



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

Summer 2016

EDSE 662 A01: Consultation and Collaboration

CRN: 40942, 3 - Credits

Instructor: Dr. Nancy Morrison	Meeting Dates: 05/16/16 - 06/18/16
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Office Hours: By appointment	Meeting Location: Fairfax

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

Course Description

Provides professionals in special education, regular education, and related fields with knowledge and communications skills necessary for collaborative consultation and technical assistance to other educators and service providers.

Prerequisite(s): Teaching licensure, or enrollment in graduate degree program in education.

Schedule Type: LEC

Hours of Lecture or Seminar per week: 3

Hours of Lab or Studio per week: 0

Prerequisite(s): Teaching licensure, or enrollment in graduate degree program in education

Co-requisite(s): None

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 students should contact the Special Education Advising Office at (703) 993-3670 for assistance. All other students should refer to their faculty advisor.

Nature of Course Delivery

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

Evidence-Based Practices

This course will incorporate the evidence-based practices (EBPs) relevant to communication, collaboration, and consultation. These EBPs are indicated with an asterisk (*) in this syllabus' schedule. Evidence for the selected research-based practices is informed by meta-analysis, literature reviews/synthesis, the technical assistance networks which provide web-based resources, and the national organizations whose mission is to support students with disabilities. We address both promising and emerging practices in the field of special education. This course will provide opportunities for students to take an active, decision-making role to thoughtfully select, modify, apply, and evaluate EBPs in order to improve outcomes for students with disabilities.

Learner Outcomes

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

1. Define collaboration, consultation, and teamwork and explain the essential characteristics of each;
2. Identify variables that may facilitate or constrain participation in collaboration, consultation, or teamwork settings;
3. Demonstrate communication skills of listening, avoiding communication roadblocks, dealing with resistance, being appropriately assertive, and resolving conflicts;
4. Apply problem-solving techniques in collaborating with professional colleagues, parents, and related and ancillary personnel to provide for students' learning and behavioral needs;
5. Develop self-assessment techniques for improving consultative and collaboration skills.
6. Plan activities that implement effective consultation and collaboration techniques.
7. Develop an Individualized Education Plan.

Required Textbooks

1. Friend, M. & Cook, L. (2017). *Interactions: Collaboration skills for school professionals*. Boston: Pearson. ISBN 13: 978-0-13-416854-8 (8th ed.)
2. Gibb, G. & Dyches, T. (2016). *IEPs: Writing quality individualized education programs*. Boston: Pearson. ISBN 13: 978-0-13-394952-0 (3rd ed.)

Required Resources

On Blackboard

Additional Readings

On Blackboard

Course Relationships to Program Goals and Professional Organizations

This course is part of the George Mason University, Graduate School of Education (GSE), Special Education Programs 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, Visual Impairments PK-12, and 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. The CEC standards that will be addressed in this class include Standard 1: Learner development and individual learning differences; Standard 3: Curricular content knowledge; Standard 5: Instructional planning and strategies; Standard 6: Professional learning and ethical practice; Standard 7: Collaboration.

GMU Policies and Resources for Students:

- a. Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/the-mason-honor-code/>].
- b. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- c. Students are responsible for the content of university communications sent to their George Mason University 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.
- d. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- e. Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services and inform their instructor, in writing, as soon as possible. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor. [See <http://ods.gmu.edu/>].
- f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

g. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times.

Core Values Commitment

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. [See <http://cehd.gmu.edu/values/>]

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>]

Course Policies & Expectations

Attendance.

The focus of this class is collaboration; therefore, every student's participation is expected. Students must (a) attend class, (b) arrive on time, (c) stay for the duration of the class time, (d) show evidence of having read/studied material, and (e) complete all in-class assignments. Points may be deducted from a student's final grade at the discretion of the instructor if the student does not participate as described above. There may be an instance when you are unable to attend class. If this unlikely event should occur, it is your responsibility to make arrangements to obtain notes, handouts, and class details from another student. Students who are absent are held responsible for the material covered and assignments due as if in attendance. Please notify me by email in advance if you will not be able to attend class, and arrange for a classmate to pick up handouts/provide notes. **I strongly believe in class attendance. Please do not ask me for permission to miss a class. I will not give you permission; you must make your own decision**

Late Work.

Due dates for assignments are listed on the syllabus. Each assignment is designed to contribute to your knowledge and understanding of collaboration and consultation as a special educator, so each assignment must be completed. Because of the pace of this course, assignments must be completed on time. If you are not in class on the day an assignment is due, you are still responsible for submitting the assignment. Most assignments can be submitted via Blackboard, so they may be submitted even if you are absent.

Tk20 Performance-Based Assessment Submission Requirement

Every student registered for any Special Education course with a required performance-based assessment is required to submit the *Individualized Education Program (Spec Ed General)* OR

Collaborative Team Improvement Project (Adapted/VI) to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a onetime course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester.

Grading Scale

A	96-100%
A-	92-95%
B+	89-91%
B	85-88%
B-	80-84%
C	70-79%
F	<70%

Evaluation	Points Possible	Percentage	Type of Assignment
Participation	130 (10 per class)	21.7%	individual
Class Preparation Assignments	100 (10 per assignment)	16.7%	individual
Professional Development Assignment	140	23.3%	group
IEP Assignment	230	38.3%	group & individual
Total	600	100%	

Assignments

Performance-based Assessment (Tk20 submission required).

This is the signature assignment for this course and students will be required to place it on Tk20 as part of the requirements for a grade for this course. The purpose of this assignment is for students to demonstrate their knowledge of the individualized planning process required for the development of program planning for students with mild to moderate exceptional learning needs. Students will demonstrate their understanding of the components of the IEP. Based upon case study information provided, students will construct an IEP that is legally sufficient and educationally appropriate for the described student. The grading rubric and complete instructions for this assignment are in Appendices A and B.

Performance-based Common Assignment (No Tk20 submission required).

Professional Development Assignment:

With a small group of classmates, a 30-40 minute professional development activity should be developed that:

- a. reflects the concept of collaboration, and
- b. provides useful skills and information to improve some aspect of collaboration in today's schools.

The activity should appeal to the characteristics of the adult learner delineated in the text and/or readings and follow a logical instructional process. The topics for this assignment will be developed by the class.

An information packet or handout packet is to be developed and should include the following handouts, as well as any others deemed necessary by the group:

- an agenda or outline,
- a PowerPoint printout,
- a related reading and/or list of references,
- definitions of related terms that might be unfamiliar to the audience, and
- an evaluation form (for the audience to evaluate the group's presentation).

The Grading Rubric for the Professional Development Assignment is in Appendix C.

Other Assignments.

PARTICIPATION. This course is based upon the idea that we are learning together to work together. Each student is a valuable part of the collaborative learning environment and, therefore, must be engaged in class sessions and activities. To that end, one component of student evaluation in this course is participation. This may take many forms, including journal entries, in class activities and responses, reflection on class content, and others. If you do not attend a class session, you will not be able to earn participation credit. However, we understand that, in real life, issues come up that may prevent you from attending. Missing one class session will not sink your grade. Missing several class sessions will.

CLASS PREPARATION ASSIGNMENTS. Much of this course will be in a "flipped" format, where you will read course material and complete an assignment on your reading before each class session. There will not be the traditional lecture format; class sessions will focus instead on case studies, scenarios, class discussions, and team-based activities. Therefore, these Class Preparation Assignments (CPAs) are designed as your first exposure to new material and you will be required to complete written assignments, such as answering questions based on your reading. These written assignments will be submitted on Blackboard before each class session and will be worth 10 points per assignment, with a total of 10 CPAs during the course. Your CPAs will be graded on your good faith effort in answering questions and in providing thorough and thoughtful responses to each requirement. CPAs will not be accepted late and must be submitted by 4 PM on Tuesdays and Thursdays, and by 7 AM before each Saturday class. The exception to this is CPA #5 which is due on Saturday, May 28, and must be submitted by 10 PM on May 28 (this is an online class session because of Memorial Day weekend.)

Schedule

Class # Date	Topics	Assignments due
1 5/17 T	<ul style="list-style-type: none"> • Course orientation • Context for collaboration: F&C Chapter 1 and <i>No Child Left Behind</i> • Interpersonal communication: F&C Chapter 2 • Initial planning for assignments – assign groups, answer questions 	<ul style="list-style-type: none"> • Read Friend & Cook (F&C) Chapter 1 • Review information about NCLB at http://idea.ed.gov/explore/home [There are 16 subheadings in the green box on the left side of the home page. Read the section on IEPs and then read three (3) other sections of your choosing.]
2 5/19 Th	<ul style="list-style-type: none"> • Context for collaboration: F&C Chapter 3 – Listening, responding, and giving feedback • Knowing yourself: Examining interpersonal styles (verbal & non-verbal communication, active & reflective listening) • Overview of special education eligibility & triennial re-evaluation process 	<ul style="list-style-type: none"> • Read F&C Chapter 3 • Class Preparation Assignment (CPA) #1 due today
3 5/21 Sat	<ul style="list-style-type: none"> • Integrating skills in formal and informal interviews – F&C Chapter 4 • Introduction to writing IEPs – Gibb & Dyches (G&D) (pp. 1-8) and preparation for Step 1 of IEP assignment • Discuss sample case study for IEP assignment • Work in IEP partner groups 	<ul style="list-style-type: none"> • Read F&C Chapter 4 • Read IEP case study (posted on Blackboard in “IEP Assignment” folder) • CPA #2 due today
4 5/24 T	<ul style="list-style-type: none"> • Group problem solving – F&C Chapter 5 • Practice in problem solving • Review IEP assignment Step 1 – what did you find? • In-class reading: “The Never-Evers of Workshop Facilitation” (Sharp) • Groups for Professional Development Assignment (PDA) 	<ul style="list-style-type: none"> • Due today: IEP assignment – Step 1: Prepare your case • Read F&C Chapter 5 • CPA #3 due today
5 5/26 Th	<ul style="list-style-type: none"> • Teams – F&C Chapter 6 • Working in teams – in-class reading: “At Wyckoff schools, changes in curriculum and schedules” (Masters) • The IEP Process: Determining students’ present levels of performance (PLOP), G&D (pp. 47-57) – in-class reading • Work in IEP partner groups 	<ul style="list-style-type: none"> • Read F&C Chapter 6 • CPA #4 due today

Class # Date	Topics	Assignments due
6 5/28 Sat	<ul style="list-style-type: none"> • ONLINE CLASS – do today’s assignments and post on Blackboard 	<ul style="list-style-type: none"> • Due today: IEP assignment – Step 2 (A) PLOP • CPA #5 due today • Check in with your PDA group
7 5/31 T	<ul style="list-style-type: none"> • Co-Teaching – F&C Chapter 7 • Guest speaker: Successful co-teaching strategies • The IEP process: Writing annual goals and short term objectives, G&D (pp. 59-73) • Work in IEP partner groups 	<ul style="list-style-type: none"> • Read F&C Chapter 7 • Read G&D pp. 59-73 • CPA #6 due today
8 6/2 Th	<ul style="list-style-type: none"> • Consultation, Coaching & Mentoring – F&C Chapter 8 • Case study: practicing collaboration skills • The IEP process: Measure & report student progress, G&D (pp. 75-78) • Work in PDA groups 	<ul style="list-style-type: none"> • Due today: IEP assignment - Step 2 (B) & (C) Annual goals and short term objectives • Read F&C Chapter 8 • CPA #7 due today
9 6/4 Sat	<ul style="list-style-type: none"> • Paraeducators – F&C Chapter 10 • The IEP process – services, placement, least restrictive environment, participation in state assessments, accommodations and modifications, and legal compliance of IEP, G&D (pp. 81-105) • Work in IEP partner groups 	<ul style="list-style-type: none"> • Read F&C Chapter 10 • CPA #8 due today
10 6/7 T	<ul style="list-style-type: none"> • Collaborating with families – Chapter 11 • Guest speaker: Strategies for working successfully with families • Supporting students from diverse populations • In-class reading: Murawski & Dieker, “50 Ways to Keep Your Co-Teacher” • Explanation of Steps 3 & 4 on IEP assignment • Work in PDA groups 	<ul style="list-style-type: none"> • Due today: IEP assignment – Step 2 (D-F) Services, LRE, placement, state assessment participation, accommodations & modifications, legal compliance of IEP • Read F&C Chapter 11 • CPA #9 due today
11 6/9 Th	<ul style="list-style-type: none"> • Difficult interactions – F&C Chapter 9 • Enhancing communication with all stakeholders • Work in PDA groups 	<ul style="list-style-type: none"> • Due today: IEP assignment – Step 3 Narrative • Read F&C Chapter 9 • CPA #10 due today

Class # Date	Topics	Assignments due
12 6/11 Sat	<ul style="list-style-type: none"> • <u>Presentations: PDA Groups 1 & 2</u> • Creating change through consultation and collaboration • Special considerations – F&C Chapter 12 • Questions about final IEP assignment? • Work in PDA groups 	<ul style="list-style-type: none"> • PDA groups 1 & 2 be prepared to present today • F&C Chapter 12 (skim pp. 290-299; read pp. 300-315)
13 6/14 T	<ul style="list-style-type: none"> • <u>Presentations: PDA Groups 3 & 4</u> • Reflections on personal skills in consultation, collaboration and teamwork 	<ul style="list-style-type: none"> • PDA groups 3 & 4 be prepared to present today • IEP assignment due. This is a signature assignment for this course and must be submitted by 1 PM today to Tk20. Also, submit a copy to Blackboard Assignments. Every student must submit a copy to Tk20 and to the instructor through Blackboard.

Appendices

Appendix A: Individualized Education Program

The purpose of this assessment is to have candidates demonstrate knowledge of the individualized planning process required for the development of educational programs for students with mild to moderate exceptional learning needs. Candidates will demonstrate their ability to develop the critical components of an Individualized Educational Program (IEP) that are legally sufficient and educationally appropriate for the described case study student. Candidates also will also demonstrate an understanding of how these components come together to build a framework for the student’s educational program by writing a narrative that includes:

1. justification for their decisions within the IEP,
2. explanation of the collaborative process required.

Throughout the assignment it is critical to incorporate collaborative aspects of developing an IEP with stakeholders, including the student (as appropriate), family members, general educators, related service providers, school administrators, and other relevant parties. In continuously considering the collaborative aspects of the IEP process, candidates will participate in in-class cooperative learning opportunities, such as role-play exercises, and activities designed to prepare for the IEP product and writing of the narratives.

Step One: Prepare Your Case

To prepare for this assignment, the candidate will:

- Complete a thorough review of the case study (See case study posted on Blackboard).
- After reviewing the case study, write a synopsis of factors that the IEP team must consider without regard to the disability category. Candidates will use the synopsis to inform the writing of the Present Levels of Performance on the IEP.
 1. Using all documentation available, gather information about the student that is relevant to the following areas:
 - a. Student Perspective: The strengths and concerns relevant to enhancing the education of the student as expressed by the student, when appropriate.

- b. Parent/Guardian/Family Member Perspective: The strengths and concerns relevant to enhancing the education of the student as expressed by the parent(s)/guardian(s)/family member(s).
- c. Evaluations: The results of the most recent evaluations of the student (educational, speech/language, psychological, OT/PT, social, etc.).
- d. Assessments: The results of the student's performance on any general state or district-wide assessments, as appropriate.
- e. Needs: The academic, developmental, and functional needs of the student.
- f. Behavior: In the case of a child whose behavior impedes the student's learning or learning by others, consider interventions, support, and strategies to address that behavior (e.g., Positive Behavioral Interventions and Supports [PBIS]; Functional Behavioral Analysis [FBA]).
- g. Limited English Proficiency: In the case of a student with limited English proficiency, consider the language needs of the student as those needs relate to the student's IEP.
- h. Blind or Visually Impaired: In the case of a student who is blind or visually impaired, provide for instruction in Braille and the use of Braille unless the IEP Team determines, after an evaluation of the student's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the student's future needs for instruction in Braille or the use of Braille), that instruction in Braille or the use of Braille is not appropriate for the student.
- i. Communication (Including Deaf or Hard of Hearing): Consider the communication needs of the student and, in the case of a student who is deaf or hard of hearing, consider the student's language and communication mode, academic level, and full range of needs, including opportunities for direction instruction in the student's language and communication mode.
- j. Assistive Technology: Consider whether or not the student needs assistive technology devices and services.

Step Two: Complete the IEP Document

Component A: Present Level of Academic Achievement and Functional Performance (PLOP)

Develop a statement of the student's present levels of performance. Include:

- Description of the student's strengths with evidence from evaluations, assessments, and student/family member's perspectives,
- Description of areas in need of improvement (needs/behavior) with evidence from evaluations, assessments, and student/family member's perspectives AND how performance differs from peers,
- Educational implications of the student's:
 - Mild to moderate exceptionalities,
 - Sensory impairments (when applicable),
 - Variations in cultural beliefs, traditions, and values.

Component B: Measurable Annual Goals

1. Create three (3) measurable annual goals for the student. The goals must be:
 - Based on the present level of performance statements and the student's needs.
 - Observable and measurable.
 - Age and ability appropriate.
 - Prioritized and based on the scope and sequence of the VA SOL.
 - Focused on increasing skills and/or positive behaviors.
 - Responsive to variations in beliefs, traditions, and values across cultures.

[Note: For Components B through D, and for Step 3, you will write responses to questions about your rationale for the components]

2. Rationale: Write a brief response to the following questions:
 - a. How are these goals prioritized and age appropriate?
 - b. In what ways do these goals reflect the PLOPs?
 - c. In what ways do these goals show increasing skills and/or positive behavior for the student?
 - d. In what way are these goals responsive to any variations in beliefs, traditions, and values of the student or his/her family?

Component C: Short Term Objectives/Benchmarks

1. Write at least **2 *short-term objectives or benchmarks*** for each annual goal. The objectives/benchmarks relate to the goal and are derived by breaking the annual goal down into smaller, achievable tasks. The criteria must be appropriate for the student and for performance of the task.
2. Each objective/benchmark should include:
 - Task,
 - Condition, and
 - Criterion.
3. Rationale: Write a brief response to the following questions:
 - a. How are these short-term objectives based on sequential age and ability appropriate for individualized learning objectives?
 - b. How do these objectives relate to the annual goals?
 - c. How do these objectives include learner criteria that are appropriate to task performance? Justify your criteria.
 - d. Do the objectives include statements of generalization and maintenance?

Component D: Services, Least Restrictive Environment, Placement

1. Identify and describe the student's placement on the continuum of services.
2. List and describe all appropriate program, primary, and related services* that the student needs to appropriately participate in the student's least restrictive environment. Include a statement of:

- What the service is (e.g., individual/small group instruction in 7th grade social studies; individual occupational therapy)
 - How often the services will occur (e.g., every day for 50 mins; once a month for 30 mins)
 - Duration of services, with start and end date (e.g., duration: 6 months; start date: 9/3/2016; end date: 2/3/2017)
 - Location of the service (e.g., XYZ school; Fairfax Hospital)
 - Setting of the service (e.g., self-contained classroom with special educator and assistant; occupational therapy room at local hospital)
 - Who will deliver the service (e.g., special educator; occupational therapist)
3. Indicate if there are any activities in which the student is unable to participate, even with support.
4. Rationale: Write a brief response to the following questions:
- a. Why did you choose the program and services you describe?
 - b. How do the primary, program, and related services consistently align with the areas of need based on the students PLOP?

*For the purposes of this assignment:

- *Related services* include physical therapy, occupational therapy, speech-language pathology, social work, and other services.
- *Assistive Technology* may be one of the services considered for this assignment.

Component E: Participation in State Assessments

1. Describe the student's participation in state assessments. The assessment(s) noted and participation levels described must reflect:
- The impact that exceptionalities (including auditory and information processing skills) can have on an individual's testing abilities.
 - Consideration of due process rights, assurances, and issues related to assessment.
 - Accommodations, as suitable, and described, if they are needed.
2. Rationale: Write a brief response to the following questions,
- a. What did you consider in selecting the appropriate levels of student participation in state assessments?
 - b. How are the student's participation levels specifically related to the PLOP, including any issues related to auditory and information process skills (as appropriate)?

*A quality written rationale includes consideration of the above and discusses how the levels of student participation in the selected state and district-wide assessments relate to present levels of performance. You may use Virginia state assessments as your model.

Component F: Accommodations and Modifications

1. Describe the accommodations and/or modifications necessary to individualize instruction to provide meaningful and challenging learning for the student that:
- are based on the present levels of performance and assessment data and consider the student's exceptionalities;
 - allow the student to access the general education curriculum;

- assist in providing meaningful and challenging learning experiences for the student; and
- provide access to educationally related settings, including non-academic and extra-curricular activities.

2. Rationale: Write a brief response to the following questions:

- a. How did the student's PLOP relate to the choice of accommodations?
- b. How do the above provide access to nonacademic and extracurricular activities and are they appropriate to the needs of the student?
- c. Explain how the selected accommodations and/or modifications are based on assessment data.
- d. In what ways did you consider the student's exceptionality?

Step Three: Narrative on IEP Collaboration

Describe the collaborative nature of the IEP development process, as well as the roles of individuals with exceptional learning needs, families, and school and community personnel in planning of an individualized program. This includes a discussion of:

- The collaborative activities that should occur prior to development of the IEP.
- Methods of involving students, families, related service providers, and other professionals in the IEP development process.
- Methods for fostering respectful and beneficial relationships between students and their families and professionals throughout the IEP development process.
- Collaborative activities that should occur after the IEP is developed, including next steps for working with general education teachers, the student, and other stakeholders.

Appendix B: Grading Rubric for IEP Assignment

Individualized Education Program (IEP) Rubric

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
<p>Present Levels of Performance</p> <p>CEC/IGC Standards 1 & 4</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 . Candidate uses multiple methods of assessment and data sources in making educational decisions.</p>	<ul style="list-style-type: none"> • Candidate writes a present levels of performance statement that: <ul style="list-style-type: none"> ○ lacks consistent links to evaluations and assessments, AND/OR ○ fails to include educational implications of the student’s exceptionality, AND/OR ○ fails to consider variations in beliefs, traditions, and values across and within cultures. • Candidate fails to demonstrate respect for the student by using biased and negative language. • Candidate fails to show evidence of the similarities and differences between the student’s development and typical human development. • Candidate includes irrelevant information statements. 	<ul style="list-style-type: none"> • Candidate interprets information from formal and informal assessments to write appropriate, relevant present levels of performance statement with: <ul style="list-style-type: none"> ○ clear links to evaluations and assessments (such as interviews, observations, standardized tests), ○ description of educational implications of the characteristics of various exceptionalities, sensory impairments (as applicable), and ○ description of variations in beliefs, traditions, and values across and within cultures (as applicable). • Candidate uses unbiased and objective language. • Candidate includes description of the similarities and differences between the student’s development and typical human development. • Candidate describes strengths and areas in need of improvement in relation to Virginia Standards of Learning. 	<ul style="list-style-type: none"> • Candidate interprets information from formal and informal assessments to write appropriate, relevant present levels of performance statement with: <ul style="list-style-type: none"> ○ clear links to evaluations and assessments (such as interviews, observations, standardized tests), ○ description of educational implications of the characteristics of various exceptionalities, sensory impairments (as applicable), and ○ description of variations in beliefs, traditions, and values across and within cultures (as applicable). • Candidate uses unbiased and objective language. • Candidate includes description of the similarities and differences between the student’s development and typical human development. • Candidate describes strengths and areas in need of improvement in relation to Virginia Standards of Learning.
<p>Measurable Annual Goals</p> <p>CEC/IGC Standard 3</p> <p>Candidate uses</p>	<ul style="list-style-type: none"> • Candidate fails to demonstrate an understanding of the models and theories related to instructional planning by writing annual goals that are not priorities and/ OR 	<ul style="list-style-type: none"> • Candidate demonstrates an understanding of the models and theories related to instructional planning by writing age and ability appropriate annual goals that: <ul style="list-style-type: none"> ○ are measurable, 	<ul style="list-style-type: none"> • Candidate demonstrates an understanding of the models and theories related to instructional planning by writing age and ability appropriate annual goals that: <ul style="list-style-type: none"> ○ are measurable, ○ are and based upon the scope

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities .	do not reflect present levels of performance and/ OR lack direction for student growth.	<ul style="list-style-type: none"> ○ reflect present levels of performance and ○ show direction for student growth. ● Candidate writes goals that focus on both decreasing and/or increasing learner behaviors. ● Candidate demonstrates consideration of variations in beliefs, traditions, and values across and within cultures (as appropriate) while integrating affective, social, and life skills with academic curricula. 	<p>and sequence of the Virginia Standards of Learning (as appropriate),</p> <ul style="list-style-type: none"> ○ reflect present levels of performance, and ○ show emphasis on increasing skills and/or positive behaviors. ● Candidate demonstrates consideration of variations in beliefs, traditions, and values across and within cultures while integrating affective, social, and life skills with academic curricula.
Short Term Objectives or Benchmarks CEC/IGC Standard 3 Candidate uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities .	<ul style="list-style-type: none"> ● Candidate fails to demonstrate an understanding of the models and theories related to instructional planning by writing individualized learning objectives/benchmarks that: <ul style="list-style-type: none"> ○ Are not directly related to the annual goals OR ○ Are not sequential age and ability appropriate OR ○ Utilize learner criteria that are inappropriate to task performance. 	<ul style="list-style-type: none"> ● Candidate demonstrates an understanding of the models and theories related to instructional planning by writing individualized learning objectives/benchmarks that <ul style="list-style-type: none"> ○ relate to an annual goal AND ○ are sequential age and ability appropriate AND ○ include the condition, measurable and observable learner behavior, and verifiable criteria. ● Candidate demonstrates consideration of variations in beliefs, traditions, and values across and within cultures (as appropriate) while integrating affective, social, and life skills with academic curricula. 	<ul style="list-style-type: none"> ● Candidate demonstrates an understanding of the models and theories related to instructional planning by writing individualized learning objectives/benchmarks that <ul style="list-style-type: none"> ○ relate to an annual goal AND ○ are sequential age and ability appropriate AND ○ include the condition, measurable and observable learner behavior, and verifiable criteria AND ○ a statement of generalization AND ○ a statement of maintenance. ● Candidate demonstrates consideration of variations in beliefs, traditions, and values across and within cultures while integrating affective, social, and life skills with academic curricula.
Services, Least Restrictive Environment (LRE), Placement CEC/IGC Standard 1 Candidate	<ul style="list-style-type: none"> ● Candidate lists program or primary or related services that do not or inconsistently align with areas of need based on present level of performance. 	<ul style="list-style-type: none"> ● Candidate lists appropriate program and primary services and related services (as appropriate) that: <ul style="list-style-type: none"> ○ demonstrate an understanding of the continuum of placement and services available for individuals with exceptional learning needs, and the concept 	<ul style="list-style-type: none"> ● Candidate lists and describes appropriate program and primary services and related services (as appropriate) that <ul style="list-style-type: none"> ○ demonstrate an understanding of the continuum of placement and services available for individuals with exceptional learning needs, and the concept of the least restrictive environment and

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
understands how exceptionalities may interact with development and learning and uses this knowledge to provide meaningful and challenging learning experiences for individuals with		<p>of the least restrictive environment and</p> <ul style="list-style-type: none"> ○ consistently align with the individual’s areas of need based on present levels of performance as well as the supports needed to be successful in the LRE. <ul style="list-style-type: none"> ● Candidate includes the following: <ul style="list-style-type: none"> ○ Location ○ Frequency ○ Setting ○ Duration ○ Start and end dates 	<ul style="list-style-type: none"> ○ consistently align with areas of need based on present levels of performance as well as the supports needed to be successful in the LRE. <ul style="list-style-type: none"> ● Candidate includes the following: <ul style="list-style-type: none"> ○ Location ○ Frequency ○ Setting ○ Duration ○ Start and end dates ● Candidate includes statement of how services relate to the individual’s needs as well as the rationale for any activities in which the student cannot participate.
Participation in State Assessments CEC/IGC Standard 3 Candidate uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities	<ul style="list-style-type: none"> ● Candidate selects inappropriate levels of student participation in state assessments based on present levels of performance and student’s exceptional condition(s), indicating a failure to consider issues, assurance, and due process rights related to assessment. 	<ul style="list-style-type: none"> ● Candidate selects appropriate levels of student participation in state assessments based on present levels of performance and student’s exceptional condition(s), indicating consideration of issues, assurance, and due process rights related to assessment. ● Candidate lists and justifies all accommodations for state assessments suggested. 	<ul style="list-style-type: none"> ● Candidate selects appropriate levels of student participation in state assessments based on present levels of performance and student’s exceptional condition(s), indicating consideration of issues, assurance, and due process rights related to assessment. ● Candidate lists and justifies all accommodations for state assessments suggested. ● Candidate selects and justifies participation levels that reflect the impact an exceptional condition(s) can have on an individual’s testing abilities including auditory and information processing skills.
Accommodations and Modifications CEC/IGC Standard 3 Candidate uses knowledge of general and specialized curricula to individualize	<ul style="list-style-type: none"> ● Candidate identifies inappropriate accommodations and/or modifications. <p>OR</p> <ul style="list-style-type: none"> ● Candidate fails to describe the accommodations and/or modifications which provide the foundation upon which special educators individualize 	<ul style="list-style-type: none"> ● Candidate identifies and prioritizes areas of the general curriculum and the accommodations and/or modifications to individualize instruction to provide meaningful and challenging learning for individuals with exceptional learning needs including appropriate technologies (as needed). ● Candidate identifies and prioritizes appropriate 	<ul style="list-style-type: none"> ● Candidate selects accommodations and/or modifications that are based on assessment data and reflect the candidate’s understanding of the impact exceptionalities may have on auditory and information processing skills, test taking abilities and variations in beliefs, traditions, and values across and within cultures with a statement relating these accommodations to specific instructional goals. ● Candidate identifies and

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
learning for individuals with exceptionalities	instruction to provide meaningful and challenging learning for individuals with exceptional learning needs.	accommodations and/or modifications based on present levels of performance, to provide access to nonacademic and extracurricular activities in educationally related settings.	prioritizes areas of the general curriculum and the accommodations and/or modifications to individualize instruction to provide meaningful and challenging learning for individuals with exceptional learning needs including appropriate technologies (as needed). <ul style="list-style-type: none"> • Candidate identifies and prioritizes appropriate accommodations and/or modifications based on present levels of performance, to provide access to nonacademic in extracurricular activities and educationally related settings.
Legal Compliance of IEP CEC/IGC Standard 6 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.	<ul style="list-style-type: none"> • Candidate writes an incomplete IEP which fails to comply with all relevant laws and policies, reflect an understanding of requirements such as FAPE and LRE (and the history of these points of view) or other human issues that have historically influenced and continue to influence the field of special education. • Candidate writes the IEP using biased, inflammatory language, with a lack of clarity, numerous acronyms, illegibility, or inaccuracies (including spelling). 	<ul style="list-style-type: none"> • Candidate writes a complete IEP that complies with all relevant laws and policies, reflects an understanding of requirements such as FAPE and LRE (and the history of these points of view) and other human issues that have historically influenced and continue to influence the field of special education. • Candidate writes the IEP using neutral, objective, non-inflammatory language, with clarity, minimal use of acronyms, legibility, and accuracy (including spelling). • Candidate writes areas of need, goals, objectives/benchmarks, placements and services with a strong connection to the present levels of performance. 	<ul style="list-style-type: none"> • Candidate writes a comprehensive IEP which complies with all relevant laws and policies, reflects an understanding of requirements such as FAPE and LRE (and the history of these points of view) and other human issues that have historically influenced and continue to influence the field of special education. • Candidate writes the IEP using neutral, objective, non-inflammatory language, with clarity, minimal use of acronyms, legibility, and accuracy (including spelling). • Candidate writes areas of need, goals, objectives/benchmarks, placements and services with a strong connection to the present levels of performance. • Candidate includes documentation for procedural safeguards and advocates for appropriate services for the individual with exceptionalities.

Appendix C: Grading Rubric for Professional Development Assignment

<i>Criteria</i>	<i>Benchmarks</i>				<i>Points</i>
	UNSATISFACTORY	MINIMAL	GOOD	OUTSTANDING	possible
Organization Content Knowledge	Listener cannot understand presentation because there is no sequence of information. Does not engage the audience. Students do not have grasp of information; students cannot answer questions about subject.	Listener has difficulty following presentation because presenters jump around. Does not engage most of the audience. Students are uncomfortable with information and are able to answer only rudimentary questions.	Students present information in engaging and logical sequence which audience can follow. Students are at ease with content, but fail to elaborate.	Students present information in engaging, novel, and logical sequence which audience can follow. Students demonstrate full knowledge with explanations and elaboration.	60
Visual, Media, Strategies Mechanics	Students used no visuals/media/strategies. Students' presentation has four or more spelling errors and/or grammatical errors. Two or fewer sources in APA style.	Students occasionally used visuals/media/strategies that rarely support text and presentation. Presentation has three misspellings and/or grammatical errors. Three + sources in APA style.	Visuals/media/strategies related to text and presentation. Presentation has no more than two misspellings and/or grammatical errors. Four + sources in APA style.	Students used visuals/media/strategies to reinforce screen text and presentation. Presentation has no misspellings or grammatical errors. Five + sources in APA style.	35
Delivery	Students' presentation outside acceptable time limits (+/-20 minutes). Shows no evidence of rehearsal	Students' presentation outside acceptable time limits (+/-15 minutes). Shows limited evidence of rehearsal	Students' presentation outside acceptable time limits (+/-10 minutes). Shows some evidence of rehearsal	Students' presentation within time limit. Shows significant evidence of rehearsal.	25
Shared Responsibility	No evidence of shared responsibility, shared commitment, and shared level of effort.	Little evidence of shared responsibility, shared commitment, and shared level of effort.	Some evidence of shared responsibility, shared commitment, and shared level of effort.	Significant evidence of shared responsibility, shared commitment, and shared level of effort.	20
				Total---->	140