George Mason University
College of Education and Human Development
Early Childhood Education

ECED 505.600 Introduction to Early Childhood Special Education
3 Credits, Spring 2020
01/21 – 03/08, Fully Online

Faculty
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Prerequisites/Corequisites
None

University Catalog Course Description
Surveys current knowledge about young children with disabilities within the context of human growth and development and learning expectations in the preschool years. Includes historical factors and legislation affecting service delivery. Notes: Field experience required.

Course Delivery Method
This course will be delivered online (76% or more) using [select either a synchronous or an asynchronous] format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on [Day and/or Time].

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:
  https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers

  To get a list of supported operation systems on different devices see:

https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool. [Delete this sentence if not applicable.]
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download: [Add or delete options, as desire.]
  - o Adobe Acrobat Reader: https://get.adobe.com/reader/
  - o Windows Media Player: https://support.microsoft.com/en-us/help/14209/get-windows-media-player
  - o Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Week: [Include only the sentence below that is appropriate for the course. Delete the sentence that is not applicable.]
  Because asynchronous courses do not have a "fixed" meeting day, our week will start on [Day], and finish on [Day].
  Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
- Log-in Frequency:
  Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least [#] times per week. In addition, students must log-in for all scheduled online synchronous meetings. [Include this sentence only if the course is synchronous. Delete the sentence if the course is asynchronous.]
- Participation:
  Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:
  Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:
  Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:
  Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

- Instructor Support:
  Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette:
  The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words*. Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- Accommodations:
  Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes or Objectives

This course is designed to enable students to do the following:
1. Describe the nature and characteristics of major disabling and at-risk conditions for young children, including children with diverse cultural, linguistic, and socioeconomic backgrounds.
2. Describe the services and pathways for service delivery for children birth through age five with disabling and at-risk conditions, including methods for instructional services and programs, curriculum development, and tiered instruction.
3. Provide an overview of early intervention and early childhood special education programs.
4. Describe the historical perspective and philosophical and sociological foundations underlying the role, development, and organization of special education in the United States.
5. Discuss legislation and legal aspects associated with students with disabilities, including legislative and judicial mandates related to education and special education (e.g., the Individuals with Disabilities Education Act, § 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act) and legal decisions related to person with disabilities and explain how it intersects with current issues and influences professional practice.
6. Describe current regulations and procedures governing special education to include Individualized Education Program (IEP), Individualized Family Service Plan (IFSP), Functional Behavior Assessment (FBA), and Behavior Intervention Plan (BIP) development.
7. Describe the development process of IEPs and IFSPs, including case management, collaboration, co-teaching, interagency coordination, inclusive practices, least restrictive environment, and transition.
8. Describe disciplinary practices, policies, and procedures, and alternative placements in schools in relation to young children with disabling conditions and at-risk conditions.
9. Describe the role of assessment in identification, eligibility, service delivery, and program development/improvement for young children and their families, including children and families with diverse cultural and linguistic backgrounds.
10. Describe effective strategies for training, managing, and monitoring paraprofessionals.

11. Summarize research on the nature and characteristics of specific disabling and at-risk conditions, to include diverse approaches based upon culturally responsive behavioral, cognitive, affective, social, and ecological theory and practice.
12. Exhibit standards of professionalism, ethical standards, and personal integrity with children, families, and professionals in the field experience setting (e.g., early intervention, home-based, school-based, community-based) and in interactions with classmates, the instructor, the field experience coordinator, and others.
13. Use writing as an instructional and assessment tool to generate, gather, plan, organize, and to communicate for a variety of purposes; integrate correct written conventions (i.e., grammar, usage, mechanics, and spelling); and format using current APA style.

Professional Standards – Virginia Professional Studies Competencies, Virginia Early Childhood Special Education Endorsement Competencies, Virginia Early/Primary Education PreK-3 EPK3 Endorsement Competencies, Interstate Teacher Assessment and Support Consortium (InTASC) Standards, Council of Exceptional Children (CEC) and Division of Early Childhood (DEC) Standards, and National Association for the Education of Young Children (NAEYC) Standards

Upon completion of this course, students will have met the following professional standards:

Virginia Professional Studies Competencies
Supervised Clinical Experiences

Virginia Early Childhood Special Education Endorsement Competencies
Nature and Characteristics of Major Disabling and At-Risk Conditions
Foundations of Legal Aspects
Standards of Professionalism
Supervised Experiences

CEC Standard Elements
CEC 6.2 Beginning special education professionals understand how foundational knowledge and current issues influence professional practice.
CEC 6.4 Beginning special education professionals understand the significance of lifelong learning and participate in professional activities and learning communities.
CEC 7.2 Beginning special education professionals serve as a collaborative resource to colleagues.

NAEYC Standard Elements
NAEYC 6a Identifying and involving oneself with the early childhood profession

Required Texts
American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author. ISBN: 9781433832178
Deiner, P. L. (2013). *Inclusive early childhood education: Development, resources, and practice* (6th ed.). Belmont, CA: Wadsworth, Cengage Learning. ISBN: 9781111837150

Gargiulo, R. M., & Kilgo, J. L. (2020). *An introduction to young children with special needs: Birth through age eight.* Washington, DC: Sage. ISBN: 9781544322063

Required Online Documents
Council for Exceptional Children. (2015). *What every special educator must know: Professional ethical and standards.* Arlington, VA: Author. Retrieved from
https://www.cec.sped.org/Standards/Ethical-Principles-and-Practice-Standards
Council for Exceptional Children. (2012). *Initial preparation standards with explanation.* Retrieved from
https://www.cec.sped.org/~/media/Files/Standards/Professional%20Preparation%20Standards/Initial%20Preparation%20Standards%20with%20Elaborations.pdf
Council for Exceptional Children. (2017). *Initial specialty set early childhood special education and early intervention.* Retrieved from
https://www.cec.sped.org/~/media/Files/Standards/CEC%20Initial%20and%20Advanced%20Specialty%20Sets/Initial%20Specialty%20Set%20%20ECSE%20%20Revalidated%202017.pdf
Division for Early Childhood. (2014). *DEC Recommended Practices.* Retrieved from
https://divisionearlychildhood.egnyte.com/dl/tgv6GUXhVo

Course Performance Evaluation
Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard (Bb), Tk20, hard copy).

Assignment	Due Date	Points
Attendance and Participation	Ongoing	**25**
• Self-Evaluation	Mar 8	
Field Experience		**20**
• Field experience approval form	Jan 25	1
• Field experience documentation	Feb 15	4
• Field experience observation and reflection	Mar 8	15
Professional Practice Project		**55**
• Part 1: Foundational knowledge and current issues paper	Feb 1	10
• Part 2: Accessing professional resources	Feb 8	10
• Part 3: Writing an Individualized Education Program (IEP)	Feb 22	25
• Part 4: Reflecting on professional learning	Feb 29	10
• Final upload to Tk20 (all three parts in one document)	Mar 8	
Total		**100**

- **Assignments and/or Examinations**

Field Experience (20 points)
This course requires a minimum of 15 hours field experience in an early childhood special education classroom. To initiate this assignment, students will visit
https://cehd.gmu.edu/endorse/ferf and complete the online "Field Experience Request Form." On the form students will be asked to indicate how their placement will be arranged. Students have

two options for fulfilling their field placement requirement.

Option 1:
- Students may arrange their own field experience if they are a full-time contracted school system employee and are able to complete their field experience in an early childhood special education classroom at their workplace.

Option 2:
- Students may request placement in an early childhood special education setting through the field placement office https://cehd.gmu.edu/endorse/ferf.
- The field placement office will arrange placement for students in a specific school with a specific teacher.

Documenting the Field Experience *(5 points)*
- Students will upload the ***Field Experience Placement Approval Form***. In this form, they will provide a statement confirming that they have completed the online "Field Experience Request form" and they will provide informaiton to the instructor about where and how they will complete the field experience *(1 point)*.
- Upon completion of their field experience hours, students will provide documention of their experience *(4 points)*.
  - If they completed the field experience within their own setting (requires instructor approval), they will upload the ***On-the-Job Placement Documentation Form*** to Blackboard. This form requires verification from the assistant principal or principal on site.
  - If they completed a field placement other than where they work, they will upload the ***Field Experience Documentation Form*** to Blackboard. This form requires verification from the mentor teacher on site.

Students will exhibit standards of professionalism, ethical standards, and personal integrity throughout the Field Experience process with the instructor, field experience coordinator, classroom teacher, students, administrators, etc. Students will refer to Blackboard for CEC, DEC, and NAEYC standards in early childhood education and early childhood special education.

Field Experience Observation and Reflection (15 points)
Students will develop a five- to seven-page report that discusses the following questions about the early childhood special education classroom setting observed during the field experience:
- What is the classroom environment (e.g., special education students only, inclusive classroom, 3-year-olds, 4-year-olds, multi-age)? Please include the following:
  - How is the room physically arranged?
  - What centers are present?
  - What visual information is present? Is it too little or too much?
- What is the classroom routine?
- How does the classroom provide opportunities to develop cognitive, language, social and emotional, fine motor, gross motor, and adaptive/self-help skills?
- What accommodations or adaptations are used for children with disabilities?
- What would you do similarly and differently as a teacher? Consider the following areas:
  - Classroom routine

- o Environment's arrangement
- o Provision of opportunities to develop skills across all the domains
- o Availability of accommodations/adaptations for children with disabilities
- o Inclusion of culturally and linguistically responsive materials and practice
- o Opportunity for inclusive practices

Students will cite current research from the course textbook, class discussions and handouts, and at least five relevant peer-reviewed sources to support the information they provide. They will use in-text citations and include a reference list.

Professional Practice Project (55 points)
This assignment must be submitted to Tk20 through Blackboard.
Students will work with a professional learning community (PLC) of three to four students as they complete the professional practice project described below for their case-study child.

Part 1: Foundational Knowledge and Current Issues Paper (10 points)
Students will write a three- to four-page, double-spaced paper explaining the historical, philosophical, and sociological foundations of special education. This paper will include the following:
- A brief discussion of the history of special education;
- A general discussion of the history of seminal special education legislation, including PL 94-142, PL 99-457, the Rehabilitation Act, and the American with Disabilities Act;
- Current legislation (IDEA) that guides IEP development and the provision of special education services; and
- Ethical standards and evidence-based practices for the special education field.

They will cite information from the course textbook, class discussions and handouts, and/or other relevant peer-reviewed sources to support the information they provide. They will use in-text citations and include a reference list per APA style guidelines.

Part 2: Accessing Professional Resources (10 points)
Students will collaborate with their PLC to identify resources to support writing an IEP for the assigned case study child. Members of the PLC will collaborate to ensure that each member selects different articles, organizations, and online resources from one another. Each student will write a summary for each of the identified resources and submit the summaries to Blackboard by the due date. Specifically, these resources will include the following:
- A two-page, double-spaced summary of *each* teacher-friendly, evidence-based article (may be identified through Mason online library databases or www.eric.ed.gov) related to the assigned case-study child's learning needs. Students will submit summaries of two different articles.
- A one-page, double-spaced summary of an organization that educators and families can access for information and/or support specifically related to the case-study child.
- A one-page, double-spaced summary of an online resource that educators and families can access for information and/or support. Students will submit a summary of one online resource.

The double-spaced paper that each student submits to Blackboard will include (a) a title page; introduction identifying the article(s), organization, and online resource; (b) a two-page summary of each article(s); (c) a one-page summary of the organization; (d) a one-page summary of the online resource; and (e) a conclusion that briefly discusses how these materials assist early childhood special educators in their practice. Students will cite the articles using APA formatting guidelines and include a reference list.

In class, students will share/discuss key information about their article(s), organization, and online resource with their PLC. The PLC will compile all of the individual summaries and post to a Blackboard Discussion Forum set up by the instructor to share with the entire class.

Part 3: IEP Writing: Serving as a Professional Resource (25 points)
Collaboratively, students will write an IEP for the assigned case-study child with their PLC using the IEP form posted to Blackboard. The IEP will include the following (see Deiner, 2013, p. 113 and http://idea.ed.gov):
- Case-study child's present level of performance that includes a detailed discussion of the child's family, medical history, previous early intervention and/or educational services, family's cultural and/or linguistic background, and the child's strengths and areas of need across the developmental domains
- Measurable annual goals; ensure at least one goal address a behavior and/or social emotional area of need
- Special education and related services
- Projected time frame for services
- Expected participation with children without disabilities and explanations of the extent to which the case study child is not participating with children without disabilities (least restrictive environment statement)
- Accommodations and modifications

PLC members will include their names on the front of the IEP form. Each student will submit the IEP through Blackboard.

Part 4: Professional Learning (10 points)
Students will write a three- to four-page, double-spaced reflection on professional learning. This paper will include a discussion of the following:
- How the PLC met and collaborated (e.g., in person, online, through Blackboard groups);
- How the members worked together to research articles, organizations, and online resources to collaborate and develop an IEP;
- How resources such as articles, organizations, and online resources support special educators in their practice;
- How collaborating with peers in a PLC assisted them in writing an IEP;
- The strengths and challenges they may encounter when working with other professionals to accomplish a goal, including examples of their experiences with their PLC that illustrate their strengths and challenges;
- How collaborating and engaging in professional learning illustrates professional ethics and standards; and

- The importance of engaging in lifelong learning and involving themselves in the early childhood education field.

They will support their discussion with in-text citations from the textbook, CEC professional ethics and standards, class readings, class presentations and handouts, and other peer-reviewed sources. They will include a reference list using APA formatting guidelines.

- **Other Requirements**

Attendance and Participation (25 points)
Because active participation and engagement are imperative for optimal learning, preparation for and participation in in-class and online activities will be evaluated based on the following criteria:
- Students attend class, arrive on time, and stay for the entire class period.
- Students use laptops and personal devices for instructional purposes only.
- Students complete readings and prepare for class activities prior to class as evidenced by their ability to discuss and write about the concepts presented and examined in the texts as well as participate fully in related activities.
- Students are actively involved in in-class and online learning experiences as evidenced by (a) participating in all activities, (b) engaging in small- and large-group discussions, (c) completing written work related to the activities, and (d) supporting the participation and learning of classmates.
- Students show evidence of critical reflective thinking through in-class and online discussions, activities, and written reflections.
- Students display professional dispositions at all times while interacting with the instructor and other students.
- Students complete participation activities across the semester that complement the scheduled course topic. Instructors will periodically collect artifacts from the activities. Students in attendance and who actively engage in the learning experience will receive credit for their efforts. Graded participation activities are not announced and are implemented at the discretion of the instructor.
- Students submit attendance and participation self-evaluation.

Written Assignments
All formal written assignments will be evaluated for content <u>and</u> presentation. The American Psychological Association, Seventh Edition (APA) style will be followed for all written work. All written work unless otherwise noted must be completed on a word processor and should be proofread carefully. (Use spell check!) If students are not confident of their own ability to catch errors, they should have another person proofread their work. When in doubt, they should check the APA manual. Students may consult the Writing Center for additional writing support. Students will do the following:
1. Present ideas in a clear, concise, and organized manner. (Avoid wordiness and redundancy.)
2. Develop points coherently, definitively, and thoroughly.

3. Refer to appropriate authorities, studies, and examples to document where appropriate. (Avoid meaningless generalizations, unwarranted assumptions, and unsupported opinions.)
4. Use correct capitalization, punctuation, spelling, and grammar.
5. Type the paper with double spacing, indented paragraphs, 1-inch margins all around, and 12-point Times New Roman font.

- **Grading**

A = 95-100   A- = 90-94   B+ = 87-89   B = 80-86   C = 70-79   F = <70
Incomplete (IN): This grade may be given to students who are passing a course but who may be unable to complete scheduled coursework for a cause beyond reasonable control.

All CEHD students are held to the university grading policies as described in the Academic Policies section of the current catalog, which can be accessed at http://catalog.gmu.edu. Those students seeking Virginia initial teaching licensure must earn a B- or better in all graduate licensure coursework.

Professional Dispositions
Students are expected to exhibit professional behaviors and dispositions at all times. See https://cehd.gmu.edu/students/policies-procedures/.

Class Schedule

Date	Topics	Readings
Week 1 Jan 21-26	Syllabus and Assignments Review Setting up the Field Experience Standards of professionalism, ethical standards, personal integrity The Early Childhood Special Education Profession • Collaboration, co-teaching • Coordination • Inclusive practices and least restrictive environment • Lifelong learning Early Childhood Special Education: History and Legislation • Historical perspective • Philosophical and sociological foundations • Legislation and legal aspects Early Childhood Special Education: History and Legislation • Rehabilitation Act • PL 94-142, PL 99-457 • ADA • IDEA • Legislative and judicial mandates Foundational Knowledge and Current Issues in Practice • CEC standards • DEC recommended practices • NAEYC standards and developmentally appropriate practices *Forming a Professional Learning Community (PLC)*	Deiner, Ch 1 Gargiulo & Kilgo, Ch 1, 2 CEC Documents (see Bb for links) DEC Recommended Practices (see Bb for links) **Due to Bb (1/25) – Field Experience Approval Form**

Date	Topics	Readings
Week 2 Jan 27- Feb 2	IFSP and IEP • Team, meetings, and content • PLAAFP, summary of child • Functional assessment • Annual goals • Short-term objectives • Services and service delivery options • Least restrictive environment • Transition Current Regulations, Procedures, and the Special Education Process • Evaluation, assessment, and eligibility • IFSP and IEP • Functional behavior assessment (FBA) and behavior intervention plan (BIP) • Disciplinary practices, policies, and procedures • Alternative placements Curriculum Standards in ECSE • *Milestones of Child Development* • *Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds* • Other standards *PLC: Collaboration* *PLC: Defining the PLC* *PLC: Accessing Resources*	Deiner, Ch 4, 5, 6, 7 Additional readings on Bb **Due to Bb (2/1) – Professional Practice Project Part 1: Foundational Knowledge Paper**
Week 3 Feb 3-9	Overview of Early Intervention and Early Childhood Special Education: Service Delivery Pathways • Home-based services • Partnering with families • Resource services • Inclusive settings • Self-contained classrooms • Related services • Case management Instructional Methods • Service delivery options • Curriculum development • Tiered instruction *PLC: Sharing Resources*	Deiner, Ch 2 Gargiulo & Kilgo, Ch 4 Additional readings on Bb **Due to Bb (2/8) – Professional Practice Project Part 2: Accessing Professional Resources**

Date	Topics	Readings
Week 4 Feb 10-16	Assessment in ECSE • Identification • Eligibility • Progress monitoring • Functional assessment • Service delivery • Program development/improvement Working with Paraprofessionals • Collaboration • Training • Managing • Monitoring *PLC: Writing the IEP*	Deiner, Ch 3 Gargiulo & Kilgo, Ch 5 Additional readings on Bb **Due to Bb – Field Experience Documentation Form (Due 2/15)**
Week 5 Feb 17-23	Children with ADD/ADHD Children with Autism Spectrum Disorders Children with Communication/Language Disorders Children who are English Language Learners • Nature and characteristics • Impact on social and emotional development • Impact on developmentally appropriate behavior expectations and behavior management • Within context of family, culture, and linguistic background • Instructional considerations in ECSE *PLC: Writing the IEP*	Deiner, Ch 10, 11, 12, 13 Gargiulo & Kilgo, Ch 6, 7, 8 **Due to Bb (2/22) – Professional Practice Project Part 3: Writing an IEP**
Week 6 Feb 24- Mar 1	Children with Social, Emotional and Behavioral Disorders Children with Special Health Care Needs Children with Orthopedic and Neurological Impairments • Nature and characteristics • Impact on social and emotional development • Impact on developmentally appropriate behavior expectations and behavior management • Within context of family, culture, and linguistic background • Instructional considerations in ECSE *PLC: Lifelong Learning*	Deiner, Ch 9, 16, 17 Gargiulo & Kilgo, Ch 8, 10 **Due to Bb (2/29) – Professional Practice Project Part 4: Reflecting on Professional Learning**

Date	Topics	Readings
Week 7 Mar 2-8	Children with Specific Learning Disabilities Children with Intellectual Delays and Disabilities Children who are Gifted and Talented Children with Hearing Impairments Children with Visual Impairments • Nature and characteristics • Impact on social and emotional development • Impact on developmentally appropriate behavior expectations and behavior management • Within context of family, culture, and linguistic background • Instructional considerations in ECSE *PLC: Lifelong Learning*	Deiner, Ch 8, 14, 15, 18, 19 Gargiulo & Kilgo, Ch 8, 9 **Due to Bb (3/8)– Field Experience Observation and Reflection** **Due to Bb (3/8)– Attendance and Participation Self-Evaluation** **SUBMIT (Due 3/8) Professional Practice Project to TK20 through Bb**

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

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 https://catalog.gmu.edu/policies/honor-code-system/).

• Students must follow the university policy for Responsible Use of Computing (see https://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://ds.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 https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/.
- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus.

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking: As a faculty member, I am designated as a "Responsible Employee," and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason's Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason's Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

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

Evaluation Guide

Professional Practice Project				
	Exceeds	**Meets**	**Approaches**	**Does Not Meet**
Part 1: Foundational Knowledge and Current Issues				
CEC 6.2 Understand how foundational knowledge and current issues influence professional practice.	Student met expectations and individually provided an in-depth explanation, using appropriate citations, of how foundational knowledge and current issues influenced the development of the IEP.	Student individually explained, using appropriate citations, how foundational knowledge and current issues influenced the development of the IEP.	Student individually attempted to explain using citations how foundational knowledge and current issues influenced the development of the IEP. However, student did not fully develop the explanation of the influences on the development of the IEP and/or cite	Student did not develop an IEP that met IDEA requirements and did not explain how foundational knowledge and current issues influenced the development of the IEP.

			appropriate resources.	

Continued on next page

	Exceeds	Meets	Approaches	Does Not Meet
Parts 2 & 3: Accessing Resources and Serving as a Professional Resource				
CEC 7.2 Beginning special education professionals serve as a collaborative resource to colleagues.	Student met criteria and showed clear evidence of taking into account the child's family background and preferences while writing the IEP.	Student served as a professional resource by accessing and sharing information while collaboratively developing an IEP that meets IDEA requirements, uses language easily understood by family members, and takes into account the child's linguistic and cultural background as well as the child's individual development and learning strengths and needs. Student included at least one goal that addressed a behavior and/or social emotional area of need. Student shared relevant and current reader-friendly summaries of professional resources (i.e., teacher-friendly articles, professional organizations, and online resources).	Student served as a professional resource by accessing and sharing information. Student collaboratively attempted to develop an IEP that meets IDEA requirements and uses language understood by family members. However, the IEP lacked some information and/or did not fully take into account the child's linguistic and cultural background as well as the child's individual development and learning strengths and needs.	Student did not serve as a professional resource.

Continued on next page

	Exceeds	**Meets**	**Approaches**	**Does Not Meet**
Part 4: Professional Learning				
CEC 6.4 Beginning special education professionals understand the significance of lifelong learning and participate in professional activities and learning communities. **NAEYC 6a** Identifying and involving oneself with the early childhood field	Student met expectations and provided explanations that provided in-depth insight into his/her participation in a professional learning community and how this experience will influence their future professional learning and their involvement in the early childhood education field.	Student used experiences with the professional learning community to show participation and to illustrate his/her strengths and the challenges encountered when working with other professionals to accomplish a goal. Student used in-text citations to show how reflections on professional learning link to professional ethics and standards, class readings, discussions, and handouts. Student reflected on the importance of engaging in lifelong learning.	Student attempted to use experiences with the professional learning community to show participation and to illustrate his/her strengths and the challenges encountered when working with other professionals to accomplish a goal. Student attempted to use in-text citations to show how reflections on professional learning link to professional ethics and standards. Student attempted to reflect on the importance of engaging in lifelong learning.	The student did not reflect on lifelong learning and the experiences in a professional learning community.