



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

Summer 2017

EDSE 662 A01: Consultation and Collaboration

CRN: 40249, 3 – Credits

<b>Instructor:</b> Dr. Jill Jakulski & Dr. Latif Abdulalim	<b>Meeting Dates:</b> 5/22/2017 – 6/24/2017
<b>Phone:</b> 703-624-3345 (c) 703-426-7300 (o)	<b>Meeting Day(s):</b> Tuesday, Thursday, & Saturday
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<b>Office Hours:</b> by appointment	<b>Meeting Location:</b> Fairfax, R B218
<b>Office Location:</b> n/a	<b>Other Phone:</b> 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)** Teaching licensure, or enrollment in graduate degree program in education  
**Co-requisite(s)** None

### **Course Description**

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

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 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. 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**

Friend & Cook, *Interactions: Collaboration Skills for School Professionals*, Pearson, 8th edition, ISBN 9780134168548 - Required

Gibb & Dyches, *IEPs: Writing Quality Individualized Education Programs*, Pearson, 3rd edition, ISBN 9780133949520 - Required

## **Recommended Textbooks**

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

## **Additional Readings**

As assigned/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 and/or Examinations**

### **Performance-based Assessment (Tk20 submission required)**

#### **IEP Assignment (30 points)**

This assignment is standard to all sections of EDSE 662. This is a team assignment for this class. The details of this assignment, which are considered part of this syllabus, are posted on Bb and will be reviewed in class. The purpose is for EDSE 662 students to demonstrate knowledge of the individualized planning process required for the development of educational programs for students with mild to moderate exceptional learning needs. This is achieved through:

- methods for fostering respectful and beneficial relationships among students and their families and professionals throughout the IEP development process;
- methods of involving students, families, related service providers, and other professionals in the IEP development process;
- the collaborative activities that should occur after the development of the IEP; a reflection of your thoughts on the collaborative process of working as a team to develop the IEP.

**Note:** Rubric is provided at the end of this document. Additionally, the rubric and more details for this assignment will be posted on Blackboard.

### **College Wide Common Assessment (Tk20 submission required)**

#### **Consultation, Collaboration, and Teamwork Insight and Reflection (20 points)**

Using questions we will develop collaboratively in our class (which will then be posted on Blackboard for easy access to all), each student will interview three (3) school professionals: one special education teacher; one general education teacher; and one related services professional (i.e. speech/language, occupational therapy, vision, etc.) or instructional assistant. You will schedule a time to interview each person face-to-face, during a mutually agreeable time, to find out their views about, and experiences with, consulting personnel in schools, collaboration among school educators, and teamwork among educators, and inclusive education. Be prepared to give your interviewees definitions of terms if they ask, or by suggesting when they ask that they reply by using their own perceptions of the terms.

Also at a mutually agreeable time, determined on the day the interview questions are developed and finalized, you and your group members for this assignment will meet to discuss similarities and differences in insights gained from the interviews.

Specifics to remember about this assignment:

- Attach your list of interview questions.
- You will use the same questions for all three interviews.
- Interviews will be summarized and synthesized in your paper -do not include direct quotes, person by person.
- As appropriate, be sure to reference relevant material from the text and other readings, connecting it to your interviews.
- Include your reactions and thoughts, based on what you learned through the interviews and based on your own experiences. Your paper will be *at least* 5 pages in length.
- Use no names of school personnel, schools, or towns. (It will be helpful to the task to assure interviewees that this is a course assignment, so they do not feel "put on the spot.").

## **Performance-based Common Assignments (No Tk20 submission required)**

### **Case Study Analysis, Presentation, and Resolution (20 points)**

Each student will be part of a group responsible for presenting and discussing a case during class. The group will develop a detailed case summary and specific case questions for discussion and then will use those case questions in a discussion with other class members to develop a case solution. For evaluation, the group will submit the case summary, case questions, a description of the developed case solution, and a reflection on the case discussion for evaluation. The rubric and more details for this assignment will be posted on Blackboard.

### **Attendance and Active Engagement (30 points)**

Students register for cohort classes with an understanding about the compacted semester time frame, the extended time frame for class sessions, and that all work is to be completed within the cohort semester. Students who are unable to attend class and complete course requirements within the cohort semester are advised to discuss options with their academic advisors.

- Students are expected to: (a) attend all classes during the course; (b) arrive on time; (c) stay for the duration of the class time; (c) show evidence of having read/studied material; and (d) complete all assignments to earn the participation grade. Attendance, timeliness, and professionally relevant and active participation are expected. Attendance and professional participation at all sessions is very important because many of the activities in class are planned in such a way that they are to be completed during the class session.
- Missing more than one class or repeated tardiness/leaving early will result in not earning your full participation grade for the course. Please notify us *in advance* by email ([jjakulsk@gmu.edu](mailto:jjakulsk@gmu.edu), [labdulal@gmu.edu](mailto:labdulal@gmu.edu)) if you will not be able to attend class.
- In order to receive full participation credit for a class session, students are expected to be in attendance, exhibit professional dispositions, and come to class fully prepared. This includes the following:
  - arriving on time and actively participating for the duration of the class;
  - engaging in meaningful ways throughout each class and in all class activities, including contributing to dialog, answering questions, and asking questions;
  - having on hand all materials required for the class session as per course assignments and the syllabus; and
  - demonstrating professional behavior.

## **Course Policies and Expectations**

### **Attendance/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 student 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.

To earn participation points, EDSE 662 students are expected to attend class, come prepared, and demonstrate professional dispositions. Participation credit is achieved through active, thoughtful, deliberate involvement in and completion of all course activities (both in and outside of class meeting time), conducting oneself professionally, and treating all respectfully. 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. See below for more information about attendance/participation.

### **Late Work**

- Late work will not be accepted unless I confirm with you in advance, via email, an alternate due date and time. Except in unusual/extenuating circumstances, requests for the submission of late assignments will not be approved.
- If you are not in class on the day an assignment is due, it remains your responsibility for submitting the assignment on or before the due date and time, and in the manner in which it is supposed to be submitted. Assignments which are to be posted to Blackboard are due no later than 9:00 p.m. on the dates they are due.
- A student who verifies extenuating circumstances preventing the completion of course requirements must make arrangements *no later than 7 calendar days prior to the last day of class*. Any exams must be taken no later than the last class.

### **Grading Scale**

95 – 100 = A

90 – 94 = A-

80 – 89 = B

70 – 79 = 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.**

	<b><u>Date</u></b>	<b><u>Topics</u></b>	<b><u>Readings/Assignments for Class</u></b>
1	05/23	<ul style="list-style-type: none"> <li>• Introductions</li> <li>• Course Overview &amp; Activities</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Develop interview questions</i></li> </ul>
2	05/25	<ul style="list-style-type: none"> <li>• Framing Collaboration</li> <li>• Communication Skills (Interpersonal)</li> <li>• Interpersonal Communication</li> </ul>	<ul style="list-style-type: none"> <li>• Friend and Cook, Chapter 2</li> </ul>
3	05/27	<ul style="list-style-type: none"> <li>• Communication / Problem-Solving</li> </ul>	<ul style="list-style-type: none"> <li>• Friend and Cook, Chapters 2, 3, &amp; 5</li> </ul>
4	05/30	<ul style="list-style-type: none"> <li>• Professional Learning Communities</li> <li>• Norms</li> </ul>	<ul style="list-style-type: none"> <li>• Friend and Cook, Chapters 2, 3, &amp; 5</li> </ul>
5	06/01	<ul style="list-style-type: none"> <li>• IEPs: PLOP, annual goals, short-term objectives</li> <li>• Communication through a culturally proficient lens</li> </ul>	<ul style="list-style-type: none"> <li>• <i>interviews completed prior to class → bring notes/summary for reference</i></li> </ul>
6	06/06	<ul style="list-style-type: none"> <li>• Communication through a culturally proficient lens, cont.</li> <li>• Problem Solving</li> <li>• IEPs: Services, LRE, Placement, Testing</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Consultation, Collaboration, and Teamwork papers due</i></li> </ul>
7	06/08	<ul style="list-style-type: none"> <li>• Problem-Solving, cont.</li> <li>• Co-Teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Friend and Cook, Chapters 2, 3, &amp; 5</li> <li>• <i>Case study presentations</i></li> </ul>
8	06/10	<ul style="list-style-type: none"> <li>• IEPs</li> <li>• Case study presentations and discussions</li> </ul>	<ul style="list-style-type: none"> <li>• tbd</li> </ul>
9	06/13	<ul style="list-style-type: none"> <li>• Case Study activities</li> <li>• Co-teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Friend and Cook, Chapters 6 &amp; 7</li> <li>•</li> </ul>
10	06/15	<ul style="list-style-type: none"> <li>• Teams</li> <li>• Co-teaching</li> <li>• <i>IEP development</i></li> </ul>	<ul style="list-style-type: none"> <li>• Friend and Cook, Chapters 6 &amp; 7</li> <li>• <i>Case Study papers due</i></li> </ul>
11	06/17	<ul style="list-style-type: none"> <li>• Consultation, Coaching, and Mentoring</li> <li>• Difficult Interactions</li> </ul>	<ul style="list-style-type: none"> <li>• tbd</li> </ul>
12	06/20	<ul style="list-style-type: none"> <li>• Paraeducators</li> <li>• Families</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Friend and Cook, Chapters 10 &amp; 11</i></li> </ul>
13	06/22	<ul style="list-style-type: none"> <li>• Consultation, Coaching, and Mentoring, cont.</li> <li>• Difficult Interactions</li> </ul>	<ul style="list-style-type: none"> <li>• Friend and Cook, Chapters 8 &amp; 9</li> </ul>
14	06/24	<ul style="list-style-type: none"> <li>• IEP completion &amp; meetings</li> </ul>	<ul style="list-style-type: none"> <li>• <i>IEP Assignment due</i></li> </ul>

## 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](mailto: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/>.

## CAEP Assignment Rubric

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
<p><b>Present Levels of Performance</b> <b>CEC/IGC Standards 1 &amp; 4</b> 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"> <li>• Candidate writes a present levels of performance statement that: <ul style="list-style-type: none"> <li>○ lacks consistent links to evaluations and assessments, AND/OR</li> <li>○ fails to include educational implications of the student's exceptionality, AND/OR</li> <li>○ fails to consider variations in beliefs, traditions, and values across and within cultures.</li> </ul> </li> <li>• Candidate fails to demonstrate respect for the student by using biased and negative language.</li> <li>• Candidate fails to show evidence of the similarities and differences between the student's development and typical human development.</li> <li>• Candidate includes irrelevant information statements.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate interprets information from formal and informal assessments to write appropriate, relevant present levels of performance statement with: <ul style="list-style-type: none"> <li>○ clear links to evaluations and assessments (such as interviews, observations, standardized tests),</li> <li>○ description of educational implications of the characteristics of various exceptionalities, sensory impairments (as applicable), and</li> <li>○ description of variations in beliefs, traditions, and values across and within cultures (as applicable).</li> </ul> </li> <li>• Candidate uses unbiased and objective language.</li> <li>• Candidate includes description of the similarities and differences between the student's development and typical human development.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate interprets information from formal and informal assessments to write appropriate, relevant present levels of performance statement with: <ul style="list-style-type: none"> <li>○ clear links to evaluations and assessments (such as interviews, observations, standardized tests),</li> <li>○ description of educational implications of the characteristics of various exceptionalities, sensory impairments (as applicable), and</li> <li>○ description of variations in beliefs, traditions, and values across and within cultures (as applicable).</li> </ul> </li> <li>• Candidate uses unbiased and objective language.</li> <li>• Candidate includes description of the similarities and differences between the student's development and typical human development.</li> <li>• Candidate describes strengths and areas in need of improvement in relation to Virginia Standards of Learning.</li> </ul>
<p><b>Measurable Annual Goals</b> <b>CEC/IGC Standard 3</b> Candidate uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.</p>	<ul style="list-style-type: none"> <li>• 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 growth.</li> </ul>	<ul style="list-style-type: none"> <li>• 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"> <li>○ are measurable,</li> <li>○ reflect present levels of performance and</li> <li>○ show direction for student growth.</li> </ul> </li> <li>• Candidate writes goals that focus on both decreasing and/or increasing learner behaviors.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• 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"> <li>○ are measurable,</li> <li>○ are and based upon the scope and sequence of the Virginia Standards of Learning (as appropriate),</li> <li>○ reflect present levels of performance, and</li> <li>○ show emphasis on increasing skills and/or positive behaviors.</li> </ul> </li> <li>• Candidate demonstrates consideration of variations in beliefs, traditions, and values across and within cultures while integrating affective, social, and life skills with academic curricula.</li> </ul>
<p><b>Short Term Objectives or Benchmarks</b> <b>CEC/IGC Standard 3</b> Candidate uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.</p>	<ul style="list-style-type: none"> <li>• 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"> <li>○ Are not directly related to the annual goals OR</li> <li>○ Are not sequential age and ability appropriate OR</li> <li>○ Utilize learner criteria that are inappropriate to task performance.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• 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"> <li>○ relate to an annual goal AND</li> <li>○ are sequential age and ability appropriate AND</li> <li>○ include condition, measurable and observable learner behavior, and verifiable criteria.</li> </ul> </li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• 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"> <li>○ relate to an annual goal AND</li> <li>○ are sequential age and ability appropriate AND</li> <li>○ include the condition, measurable and observable learner behavior, and verifiable criteria AND</li> <li>○ a statement of generalization AND</li> <li>○ a statement of maintenance.</li> </ul> </li> <li>• Candidate demonstrates consideration of variations in beliefs, traditions, and values across and within cultures while integrating affective, social, and life skills with academic curricula.</li> </ul>



	<b>Does Not Meet Expectations 1</b>	<b>Meets Expectations 2</b>	<b>Exceeds Expectations 3</b>
<p><b>Services, Least Restrictive Environment (LRE), Placement</b> <b>CEC/IGC Standard 1</b> Candidate understands how exceptionalities may interact with development and learning and uses this knowledge to provide meaningful and challenging learning experiences for individuals with</p>	<ul style="list-style-type: none"> <li>• Candidate lists program or primary or related services that do not or inconsistently align with areas of need based on present level of performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate lists appropriate program and primary services and related services (as appropriate) that: <ul style="list-style-type: none"> <li>○ 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</li> <li>○ 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.</li> </ul> </li> <li>• Candidate includes the following: <ul style="list-style-type: none"> <li>○ Location Frequency Setting Duration</li> <li>○ Start and end dates</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Candidate lists and describes appropriate program and primary services and related services (as appropriate) that <ul style="list-style-type: none"> <li>○ demonstrates understanding of the continuum of placement and services available for individuals with exceptional learning needs, and the concept of the least restrictive environment and</li> <li>○ consistently align with areas of need based on present levels of performance and the supports needed to be successful in LRE.</li> </ul> </li> <li>• Candidate includes the following: <ul style="list-style-type: none"> <li>○ Location Frequency Setting Duration</li> <li>○ Start and end dates</li> </ul> </li> <li>• 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.</li> </ul>
<p><b>Participation in State Assessments</b> <b>CEC/IGC Standard 3</b> Candidate uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.</p>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Candidate lists and justifies all accommodations for state assessments suggested.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Candidate lists and justifies all accommodations for state assessments suggested.</li> <li>• Candidate selects and justifies participation levels that reflect the impact an exceptional condition(s) can have on one's testing abilities including auditory and information processing skills.</li> </ul>
<p><b>Accommodations and Modifications</b> <b>CEC/IGC Standard 3</b> Candidate uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.</p>	<ul style="list-style-type: none"> <li>• Candidate identifies inappropriate accommodations and/or modifications.</li> <li><b>OR</b></li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• 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).</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate selects accommodations and/or modifications 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.</li> <li>• 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).</li> <li>• 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.</li> </ul>
<p><b>Legal Compliance of IEP</b> <b>CEC/IGC Standard 6</b> 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>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Candidate writes the IEP using biased, inflammatory language, with a lack of clarity, numerous acronyms, illegibility, or inaccuracies (including spelling).</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Candidate writes the IEP using neutral, objective, non-inflammatory language, with clarity, minimal use of acronyms, legibility, and accuracy (including spelling).</li> <li>• Candidate writes areas of need, goals, objectives/benchmarks, placements and services with a strong connection to the present levels of performance.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Candidate writes the IEP using neutral, objective, non-inflammatory language, with clarity, minimal use of acronyms, legibility, and accuracy (including spelling).</li> <li>• Candidate writes areas of need, goals, objectives/benchmarks, placements and services with a strong connection to the present levels of performance.</li> <li>• Candidate includes documentation for procedural safeguards and advocates for appropriate services for the student.</li> </ul>

