



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

Summer 2018
EDSE 627 B01: Assessment
CRN: 42652, 3 – Credits

Instructor: Ms. Kate Peeples	Meeting Dates: 6/4/2018 – 7/28/2018
Phone: 336-508-0338	Meeting Day(s): Tuesday, Thursday
E-Mail: kpeep2@gmu.edu (or kpeeples@virginia.edu)	Meeting Time(s): 4:30 pm – 7:10 pm
Office Hours: by appointment only	Meeting Location: Fairfax, Innovation Hall 330
Office Location: N/A	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): None

Co-requisite(s): None

Course Description

Offers knowledge and experiential learning activities related to assessment of students with mild disabilities. Includes statistical and psychometric concepts in assessment. Addresses norm-referenced, criterion-referenced, curriculum-based, and informal assessment for instructional and placement decisions. Note: Field experience required. Offered by Graduate School of Education. May not be repeated for credit.

Advising Contact Information

Please make sure that you are being advised on a regular basis as to your status and progress through your program. Mason M.Ed. and Certificate teacher candidates/students should contact the Special Education Advising Office at (703) 993-3670 for assistance. All other teacher candidates/students should refer to their faculty advisor.

Advising Tip

Do you need to apply for internship? Students completing special education teacher licensure programs apply ahead of time for internships so supervisors, and sites if needed, can be arranged. Check your program plan or talk with your advisor if you are unsure when you should be applying for internship.

Course Delivery Method

Lecture

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, teacher candidates/students will be able to:

1. Provide the definition of assessment and the purposes and assumptions regarding assessment of exceptional children.
2. Compare and contrast the terms assessment and testing.
3. Describe relevant ethical standards, litigation, and legislation related to assessment.
4. Describe the characteristics of norm-referenced, criterion-referenced, curriculum-based and informal teacher-made tests, their similarities and differences, and their respective roles in the assessment process.
5. Demonstrate knowledge of basic measurement concepts and evaluate the psychometric properties of individual tests.
6. Create graphic displays of data in appropriate formats including: stem and leaf plot, scatterplot, and line graph using a computer spreadsheet.
7. Calculate descriptive statistics using a computer spreadsheet.
8. Interpret test results, generate appropriate educational goals and objectives based upon these results, and report test results in a professional written format.
9. Select, administer, and score of a variety of educational tests.
10. Use assessment information in making eligibility, program, and placement decisions for individuals with exceptional learning needs, including those from culturally and/or linguistically diverse backgrounds.
 - § Write assessment reports of academic achievement tests.
11. Conduct curriculum-based assessments to guide instructional decision-making.
 - § Explain the benefits and limits of different forms of assessment (e.g., individual, norm-referenced assessment vs. continuous progress measures).

12. Explain the benefits and limits of different forms of data collected for assessment (e.g., standard scores vs. grade equivalents).

13. Score and interpret behavior observation protocols from time sampling, event recording, and interval recording procedures.

14. Describe the procedures and purposes of Response to Intervention (RTI).

15. Critique assessment and instructional accommodations relative to specific learning characteristics.

Course Relationship to Program Goals and Professional Organizations

This course is part of the George Mason University, Graduate School of Education (GSE), Special Education Program for teacher licensure in the Commonwealth of Virginia in the special education areas of Special Education: Students with Disabilities who Access the General 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 5: Instructional Planning and Strategies (InTASC 7,8).

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).

Required Textbooks

Overton, T. (2016). *Assessing learners with special needs: An applied approach* (Eighth ed.). Upper Saddle River, New Jersey: Pearson Education.

Recommended Textbooks

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Required Resources

You will need to have access to GMU email account, GMU Blackboard site, a computer with Adobe Acrobat Reader, a word processor and a spreadsheet. You will also need to be able to view videos that are posted on the class Blackboard site. If you can view other forms of video on your device, you should be fine with those. I will post my notes in both Acrobat and PowerPoint formats at least 1 class meeting ahead. Additionally, I will provide some instruction for Microsoft Excel. Excel is on most computers in schools and the university. Other spreadsheets such as Apple's Numbers or Google Sheets will work but can be far more difficult to use for more advanced computations. I cannot provide technical instruction or assistance with programs or software other than Microsoft Excel.

Additional Readings

Additional readings will be posted on the class website (Blackboard).

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

Tk20 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 Tk20 (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 Tk20.

For *EDSE 627*, the required PBA is Curriculum-Based Measurement Project. Failure to submit the assignment to Tk20 will result in reporting the course grade as Incomplete (IN). Teacher candidates/students have until five days prior to the University-stated grade change deadline to upload the required PBA in order to change the course grade. When the PBA is uploaded, the teacher candidate/student is required to notify the instructor so that the "IN" can be changed to a grade. If the required PBA is not uploaded five days prior to the University-stated grade change deadline and, therefore, the grade not changed, it will become an F. Please check to verify your ability to upload items to Tk20 before the PBA due date.

Assignments and/or Examinations

1. **Performance-based Assessment (*Tk20 submission required*)**
 - a. Curriculum-Based Measurement Project
2. **College Wide Common Assessment (*TK20 submission required*)**
 - a. Collaborative Team write-up (CBM Proposal)
3. **Performance-based Common Assignments (*No Tk20 submission required.*)** These things do not go to Tk20; however, they must be submitted via Blackboard.
 - a. Spreadsheet
 - b. CBM proposal
 - c. Standardized test report 1 ("Dava")
 - d. Standardized test report 2 ("Charley")

Course Policies and Expectations

Read this part of the syllabus VERY carefully. I will refer to this document should questions or conflicts arise about attendance, absences, tardiness, and/or participation.

- **Attendance/Participation:** Part of the responsibility that professional educators assume is punctual and active performance of their duties. Such behavior is expected in this class as well as in the performance of the duties of being a professional educator. I take attendance in each

meeting to document who is present, on-time, present and late, as well as absent. I do not award points nor do I impose penalties for absence, or tardiness. However, you miss class or come late at your own risk.

- **Absences:** Much of the work in this class is dependent upon understanding the material from the previous classes and/or participating in practice activities in class. If you miss class, it is important that you read the assigned material and review the PowerPoint slides along with any other assigned materials before our next class meeting. I am available during set times to assist you with questions but we do not have time, nor do I have the responsibility to teach individual make-up sessions to people who miss class. Further, *missing class does not alter the due dates of assignments*. Students in this class are all graduate students who are familiar with the expectations of college-level learning. This is probably the most demanding course in the licensure program, simply because there is so much unfamiliar material. *Make your decisions about attending class according to this advice*. It is, in the end, your career and your responsibility as a professional to choose wisely and accept responsibility for your choices.
 - **“Excused” vs “Unexcused” Absences:** I trust that you are capable of being truthful and making decisions about your own attendance carefully. Please do not ask me to “excuse” an absence. In a setting like this, “excused” and “unexcused” are completely irrelevant. If you miss class, regardless of the reason, the responsibility to catch up is 100% yours, not mine. That said, I *am* willing to help you if you need it, but it is your responsibility to reach out with your specific needs, and in a timely fashion (not the night before an assignment is due).
- **Availability of Instructor:** My primary goal is to ensure that you can meet the stated outcomes of the course. I intend to conduct this class and all communication with you in a respectful, professional, and civilized manner, and I expect the same concern from you. I provide my personal contact information to you as a courtesy. Please do not abuse my availability and openness by calling, texting, emailing, expecting immediate attention or response, etc, beyond “normal business hours” (i.e. 9am-5pm).
- **Late Work:** All student work must be submitted through the Blackboard class website. Due dates are posted at the end of the syllabus and also on the Blackboard site. Any changes to these due dates will be announced in class, via email, and/or on Blackboard.
 - On time submissions are required to be in the class Blackboard Assignment folder by the beginning of the class session on the due date. *Only submissions through the Blackboard Assignment folder will be accepted. Assignments sent as email attachments will be deleted without opening them. Assignments that are not in the Blackboard assignments folder at the appropriate time are late.*
 - Ten percent (10%) of the available points for the assignment will be deducted for late submissions during the first week after the due date. After one week from the due date, assignments will be penalized an additional 10% of the total available score (i.e., 20%) for each week they are late. Thus an assignment that is three weeks late is able to obtain only 70% of the points for the assignment regardless of the quality of the work. After three weeks, the assignment will no longer be accepted and a score of zero will be entered into the grade book for that assignment. The point deduction will be made after the grading is complete. In the case of an assignment that earned 90 out of 100 points, the student grade would be a score of 65 (90-25). The points are deducted for each week at the time that the assignment was originally due.

- The date that the assignment was loaded into the Blackboard Assignment folder will be the date of record. Partially completed or inadequate assignments loaded into the Blackboard Assignment folder will be the assignments of record for the student. Once your assignment is submitted, that is what I will grade – no revisions without permission from me, and no re-submissions. **UPLOAD CAREFULLY.**
- Submitting an assignment late does not alter the due dates of the other assignments. When you turn something in late, timely feedback (the kind that would be helpful for later assignments or assessments) is no longer a guarantee.
- Submission by due date for final and last day of class is required for submissions to be considered for grading at all. Assignments and exams submitted after the due date for the exam will be assigned a grade of zero.
- **Extra Credit/Make Up Credit Opportunities:** None.
- **File Naming Conventions:** I am very picky about this!!! You must include *your last name* in the file name when you submit to Blackboard. Blackboard will not add your name to your submission as is required for this class. The name must be assigned to the file on your computer before you send it to Blackboard.
 - Example: Peeples_CBM Proposal
 - *This is a **real** requirement, and you will lose 3 points off any assignment that does not adhere to this requirement.* Frankly, it’s also just good professional practice and you should already be doing it.
- **Grading** (see above for policies on grading late work)
 - Grading Scale: 100-95% = A; 94-90% = A-; 89-80% = B; 79-75% = C; < 75% =F
 - Grading rubrics for each major assignment are included in Appendix C of this syllabus.
 - **Points by assignment:**

Assignment	Total Points Available
In-Class Worked Examples (total of 2)	10 each / 20 total
Quizzes (total of 4)	10 each / 40 total
Collaborative Exercise 1 (in class)	25
Standardized Assessment practice	50
Standardized Assessment report	100
CBM Proposal	30
Midterm Exam	100
CBM Project (final)	100
Collaborative Exercise 2 (in class)	25
Report Presentation	10
Final Exam	100
TOTAL	600
NOTE: DO NOT BE FOOLED by a “low” number of points available. Each assignment makes another assignment possible; failure to complete one will make it VERY difficult to complete the next one successfully.	

*Note: The George Mason University Honor Code will be strictly enforced. 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 or with proper citations (see <https://catalog.gmu.edu/policies/honor-code-system/>).

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See <https://cehd.gmu.edu/students/policies-procedures/>. 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, an instructor’s evaluation in the middle of their program, and a university supervisor’s evaluation during internship. When dispositions are assessed, it is important that for areas where a positive disposition is ‘occasionally evident’ or ‘rarely evident,’ the student takes steps to grow as an educator. See <https://cehd.gmu.edu/epo/candidate-dispositions>. In special education licensure programs, the mid-point evaluation is completed by instructors in EDSE 628, EDSE 661, and EDSE 616, and the internship evaluation is completed by instructors in EDSE 783, EDSE 784, and EDSE 785.

Your active participation in class is an important way to demonstrate that you possess the disposition to be a teacher.

- **Active participation includes:**
 - Listening to class discussions
 - Making relevant contributions to class discussions
 - Taking notes
 - Listening to instructor lectures and feedback
 - Coming to class with materials including textbooks and relevant materials from the class website.
 - Keeping mobile devices (including laptop messaging such as iMessage) off or in Do Not Disturb mode during active class time (i.e., lectures, discussion, activities, assessments).
- **Active participation *does not* include:**
 - Sleeping in class
 - Surfing the web, doing email, chatting/texting and otherwise engaging in non-instructional activities during class time.
 - Holding conversations with your classmates during whole class instruction.
 - Taking cell phone calls or replying to text messages during class
 - Other off-task behaviors that are not relevant to instruction
 - Consistently arriving late or leaving early
 - Non-engagement in the instructional activities during the time that you are in class.

Class Schedule: Faculty & instructors reserve the right to alter the schedule as necessary, with notification to students.

- **A complete (but tentative) schedule of topics and assigned readings appears in Appendix A (page 10) of this syllabus.**

- A complete (but *not* tentative) schedule of assignments and their due dates appears in Appendix B (page 11) of this syllabus.

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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: <http://cehd.gmu.edu/values/>

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <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 <http://ods.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 Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/>.

Appendix A
Tentative Course Schedule

Session	Date	Topics & Activity	Preparation
1	6/5/18	Introduction and Course Overview	Chapter 1 (I will present most of this in class on 6/5)
2	6/7/18	Legal, Ethical, & Professional Considerations of School-Based Assessment <i>--Quiz 1 due 6/11/18</i>	Chapters 2-3
3-4	6/12/18 6/14/18	Core Concepts of Quantitative Measurement <i>--In-class Example 1</i>	
5-6	6/19/18 6/21/18	Curriculum-Based Measurement & Progress Monitoring <i>--Quiz 2 due 6/18/18</i> <i>--In-class Example 2</i>	Articles on Bb: Espin (2000)
7-8	6/26/18 6/28/18	Achievement Testing Intro to Woodcock-Johnson IV <i>--CBM Proposal due 6/27/18</i> <i>--Collaborative Exercise 1</i>	
9	7/3/18	Midterm exam due by 11:59pm on 7/3/18 (will be available on Bb by 7/1/18)	
----	NO CLASS 7/5/18	Enjoy the 4 th !	-----
10-11	7/10/18 7/12/18	Measuring Intelligence and Behavior <i>--Assessment Practice Report due 7/10/18</i> <i>--Quiz 3 due 7/16/18</i>	
12-13	7/17/18 7/19/18	Classroom Testing Testing Accommodations for SWD <i>--Collaborative Exercise 2</i> <i>--CBM Project due 7/20/18</i> <i>--Quiz 4 due 7/23/18</i>	
14	7/24/18	Presentations Review for Final Exam <i>--Assessment Report due 7/25/18</i>	
15	7/26/18	Final exam due by 11:59pm on 7/27/18 (will be available on Bb by 7/25/18)	

Appendix B

Summary of Assignment Due Dates

Assignment	Due Date	Format
Quiz 1	11:59pm on 6/11/18	Blackboard
In-Class Example 1	end of class 6/14/18	in-class/written (submit via Bb)
Quiz 2	11:59pm on 6/18/18	Blackboard
In-Class Example 2	end of class 6/21/18	in-class/written (submit via Bb)
CBM Proposal	11:59pm on 6/27/18	Blackboard (rubric provided)
Collaborative Exercise 1	end of class 6/28/18	in class/written (submit via Bb)
Midterm Exam (open book, open notes)	11:59pm on 7/3/18	Blackboard (approx. 2 hours, open for 3 days)
Assessment Report (practice/draft version)	11:59pm on 7/10/18	Blackboard (rubric provided)
Quiz 3	11:59pm on 7/16/18	Blackboard
Collaborative Exercise 2	end of class 7/19/18	in class/written (submit via Bb)
CBM Project	11:59pm on 7/20/18	Blackboard (rubric provided)
Quiz 4	11:59pm on 7/23/18	Blackboard
Report Presentation	in class on 7/24/18	Oral presentation with slides/handouts (max. 5-7 minutes)
Assessment Report (final version)	11:59pm on 7/25/18	Blackboard (rubric provided)
Final Exam (TBD on open book/notes)	11:59pm on 7/27/18	Blackboard (approx. 2 hours, open for 3 days)

Appendix C
Assignment Rubrics

Curriculum-based Measurement Project

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
<p>Reason for Assessment</p> <p>CEC Standard 3</p> <p>Candidate uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.</p>	<ul style="list-style-type: none"> • Candidate omits or provides unclear/limited explanation of any of the following: <ul style="list-style-type: none"> ○ area of general curriculum of concern for student. ○ reason for prioritizing chosen area of the general curriculum. ○ student's current level of performance in the general curriculum area of concern. ○ how the student's current level of performance differs from average performing peers. 	<ul style="list-style-type: none"> • Candidate identifies area of general curriculum of concern for student. • Candidate states reason for prioritizing chosen area of the general curriculum. • Candidate describes the student's current level of performance in the general curriculum area of concern. • Candidate describes how the student's current level of performance differs from average performing peers. 	<ul style="list-style-type: none"> • Candidate identifies area of general curriculum of concern for student. • Candidate states reason for prioritizing chosen area of the general curriculum. • Candidate describes the student's current level of performance in the general curriculum area of concern. • Candidate describes how the student's current level of performance differs from average performing peers. • Candidate presents an innovative application of the concepts OR provides unusual depth and integration to the description of all areas.
<p>Description of the Target Behavior</p> <p>CEC Standard 1</p> <p>Candidate understands how exceptionalities may interact with development and learning and uses this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.</p>	<ul style="list-style-type: none"> • Candidate omits or provides unclear/limited explanation of any of the behavioral objective. • Candidate states behavioral objective that DOES NOT include task, condition, and/or criterion directly related to general education curriculum. 	<ul style="list-style-type: none"> • Candidate states behavioral objective for student to show mastery and fluency in selected skill. • Candidate states behavioral objective that includes task, condition, and criterion directly related to general education curriculum. • 	<ul style="list-style-type: none"> • Candidate states behavioral objective for student to show mastery and fluency in selected skill. • Candidate states behavioral objective that includes task, condition, and criterion directly related to general education curriculum. • Candidate presents an innovative application of the concepts OR provides unusual depth and integration to the description of all areas. •
<p>Description of assessment procedure and example of probes</p>	<ul style="list-style-type: none"> • Candidate DOES NOT identify and/or describe a nonbiased assessment of target behavior OR identifies a biased assessment of target behavior. 	<ul style="list-style-type: none"> • Candidate identifies and describes a nonbiased assessment of target behavior. • Candidate identifies and describes assessment procedures that directly 	<ul style="list-style-type: none"> • Candidate identifies and describes a nonbiased assessment of target behavior. • Candidate identifies and describes assessment procedures that directly

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
<p>CEC Standard 4</p> <p>Candidate uses multiple methods of assessment and data sources in making educational decisions.</p>	<ul style="list-style-type: none"> • Candidate DOES NOT identify and describe assessment procedures that directly related to individualized behavioral objective OR candidate identifies and describes assessment procedures that ARE NOT directly related to the behavioral objective. • Candidate DOES NOT describe and provide examples of CBM probes that: <ul style="list-style-type: none"> ○ Use constant time ○ Contain constant number of items ○ Remain constant in difficulty level <p>OR candidate describes and provides examples of CBM probes that DO NOT:</p> <ul style="list-style-type: none"> ○ Use constant time OR ○ Contain constant number of items OR ○ Remain constant in difficulty level <ul style="list-style-type: none"> • Candidate DOES NOT employ clear rules for instructional decision-making. 	<p>related to individualized behavioral objective.</p> <ul style="list-style-type: none"> • Candidate describes and provides examples of CBM probes that: <ul style="list-style-type: none"> ○ Use constant time ○ Contain constant number of items ○ Remain constant in difficulty level • Candidate employs clear rules for instructional decision-making. 	<p>related to individualized behavioral objective.</p> <ul style="list-style-type: none"> • Candidate describes and provides examples of CBM probes that: <ul style="list-style-type: none"> ○ Use constant time ○ Contain constant number of items ○ Remain constant in difficulty level • Candidate employs clear rules for instructional decision-making. • Candidate presents an innovative application of the concepts OR provides unusual depth and integration to the description of all areas.
<p>Changing the Behavior</p> <p>CEC Standard 5</p> <p>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 describes an instructional plan for the individual student that DOES NOT: <ul style="list-style-type: none"> ○ Directly addresses the target behavior, OR ○ Is based on student current level of performance as evidenced by functional assessments, OR ○ Shows evidence of task 	<ul style="list-style-type: none"> • Candidate describes an instructional plan for the individual student that: <ul style="list-style-type: none"> ○ Directly addresses the target behavior, ○ Is based on student current level of performance as evidenced by functional assessments, ○ Shows evidence of task analysis of the skill area, and ○ Makes responsive adjustments 	<ul style="list-style-type: none"> • Candidate describes an instructional plan for the individual student that: <ul style="list-style-type: none"> ○ Directly addresses the target behavior, ○ Is based on student current level of performance as evidenced by functional assessments, ○ Shows evidence of task analysis of the skill area, and

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
	<p>analysis of the skill area,</p> <ul style="list-style-type: none"> • Candidate DOES NOT Make responsive adjustments to instruction based on continuous observation (collection of CBM data). 	<p>to instruction based on continuous observation (collection of CBM data).</p>	<ul style="list-style-type: none"> ○ Makes responsive adjustments to instruction based on continuous observation (collection of CBM data). • Candidate describes innovative or highly responsive instruction that directly addresses the target behavior and is based on student data.
<p>Summary of Results</p> <p>CEC Standard 4</p> <p>Candidate uses multiple methods of assessment and data sources in making educational decisions.</p>	<ul style="list-style-type: none"> • Candidate provides a performance graph that: <ul style="list-style-type: none"> ○ Is NOT clear to the reader, ○ DOES NOT include baseline, aimline, or phaseline and ○ DOES NOT INCLUDE clear indication of data decision points. • Candidate DOES NOT show evidence of interpretation of data and clear communication by: <ul style="list-style-type: none"> ○ NOT/NOT THOROUGHLY summarizing student response to instruction ○ NOT/NOT THOROUGHLY identifying any decisions made using the data decision rules, and ○ NOT/NOT THOROUGHLY providing recommendations for further instruction. 	<ul style="list-style-type: none"> • Candidate provides a performance graph that: <ul style="list-style-type: none"> ○ Is clear to the reader, ○ Includes baseline, aimline, and phaseline and ○ Clear indication of data decision points. • Candidate shows evidence of interpretation of data and clear communication by: <ul style="list-style-type: none"> ○ Summarizing student response to instruction ○ Identifying any decisions made using the data decision rules, and ○ Providing recommendations for further instruction. 	<ul style="list-style-type: none"> • Candidate provides a performance graph that: <ul style="list-style-type: none"> ○ Is clear to the reader, ○ Includes baseline, aimline, and phaseline and ○ Clear indication of data decision points. • Candidate shows evidence of interpretation of data and clear communication by: <ul style="list-style-type: none"> ○ Summarizing student response to instruction ○ Identifying any decisions made using the data decision rules, and ○ Providing recommendations for further instruction. • Candidate provides a strong example of professional thinking and writing in the integration of all required components.
<p>Project Reflection</p> <p>CEC Standard 6</p>	<ul style="list-style-type: none"> • Candidate DOES NOT use learner data to reflect on the target student's response to the behavior 	<ul style="list-style-type: none"> • Candidate uses learner data to reflect on the target student's response to the behavior change process, including 	<ul style="list-style-type: none"> • Candidate uses learner data to reflect on the target student's response to the behavior change process, including

	<p align="center">Does Not Meet Expectations 1</p>	<p align="center">Meets Expectations 2</p>	<p align="center">Exceeds Expectations 3</p>
<p>Candidate uses foundational knowledge of the field and his/her ethical principles and practice standards to inform special education practice, to engage in lifelong learning, and to advance the profession.</p>	<p>change process, and DOES NOT include evidence of:</p> <ul style="list-style-type: none"> ○ Self-evaluation of the instruction provided OR ○ Reflecting on one's practice to improve instruction and guide professional growth, OR <ul style="list-style-type: none"> ● Commitment to use of evidence-based practices in assessment and instruction. 	<p>evidence of:</p> <ul style="list-style-type: none"> ○ Self-evaluation of the instruction provided ○ Reflecting on one's practice to improve instruction and guide professional growth, and ○ Commitment to use of evidence-based practices in assessment and instruction. 	<p>evidence of:</p> <ul style="list-style-type: none"> ○ Self-evaluation of the instruction provided ○ Reflecting on one's practice to improve instruction and guide professional growth, and <ul style="list-style-type: none"> ● Commitment to use of evidence-based practices in assessment and instruction. ● Candidate provides a strong example of professional thinking and writing in the integration of all required components.

Collaborative Learning Team Assessment

Assessment Objectives

- The candidate will collaborate with other teachers in a school context.
- The candidate will assess individual student and/or group learning progress and consider this data to make instructional decision.
- The candidate will develop and/or revise lesson plans, instructional delivery methods, and classroom management strategies with the goal of improving student learning progress.
- The candidate will collaboratively develop a teaching action plan that promotes an individual student's or a group of students' academic achievement.

Rationale

Today's teachers play a teacher leadership role, with each professional (novice and veteran) facilitating not only their own but also their colleagues' professional development—all focused on the achievement of the students they work together to educate. As a Teacher Candidate you will enter schools where collaboration with your colleagues in the service of your students is required. Professional collaborations and teacher leadership must begin and end with joint considerations of the evidence of student learning.

You will complete the Collaborative Learning Team Task during an internship or field experience placement to ensure that you have an active responsibility for instruction and student learning. This task can be completed in conjunction with other program requirements (e.g., a teacher research project or a teacher work sample assignment).

Assessment Task

To complete this task you will:

- Collaborate with a team of teacher colleagues, potentially including but not consisting solely of the mentor teacher, to discuss individual student or group learning progress
- With the learning team, consider assessment results and make responsive instructional decisions that promote an individual student's or a group of students' learning
- Provide input to the team to identify lesson plans or revisions to lesson plans, instructional delivery methods, or classroom management strategies affecting student learning progress
- Detail a teaching action plan that the team believes will promote the individual student's or group of students' academic achievement and that includes a description of the instructional activities and assessments to be used and how assessment results will be used to determine changes in student learning

Submission Directions

You will submit a completed template to demonstrate meeting the above objectives and completion of the above tasks:

Part 1: Collaboration

Documentation of collaborations with teacher colleagues regarding individual student or group learning progress. (Documentation can include: agenda, minutes, reflections, etc.)

Part 2. Assessment and Instruction

Documentation of initial assessment results and responsive instructional decisions. (Documentation will include the initial results from the assessment and the specific instructional decisions made in response to the assessment results.)

Part 3. Lesson Plan(s)/Revisions

Documentation of lesson plans or revisions, instructional delivery methods or classroom management strategies. (Documentation will be the detailed lesson plan(s) or revision with instructional delivery methods or classroom management strategies.)

Part 4. Teaching Action Plan

Include the teaching action plan that is a description of the alignment of specific instructional activities and assessments. (Documentation will describe an alignment of objectives, assessment outcomes and instructional strategies used.)

**Collaborative Learning Team Assessment
TEMPLATE**

You will submit the following and attachments to demonstrate meeting the objectives for this assessment task.

Task	Documentation		
Part 1: Documentation of collaborations with teacher colleagues regarding individual student or group learning progress.	Documentation of collaborations		
	<i>List artifacts attached to this template:</i>		
Part 2. Documentation of initial assessment results and responsive instructional decisions.	Assessment results	Corresponding instructional decisions	
Part 3. Documentation of lesson plans or revisions, instructional delivery methods or classroom management strategies.	Attach lesson plan to this template. <i>Briefly describe the content of the lesson and specific strategies and management techniques used for this lesson.</i>		
Part 4. Teaching action plan that includes a description of instructional activities and assessments.	Teaching action plan		
	Objectives	Instructional Activities	Assessment (list and state alignment)

**Collaborative Learning Team Task
Rubric**

Criteria	Does Not Meet Standard 1	Approaches Standard 2	Meets Standard 3	Exceeds Standard 4
Part 1. Collaboration				
The candidate works with school professionals to plan and facilitate learning to meet diverse needs of learners. <i>InTASC 10(b)</i>	The candidate does not provide evidence of effectively collaboration with school professionals to plan and/or jointly facilitate learning to meet diverse needs of learners.	The candidate provides evidence that he/she collaborates only occasionally or less than effectively with school professionals to plan and jointly facilitate learning to meet diverse needs of learners.	The candidate provides evidence that he/she collaborates with school professionals to effectively plan and jointly facilitate learning to meet diverse needs of learners but did not take advantage of all opportunities.	The candidate provides evidence that he/she collaborates regularly and effectively with a variety of school professionals to plan and jointly facilitate learning to meet diverse needs of learners.

<p>The candidate engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.</p> <p><i>InTASC 10(f)</i></p>	<p>The candidate does not provide evidence of collaboration with school professionals to engage in professional learning that advances practice.</p>	<p>The candidate provides evidence that he/she only occasionally or less than effectively collaborates with school professionals to engage in professional learning that advances practice.</p>	<p>The candidate provides evidence that he/she effectively collaborates with school professionals to effectively and jointly engage in professional learning that advances practice.</p>	<p>The candidate provides evidence that he/she collaborates regularly and effectively with a variety of school professionals to effectively and jointly engage in professional learning that advances practice.</p>
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Part 2. Assessments and Instruction

<p>Independently and in collaboration with colleagues, the candidate uses data (e.g., systematic observation, information about learners, research) to evaluate outcomes of teaching and learning to adapt planning and practice.</p> <p><i>InTASC 9(c)</i></p>	<p>The candidate does not show evidence of collaboration with colleagues in the use of data to evaluate outcomes of teaching and learning or to adapt planning and practice.</p>	<p>The candidate independently or in collaboration with colleagues uses data to evaluate outcomes of teaching and learning but inaccurately or ineffectively adapts planning and practice.</p>	<p>The candidate independently and in collaboration with colleagues uses data to effectively evaluate outcomes of teaching and learning and adapts planning and practice.</p>	<p>The candidate independently and in collaboration with colleagues uses a variety of data to accurately evaluate outcomes of teaching and learning and effectively adapts planning and practice for all learners.</p>
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Part 3. Lesson Plan

<p>The candidate understands the strengths and needs of</p>	<p>The candidate exhibits a limited or no understanding of</p>	<p>The candidate exhibits a limited understanding of the strengths and</p>	<p>The candidate exhibits an understanding of the strengths and</p>	<p>The candidate exhibits a deep understanding of the strengths and</p>
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<p>individual learners and how to plan instruction that is responsive to these strengths and needs.</p> <p><i>InTASC 7(j)</i></p>	<p>the strengths and needs of individual learners nor how to plan instruction that is responsive to strengths and needs.</p>	<p>needs of individual learners and/or how to plan instruction that is responsive to these strengths and needs.</p>	<p>needs of individual learners and how to plan effective instruction that is responsive to these strengths and needs.</p>	<p>needs of diverse learners and how to plan effective instruction that is responsive to these strengths and needs.</p>
<p>The candidate balances the use of formative and summative assessment as appropriate to support, verify, and document learning.</p> <p><i>InTASC 6(a)</i></p>	<p>The candidate does not provide evidence of the use of formative and summative assessment as appropriate to support, verify, and document learning.</p>	<p>The candidate provides limited evidence of the use of formative and/or summative assessment as appropriate to support, verify, and document learning.</p>	<p>The candidate provides adequate evidence of the balanced use of formative and summative assessment as appropriate to support, verify, and document learning.</p>	<p>The candidate provides extensive evidence of the balanced use of multiple formative and summative assessments as appropriate to support, verify, and document learning.</p>
<p>The candidate designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.</p> <p><i>InTASC 6(b)</i></p>	<p>The candidate provides no evidence that he/she designs assessments that match learning objectives with assessment methods or minimizes sources of bias that can distort assessment results.</p>	<p>The candidate provides little evidence that he/she designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.</p>	<p>The candidate provides evidence that he/she designs effective assessments that closely match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.</p>	<p>The candidate provides multiple pieces of evidence that he/she designs effective assessments that align learning objectives with a variety of assessment methods and minimizes sources of bias that can distort assessment results.</p>

<p>The candidate works independently and collaboratively to examine test and other performance data to understand each learner’s progress and to guide planning.</p> <p><i>InTASC 6(c)</i></p>	<p>The candidate does not work independently and collaboratively to examine test and other performance data to understand some learner’s progress and to guide planning.</p>	<p>The candidate works independently and/or collaboratively to examine limited test and other performance data to understand some learner’s progress and to guide planning.</p>	<p>The candidate works independently and collaboratively to examine test and other performance data to understand each learner’s progress and to guide planning.</p>	<p>The candidate works independently and collaboratively to examine multiple sources of test and other performance data to understand every learner’s progress and to guide planning to meet diverse student needs.</p>
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Part 4 Teaching Action Plan

<p>The candidate reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.</p> <p><i>InTASC 9(e)</i></p>	<p>The candidate describes rather than reflects on personal biases and does not access resources to deepen understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.</p>	<p>The candidate describes rather than reflects on personal biases and accesses some resources to deepen understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.</p>	<p>The candidate reflects on some personal biases and accesses a range of resources to deepen understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.</p>	<p>The candidate reflects candidly on a variety of personal biases and accesses a broad range of resources to deepen understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.</p>
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<p>The candidate takes an active role on the instructional team giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning.</p> <p><i>InTASC 10(a)</i></p>	<p>The candidate does not work with the instructional team, receives limited feedback on practice, examining minimal learner work, rarely analyzing data, and sharing little responsibility for decision making and accountability for student's learning.</p>	<p>The candidate occasionally and/or passively works with the instructional team, receiving limited feedback on practice, examining some learner work, analyzing data from a single source, and sharing little or no responsibility for some decision making and accountability for each student's learning.</p>	<p>The candidate takes an active role on the instructional team, receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning.</p>	<p>The candidate takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's diverse learning needs.</p>
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