



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

Summer 2017

EDSE 540 C01: Characteristics of Students with Disabilities who Access the General Curriculum
CRN: 40124, 3 – Credits

Instructor: Mr. Kevin Good	Meeting Dates: 6/26/2017 – 7/29/2017
Phone: 571-308-6428	Meeting Day(s): Monday, Wednesday, Friday
E-Mail: kgood5@gmu.edu	Meeting Time(s): 7:00 pm - 10:00 pm
Office Hours: By Appointment	Meeting Location: Fairfax, KH 14
Office Location: Finley 201	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

Examines the characteristics of students with mild disabilities. Focuses on etiology, contributing factors, conditions that affect learning, the challenges of identifying students with disabilities, and the need for academic, social, and emotional accommodations and support. Notes: School-based field experience required.

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

Have you met with an advisor? All students should make an appointment to meet with an advisor to outline a plan for completing coursework and non-course requirements such as testing. To make an appointment by phone or in person, go to <http://gse.gmu.edu/special-education/advising/>.

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. Describe the field of learning disabilities from its origins to policies and practices of today.
2. Compare the history of education for students with emotional and behavioral disorders, students with learning disabilities students with mild intellectual disabilities.
3. Define learning disability, emotional disturbance, and mild intellectual disabilities.
4. Describe how educators and other professionals determine the difference between normal and atypical behaviors.
5. Describe characteristics of K-12 students with learning disabilities, emotional disturbances, and/or mild intellectual disabilities.
6. Compare conceptual models of behavioral deficits with three conceptual models that explain learning disabilities and/or mild intellectual disabilities.
7. Discuss the various etiologies in relation to biological, family, cultural, and school perspectives.
8. Identify various procedures and practices that motivate reluctant learners to complete class work and develop skills that build self- understanding and confidence as learners.
9. Describe and discuss a range of learning disabilities, emotional disturbances, and mild intellectual disabilities for a parent and suggest possible interventions for home and school.
10. Describe how children develop language.
11. Describe informal assessment procedures for determining knowledge and skills of children with various learning disabilities and emotional/behavioral problems.
12. Based on informal assessment procedures, design appropriate clinical teaching strategies for children with various learning disabilities and/or behavior problems.
13. Describe what an Individualized Education Program (IEP) is and how it is developed.

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 1: Learner development and individual learning differences (InTASC 1,2); CEC Standard 2: Learning environments (InTASC 3); CEC Standard 3: Curricular content knowledge (InTASC 4,5); CEC Standard 4: Assessment (InTASC 6); CEC Standard 5: Instructional planning and strategies (InTASC 7,8) & CEC Standard 7: Collaboration (InTASC 10).

Evidence Based Practices

This course will incorporate the evidence-based practices (EBPs) relevant to characteristics of students with mild disabilities, etiology of mild disabilities, inclusionary practices. 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 teacher candidates/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.

Required Textbooks

Raymond, E. B. (2017) *Learners with mild disabilities: A characteristics approach* (5th ed.). Boston: Pearson.

Recommended Textbooks

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

Required Resources

Online Access to Blackboard, GMU Library, and other online resources. Computers/Smart Devices may also be needed in class to complete class activities.

Additional Readings

May be assigned based on course needs. Please see individual modules on Blackboard for potential readings.

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 540, the required PBA is Observation Student Profile. 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

Performance-based Assessment (Tk20 submission required)

OBSERVATION STUDENT PROFILE (100 points) - The observation student profile provides you with the opportunity to get an in-depth understanding of a student with exceptionalities who accesses the general curriculum. **THIS ASSIGNMENT REQUIRES FIELD BASED ACCESS.** You will examine his or her educational history and goals, observe in classroom settings, conduct parent or guardian interviews, and synthesize the information gathered, relating it to the content of the course. The purpose of the student profile is to help you understand the complexity of each individual case of a student with exceptional learning needs. This student profile assignment has six major sections. Each section should be labeled with the heading given below. The paper should be formatted using APA style with related documents and samples in the Appendix.

Part I: Demographic and Background Data

- A. Select a student with exceptional learning needs who accesses the general curriculum that you would like to study. *Verify with school officials that you have permission to access confidential records for that student and that you may contact the student’s parents or guardians.* If you do not have access to a student with exceptional learning needs, his/her records, or to parents, please talk with your instructor.
- B. Create a pseudonym to use throughout your project. (It is of the utmost importance that the identity of the student remain confidential. If school officials or parents ask, your student profile will be evaluated by your instructor and will be posted to Tk20, Mason’s accreditation database. This database is password protected and is only used as a repository for student artifacts. Information from the database is never available for public view.)
- C. Provide a thorough description of your student, including
 1. demographic information,
 2. disability diagnosis and etiology,
 3. any medical conditions that exist,
 4. psychological and social-emotional characteristics, and
 5. any other information relevant to the student’s academic achievement (e.g., has moved repeatedly, has significant family changes). Do not include the student’s educational history. That is included in Part II.
- D. Identify and provide examples of the skills and characteristics of your student that are (a) similar to the his/her peers (typical growth and development) and (b) those skills and characteristics that are dissimilar (atypical).
- E. Identify the educational implications of the characteristics in C and D.

Part II: Educational History, Goals, Objectives, and Accommodations

- A. Describe your student's educational history, including
 1. schools attended,
 2. reason for initial referral,
 3. pre-referral interventions (if available),
 4. results of multidisciplinary evaluation,
 5. special education classification,
 6. description and location of educational service provision, and
 7. related services provided.
- B. From the student's IEP, summarize or state the educational goals and objectives and identify the classroom accommodations.
- C. Describe the impact of your student's academic and social abilities, attitudes, interests, and values on instruction and career development. Does your student's disability have an impact on auditory and information processing skills? If so, describe.
- D. Evaluate how the levels of support correspond to the needs of the individual.

Part III: School and Classroom Information

- A. Give a description of your student's school, including
 1. Demographics of students,
 2. Staffing
 3. Continuum of services for students with exceptional learning needs.
- B. Describe your student's educational placement. What special education and general education services are provided? In what locations or ways are the services provided?
- C. Evaluate how this placement is the Least Restrictive Environment to address the student's specific skills and characteristics, as described in Part I.
- D. Describe the classroom(s) in which the student participates, including
 1. Number of students
 2. Content area
 3. Curriculum standards used

Part IV: Student Observation

Observe at least two class periods of instruction for your student.

- A. Summarize your observations, including
 1. Content area,
 2. Teachers and service providers involved,
 3. Length of observation,
 4. Placement of student in classroom,
 5. Interactions of student with teacher(s) and other students,
 6. Learning activities, and
 7. Level of engagement of student with activities.
- B. Describe how what you observed corresponded to your student's IEP goals, objectives, and accommodations.
- C. Describe the effects your student's exceptional condition(s) appears to have on his or her life in school.
- D. Identify any biases that you may have that may affect how you perceive the classrooms

during observations.

Part V: Related Personnel or Family Member Interview

Interview at least one of your student's parents, guardians, family members, or professionals (i.e., teacher, counselor, service provider) who is knowledgeable of the student's goals and needs.

- A. Begin your interview with questions about the family, focusing on developing a collaborative relationship. Ask questions that gather information about the family system and the role of family in the student's development and education, respecting differences across families.
- B. Ask the parents about their child's educational goals, objectives, and accommodations. What was the process used in developing these? Did they feel they had a role in their development? Do they feel these goals, objectives, and accommodations are appropriate and will provide benefit for their child?
- C. Effective special educators communicate effectively with families of students with exceptional learning needs from diverse backgrounds. Please be sure that you consider the following as you speak with the parents:
 1. Ways in which you can foster a respectful and beneficial relationship with the family within the bounds of ethical practice.
 2. Characteristics and effects of the cultural and environmental milieu of the individual with exceptional learning needs and the family.
 3. The potential impact of differences in values, languages, and customs between your student's home and school lives.
 4. Ways in which you can demonstrate your respect for variations in beliefs, traditions, and values across and within cultures. Also consider the effect of these variations on the relationships among individuals with exceptional learning needs, their family, and school personnel.
 5. Include a statement about how you addressed these items with specific examples.

Part VI: Summary, Synthesis and Recommendations

- A. Summary - Write a brief, one paragraph summary (referring to relevant pages in your case study as necessary) of your student including all pertinent information obtained throughout the observations, interviews and background information review. Provide enough detail that a stranger could walk into the classroom and identify your student from your summary alone.
- B. Synthesis - Compare your student's characteristics with those described in the textbook or other course readings for a student with that specific exceptional learning need. How are they similar and different? Are the described implications similar or different? How do your student's characteristics compare to typical development? Provide specific examples.
- C. Recommendations - Given the information you have compiled about your student and your learning from the course,
 1. Do you think your student is receiving the services and supports he or she needs? Provide a rationale for your response.
 2. If you could provide recommendations to the IEP team about effective instruction to match the characteristics of your student, what would they be? Provide a rationale for

your response.

D. Final reflection

1. How did your personal cultural biases and differences affect your interactions with this student and his or her family during this student profile process?
2. How did this assignment help you better understand the needs and complexities of a student with exceptional learning needs?

Appendix (required)

Include student work samples relevant to your case study specifics, parent interview questions and answers. Other relevant materials may be included but are optional.

Note:

You must post this Observation Student Profile paper twice one for the assignment and once for TK20 evaluation. This will be discussed in class.

College Wide Common Assessment (Tk20 submission required)

N/A

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

1. **Class Attendance and Participation (70 points/ 5 per session out of 14 sessions) -** Completion of weekly class activities, participation in class discussions, and project presentation update discussions throughout the semester. Points missed due to absences cannot be made up. Excessive absences can result in additional penalties and potential withdrawal from class.
2. **IRIS Center Learning Expansion Modules (25 points per 2 modules = 50 points total) –** See outlined modules for the modules to complete. *You are to submit the answers to the challenge and wrap-up questions as evidence of completing the module.* These will be completed as online content and as part of class discussions and activities. These modules will help expand your understanding and provide practical information on topics related to class. You will need a computer to access this content. (See course calendar for due dates)

Module Outline

- **Universal Design for Learning**
<http://iris.peabody.vanderbilt.edu/module/udl/>
- **Differentiated Instruction: Maximizing the Learning for All Students**
<http://iris.peabody.vanderbilt.edu/module/di/>
- **Providing Instructional Supports: Facilitating Mastery of New Skills Students** <http://iris.peabody.vanderbilt.edu/module/sca/>
- **Assistive Technology an Overview**

<https://iris.peabody.vanderbilt.edu/module/at/>

About the IRIS CENTER: <http://iris.peabody.vanderbilt.edu/>

Funded by the U.S. Department of Education's Office of Special Education Programs (OSEP), the IRIS Center is headquartered at Vanderbilt University in Nashville, TN, and Claremont Graduate University in Claremont, CA. Our primary objective is to create and infuse resources about evidence-based practices into preservice preparation and professional development programs. To facilitate this process, IRIS disseminates and offers trainings on those resources. Developed in collaboration with nationally recognized researchers and education experts, IRIS resources are designed to address instructional and classroom issues of great importance to today's educators. IRIS resources are used in college instruction, PD activities, and independent learning opportunities for practicing educators.

3. **Observation Student Profile Presentation (30 points)** - Present your Observation Student Profile in a rotation station format during the last class. Rotations will be assigned. Feel Free to be creative in your presentation style! ***Be sure to cover these four areas: student strengths, student challenges, disability characteristics, & evidence-based practices (EBPs)/strategies.***

4. **Academic Intervention Presentation (50 points)** - Each student will via PowerPoint or a comparable presentation format summarize one journal article that is relevant to the needs of the student/disability area chosen for their case study. Articles must be from peer reviewed published journals. The articles should be intervention studies that aim to improve the academic or behavioral outcomes of students with mild disabilities. There is no page requirement, however, the summary presentations should include the following:
 1. Article Title
 2. Area targeted
 3. Rationale of article
 4. Description of intervention
 5. Description of student population
 6. Methods
 7. Length of intervention
 8. Materials
 9. Type of assessments used
 10. Results
 11. Researcher's Discussion
 12. Personal Reflection

Presentation are expected to be no more than 10 minutes. The professor reserves the right to adjust this time as necessary with prior notice to students.

Other Assignments/Fieldwork Experience

N/A

Course Policies and Expectations

Attendance/Participation

Students are expected to (a) attend all classes during the course, (b) be actively involved in activities, and (c) arrive on time and stay for the duration of class time. Lack of attendance and professional participation at all sessions (online and in class) will significantly diminish the impact of the course and interfere with creating a collaborative learning community. As such, absences from any portion of the course are strongly discouraged. Students are awarded points for attendance and participation. These points cannot be easily made-up. It is at the professor's discretion if those points can be made-up. Therefore, it is imperative that you notify the professor in advance by phone or email if you will not be able to attend class.

Late Work

In-depth reading, study, and work on course requirements require outside class time. Students are expected to allot class study and preparation time weekly in addition to time spent on papers and assignments. The result of late work will be the loss of 10 points per day until the assignment is received by the instructor. Individual situations will be addressed with students outside of class. No late work will be accepted, unless otherwise arraigned with the professor in writing, past the final student observation presentation. This is to allow time for grading and submission of scores to the registrar.

Grading Scale

95-100% = A

90-94%= A-

86-89= B+

80-85= B

76-79%=C+

70-75%= C

>70%=F

*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.

Class Schedule

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

Date/Class	Topic	Due
6/26	Introduction/Syllabus Overview	Review Syllabus Sign-Up for Academic Intervention Presentations (if known) Register for Field Placement (look in student email for EDSEfld@gmu.edu)
6/28	Chapter 1	Context of special education Sign-Up for Academic Intervention Presentations (DUE) Register for Field Placement (look in student email for EDSEfld@gmu.edu)

6/30	Chapter 2, Chapter 3	Assessment, Identification, and Placement
7/3	GMU CLOSED	No Class
7/5	Chapter 9, Chapter 11	Understanding learning and academic needs
7/7	Chapter 4, Chapter 5	Learners with ID, DD, and LD
7/10	Online Learning Expansion – UDL and Differentiation Modules No Face-2-Face Class	<i>IRIS Modules DUE By 11:59PM on 7/11</i>
7/12	Online Learning Expansion – AT and Instructional Supports Modules No Face-2-Face Class	<i>IRIS Modules DUE By 11:59PM on 7/13</i>
7/14	Chapter 10, Chapter 12	Understanding language and social-emotional characteristics Student Observation Paper Check-In
7/17	Chapter 7	Learners with Difficulties in Attention, Communication and Physical and Sensory Functioning
7/19	Chapter 8	Learners with ASD
7/21	Chapter 6	Learners with EBD
7/24	The IEP (See Blackboard for Readings)	<i>Case Study Due by 11:59PM [upload to Tk-20 –</i>

		<i>assessments tab- and Observation Paper – Assignments]</i> Read online assigned content – be prepared for discussion
7/26	Academic Interventions	<i>Presentations for Academic Interventions – IN CLASS</i>
7/28		<i>Case Study Presentations – IN CLASS</i>

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/aero/tk20>. Questions or concerns regarding use of Blackboard

should be directed to <http://coursessupport.gmu.edu/>.

- The 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 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/>.) to enhance students' personal experience and academic performance (see <http://caps.gmu.edu/>).
- The Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see <http://ssac.gmu.edu/>). Students in need of these services may contact the office by phone at 703-993-3686. 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://ssac.gmu.edu/make-a-referral/>.

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

Assessment Rubric(s)

Rubrics for IRIS Modules, Intervention Presentations, and Observation Presentation are posted online. The Student Observation and TK-20 Rubrics are presented on the following pages.

Student Observation Points Earned Rubric

	Requirements	Points
Part I: Demographic and Background Data	<p>Candidate discusses the demographic and background information related to the target student inclusive of all of the below:</p> <ul style="list-style-type: none"> • etiology and diagnosis, • any medical conditions that exist, psychological and social-emotional characteristics, and the effect these conditions can have on the student’s life. <p>Candidate discusses skills and typical and atypical human growth characteristics of the learner.</p> <p>Candidate uses nonbiased language that is sensitive to the culture, language, religion, gender disability, socioeconomic status, and sexual orientation of the learner to describe his/her background information.</p> <p>Candidate describes the educational implications of the characteristics of the learner’s exceptional learning needs on the learner, his/her family, and society.</p>	/15
Part II: Educational History, Educational Goals, Objectives, and Accommodations	<p>Candidate provides a summary of the learner’s educational goals, objectives and classroom accommodations and the impact of the learner’s social abilities, attitudes, interests, and values on instruction and career development (if applicable).</p> <p>Candidate discusses the educational history related to the target student inclusive:</p> <ul style="list-style-type: none"> • the educational implication of the characteristics of the learner’s exceptionality and • the effect a learner’s exceptionality can have on his or her life. <p>Candidate writes a description of the student’s educational history that includes how primary language, culture, and familial backgrounds may interact with the student’s exceptional condition to impact academic and life options.</p> <p>Candidate describes the impact the learner’s disability has on auditory and/or information processing skills and relates levels of support to the needs of the individual.</p>	/15
Part III:	<p>Candidate describes the school and classroom setting in the greater context of</p> <ul style="list-style-type: none"> • organizations in collaboration with special education and 	/20

<p>School and Classroom Information</p>	<ul style="list-style-type: none"> the continuum of placement and services available for individuals with mild to moderate exceptional learning needs. <p>Candidate evaluates the environmental context in terms of how well the teacher has integrated the principles of normalization and concept of least restrictive environment.</p> <p>Candidate clearly describes how the environment's adaptations impact the quality of learning opportunities for learners with mild to moderate exceptionalities and determines whether or not optimal learning opportunities are being provided.</p>	
<p>Part IV: Student Observation</p>	<p>Candidate describes the relationship between their observations and the learner's goals, objectives, and accommodations and describes the effects the learner's exceptional condition(s) appears to have on his or her life.</p> <p>Candidate summarizes their classroom observation experiences inclusive of an analysis of how their personal cultural biases and differences might affect their observation or teaching.</p>	<p>/10</p>
<p>Part V: Parent Interview</p>	<p>Candidate collaborates with and interviews family who has knowledge of the learner in a culturally responsive way that demonstrates their understanding of legal matters and ethical considerations.</p> <p>The candidate shows evidence of collecting data on the family system and the role of family in the student's development and education.</p> <p>Candidate shows evidence of collecting data on the perceived impact of differences in values, languages, and customs between the learner's home and school lives and the effect of these variations on the relationships among individuals with exceptional learning needs, their family, and school personnel.</p> <p>Family input and concerns are documented.</p>	<p>/10</p>
<p>Part VI: Summary, Synthesis and Reflection & Additional Recommendations</p>	<p>Candidate provides recommendations, educational accommodations, and/or modifications for the learner with mild to moderate exceptional learning needs.</p> <p>The candidate demonstrates, through their recommendations, their ability to serve as an advocate for appropriate services for individuals with exceptional learning needs and a high level of commitment to developing the highest education and quality-of-life potential of individuals with exceptional learning needs.</p>	<p>/20</p>

	<p>Candidate summarizes all pertinent information inclusive of observations, interviews and background information and offers a comprehensive synthesis of</p> <ul style="list-style-type: none"> • their learner’s characteristics as compared with typical and atypical learners, • the social and educational implications of these characteristics and • the effect the exceptionality has on the learner’s life. 	
Writing Mechanics and Format	APA formatting and mechanics must be followed.	/10
	Total	<u> </u> /100

Tk-20 Student Observation Assessment Rubric

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
<p>Demographic and Background Data CEC/IGC Standard 1 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 provides partial demographic and background information, giving only a limited view of the learner with an exceptionality. Candidate does not include all of the following: <ul style="list-style-type: none"> ○ etiology and diagnosis, ○ any medical conditions that exist, psychological and social-emotional characteristics, and ○ the effect these conditions can have on the student’s life. 	<ul style="list-style-type: none"> • Candidate discusses the demographic and background information related to the target student inclusive of all of the below: <ul style="list-style-type: none"> ○ etiology and diagnosis, ○ any medical conditions that exist, psychological and social-emotional characteristics, and ○ the effect these conditions can have on the student’s life. • Candidate discusses skills and typical and atypical human growth characteristics of the learner. • Candidate describes the educational implications of the characteristics of the learner’s exceptionality and the impact of the learner’s exceptional learning needs on the learner, their family, and society. 	<ul style="list-style-type: none"> • Candidate discusses the demographic and background information related to the target student inclusive of all of the below: <ul style="list-style-type: none"> ○ etiology and diagnosis, ○ any medical conditions that exist, psychological and social-emotional characteristics, and ○ the effect these conditions can have on the student’s life. • Candidate discusses skills and typical and atypical human growth characteristics of the learner. • Candidate describes the educational implications of the characteristics of the learner’s exceptionality and the impact of the learner’s exceptional learning needs on the learner, their family, and society. • Candidate provides elaboration on the student’s characteristics to include evidence of scholarly work (e.g., use of texts or other research).
<p>Educational History, Educational Goals, Objectives, and Accommodations CEC/IGC Standard 1 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 summarizes the learner’s educational goals, objectives and classroom accommodations but does not address the impact of the learner’s social abilities, attitudes, and values on instruction and career development. • Candidate provides a partial educational history related to the target student that does not include: <ul style="list-style-type: none"> ○ the educational implications of the characteristics of the learner’s exceptionality AND/OR ○ the effect a learner’s exceptionality can have on his/her life. 	<ul style="list-style-type: none"> • Candidate provides a summary of the learner’s educational goals, objectives and classroom accommodations and the impact of the learner’s social abilities, attitudes, interests, and values on instruction. • Candidate discusses the educational history related to the target student inclusive of: <ul style="list-style-type: none"> ○ the educational implications of the characteristics of the learner’s exceptionality and ○ the effect a learner’s exceptionality can have on his/her life. • Candidate writes a description of the 	<ul style="list-style-type: none"> • Candidate provides a summary of the learner’s educational goals, objectives and classroom accommodations and the impact of the learner’s social abilities, attitudes, interests, and values on instruction. • Candidate discusses the educational history related to the target student inclusive of: <ul style="list-style-type: none"> ○ the educational implications of the characteristics of the learner’s exceptionality and ○ the effect a learner’s exceptionality can have on his or her life. • Candidate writes a description of the

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
	<ul style="list-style-type: none"> • Candidate writes a description of the student’s educational history that fails to include how cultural and linguistic differences (if applicable) may affect learning, growth, and development. 	<p>student’s educational history that includes how cultural and linguistic differences (if applicable) may affect learning, growth, and development.</p> <ul style="list-style-type: none"> • Candidate describes the impact the learner’s disability has on auditory and/or information processing skills and relates levels of support to the needs of the individual. 	<p>student’s educational history that includes how cultural and linguistic differences (if applicable) may affect learning, growth, and development.</p> <ul style="list-style-type: none"> • Candidate describes the impact the learner’s disability has on auditory and/or information processing skills and relates levels of support to the needs of the individual. • Candidate provides elaboration on the student’s characteristics to include evidence of scholarly work (e.g., use of texts or other research) OR provides examples of specific skill or behavioral needs of students.
<p>School and Classroom Information CEC/IGC Standard 3 Candidate uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.</p>	<ul style="list-style-type: none"> • Candidate provides a description of the school and/or classroom setting but does not examine the impact of the environment’s adaptations (or lack thereof) on the learning opportunities for learners with exceptionalities OR the continuum of placement services available for individuals with exceptionalities. 	<ul style="list-style-type: none"> • Candidate describes the school and classroom setting in the greater context of <ul style="list-style-type: none"> ○ organizations in collaboration with special education and ○ the continuum of placement and services available for individuals with exceptionalities. • Candidate evaluates the environmental context in terms of the level of support necessary for the needs of the individual. • Candidate clearly describes how the environment’s adaptations impact the quality of learning opportunities for learners with exceptionalities and determines whether or not optimal learning opportunities are being provided. 	<ul style="list-style-type: none"> • Candidate describes both the school and classroom setting in the greater context of <ul style="list-style-type: none"> ○ organizations in collaboration with special education and ○ the continuum of placement and services available for individuals with mild to moderate exceptional learning needs. • Candidate evaluates the environmental context in terms of the level of support necessary for the needs of the individual. • Candidate clearly describes how the environment’s adaptations impact the quality of learning opportunities for learners with exceptionalities and determines whether or not optimal learning opportunities are being provided. • Candidate provides elaboration on the school and classroom setting and its impact on learners with exceptionalities to include evidence of scholarly work (e.g., use of texts or other research).
<p>Student Observation and Parent/Professional Interview CEC/IGC Standard 7</p>	<ul style="list-style-type: none"> • Candidate does not describe the relationship between their observations and the learner’s goals, objectives, and accommodations and/or does not describe 	<ul style="list-style-type: none"> • Candidate describes the relationship between their observations and the learner’s goals, objectives, and accommodations and describes the 	<ul style="list-style-type: none"> • Candidate describes the relationship between their observations and the learner’s goals, objectives, and accommodations and describes the effects

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
<p>Candidate collaborates with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.</p>	<p>the effects the learner’s exceptional condition(s) appears to have on his/her learning.</p> <ul style="list-style-type: none"> • Candidate provides an incomplete description of the parent or professional interview that lacks information about the family system and role of family in the student’s development and culture. • Candidate does not provide evidence of collecting data on the family or related professional input and concerns related to the student’s educational experience 	<p>effects the learner’s exceptional condition(s) appears to have on his/her learning.</p> <ul style="list-style-type: none"> • Candidate summarizes their classroom observation experiences inclusive of how their personal cultural biases and differences might affect their observation or teaching. • Candidate shows evidence of planning and conducting a collaborative conference/interview with a family member or related professional that includes questions are related to the impact of the individual’s exceptionality on academic and social abilities, attitudes, and interests. • The candidate shows evidence of collecting data on the family system and the role of family in the student’s development and education. • Candidate shows evidence of collecting data on family or related professional input and concerns related to the student’s educational experience. 	<p>the learner’s exceptional condition(s) appears to have on his or her life.</p> <ul style="list-style-type: none"> • Candidate describes the perceived impact of their student’s academic and social abilities, attitudes, interests, and values on instruction and career development (if applicable). • Candidate comprehensively summarizes their observation experiences inclusive of an analysis of how their personal cultural biases and differences affect their observation or teaching. • Candidate plans and conducts a collaborative conference with a family member or related professional who has knowledge of the learner in a culturally responsive way that demonstrates their understanding of legal matters and ethical considerations. • The candidate shows evidence of collecting data on the family system and the role of family in the student’s development and education. • Candidate shows evidence of collecting data on family or related professional input and concerns related to the student’s education experience in which the candidate demonstrated their respect for variations in beliefs, traditions, and values for the family’s culture and acted within the CEC’s Code of Ethics during the interview.
<p>Summary, Synthesis and Reflection & Additional Recommendations CEC/IGC Standard 3, 6 Candidate uses knowledge of general and specialized curricula to individualize learning for individuals with</p>	<ul style="list-style-type: none"> • Candidate provides an incomplete summary that does not include information from all components of the student profile. • Candidate provides incomplete recommendations, educational accommodations, and modifications for the learner with exceptional learning needs by EITHER not addressing 	<ul style="list-style-type: none"> • Candidate provides recommendations, accommodations, and/or modifications that identify and prioritize areas of the general curriculum and accommodations for the learner with exceptionalities. • The candidate demonstrates, by integrating student characteristics and recommendations, their commitment to developing the highest education and 	<ul style="list-style-type: none"> • Candidate provides recommendations, educational accommodations, and/or modifications for the learner with mild to moderate exceptional learning needs. • The candidate demonstrates, through their recommendations, their ability to serve as an advocate for appropriate services for individuals with exceptional learning needs and a high level of commitment to

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
<p>exceptionalities. 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>recommendations, educational accommodations, or modifications OR by not linking student characteristics to these recommendations, accommodations, or modifications.</p>	<p>quality-of-life potential of individuals with exceptionalities.</p> <ul style="list-style-type: none"> • Candidate summarizes all pertinent information inclusive of observations, interviews and background information and shows competence and sound judgment by offering a comprehensive synthesis of <ul style="list-style-type: none"> ○ their learner’s characteristics as compared with typical and atypical learners, ○ the social and educational implications of these characteristics and ○ the effect the exceptionality has on the learner’s life. 	<p>developing the highest education and quality-of-life potential of individuals with exceptional learning needs.</p> <ul style="list-style-type: none"> • Candidate summarizes all pertinent information inclusive of observations, interviews and background information and offers a comprehensive synthesis of <ul style="list-style-type: none"> ○ their learner’s characteristics as compared with typical and atypical learners, ○ the social and educational implications of these characteristics and ○ the effect the exceptionality has on the learner’s life. • Candidate analyzes how his/her own cultural biases and differences affected his/her interactions with students and their families. • Candidate provides elaboration in the synthesis to include evidence of scholarly work (e.g., use of texts or other research).