



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

Summer 2017
EDSE 662 624: Consultation and Collaboration
CRN: 42537, 3 – Credits

Instructor: Dr. Ann Finan	Meeting Dates: 5/23/2017 – 7/25/2017
Phone: 703-989-9759	Meeting Day(s): Tuesday
E-Mail: afinan@gmu.edu	Meeting Time(s): 5:00 pm - 9:30 pm
Office Hours: By appointment	Meeting Location: Woodson High School
Office Location: N/A	Other Phone: N/A

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

Prerequisite(s) 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

Gibb & Dyches, *Guide to Writing Quality Individualized Education Programs*, Pearson, 3rd edition, ISBN 9780133949520

Recommended Textbooks

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

Mager, R. *Preparing Instructional Objectives: A Critical Tool in the Development of Effective Instruction*, 3rd ed., The Center for Effective Performance, Inc., Atlanta. ISBN-13: 978-1879618039

American Psychological Association (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Required Resources and Additional Readings

Recommended resources are available on the course Blackboard site.

Some required readings are To Be Determined (TBD), depending on class and team assignments.

For information on effective presentations and tips, go to:

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<http://seggleston.com/1/business/key-steps>

<http://go.owu.edu/~dapeople/ggpresnt.html>

<http://www.auburn.edu/~burnsma/oralpres.html>

<http://www.effectivemeetings.com/presenting/delivery/taboo.asp>

http://www.presentationmagazine.com/Essential_Presentation_skills.htm

http://www.timetomarket.co.uk/presentation-skills-tips_November.htm

<http://trainingtoday.blr.com/employee-training-resources/How-Conduct-Effective-TrainingSession>

For information on effective use of slideshow/PowerPoint presentations, go to:

<http://mason.gmu.edu/~montecin/powerpoint.html>

<http://wmich.edu/writing/readability>

<http://www.garreynolds.com/preso-tips/design/>

http://www.ellenfinkelstein.com/powerpoint_tips.html

<http://desktoppub.about.com/od/microsoft/bb/powerpointrules.htm>

<http://depts.washington.edu/cidrweb/OLD/Bulletin/PowerPoint.html>

http://www.utexas.edu/lbj/21cp/syllabus/powerpoint_tips2.htm

http://www.utexas.edu/lbj/21cp/syllabus/powerpoint_tips.htm

<http://www.cis.tcu.edu/pages/media-production/graphics-production/PPT-Hints.pdf>

Recommended books on educational presentations:

Burmark, L. (2002). *Visual Literacy: Learn to See, See to Learn*. Alexandria, VA: ASCD.

Garmston, R. (2005). *The Presenter's Fieldbook: A Practical Guide*. Norwood, MA: Christopher-Gordon.

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)

In the Individualized Education Program assignment/project, EDSE 662 candidates demonstrate: x

- Their abilities to develop the critical components of an Individualized Education Program (IEP) for a student with a mild to moderate exceptional learning need and
- Understanding of how these components come together to build a framework for the K-12 student subject's educational program.

The specifics of this project are introduced in the section below, "Major Learning Activities".

College Wide Common Assessment (Tk20 submission required)

In the Individualized Education Program assignment/project, EDSE 662 candidates demonstrate: x Their abilities to develop the critical components of an Individualized Education Program (IEP) for a student with a mild to moderate exceptional learning need and x Understanding of how these components come together to build a framework for the K-12 student subject's educational program. The specifics of this project are introduced in the section below, "Major Learning Activities".

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

An EDSE 662 common assignment is the Group Professional Development Presentation. This assignment is explained in the section “Appendix: Major Learning Activities”.

Other Assignments

All major learning assignments, including the Performance-based Assessment and Common Assignment are introduced below. All additional descriptions (expanded explanations) and related materials, including assessment matrices, will be shared in class and posted on Bb. Any additional/expanded descriptions and assessments are considered extensions of/appendices to/part of this syllabus.

Course Policies and Expectations

Attendance/Participation

Major Learning Activities

I. Attendance, Participation, and Class Session “Take Away” Reflection (9% of final grade).

To earn participation points, EDSE 662 candidates 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. At the conclusion of each f2f class session the professor will allocate ~5 minutes for the candidates to compose a brief but substantive “take away” statement relating something from that evening’s class to professional practice. Start by noting something you learned, were struck by, wish to know more about, will keep “on your radar”, etc. Then explain WHY what you are writing about is of importance (of note) to you. This is completed each week before leaving the class session. Candidates who do not demonstrate professional dispositions in more than one instance will have 10 points deducted from their final grades.

II. Readings – Preparation for Class Discussions, Presentations, NCATE Assessment Narrative, and Goals: (25% of final grade)

For each of the 12 assigned chapters in the course text, the EDSE 662 candidate will record in a log at least 5 notes. These notes are comprised of information in the readings that provide insight into the topics of the narrative section of the IEP assignment. Each recorded note will be correlated to the one or two most relevant topics of the following.

- A. Roles of students with disabilities, families, and school and community personnel in planning the IEP.
- B. Methods for fostering respectful and beneficial relationships among students and their families and professionals throughout the IEP development process.
- C. Methods of involving students, families, related service providers, and other professionals in the IEP development process.

- D. The collaborative activities that should occur prior to development of the IEP.
- E. The collaborative activities that should occur after the development of the IEP.

Additionally, for each chapter, the candidate briefly will reflect on an idea in the readings that is of personal primary interest—something s/he wishes to “keep in mind” to improve professional practice. The logs will be shared in class in small and large group exercises. A sample of a log is on Blackboard. For each chapter, the reflection is worth 1 point and the log notes (a set of 5 or more) are worth 1 point.

For the final class, the candidate will bring in, in writing, 3 personal professional goals based on the course content (1 point).

III. Group Professional Development Presentation (26% of final grade)

The purposes of the Group Professional Development (PD) Presentation on chapter topics are to:

- Gain experience providing a professional development activity to colleagues, including practices tools/techniques discussed in class.
- Assist class members in deepening their thinking beyond initial contemplation of the material in the course readings.
- Provide opportunity to practice/apply some of the knowledge and skills in the course text. x
- Guide reflection of the audience (classmates) on how the topic helps improve collaboration skills and the ability to create and implement IEPs.

The details of this assignment, which are considered part of this syllabus, are posted on Bb and will be reviewed in class.

IV. Individualized Education Program Project: Plan and Narrative (40% of final grade)

This assignment is standard to all sections of EDSE 662. This is a team assignment. 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 candidates 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:

- The creation of IEP planning documentation,
- A sample IEP with components and content reflecting characteristics as discussed in class and readings, and
- A narrative that discusses:
 - ◆ Roles of students with disabilities, families, and school and community personnel in planning the IEP.
 - ◆ 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 prior to development of the IEP.

◆ The collaborative activities that should occur after the development of the IEP. Note that the preparation for the narrative occurs throughout the course based on required readings—see section II above.

Late Work

An assignment is considered late if it is not submitted as outlined below.

- All learning activity assignments are required to be completed and submitted on time, including posting to Blackboard (no later than 5:00 p.m. the day it is due).
- Submitting an assignment late does not alter the due dates of the other assignments. It prevents timely feedback regarding work that may be of value in later assignments. Strive to keep up with the assignment schedule so that you will be able to have appropriate formative evaluation and feedback from your professor and peers across the semester.
- Weekly assignments must be accessible by the candidate electronically or in print format in order to support in class activities. If the assignment is not accessible for the class activity, it will be considered late.
- The final copy of the course common assessment, the EDSE 662 Individualized Education Program Project assignment, is due no later than 5:00 p.m. the last day of class both on TK20/Blackboard and in print/hard copy.
- For late submissions of assignments: (a) Fifty percent (50%) of the points will be deducted from your assignment grade for late submissions unless the professor has agreed to an extension (which may be used one time only and only for one assignment). The maximum extension is 7 days, after which the assignment is not awarded any points toward a final grade. See below for further conditions. (b) The earlier date that the assignment was received by the professor in hand as a print/hard copy or posted on Blackboard will be considered the date submitted; however, the professor will not print out candidate work and, therefore, will not provide feedback if a printed copy is not received. (c) If a candidate does not complete an assignment within 7 days of the original due date, no points will be awarded for the assignment. (d) The common assessment (IEP Project) will not be considered completed until the work is posted to Blackboard and handed in in print. (e) Presentations and related materials are due in class and posted to Blackboard according to the assignment description and class schedule. Other Considerations.
- If a candidate submits a weekly assignment only in electronic form, the professor will read the response and assess whether or not it meets requirements (that the candidate's work is substantive and complete) and, therefore, earns associated points; however, under most circumstances the professor will not provide a response in return (e.g., feedback on ideas).
- A candidate may not use projects, data, or material generated in and submitted for credit in another course. Violations result in a grade of ZERO for the assignment and, for the EDSE 662 common assessment (IEP project), also receive an evaluation in TK20/Blackboard of "DOES NOT MEET EXPECTATIONS." • A candidate who verifies extenuating circumstances must

make arrangements through the professor no later than 7 calendar days prior to the last day of class for course completion. Otherwise, failure to submit coursework by the end of the course will result in a further deduction of 10 points from the final grade. Any exams must be taken no later than the last class.

Grading Scale

Attendance, preparation, and professionally relevant, active participation that demonstrate proper educator and graduate candidate dispositions and behaviors are expected in all class sessions and interactions for a grade of B or better.

90 – 100 points = A

86 – 89 points = B+

80 – 85 points = B

70 – 79 points = C

< 70 points = 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. Tweeting, Facebooking, snap chatting or any other social media is not permitted in class. Neither are any pictures or video of students or staff.

Class Schedule

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

The course schedule is subject to change (topics, assignments, due dates, etc.) at the discretion of the professor. Special notes are listed on the schedule. Additionally:

- The most current version of the course schedule will be kept as a separate file on Bb in the “Syllabus” folder with the version date in the file name.
- Class sessions are 4.5 hours in duration. Please plan accordingly.
- In the event FCPS closes early or schools are closed on a day on which this course meets, the face-to-face class will be canceled and make up assignments will be posted on Bb ASAP.
- The Group Professional Development Presentations are correlated to the schedule of readings—a presentation on a topic will be scheduled for the class session for which the reading log on that topic (chapter) is due.
- The Individualized Education Program Project: Plan and Narrative components are due in stages. The due dates are outlined on the course schedule. The final submissions to TK20/Blackboard

and in print to the instructor are due by (the start of the last class session).

Course Schedule
EDSE 662 Consultation & Collaboration

- The course **schedule is subject to change** (topics, assignments, due dates, etc.) at the discretion of the professor.
- The most current version of the course schedule will be kept on Bb as a separate course schedule file with the version date in the file name.
- **For drafts** of the IEP Project components, **include planning documents** on Bb.
- **“Read/respond”** indicates a reading **log is required** for the selection(s). Check the schedule for those instances in which readings are combined into one log.
- **“Read/complete”** indicates **written responses are required as prompted**.
- All IEP Project components are created by the team **EXCEPT**:
 - o Goals and associated objectives/benchmarks
 - o Step Three Narrative.
- **Bring your Friend & Cook book, your Gibb & Dyches book/printouts, and drafts (as per the schedule) to each class.**

Class	Topics	Assignment: Due next class
Class 1 May 23	Stakeholders Affirmation of goal Partnerships Identity Molecule/ Perspectives Syllabus, Assignments, Assessments Teams: group presentation; tool: laddering (paired comparisons) Professional development Teams: IEP Project; tool: Four Corners IEP Project components: selecting a student; gathering background information; PLAAFP; goals and objectives Everyday Leadership	<ul style="list-style-type: none"> • Read/respond: Friend & Cook chapter 1 Foundations and Perspectives • Read/respond: Friend & Cook chapter 5 • Read/respond: Gibb & Dyches Preface, Introduction (pages 1-13) • Select a student for your IEP project, complete IEP Project Step One Choose a Student form and submit the form to Bb. Bring a printed copy to class (one per team). Put all team members' names on the form.
Class 2: May 30	Fundamentals of & ethics in collaboration Problem solving processes and tools IEP – intro to components: background information; PLAAFP Resources on Bb	<ul style="list-style-type: none"> • Read/respond: Friend & Cook chapter 12 Special Considerations • Read/respond: Friend & Cook chapter 6 Teams • Skim in Gibb & Dyches the

		<p>background information for the 4 case study students to become familiar with the cases (pages 9 – 38)</p> <ul style="list-style-type: none"> • Read/complete Gibb & Dyches Step 1 PLAAFP • Draft: IEP project Step Two Component A.1 Prepare Case/Background Information
Class 3 6/6	Presentation: Problem solving processes and tools IEP: PLAAFP	<ul style="list-style-type: none"> • Read/respond: Friend & Cook chapter 11 Families • Draft: IEP project Step Two Component A.2: PLAAFP • Final copy: IEP Project Step Two Component A.1 Prepare Case/Background Information
Class: 4 6/13		<p>For the draft, use the planning document on Bb. Bring your G&D book to class.</p> <ul style="list-style-type: none"> • Read/respond: Friend & Cook chapter <p>2 Interpersonal Communication</p> <ul style="list-style-type: none"> • Read/respond: Friend & Cook chapter <p>3 Listening, Responding, and Giving Feedback</p> <ul style="list-style-type: none"> • Final copy: IEP Project Step Two Component A.2 PLAAFP • Read/complete: Gibb & Dyches Step <p>2 Write Measurable Annual Goals Draft: <i>each</i> IEP team member creates a goal with associated objectives/benchmarks and the rationales</p>
Class: 5 6/20	Presentation: Presentation: IEP Project: more on goals, objectives, benchmarks	<ul style="list-style-type: none"> • Read/respond: Friend & Cook chapter 4 Integrating Skills in Formal and Informal Interviews • Draft: expand/revise individual goal with associated objectives/benchmarks as per Gibb & Dyches (include maintenance and generalization)
Class: 6 6/27	Presentation: Check of IEP goals with objectives or benchmarks and rationales	<ul style="list-style-type: none"> • Read/respond: Friend & Cook chapter 7 Co-Teaching; NOTE: Respond to p. 172-182 as p. 158-172 are review of EDSE 629 content. • Read/respond: Friend & Cook

		<p>chapter 10 Paraeducators</p> <ul style="list-style-type: none"> • Read/respond: Friend & Cook chapter 8 Consultation, Coaching, and Mentoring
	NO CLASS JULY 4!!	
Class 7 7/11	<p>Guest Speaker Mr. Grant Scaeffler- Loudoun County Social Worker.</p> <p>Presentation:</p> <p>Restrictive Environment, Non- Participation, Accommodations</p>	<ul style="list-style-type: none"> • Read/respond: Friend & Cook chapter 9 Difficult Interactions • Read/complete: Gibb & Dyches, Step 3 Measure and Report Student Progress • Read/complete: Gibb & Dyches Step 4 Services Needed • Read/complete: Gibb & Dyches Step 5 Non-participation • Read/complete: Gibb & Dyches Step 6 Accommodations • Draft: IEP project: <ul style="list-style-type: none"> o Step Two Component D Services, LRE, Placement o Step Two Component E Participation in State Assessments o Step Two Component F Accommodations <ul style="list-style-type: none"> • Final copy by individual candidate of IEP Project Step Two Component B.1 and B.2: Measurable Annual Goals with Rationale and Step 2 Component C.1, C.2, and C.3: Short Term Objectives / Benchmarks • NOTE: The final submission of the IEP project at the end of the course must have all team members' goals with objectives/benchmarks included in the project document(s). • Complete the planning document for the IEP Project narrative

<p>CLASS 8 7/18</p>	<p>Presentation: IEP Project: review of drafts for Step Two Components D, E, F; writing the narrative; course alignment with CEC Standards 1, 2, 3, and 7</p>	<p>Presentation:</p> <ul style="list-style-type: none"> • Write and bring to class 3 personal goals related to the course content. • Final copy of all components of the IEP Project due: <ul style="list-style-type: none"> o On Blackboard (each candidate must post all project components individually) o In print (one copy per team for all Step Two components; one copy per candidate for the Step Three component) <p>• NOTE: The final submission at the end of the course must have all team members' goals with objectives/benchmarks included in the project document (total of at least 3 goals with objectives/benchmarks).</p>
<p>Class 9: 7/25</p>		<p>Course alignment with CEC Standards 1, 2, 3, and 7 Goals Quit Parting Thoughts Course Evaluation</p>

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)

Individualized Education Program (IEP) Rubric

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

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

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		skills with academic curricula.	academic curricula.
<p>Services, Least Restrictive Environment (LRE), Placement</p> <p>CEC/IGC Standard 1</p> <p>Candidate understands how exceptionalities may interact with development and learning and uses this knowledge to provide meaningful and challenging learning experiences for individuals with</p>	<ul style="list-style-type: none"> • Candidate lists program or primary or related services that do not or inconsistently align with areas of need based on present level of performance. 	<ul style="list-style-type: none"> • Candidate lists appropriate program and primary services and related services (as appropriate) that: <ul style="list-style-type: none"> ○ demonstrate an understanding of the continuum of placement and services available for individuals with exceptional learning needs, and the concept of the least restrictive environment and ○ 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. • Candidate includes the following: <ul style="list-style-type: none"> ○ Location ○ Frequency ○ Setting ○ Duration ○ Start and end dates 	<ul style="list-style-type: none"> • Candidate lists and describes appropriate program and primary services and related services (as appropriate) that <ul style="list-style-type: none"> ○ demonstrate an understanding of the continuum of placement and services available for individuals with exceptional learning needs, and the concept of the least restrictive environment and ○ consistently align with areas of need based on present levels of performance as well as the supports needed to be successful in the LRE. • Candidate includes the following: <ul style="list-style-type: none"> ○ Location ○ Frequency ○ Setting ○ Duration ○ Start and end dates • Candidate includes statement of how services relate to the individual’s needs as well as the rationale for any activities in which the student cannot participate.
<p>Participation in State Assessments</p> <p>CEC/IGC Standard 3</p> <p>Candidate uses knowledge of general and specialized curricula to individualize learning for</p>	<ul style="list-style-type: none"> • Candidate selects inappropriate levels of student participation in state assessments based on present levels of performance and student’s exceptional condition(s), indicating a failure to consider issues, assurance, and due process rights related to assessment. 	<ul style="list-style-type: none"> • Candidate selects appropriate levels of student participation in state assessments based on present levels of performance and student’s exceptional condition(s), indicating consideration of issues, assurance, and due process rights related to assessment. • Candidate lists and justifies all accommodations for state 	<ul style="list-style-type: none"> • Candidate selects appropriate levels of student participation in state assessments based on present levels of performance and student’s exceptional condition(s), indicating consideration of issues, assurance, and due process rights related to assessment. • Candidate lists and justifies all accommodations for state assessments suggested. • Candidate selects and

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
individuals with exceptionalities.		assessments suggested.	justifies participation levels that reflect the impact an exceptional condition(s) can have on an individual's testing abilities including auditory and information processing skills.
Accommodations and Modifications CEC/IGC Standard 3 Candidate uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.	<ul style="list-style-type: none"> • Candidate identifies inappropriate accommodations and/or modifications. <p>OR</p> <ul style="list-style-type: none"> • Candidate fails to describe the accommodations and/or modifications which provide the foundation upon which special educators individualize instruction to provide meaningful and challenging learning for individuals with exceptional learning needs. 	<ul style="list-style-type: none"> • Candidate identifies and prioritizes areas of the general curriculum and the accommodations and/or modifications to individualize instruction to provide meaningful and challenging learning for individuals with exceptional learning needs including appropriate technologies (as needed). • Candidate identifies and prioritizes appropriate accommodations and/or modifications based on present levels of performance, to provide access to nonacademic and extracurricular activities in educationally related settings. 	<ul style="list-style-type: none"> • Candidate selects accommodations and/or modifications that are based on assessment data and reflect the candidate's understanding of the impact exceptionalities may have on auditory and information processing skills, test taking abilities and variations in beliefs, traditions, and values across and within cultures with a statement relating these accommodations to specific instructional goals. • Candidate identifies and prioritizes areas of the general curriculum and the accommodations and/or modifications to individualize instruction to provide meaningful and challenging learning for individuals with exceptional learning needs including appropriate technologies (as needed). • Candidate identifies and prioritizes appropriate accommodations and/or modifications based on present levels of performance, to provide access to nonacademic and extracurricular activities and educationally related settings.
Legal Compliance of IEP CEC/IGC Standard 6 Candidate uses foundational knowledge of the field and his/her ethical principles and practice	<ul style="list-style-type: none"> • Candidate writes an incomplete IEP which fails to comply with all relevant laws and policies, reflect an understanding of requirements such as FAPE and LRE (and the history of these points of view) or other human issues that have historically influenced and continue to influence the field of special 	<ul style="list-style-type: none"> • Candidate writes a complete IEP that complies with all relevant laws and policies, reflects an understanding of requirements such as FAPE and LRE (and the history of these points of view) and other human issues that have historically influenced and continue to influence the field of special education. • Candidate writes the IEP using 	<ul style="list-style-type: none"> • Candidate writes a comprehensive IEP which complies with all relevant laws and policies, reflects an understanding of requirements such as FAPE and LRE (and the history of these points of view) and other human issues that have historically influenced and continue to influence the field of special education. • Candidate writes the IEP using neutral, objective, non-inflammatory language, with clarity, minimal use of acronyms, legibility, and accuracy

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standards to inform special education practice, to engage in lifelong learning, and to advance the profession.	<p>education.</p> <ul style="list-style-type: none"> • Candidate writes the IEP using biased, inflammatory language, with a lack of clarity, numerous acronyms, illegibility, or inaccuracies (including spelling). 	<p>neutral, objective, non-inflammatory language, with clarity, minimal use of acronyms, legibility, and accuracy (including spelling).</p> <ul style="list-style-type: none"> • Candidate writes areas of need, goals, objectives/benchmarks, placements and services with a strong connection to the present levels of performance. 	<p>(including spelling).</p> <ul style="list-style-type: none"> • Candidate writes areas of need, goals, objectives/benchmarks, placements and services with a strong connection to the present levels of performance. • Candidate includes documentation for procedural safeguards and advocates for appropriate services for the individual with exceptionalities.