College's Office of Teacher Preparation. 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 complete your field experience at a placement arranged by GMU, 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.

6. If you believe you need ADA accommodations during your field placement and/or internship experience, please contact Mason's Disability Services office (DS). Specific accommodations for fieldwork and internships may be different than academic accommodations; however, like academic accommodations, they are not retroactive. Connecting with DS is a student-initiated interactive process. DS will collaborate with the department and possibly the placement site to provide reasonable accommodations that are individualized and based on documentation, functional limitations, and a collaborative assessment of needs. For more information, please refer to the Disability Services website: <https://ds.gmu.edu/field-placement/>.

Course Assignments:

Introductory Discussion Board

There will be one on-line discussion board assignment early in the semester. The purpose of this discussion is to (1) build community and get to know each other's talents, abilities and experiences, (2) learn who will be working with similar grade level/age students, and (3) create your learning and professional development goals for this course. related to course

topics and assignments. Full participation per the guidelines below will be **worth up to 25 points**:

1. **By Saturday at 11:59 PM** of the week of the discussion, you will write and post a well thought through and concise, edited 250-350-word response to the question or subject (may earn up to 10 points).
2. Read and respond informally to your peers' postings **by Tuesday at 11:59 PM**, I expect you to read all of them, but a minimum of seven community building postings are required (may earn up to 7 points)
3. **By class time on Thursday**, you will write and post a thoughtful 150-250-word response to *one* of your peer's full responses. Ask questions, confirm, and explore with each other. Discuss what you learned from that person, what they made you think about, and how their understandings and experiences meshed or differed from your own (may earn up to 8 points).

Assessment History Analysis of Target Student (85 points):

You will critically examine the assessment history of your target student through a process of thorough record review and interviews with family members and past teachers/support persons. You will create a chart comprised of a snapshot that provides an easy-to-read, all-in-one place, record of assessment information that has been gathered about this child and which has played a role in shaping their educational history. Based on what you have learned about the eligibility process, evaluation components, disability determination, and IEP process/timelines, you will analyze this information by answering a series of questions and providing information on gaps in the student's history. Detailed directions will be covered in class and provided on Blackboard.

Target Student Assessment Activities (25 points each, 100 points total):

Using your target student, you will learn how to administer and write up assessment summaries for the following four assessments.

Complete the following 4 assessment activities with your target student:

- Gather information through interview to create a Positive Personal Profile.
- Complete a Circle of Friends Assessment and Analysis – interview and interaction.
- Complete a Routine's Based Assessment involving interview and observation.
- Conduct and write up a Curriculum-Based Assessment sample for one academic content area.

Literature Discussions

You will periodically be assigned reading assignments throughout the semester from the Pierangelo & Giuliani text and the Kurth & Ruppar text. On the nights these readings are due, you will be expected to participate in a small group discussion of the reading selection.

Before breaking out into groups, each group will be one or two different questions from the chapter to discuss and then report out to the whole class. Each group member will be expected to have a role in the "teaching" of the topic to the class.

These book discussions are not directly graded but your preparedness and participation are expected as part of your class participation points.

Expanded narrative describing target student's Present Level of Academic and Functional Performance (PLAAFP) -100 points:

You will continue to focus on your target student with significant disabilities for this assignment. You will use the assessment history as well information gathered on the student through the four assigned assessment activities to complete the first part of the IEP and the student's Present Level of Academic and Functional Performance per VDOE regulations and procedures and guidelines for the IEP.

Final Exam (50 points)

You will demonstrate a cumulative understanding of how the PLAAFP is used to develop IEP goals that are measurable, contain appropriate use of short-term objectives or benchmarks, and criteria for assessment and progress monitoring. You will write two new goals incorporating communication, self-determination and assistive technology – a self-care/self-management (functional) goal and an academic goal.

Assignment Summary

Assignments	Possible Points
Introductory Discussion Board Post	25
Assessment History Analysis of Target Student	85
Assessment Activities: • Positive Personal Profile • Circle of Friends • Routines Based Assessment • Curriculum Based Assessment	25 25 25 25
PLAAPF Assignment	100
Final Exam	50
Asynchronous Module	10
Participation (attendance, small group discussions, class activities, reading assignments preparedness) (5 pts per class)	70
Total	440

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 (70 points-5 points per class)

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

You will have the opportunity to earn up to **70 points for class participation** (approximately 5 pts per synchronous class). You must be in class and prepared, with the readings completed, to earn these points through exit slips, group work and discussions.

Late Work

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

Grading

93-100% = A	87-89% = B+	70-79% = C
90-92% = A-	83-86% = B	< 70% = F

***Note:** George Mason University Academic Standards will be strictly enforced *through an institutional sanctioning matrix that all colleges and departments will need to adhere to if they find there are students who are engaged in academic dishonesty*. See [Academic Standards](http://academicstandards.gmu.edu/) (<http://academicstandards.gmu.edu/>) and [GMU Catalog - Academic Standards](https://catalog.gmu.edu/policies/academic-standards/) (<https://catalog.gmu.edu/policies/academic-standards/>). Students are responsible for reading and understanding the Standards. The Office of Academic Integrity “works to promote authentic scholarship, support the institution’s goal of maintaining high standards of academic excellence, and encourages continued ethical behavior of faculty and students to cultivate an educational community which values integrity and produces graduates who carry this commitment forward into professional practice.” Work submitted must be your own new, original work for this course or with proper citations.

Professional Dispositions

Throughout study in the College of Education and Human Development, students are expected to demonstrate behaviors that reflect the positive dispositions of a professional. See [Student Guide](https://cehd.gmu.edu/current-students/cehd-student-guide) (<https://cehd.gmu.edu/current-students/cehd-student-guide>). 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 a designated course (EDSE 501), the mid-point self-evaluation is completed in designated courses (EDSE 627, EDSE 661, and EDSE 616), and the internship evaluation is completed by instructors in EDSE 783, EDSE 784, and EDSE 785. 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.

Use of Generative AI

Generative AI tools should follow the principles of Mason's Academic Standards. This includes being honest about the use of these tools for submitted work and including citations when using the work of others, whether individual people or Generative AI tools.

CEHD Commitments

The College of Education and Human Development is committed to fostering collaboration and community, promoting justice and equity, and advancing research-informed practice. Students are expected to adhere to, and contribute to, these commitments, the CEHD Mission, and Core Values of George Mason University. More information can be found here: [Culture](https://cehd.gmu.edu/about/culture/) (<https://cehd.gmu.edu/about/culture/>)

Class Schedule

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

Date	Topics	Readings/What's Due
W 1 8/29	Introductions Review Syllabus Purpose of Assessment Overview of Evaluation and Assessment The Eligibility Process Evaluation and Re-Evaluation requirements How to: 1. Discussion Board Introductions Assignment 2. Discussion Groups for Assigned Readings	Read: Syllabus <i>Essential Concepts of People First Language</i> Selected sections of IDEA and VA Special Education Regulations: ○ VDOE Sample Eligibility Process Forms and Disability Worksheets ○ VDOE – VA Special Education Regulations *For those needing this background information, these documents are available in a folder in BB
	The Eligibility Process (Cont)	Read: (to be found in BB)

W 2 9/5	- Evaluation and Re-Evaluation of Students with Severe Disabilities - Small group literature circle discussion Selecting a target student	- O'Brien, <i>Search for Capacity</i> - Reading Assignments from Pierangelo & Giuliani – - Chapter 1: Introduction to Assessment - Chapter 9: The Child Study Team and Pre-referral Strategies - Chapter 10: The Multidisciplinary Team and Parental Participation in the Assessment Process Due: Saturday, 8/31: Discussion #1 – Introducing Ourselves Tuesday, 9/3: Brief responses to at least 7 of your classmates' postings Thursday, 9/5: Longer response to one classmate's entry. (Assignment details on BB)
W3 9/12	Asynchronous Recorded Lecture – Class will not meet live on Zoom this week - Deficit-based (medical models) of assessment vs. capacity building models and their implications - Reading Frame and Module Response assignment assigned <u>How to:</u> Assessment History Analysis	Read: - Reading assignment from Pierangelo & Giuliani – Chapter 12: Assessment of Intelligence - Definition of intellectual disability and the FAQ sheet at AAIDD - https://aaidd.org/intellectual-disability/definition#.WkawdlWnHX4 - Description of Assessment History Assignment Due: Target student selected and permission signed – submit to BB
W 4 9/19	- Taking a closer look at standardized and non-standardized assessment tools - Overview of current methods/approaches of assessment Discussion: Pros and cons of traditionally used tools and assessment procedures - Small group literature circle discussion	Read: - Reading Assignments from Pierangelo & Giuliani – Chapter 2: Methods of Assessment - Professional Practice Guidelines for Assessment & Identification of Students with Autism http://bestpracticeautism.blogspot.com/2012/06/best-practice-in-assessment-of-children.html Asynchronous Assignment Due (10 pts)

	Note: Review class readings as needed to make sense of the information you would be gathering for an assessment history	
W 5 9/26	- Assessment to identify family and student priorities (Person-Centered Planning) - Characteristics of IEPs with Social Validity - Person-centered planning, Circles of support, Circle of Friends Assessment - Small group literature circle discussion How to: Circle of Friends Developing a Positive Personal Profile	Read: - O'Brien and Lovett - Finding A 'Way Toward Everyday Lives The Contribution of Person Centered Planning - Meadan-PCP article www.imdetermined.org – one pager, Good Day Plan, Goal Setting and Attainment - Chapter 1&2 - Kurth& Ruppert -<i>Equitable and Inclusive IEPs for Students with Complex Support Needs</i> DUE: Sunday, September 29, 2024 - Assessment History Analysis Assignment
W 6 10/3	- What meaningful educational assessment looks like for students with significant disabilities - Assessment to gather information about needed academic and functional routines - Small group literature circle discussion How to: Routines-Based Assessment	Read: McConomy et al. (2021) Using task analysis to support inclusion and assessment in the classroom (On BB) - Chapter 3&4 - Kurth& Ruppert -<i>Equitable and Inclusive IEPs for Students with Complex Support Needs</i> DUE Sunday, October 6, 2024: Assessment Activity #1 – Positive Personal Profile
W 7 10/10	Assessment to gather meaningful information about academic skills leading to standards- based IEPs; Making the General Curriculum Accessible for	Read: - TTAC Online Links and resources listed in Blackboard - Downing -Determining Student Needs (on BB) - Ch 4 - Using Assessment for Planning

	Students with Significant Disabilities <u>How-To: Curriculum-Based Assessment (CBA)</u>	Standards-Based Individualized Education Programs, with Bree Jimenez taken from: Teaching Students with Moderate and Severe Disabilities, Second Edition, Diane M. Browder, Fred Spooner, Ginevra R. Courtade (On BB) Jiminez, Root & Shurr - Using the Four Stages of Learning to Assess, Set Goals, and Instruct (on BB) DUE Sunday, October 13, 2024: Assessment Activity #2 – Circle of Friends
W 8 10/17	w/ - Literacy Curriculum and Assessment - Self-Determination - Assistive Technology - Small Group Literature Circle Discussion	Read: - Reading Assignments from Pierangelo & Giuliani – Chapter 11: Part 1 - Academic Achievement Tests for Reading - Reading Assignments from Pierangelo & Giuliani – Chapter 11: Part 2 - Academic Achievement Tests for Written Expression - Links and resources in BB DUE Sunday, October 20, 2024: Assessment Activity #3-Routines-Based Assessment
W 9 10/24	Literacy Curriculum and Assessment (Continued) w/ Self-Determination Assistive Technology	Article: Lemons, Allor, Otaiba, and LeJeune (2016). 10 Research-Based Tips for Enhancing Literacy Instruction for Students with Intellectual Disability (on BB) Videos: Teaching Reading to Students with Intellectual Disabilities DUE Sunday, October 27, 2024: Assessment Activity #4-Curriculum-Based Assessment
W 10 10/31	- Mathematics and Science Curriculum and Assessment w/ - Self-Determination - Assistive Technology - Using IEP Matrix - Small Group Literature Circle Discussion	Read: Reading Assignments from Pierangelo & Giuliani – Chapter 11: Part 3 - Achievement Tests in Mathematics

W 11 11/7	• PLAAFPs • Small Group Literature Circle Discussion • How to: The IEP Introduction and PLAAFP assignment for this class	• Harmon et al. (2020) Developing PLAAFP for IEPs (on BB) • Chapter 5&6 - Kurth& Ruppert -Equitable and Inclusive IEPs for Students with Complex Support Needs
W 12 11/14	• Incorporating Functional Skill Development into the Standards based curriculum • Small group literature circle discussion	Read: • Chapters 7 - Kurth& Ruppert -Equitable and Inclusive IEPs for Students with Complex Support Needs • FACTER- Chapter 4, Instruction Phase (on BB)
W 13 11/21	• Using our new assessment information and expanded PLAAFP to develop/revise the IEP • Creating Targeted Goals and Objectives/ Benchmarks. Teaching to the Standards • Practicing Alignment to State Standards Monitoring progress on the IEP • Small group literature circle discussion <u>How to: Final Exam Assignment Explained</u>	Read: • Chapter 8&9 - Kurth& Ruppert -Equitable and Inclusive IEPs for Students with Complex Support Needs • Reading Assignments from Pierangelo & Giuliani – Chapter 22: Development of the IEP • Jung (2007) Writing SMART objectives DUE: Sunday, November 23, 2024: IEP Introduction and PLAAFP Assignment

W14 11/28	Thanksgiving Break – No Class	
W15 12/5	Final Exam - Creating meaningful, standards-based annual goals and objectives that also address student and family priorities	DUE: Final Exam by Thursday, December 5, 2024

ADAPTED CONSORTIUM SYLLABUS STATEMENTS AND POLICIES

Honor Code

Each university has its own honor code and it is important for you to review the honor code at your university. However, all students taking this course, regardless of the university they are enrolled in, are expected to follow this honor code and may be asked to pledge all assignments and their exam to indicate that they have followed the honor code. A pledge means that you have not cheated or plagiarized, nor have you given or received assistance that violated the description of how assignments are to be completed for this course. The shortened version may be used: “Pledged” followed by the date and your full name (typed “signatures” will be OK for assignments/tests submitted electronically).

Students at all universities pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.” Work submitted must be your own or with proper citations

A complete copy of each university’s Honor System document is available through

GMU: <http://oai.gmu.edu/the-mason-honor-code/>

VCU: www.students.vcu.edu/rg/policies/rg7honor.html.

Radford: http://www.radford.edu/~dos-web/handbook02-03/Honor_Code.pdf

NSU: http://www.nsu.edu/student_judicial/policy.html

JMU: <http://www.jmu.edu/honor/code.shtml>

ODU: <https://www.odu.edu/about/monarchcitizenship/student-conduct>

Accommodations for Disability

At all the participating universities, accommodations can be made with the instructor if a student has a documented disability. University specific information regarding eligibility, services and accommodations can be found at:

GMU: <http://www.gmu.edu/student/drc/>

VCU: <http://www.students.vcu.edu/dss/index.html>

Radford: <http://www.radford.edu/~dro/>

NSU: <http://www.nsu.edu/disabilityservices/index.html>

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

ODU: <https://www.odu.edu/life/diversity/accessibility>

Student Support Resources

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

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

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

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

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

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

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

Inclement Weather

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

Course Materials

This course gives you access to PowerPoint files, class lecture notes, handouts, and copyrighted articles. All these materials should be regarded as authored materials, which if used or referred to must be fully credited through reference to the author, the class, and date. If used beyond citation, permission of the instructor/author is required.

Technology Proficiencies

All students participating in this course are expected to be proficient in several technology skills. Students are expected to be proficient in using the Internet and have reliable and consistent Internet access. Students are expected to have an active university email account and to check email regularly. This course requires students to use Blackboard, which is our online course management system located at <http://mymason.gmu.edu> under the COURSES tab.

Students are expected to login to this system frequently and be proficient in using its features. Students are expected to be proficient in using the computer, which includes downloading and saving files, typing, and word processing skills. Students participating in this course are expected to use Microsoft Word for all written assignments. Furthermore, students are expected to use Microsoft PowerPoint and Adobe Acrobat Reader for class documents located on the Blackboard website.

Blackboard Access and Non-Mason Students

NON GMU students will be required to activate and utilize their GMU login credentials to access Blackboard. NEW students this semester should have received an email with activation directions from Marci Kinas Jerome. Any questions please contact Marci Kinas Jerome, mkinas@gmu.edu. Passwords must be reset every 6 months. If students do not receive the change password email request, they will need to request a password reset if they can no longer login. Students can reset their password at <https://password.gmu.edu>

Blackboard Assistance

This course requires that you be a regular email user and be able to use various features of Blackboard (sign on, download materials, hand in completed assignments electronically through the assignment submission link). You may direct your questions about Blackboard to Marci Kinas Jerome (mkinas@gmu.edu). She will be the best resource.

Viewing Course Archives

All students have access to the video archives of this class, which are typically posted 24-48 hours after the class has met. Use this resource to prepare final assignments and review other class information. The special education program does not allow students to take a class via

archive—you must be present when the class meets. The archive links will be posted on the course blackboard site.

Policies and Resources for GMU Students

Policies

- Students must adhere to Mason's Academic Standards. See [Academic Standards](https://catalog.gmu.edu/policies/academic-standards/) (<https://catalog.gmu.edu/policies/academic-standards/>).
- 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 your LMS should be directed to:
 - o [Blackboard Learn](https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/): <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>
 - o [Canvas](https://its.gmu.edu/service/canvas/): <https://its.gmu.edu/service/canvas/>
- For information about [student support resources](https://ctfe.gmu.edu/teaching/student-support-resources-on-campus) on campus, see: <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>
 - o [TimelyCare](https://caps.gmu.edu/timelycare-services/): <https://caps.gmu.edu/timelycare-services/>
 - o [Writing Center](https://writingcenter.gmu.edu/): <https://writingcenter.gmu.edu/>

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/).

Student and Faculty Names and Pronouns

Name and pronoun use: If you wish, please share your name and gender pronouns with me and indicate how best to address you in class and via email. I use she/her for myself and you may address me as “Mary,” or “Ms. Evans” in email and verbally. I encourage students to use tools Mason provides to change your name and pronouns on Mason records, if you so choose: <https://registrar.gmu.edu/updating-chosen-name-pronouns/>

Diversity and Inclusion Statement

The College of Education and Human Development, an intentionally inclusive community, promotes and maintains an equitable and just work and learning environment. We welcome and value individuals and their differences including race, economic/class status, gender expression and identity, sex, sexual orientation, ethnicity, national origin, first language, religion, age, and ability status, among other characteristics.

- We value our diverse student body and desire to increase the diversity of our faculty and staff.
- We commit to supporting students, faculty and staff who have been the victims of bias and discrimination.
- We promote continuous learning and improvement to create an environment that values diverse points of view and life experiences.
- We believe that faculty, staff, and students play a role in creating an environment that engages diverse points of view.
- We believe that by fostering their willingness to hear and learn from a variety of sources and viewpoints, our students will gain competence in communication, critical thinking and global understanding, and become aware of their biases and how they affect their interactions with others and the world.

Appendix

Assessment Rubric(s)

Assessment History Rubric -85 Points

Name: _____

Document is visually organized, family- friendly and easy to read. No jargon (If used, explained.) You protected child and family's confidentiality by disguising all identifying information. You used principles of respectful, People First language; No errors in mechanics of writing or spelling.	___/10
Heading section includes your full name and current position, first name or pseudonym of target individual, his or her age, grade or grade level equivalent, current placement (pseudonym but you must convey information about grade level and the nature of the setting – for example; Fairfield School, a private day school for K-12 students with autism), relationship of target individual to you, and date document was completed.	___/10
Initial Eligibility (or earliest one that you can access from records or parents) – All sections of template thoroughly completed: • Date of Eligibility-Testing/Information Gathering • Eligibility determination • Eligibility criteria for given disability label • Name of test/tool/method used • Scores on assessment/testing • Brief summary bullets on what the professional/team identified as (If not present, please state "none noted"): (1) strengths (2) needs (3) concerns (4) recommendations • Information provided by family members • Your reaction and analysis	___/13
Initial IEP Meeting – All sections of template thoroughly completed: • Date of IEP Meeting-Testing/Information Gathering • Timeline • Name of test/tool/method used • Scores on assessment/testing • Brief summary bullets on what the professional/team identified as (If not present, please state "none noted"): (1) strengths (2) needs (3) concerns (4) recommendations • Placement/Services decisions and rationale • Information provided by family members • Your reaction and analysis	___/13
Triennial Eligibility-All sections of template thoroughly completed: • Date of Triennial Eligibility-Testing/Information Gathering • Eligibility determination	

• Eligibility criteria for given disability label • Name of test/tool/method used • Scores on assessment/testing • Brief summary bullets on what the professional/team identified as (If not present, please state “none noted”): (1) strengths (2) needs (3) concerns (4) recommendations • Information provided by family members • Your reaction and analysis All sections of template thoroughly completed.	___/13
IEP Meeting Following Triennial Eligibility– All sections of template thoroughly completed: • Date of IEP Meeting-Testing/Information Gathering • Timeline • Name of test/tool/method used • Scores on assessment/testing • Brief summary bullets on what the professional/team identified as (If not present, please state “none noted”): (1) strengths (2) needs (3) concerns (4) recommendations • Placement/Services decisions and rationale • Information provided by family members • Your reaction and analysis	___/13
An Annual IEP Meeting– All sections of template thoroughly completed: • Date of IEP Meeting-Testing/Information Gathering • Timeline • Name of test/tool/method used • Scores on assessment/testing • Brief summary bullets on what the professional/team identified as (If not present, please state “none noted”): (1) strengths (2) needs (3) concerns (4) recommendations • Placement/Services decisions and rationale • Information provided by family members • Your reaction and analysis	___/13

Comments:

___ Points ___ Grade

See Blackboard