College of Education and Human Development

Division of Special Education and

disAbility Research

Summer 2020
EDSE 540 B01: Characteristics of Students with Disabilities Who Access the General
Curriculum

CRN: 40055, 3 – Credits

Instructor Contact Information	Course Time and Location
Instructor: Dr. Andrea Boykin	**Meeting Dates**: 06/01/20 – 07/25/20
Phone: (202) 630-8631	**Meeting Day(s)**: Asynchronous
E-Mail: Aboykin2@gmu.edu	**Meeting Time(s)**: Asynchronous
Office Hours: By appointment	**Meeting Location**: N/A; Online
Office Location: Online	**Other Phone**: N/A

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

Prerequisite(s):
None

Co-requisite(s):
None

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

Advising Contact Information
Please make sure that you are being advised on a regular basis as to your status and progress in
your program. Students in Special Education and Assistive Technology programs can contact the
Special Education Advising Office at 703-993-3670 or speced@gmu.edu for assistance. All

other students should refer to their assigned program advisor or the Mason Care Network (703-993-2470).

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

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

This course will be delivered online (76% or more) using an asynchronous format via the 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 May 30th at 7:00 AM.

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: Browser support (https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers)

  To get a list of supported operation systems on different devices see: Tested devices and operating systems (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.
- 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:
  - Adobe Acrobat Reader (https://get.adobe.com/reader/)
  - Windows Media Player (https://support.microsoft.com/en-us/help/14209/get-windows-media-player)
  - Apple Quick Time Player (www.apple.com/quicktime/download/)

Expectations

- Course Week:
  Because asynchronous courses do not have a "fixed" meeting day, our week will start on Monday and finish on Sunday at 11:59 PM.
  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 4 times per week.
- 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

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

Professional Standards

(Council for Exceptional Children (CEC), Interstate Teacher Assessment and Support Consortium (InTASC). Upon completion of this course, students will have met the following professional standards: CEC Standard 1: Learner development and individual learning

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

Evidence-Based Practices
This course will incorporate the evidence-based practices (EBPs) relevant to characteristics of students with mild disabilities, etiology of mild disabilities, inclusionary practices. Evidence for the selected research-based practices is informed by meta-analysis, literature reviews/synthesis, the technical assistance networks which provide web-based resources, and the national organizations whose mission is to support students with disabilities. We address both promising and emerging practices in the field of special education. This course will provide opportunities for teacher candidates/students to take an active, decision-making role to thoughtfully select, modify, apply, and evaluate EBPs in order to improve outcomes for students with disabilities.

Required Textbooks
Raymond, E. B. (2017). Learners with mild disabilities: A Characteristics Approach (5th Ed.). Upper Saddle River, NJ: Pearson. ISBN-13: 9780134493121

Archer, A., & Hughes, C. (2011). Explicit Instruction: Effective and Efficient Teaching (1st Ed.). Guilford Press. ISBN 9781609180416. (Chapters 1-3 ONLY)

Recommended Textbooks
American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.).

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 toTk20
>
> For EDSE 540, the required PBA is Observation Student Profile. Please check to verify your ability to upload items to Tk20 before the PBA due date.

Assignments and/or Examinations

Performance-based Assessment
(Tk20 submission required)

Observation Student Profile
The observation student profile provides you with the opportunity to get an in-depth understanding of a student with exceptionalities who accesses the general curriculum. You will examine his or her educational history and goals, observe in classroom settings, conduct parent or guardian interviews, and synthesize the information gathered, relating it to the content of the course. The purpose of the student profile is to help you understand the complexity of each individual case of a student with exceptional learning needs. This student profile assignment has six major sections. Each section should be labeled with the heading given below. The paper should be formatted using APA style with related documents and samples in the Appendix. The rubric for this assignments is attached within the appendix of this syllabus.

College Wide Common Assessment
(TK20 submission required)
None

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

Field Experience Requirement
A field experience is a part of this course. A field experience includes a variety of early and ongoing field-based opportunities in which candidates may observe, assist, and/or tutor. Field experiences may occur in off-campus settings, such as schools (CAEP, 2016). Below are REQUIRED PROCEDURES FOR ALL STUDENTS ENROLLED IN THIS COURSE.

1. Complete the online EDSE Field Experience form. This online form will be sent to your GMU email from EDSEfld@gmu.edu on the first day of the semester. Click on the link and complete the form as soon as possible. ALL students should complete the form, regardless of whether you need assistance in locating a field experience placement or not. This information is required by the state. Please direct any questions about the form to Dr. Kristen O'Brien at EDSEfld@gmu.edu.

If you are arranging your own field experience because you are a full-time contracted school system employee and will complete the field experience at your worksite, you will be asked to specify the school at which you will be completing the field experience.

If you request a field experience placement to be arranged, you will receive

information via your GMU email account about your assigned internship placement from the Clinical Practice Specialist in the College's Educator Preparation Office (EPO). Check your GMU email regularly for important information regarding your field experience. Follow all instructions for the necessary Human Resource (HR) paperwork required to access the assigned field experience placement.

2. View the EDSE Field Experience Introduction presentation. On the first week of classes and prior to representing George Mason in off-campus settings, your instructor will show a video presentation or provide a link to the presentation, which includes important information about the registration process for EDSE field experiences and tips for a successful field experience. After the presentation, sign the document provided by your instructor to indicate that you have watched the presentation and are aware of the EDSE field experience professionalism expectations.

3. Document your field experience hours. Your instructor will provide you with access to field experience documentation forms to use. There are two different field experience documentation forms – one for those completing field experience at their worksite and one for those completing field experiences in other classroom settings (e.g., GMU arranged a placement for you). Use the form that is most appropriate for your field experience placement. Your instructor will provide more directions on how to use and submit the documentation form.

4. Complete the field experience end-of-semester survey. Towards the end of the semester, you will receive an email from EDSEfld@gmu.edu with a link to an online survey. This brief survey asks you to report about important features of your field experience placement.

5. Students must be able to perform the essential functions of the practicum site assigned with or with without an accommodation. Contact Disability Services (ods@gmu.edu) for questions related to accommodations.

Other Assignments
Interactive Lectures and Quizzes
Learners will access lectures and related interactive quizzes on topics throughout this course. These lectures and interactive quizzes will review the course content and provide learners with a method to assess their understanding of the content.

Iris Modules
Learners will complete five Iris Learning Modules throughout this course. These modules will help expand your understanding on topics within this course. You will need a computer to access this content. Answers will be submitted within the course module during the assigned week. The class schedule lists the assigned Iris modules and due dates.

Strategy Fact Sheets

Learners will complete two strategy fact sheets within this course. These one-page fact sheets will provide an overview of a strategy relevant for students with high-incidence disabilities. Learners will sign up for specific strategies and share with peers.

Module Discussion Board Activity

During each module, learners will complete a module activity, post their response in Blackboard, and respond to a peer's post. Students will complete eight module activities and related Blackboard posts and responses throughout the semester.

Article Review

Each student will summarize one journal article that is relevant to the needs of the student/disability area chosen for their case study. Articles must be from peer reviewed published journals. The articles should be intervention studies that aim to improve the academic or behavioral outcomes of students with mild disabilities. Article summaries should be written in APA format. Learners will create PowerPoint presentations to share article summaries with their peers. There is no page requirement, however, the summary should include the following:

- Rationale of article
- Description of intervention
- Description of student population
- Methods
- Results
- Reflection

Course Policies and Expectations

Attendance/Participation

This class does not require any face-to-face or synchronous meetings. However, students are expected to actively engage in all course activities throughout the semester, which include viewing of all course materials, completing course activities and assignments, and participating in course discussions and providing peer feedback. In addition, optional Office Hours will be offered via Blackboard Collaborate Ultra.

Late Work

Late work will not be accepted without prior arrangement with the instructor. If such an arrangement is made, the maximum extension is one week. Only one assignment may qualify for an extension request. Assignments will be considered late if they are received past midnight on the assignment's due date.

Grading Scale

Assignment	Points
Content Lecture and Quiz	20
Module Discussion Board Activity	40

Assignment	Points
Strategy Fact Sheet	20
Iris Modules	30
Article Review and Presentation	40
Observation Student Profile	50
Total	200

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 (see Academic Integrity Site [https://oai.gmu.edu/] and Honor Code and System [https://catalog.gmu.edu/policies/honor-code-system/]. 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 new, original work for this course or with proper citations.

Professional Dispositions
Students are expected to exhibit professional behaviors and dispositions at all times. See Policies and Procedures (https://cehd.gmu.edu/students/polices-procedures/). Students are expected to exhibit professional behaviors and dispositions at all times. In the College of Education and Human Development, dispositions are formally and separately evaluated in at least two points in each student's program – a self-evaluation at the start of their program, and a university supervisor's evaluation during internship. In special education licensure programs, the self-evaluation is an online survey distributed via email upon program entry for graduate students and within initial courses (EDSE 241, EDSE 361, and EDSE 311) for undergraduate students. When dispositions are assessed, it is important that for areas where a positive disposition is 'occasionally evident' or 'rarely evident,' the student takes steps to grow as an educator. See https://cehd.gmu.edu/epo/candidate-dispositions.

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

Module/Date	Topic	Weekly Reading, Activities, and Assignments
Module 1:	**Course Introduction and Context of Special Education**	▪ **Raymond Chapter 1** ▪ **Introduction Discussion Board** ▪ Module 1 Activity ▪ Iris Module: Perceptions of Disabilities ▪ Lecture Quiz
Module 2:	**Issues in Assessment, Identification, Placement and Instruction; Explicit Instruction Overview**	▪ **Raymond Chapter 2 and 3; Archer and Hughes Chapter 1** ▪ Module 2 Activity and Discussion Board Post ▪ Iris Module: Response to Intervention ▪ Lecture Quiz
Module 3:	**Learners with Mild Disabilities; Learners with Learning Disabilities (LD); Learners with Mild Intellectual Disabilities (ID)** Designing Instruction: Skills and Strategies	▪ **Raymond Chapter 4,5, 9 and 11; Archer and Hughes Chapter 2** ▪ **Module 3 Activity and Discussion Board** ▪ **Lecture Quiz** ▪ **Strategy Fact Sheet 1 Due**
Module 4:	**Learners with Emotional Disturbances; Learners with Autism Spectrum Disorder; Language Characteristics** Designing Instruction: Vocabulary and Concepts	▪ Raymond Chapters 6 ,8, and 12; Archer and Hughes Chapter 3 ▪ Module 4 Activity and Discussion Board ▪ Lecture Quiz ▪ **Strategy Fact Sheet 2 Due**
Module 5:	**Learners with Sensory, Communication, Attention, and Physical Impairments; Language Characteristics** Universal Design for Learning	▪ Raymond Chapter 7 and 10 ▪ Module 5 ▪ Iris Module: Universal Design for Learning ▪ **Article Review Presentations Due**

Module 6:	**Classroom management and Teaching Social Skills**	**Raymond Chapter; Archer and Hughes Chapter 2** **Module 3 Activity and Discussion Board** - Iris Module: Classroom Management Part 1 **Lecture Quiz**
Module 7:	Writing High Quality IEPs	**Raymond Chapter; Archer and Hughes Chapter 2** **Module 3 Activity and Discussion Board** - Iris Module: Developing High Quality IEPs **Lecture Quiz**
Module 8:	**Course Reflection and Final Presentations**	**Raymond Chapter; Archer and Hughes Chapter 2** **Module 3 Activity and Discussion Board** **Lecture Quiz** **Observation Profile and Presentation Due**

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: See Core Values (http://cehd.gmu.edu/values/)

GMU Policies and Resources for Students

Policies
- Students must adhere to the guidelines of the Mason Honor Code (see Honor Code and System [https://catalog.gmu.edu/policies/honor-code-system/]).

- Students must follow the university policy for Responsible Use of Computing (see Responsible Use of Computing [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 Disability Services [https://ds.gmu.edu/]).

- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources
- Support for submission of assignments to Tk20 should be directed to Tk20 Help (tk20help@gmu.edu) or CEHD's Online Assessment System (https://cehd.gmu.edu/aero/tk20). Questions or concerns regarding use of Blackboard should be directed to Blackboard Instructional Technology Support for Students (https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/).

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 the Title IX Coordinator (titleix@gmu.edu).

- For information on student support resources on campus, see Student Support Resources on Campus (https://ctfe.gmu.edu/teaching/student-support-resources-on-campus).

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

Appendix
Assessment Rubric

Observation Student Profile

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
Demographic and Background Data CEC/IGC Standard 1 Candidate understands how exceptionalities may interact with development and learning and uses this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.	• Candidate provides partial demographic and background information, giving only a limited view of the learner with an exceptionality. Candidate does not include **all** of the following: ○ etiology and diagnosis, ○ any medical conditions that exist, psychological and social-emotional characteristics, and ○ the effect these conditions can have on the student's life.	• Candidate discusses the demographic and background information related to the target student inclusive of all of the below: ○ etiology and diagnosis, ○ any medical conditions that exist, psychological and social-emotional characteristics, and ○ the effect these conditions can have on the student's life. • Candidate discusses skills and typical and atypical human growth characteristics of the learner. • Candidate describes the educational implications of the characteristics of the learner's exceptionality and the impact of the learner's exceptional learning needs on the learner, their family, and society.	• Candidate discusses the demographic and background information related to the target student inclusive of all of the below: ○ etiology and diagnosis, ○ any medical conditions that exist, psychological and social-emotional characteristics, and ○ the effect these conditions can have on the student's life. • Candidate discusses skills and typical and atypical human growth characteristics of the learner. • Candidate describes the educational implications of the characteristics of the learner's exceptionality and the impact of the learner's exceptional learning needs on the learner, their family, and society. • Candidate provides elaboration on the student's characteristics to include evidence of scholarly work (e.g., use of texts or other research).
Educational History, Educational Goals,	• Candidate summarizes the learner's educational goals, objectives and classroom	• Candidate provides a summary of the learner's educational goals, objectives and classroom	• Candidate provides a summary of the learner's educational goals, objectives and classroom accommodations and the

	Does Not Meet Expectations 1	**Meets Expectations 2**	**Exceeds Expectations 3**

Objectives, and Accommodations
 	
CEC/IGC Standard 1
 	
Candidate understands how exceptionalities may interact with development and learning and uses this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.
	accommodations but does not address the impact of the learner's social abilities, attitudes, and values on instruction and career development.
	• Candidate provides a partial educational history related to the target student that does not include:
	  o the educational implications of the characteristics of the learner's exceptionality AND/OR
	  o the effect a learner's exceptionality can have on his/her life.
	• Candidate writes a description of the student's educational history that fails to include how cultural and linguistic differences (if applicable) may affect learning, growth, and development.
		accommodations and the impact of the learner's social abilities, attitudes, interests, and values on instruction.
		• Candidate discusses the educational history related to the target student inclusive of:
		  o the educational implications of the characteristics of the learner's exceptionality and
		  o the effect a learner's exceptionality can have on his/her life.
		• Candidate writes a description of the student's educational history that includes how cultural and linguistic differences (if applicable) may affect learning, growth, and development.
		• Candidate describes the impact the learner's disability has on auditory and/or information processing skills and relates levels of support to the needs of the individual.
			impact of the learner's social abilities, attitudes, interests, and values on instruction.
			• Candidate discusses the educational history related to the target student inclusive of:
			  o the educational implications of the characteristics of the learner's exceptionality and
			  o the effect a learner's exceptionality can have on his or her life.
			• Candidate writes a description of the student's educational history that includes how cultural and linguistic differences (if applicable) may affect learning, growth, and development.
			• Candidate describes the impact the learner's disability has on auditory and/or information processing skills and relates levels of support to the needs of the individual.
			• Candidate provides elaboration on the student's characteristics to include evidence of scholarly work (e.g., use of texts or other research) OR provides examples of specific skill or behavioral needs of students.

	Does Not Meet Expectations **1**	**Meets Expectations** **2**	**Exceeds Expectations** **3**

School and Classroom Information
 	
CEC/IGC Standard 3
 	
Candidate uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.
	• Candidate provides a description of the school and/or classroom setting but does not examine the impact of the environment's adaptations (or lack thereof) on the learning opportunities for learners with exceptionalities OR the continuum of placement services available for individuals with exceptionalities.	• Candidate describes the school and classroom setting in the greater context of
		  o organizations in collaboration with special education and
		  o the continuum of placement and services available for individuals with exceptionalities.
		• Candidate evaluates the environmental context in terms of the level of support necessary for the needs of the individual.
		• Candidate clearly describes how the environment's adaptations impact the quality of learning opportunities for learners with exceptionalities and determines whether or not optimal learning opportunities are being provided.
			• Candidate describes both the school and classroom setting in the greater context of
			  o organizations in collaboration with special education and
			  o the continuum of placement and services available for individuals with mild to moderate exceptional learning needs.
			• Candidate evaluates the environmental context in terms of the level of support necessary for the needs of the individual.
			• Candidate clearly describes how the environment's adaptations impact the quality of learning opportunities for learners with exceptionalities and determines whether or not optimal learning opportunities are being provided.
			• Candidate provides elaboration on the school and classroom setting and its impact on learners with exceptionalities to include evidence of scholarly work (e.g., use of texts or other research).

Student Observation and Parent/Professional Interview CEC/IGC Standard 7 Candidate collaborates with	• Candidate does not describe the relationship between their observations and the learner's goals, objectives, and accommodations and/or does not describe the effects	• Candidate describes the relationship between their observations and the learner's goals, objectives, and accommodations and describes the effects the learner's	• Candidate describes the relationship between their observations and the learner's goals, objectives, and accommodations and describes the effects the learner's exceptional condition(s) appears to have on his or her life.

	Does Not Meet Expectations **1**	**Meets Expectations** **2**	**Exceeds Expectations** **3**
families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.	the learner's exceptional condition(s) appears to have on his/her learning. • Candidate provides an incomplete description of the parent or professional interview that lacks information about the family system and role of family in the student's development and culture. • Candidate does not provide evidence of collecting data on the family or related professional input and concerns related to the student's educational experience	exceptional condition(s) appears to have on his/her learning. • Candidate summarizes their classroom observation experiences inclusive of how their personal cultural biases and differences might affect their observation or teaching. • Candidate shows evidence of planning and conducting a collaborative conference/interview with a family member or related professional that includes questions are related to the impact of the individual's exceptionality on academic and social abilities, attitudes, and interests. • The candidate shows evidence of collecting data on the family system and the role of family in the student's development and education. • Candidate shows evidence of collecting data on family or related professional input and concerns related to the student's educational experience.	• Candidate describes the perceived impact of their student's academic and social abilities, attitudes, interests, and values on instruction and career development (if applicable). • Candidate comprehensively summarizes their observation experiences inclusive of an analysis of how their personal cultural biases and differences affect their observation or teaching. • Candidate plans and conducts a collaborative conference with a family member or related professional who has knowledge of the learner in a culturally responsive way that demonstrates their understanding of legal matters and ethical considerations. • The candidate shows evidence of collecting data on the family system and the role of family in the student's development and education. • Candidate shows evidence of collecting data on family or related professional input and concerns related to the student's education experience in which the candidate demonstrated their respect for variations in beliefs, traditions, and values for the family's culture and acted within the CEC's Code of Ethics during the interview.

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3

Summary, Synthesis and Reflection & Additional Recommendations
 	
CEC/IGC Standard 3, 6
 	
Candidate uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities. Candidate uses foundational knowledge of the field and his/her ethical principles and practice standards to inform special education practice, to engage in lifelong learning, and to advance the profession.
	• Candidate provides an incomplete summary that does not include information from all components of the student profile.
	• Candidate provides incomplete recommendations, educational accommodations, and modifications for the learner with exceptional learning needs by EITHER not addressing recommendations, educational accommodations, or modifications OR by not linking student characteristics to these recommendations, accommodations, or modifications.
		• Candidate provides recommendations, accommodations, and/or modifications that identify and prioritize areas of the general curriculum and accommodations for the learner with exceptionalities.
		• The candidate demonstrates, by integrating student characteristics and recommendations, their commitment to developing the highest education and quality-of-life potential of individuals with exceptionalities.
		• Candidate summarizes all pertinent information inclusive of observations, interviews and background information and shows competence and sound judgment by offering a comprehensive synthesis of
		  o their learner's characteristics as compared with typical and atypical learners,
		  o the social and educational
			• Candidate provides recommendations, educational accommodations, and/or modifications for the learner with mild to moderate exceptional learning needs.
			• The candidate demonstrates, through their recommendations, their ability to serve as an advocate for appropriate services for individuals with exceptional learning needs and a high level of commitment to developing the highest education and quality-of-life potential of individuals with exceptional learning needs.
			• Candidate summarizes all pertinent information inclusive of observations, interviews and background information and offers a comprehensive synthesis of
			  o their learner's characteristics as compared with typical and atypical learners,
			  o the social and educational implications of these characteristics and
			  o the effect the exceptionality has on the learner's life.
			• Candidate analyzes how his/her own cultural biases and differences affected his/her interactions with students and their families.

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
		implications of these characteristics and o the effect the exceptionality has on the learner's life.	• Candidate provides elaboration in the synthesis to include evidence of scholarly work (e.g., use of texts or other research).