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

Spring 2017
EDSE 662 001: Consultation and Collaboration
CRN: 12115, 3 – Credits
EDUC 592 001: Effective Collaboration for Teaching Diverse Learners in Secondary Studies
CRN: 12887, 3 – Credits

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|---|---|
| **Instructor**: Dr. Margaret Weiss | **Meeting Dates**: 01/23/17 – 05/17/17 |
| **Phone**: 703.993.5732 | **Meeting Day(s)**: Monday |
| **E-Mail**: mweiss9@gmu.edu | **Meeting Time(s)**:7:20 pm - 10:00 pm |
| **Office Hours**: By appointment | **Meeting Location**: Fairfax, Finley 119 |
| **Office Location**: 213 Finley Hall | **Other Phone**: |

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.

**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 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**
Did you know that to receive your teaching license you need to submit your request to VDOE? Depending on your situation, you can either submit your paperwork to VDOE through your county HR office or through GMU. For instructions, visit http://cehd.gmu.edu/teacher/instructions.

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

**Learner Outcomes**
Upon completion of this course, teacher candidates/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 teacher candidates/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

**Course Relationship 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, as well as those established by the Interstate Teacher Assessment and Support consortium (InTASC). The standards addressed in this class include CEC Standard 1: Learner Development and Individual Learning Differences (InTASC 1,2); CEC Standard 3: Curricular content knowledge (InTASC 4,5); CEC Standard 5: Instructional planning and strategies (InTASC 7,8); CEC

Standard 6: Professional learning and ethical practice (InTASC 9) & CEC Standard 7: Collaboration (InTASC 10).

## 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 teacher candidates/students with disabilities. We address both promising and emerging practices in the field of special education. This course will provide opportunities for teacher candidates/students to take an active, decision-making role to thoughtfully select, modify, apply, and evaluate EBPs in order to improve outcomes for teacher candidates/students with disabilities.

## Required Textbooks

Friend, M., & Cook, L. (2017). *Interactions: Collaboration skills for school professionals (8th ed.)*. Boston: Pearson.

Bateman, B. D., & Linden, M. A. (2012). *Better IEPs: How to develop legally correct and educationally useful programs*. Verona, WI: Attainment Company.

## Recommended Textbooks

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

## Additional Readings

Posted on 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 662, the required PBA is Individualized Education Program (Spec Ed General) OR Collaborative Team Improvement Project (Adapted/VI). 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

### Performance-based Assessment (Tk20 submission required)
Individualized Education Program. Instruction and rubric in Appendix A.

### College Wide Common Assessment (Tk20 submission required)
None

### Performance-based Common Assignments (No Tk20 submission required.)
None

### Other Assignments
PARTICIPATION
This course is based on 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 evaluation in this course is participation. This may take many forms, including journal entries, in class activities and responses, exploratory activities in preparation for class, reflection on class content, and others. A participation rubric outlining expectations is available on Blackboard. 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. In that event, it is important that you contact me. I reserve the right to allow students to make up some component of the assignments completed in class; however, it is impossible to earn all participation points without being in class. Missing one class session will not sink your grade. Missing several class sessions will.

PROCESS OBSERVATION ACCOUNT
Each individual student will complete one process observation account during class sessions. The account will include a rubric evaluation of the functioning of a group as well as written commentary to support the evaluation and description of the feedback process. Specific directions are available on Blackboard.

CASE STUDY ANALYSIS "JIGSAW" ACTIVITY
Throughout the course, we will be using case studies to provide opportunities for interaction and dialogue. We will form groups of candidates that cross disciplines. Each group will be responsible for becoming experts about one case. The expert group will write a case summary and case study questions. Each expert in the group will then use that information and those guiding questions to conduct a case study group session with classmates to develop an action plan. Evaluation will be on the written case documentation (group) and on each

expert's running of the case study group. Each expert will submit the group's case summary and case questions, as well as a targeted reflection on the case study group session. Specific directions and evaluation rubric are on Blackboard.

PROFESSIONAL LEARNING COMMUNITY (PLC) PROJECT

Many schools have implemented a Professional Learning Community (PLC) model in which teams of teachers review student performance on selected assessments, determine areas of strength and need, and then plan instruction to match these. To be effective, the PLC model requires participants to use their effective collaboration skills, as well as their individual areas of expertise, to develop plans for instruction that meet students' needs. This assignment provides candidates with the opportunity to refine their collaboration skills while learning about instructional strategies. PLCs will be groups of cross-disciplinary candidates. Each group will analyze student data, determine student need and instructional objective, and write two co-taught lesson plans to address specific content standards. Specific directions and evaluation rubric are available on Blackboard.

## Course Policies and Expectations

### Attendance/Participation

Students are expected to (a) attend all classes during the course, (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 to earn points for class participation.

### Late Work

Assignments are due on the date indicated in the syllabus. If we change the due date for reasons related to student need in the course, the change will be discussed in class, posted on the Blackboard site, and confirmed in an email to all students. We will not accept late work. If you are not in class on the day an assignment is due, you are still responsible for submitting the assignment.

## Grading Scale

| Grade | % |
|-------|--------|
| A | 93-100 |
| A- | 90-92 |
| B+ | 88-89 |
| B | 83-87 |
| B- | 80-82 |
| C | 70-79 |
| F | <70 |

| Evaluation | Points Possible | Type of Assignment |
|---|---|---|
| Participation | 210 | 10 pts/session individual |
| Process Observation account | 50 | individual |
| Case study analysis and group session | 125 | group |
| PLC Assignment | 175 | group |
| IEP Assignment | 200 | individual |
| **Total** | **760** | |

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 http://oai.gmu.edu/the-mason-honor-code/).

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

**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 http://oai.gmu.edu/the-mason-honor-code/).

- 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 follow the university policy stating that all sound emitting devices shall be silenced 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/api/tk20.  Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.

- 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/).

- 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/).

- The George Mason University Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to http://studentsupport.gmu.edu/, and the OSS staff will follow up with the student.

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


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

| | Date | Topic | Readings | Assignments due |
|---|---|---|---|---|
| **Strand 1: Group Processes** | 1/23 | Introductions Overview & Getting to know the other group | | Case study groups form |
| | 1/30 | Framing Collaboration | FC Chp 1 Weiss et al., 2015 Case study: Reluctant Collaborator | Case study work |
| | 2/6 | Communication skills | FC chp 2, 6 | Case study work |
| | 2/13 | Communication skills | FC chp 3 | Case study work |
| | 2/20 | Problem solving | FC chp 5 Conderman (2010) Assigned case studies | **Case study presentations** |
| **Strand 2: Lessons and Applications** | 2/27 | Students with Disabilities Co-teaching | FC chp 7 | PLC groups form and discuss routines |
| | 3/6 | Co-teaching | FC chp 9 Weiss & Lloyd (2002) | Guest speakers |
| | 3/13 | Spring Break | | |
| | 3/20 | Organizing ideas and concepts Strategic approaches to tasks | Graphic organizer ALERT; Cognitive Strategy Instruction ALERT; Singleton & Filce, 2015; Smith, Saez, & Doabler, 2015 | PLC groups meet |
| | 3/27 | Reading comprehension Vocabulary acquisition | Vocabulary ALERT; mnemonic ALERT; Reading Comprehension ALERT; Berkeley et al. (2011) | PLC groups meet |
| | 4/3 | Peer assisted learning | CWPT ALERT; Scruggs, Mastropieri, & Marshak (2012) | PLC groups meet |
| **Strand 3: IEP Development** | 4/10 | IEP overview Present level of performance | Case study (skim) Hartmann, 2016 Chapter 1 BL | **PLC assignment due IEP groups formed** |
| | 4/17 | IEP: Annual goals and objectives | Chapter 3 BL; chp 4 71-79 | IEP groups meet |
| | 4/24 | IEP: Decisions about services, placement, accommodations, participation in state tests | Chapter 5 BL; Chapter 2 BL | IEP groups meet |
| | 5/1 | IEP: Role play and discussion | Chapter 7 BL | IEP groups meet |
| | 5/8 | | | **IEP assignment due** |

**Assessment Rubric(s)**

## 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: Choose a Student

For this assignment, the instructor will either (a) assign a case study, (b) allow a candidate to use a student with whom he/she is already working, or (c) allow a candidate to use student profile information developed in EDSE 540.

*If the instructor chooses to provide the option of focusing this assignment on a student with whom a candidate is working, the candidate must:

1. Verify with the student's school that the candidate has permission to access the necessary student information files,
2. Provide evidence that the student is a student with a mild/moderate disability,
3. Submit in writing to the instructor a request to use the identified student for the assignment and receive approval in writing from the instructor to do so,
4. Assign a pseudonym for the student.

## Step Two: Prepare and Write Your Case

Using the information available to you about your student, create a narrative with the components identified below. Head each section of the document with the corresponding component. Within each indicated section or heading, include the component and a separate subheading for your rationale.

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

1. Using all documentation available, gather information about the student that is relevant to the following areas:
   a. <u>Student Perspective:</u> The strengths and concerns relevant to enhancing the education of the student as expressed by the student, when appropriate.
   b. <u>Parent/Guardian/Family Member Perspective:</u> The strengths and concerns relevant to enhancing the education of the student as expressed by the parent(s)/guardian(s)/family member(s).
   c. <u>Evaluations:</u> The results of the most recent evaluations of the student (educational, speech/language, psychological, OT/PT, social, etc.).
   d. <u>Assessments:</u> The results of the student's performance on any general state or district-wide assessments, as appropriate.
   e. <u>Needs:</u> The academic, developmental, and functional needs of the student.
   f. <u>Behavior:</u> 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. <u>Limited English Proficiency:</u> 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. <u>Blind or Visually Impaired:</u> 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. <u>Communication (Including Deaf or Hard of Hearing):</u> 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. <u>Assistive Technology:</u> Consider whether or not the student needs assistive technology devices and services.

2. 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:
     o Mild to moderate exceptionalities,
     o Sensory impairments (when applicable),
     o Variations in cultural beliefs, traditions, and values.

## Component B: Measurable Annual Goals

1. Create 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.

2. Rationale: Respond 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: Respond 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 students' 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: 9/3/2013; end date: 2/3/2014)
- 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: Respond 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: Respond 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 (2) 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.

- provide access to educationally related settings, including non-academic and extra-curricular activities.
2. Rationale: Respond 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

Under a separate heading in the document, 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 (IEP Rubric)

Individualized Education Program (IEP) Rubric

| | Does Not Meet Expectations 1 | Meets Expectations 2 | Exceeds Expectations 3 |
|---|---|---|---|
| **Present Levels of Performance**<br><br>CEC/IGC Standards 1 & 4<br><br>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. | • Candidate writes a present levels of performance statement that:<br>  o lacks consistent links to evaluations and assessments, AND/OR<br>  o fails to include educational implications of the student's exceptionality, AND/OR<br>  o fails to consider variations in beliefs, traditions, and values across and within cultures.<br>• Candidate fails to demonstrate respect for the student by using biased and negative language.<br>• Candidate fails to show evidence of the similarities and differences between the student's development and typical human development.<br>• Candidate includes irrelevant information statements. | • Candidate interprets information from formal and informal assessments to write appropriate, relevant present levels of performance statement with:<br>  o clear links to evaluations and assessments (such as interviews, observations, standardized tests),<br>  o description of educational implications of the characteristics of various exceptionalities, sensory impairments (as applicable), and<br>  o description of variations in beliefs, traditions, and values across and within cultures (as applicable).<br>• Candidate uses unbiased and objective language.<br>• Candidate includes description of the similarities and differences between the student's development and typical human development. | • Candidate interprets information from formal and informal assessments to write appropriate, relevant present levels of performance statement with:<br>  o clear links to evaluations and assessments (such as interviews, observations, standardized tests),<br>  o description of educational implications of the characteristics of various exceptionalities, sensory impairments (as applicable), and<br>  o description of variations in beliefs, traditions, and values across and within cultures (as applicable).<br>• Candidate uses unbiased and objective language.<br>• Candidate includes description of the similarities and differences between the student's development and typical human development.<br>• Candidate describes strengths and areas in need of improvement in relation to Virginia Standards of Learning. |
| **Measurable Annual Goals**<br><br>CEC/IGC Standard 3<br><br>Candidate uses knowledge of general and specialized curricula to individualize | • 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 do not reflect present levels of performance and/ OR lack direction for student | • Candidate demonstrates an understanding of the models and theories related to instructional planning by writing age and ability appropriate annual goals that:<br>  o are measurable,<br>  o reflect present levels of performance and<br>  o show direction for student growth.<br>• Candidate writes goals that | • Candidate demonstrates an understanding of the models and theories related to instructional planning by writing age and ability appropriate annual goals that:<br>  o are measurable,<br>  o are and based upon the scope and sequence of the Virginia Standards of Learning (as appropriate),<br>  o reflect present levels of performance, and |

| | Does Not Meet Expectations 1 | Meets Expectations 2 | Exceeds Expectations 3 |
|---|---|---|---|
| learning for individuals with exceptionalities. | growth. | focus on both decreasing and/or increasing learner behaviors.<br>• 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. | o show emphasis on increasing skills and/or positive behaviors.<br>• 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<br><br>CEC/IGC Standard 3<br><br>Candidate uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities. | • Candidate fails to demonstrate an understanding of the models and theories related to instructional planning by writing individualized learning objectives/benchmarks that:<br>o Are not directly related to the annual goals OR<br>o Are not sequential age and ability appropriate OR<br>o Utilize learner criteria that are inappropriate to task performance. | • Candidate demonstrates an understanding of the models and theories related to instructional planning by writing individualized learning objectives/benchmarks that<br>o relate to an annual goal AND<br>o are sequential age and ability appropriate AND<br>o include the condition, measurable and observable learner behavior, and verifiable criteria.<br>• 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. | • Candidate demonstrates an understanding of the models and theories related to instructional planning by writing individualized learning objectives/benchmarks that<br>o relate to an annual goal AND<br>o are sequential age and ability appropriate AND<br>o include the condition, measurable and observable learner behavior, and verifiable criteria AND<br>o a statement of generalization AND<br>o a statement of maintenance.<br>• 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<br><br>CEC/IGC Standard 1<br><br>Candidate understands how exceptionalities may interact with development and learning and uses this knowledge to provide | • Candidate lists program or primary or related services that do not or inconsistently align with areas of need based on present level of performance. | • Candidate lists appropriate program and primary services and related services (as appropriate) that:<br>o 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<br>o consistently align with the individual's areas of need based on present levels of performance as well as the | • Candidate lists and describes appropriate program and primary services and related services (as appropriate) that<br>o 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<br>o consistently align with areas of need based on present levels of performance as well as the supports needed to be successful in the LRE.<br>• Candidate includes the following:<br>o Location |

| | **Does Not Meet Expectations** **1** | **Meets Expectations** **2** | **Exceeds Expectations** **3** |
|---|---|---|---|
| meaningful and challenging learning experiences for individuals with | | supports needed to be successful in the LRE.<br>• Candidate includes the following:<br> o Location<br> o Frequency<br> o Setting<br> o Duration<br> o Start and end dates |  o Frequency<br> o Setting<br> o Duration<br> o Start and end dates<br>• 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<br><br>CEC/IGC Standard 3<br><br>Candidate uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities. | • 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. | • 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.<br>• Candidate lists and justifies all accommodations for state assessments suggested. | • 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.<br>• Candidate lists and justifies all accommodations for state assessments suggested.<br>• 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<br><br>CEC/IGC Standard 3<br><br>Candidate uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities. | • Candidate identifies inappropriate accommodations and/or modifications.<br><br>**OR**<br><br>• Candidate fails to describe the accommodations and/or modifications which provide the foundation upon which special educators individualize instruction to provide meaningful and challenging learning for individuals with exceptional learning needs. | • 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).<br>• Candidate identifies and prioritizes appropriate accommodations and/or modifications based on present levels of performance, to provide access to nonacademic and extracurricular activities in educationally related settings. | • 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.<br>• 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).<br>• Candidate identifies and prioritizes |

|  | **Does Not Meet Expectations**<br>**1** | **Meets Expectations**<br>**2** | **Exceeds Expectations**<br>**3** |
|---|---|---|---|
|  |  |  | 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<br><br>CEC/IGC Standard 6<br><br>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. | • 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.<br>• Candidate writes the IEP using biased, inflammatory language, with a lack of clarity, numerous acronyms, illegibility, or inaccuracies (including spelling). | • 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.<br>• Candidate writes the IEP using neutral, objective, non-inflammatory language, with clarity, minimal use of acronyms, legibility, and accuracy (including spelling).<br>• Candidate writes areas of need, goals, objectives/benchmarks, placements and services with a strong connection to the present levels of performance. | • 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.<br>• Candidate writes the IEP using neutral, objective, non-inflammatory language, with clarity, minimal use of acronyms, legibility, and accuracy (including spelling).<br>• Candidate writes areas of need, goals, objectives/benchmarks, placements and services with a strong connection to the present levels of performance.<br>• Candidate includes documentation for procedural safeguards and advocates for appropriate services for the individual with exceptionalities. |