



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

Summer 2020
EDSE 662 654: Consultation and Collaboration
CRN: 43219, 3 – Credits

Instructor Contact Information	Course Time and Location
Instructor: Dr. Katherine Bradley-Black	Meeting Dates: 5/20/2020 – 7/22/2020
Phone: 703.244.7742 (cell)	Meeting Day(s): 7 asynchronous sessions; 3 mandatory virtual synchronous sessions to Wednesday 5/20/2020, 6/24/2020, 7/22/2020.
E-Mail: kblack4@gmu.edu	Meeting Time(s): Wednesday, synchronous session times agreed upon first class
Office Hours: by appointment	Meeting Location: N/A; Online
Office Location: virtual	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.

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

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. Virtual meetings and discussions
2. Self-paced reading and writing assignments
3. Video and other media supports
4. Research and presentation activities
5. Electronic supplements and activities via Blackboard

This course will be delivered online (76% or more) using a combination of synchronous and 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 5/20/2020.

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 \(https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers\)](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 \(https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems\)](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 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 \(https://get.adobe.com/reader/\)](https://get.adobe.com/reader/)
- [Windows Media Player \(https://support.microsoft.com/en-us/help/14209/get-windows-media-player\)](https://support.microsoft.com/en-us/help/14209/get-windows-media-player)
- [Apple Quick Time Player \(www.apple.com/quicktime/download/\)](http://www.apple.com/quicktime/download/)

Expectations

- Course Week: Because asynchronous courses do not have a “fixed” meeting day, our week will start on 5/20/20 and finish on 7/22/20.
- 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 2 times per week. In addition, students must log-in for all scheduled online synchronous meetings. In addition, students must log-in for all scheduled online synchronous meetings: on 5/22/2020, 6/24/2020, 7/22/2020.
- 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. 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.

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 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* (2017, 8th ed.).
Boston, MA: Pearson. ISBN 9780134168548

Gibb & Dyches, *Guide to Writing Quality Individualized Education Programs* (2016, 3rd ed.).
Boston, MA: Pearson. ISBN 9780133949520

Recommended Textbooks

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

Additional Readings (will be located on Blackboard)

Virginia Department of Education Division of Special Education and Student Services (2010). Regulations Governing Special Education Programs for Children with Disabilities in Virginia. http://www.doe.virginia.gov/special_ed/regulations/state/regs_speced_disability_va.pdf

Virginia Department of Education Division of Special Education and Student Services (2010, April). Fast Facts: Paraprofessionals: Instructional Team Members. http://www.doe.virginia.gov/special_ed/regulations/state/fast_facts/fast_fact_paraprofessionals.pdf

Virginia Department of Education Division of Special Education and Student Services (2010, April). Fast Facts: Individualized Education Program (IEP): How the Standards of Learning can be used in IEPs. http://www.doe.virginia.gov/special_ed/regulations/state/fast_facts/fast_fact_standards_driven_iep.pdf

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).

Assignment 1: Tk20 Performance-Based Assessment Submission Requirement Individualized Education Program

The purpose of this assessment is to have candidates demonstrate knowledge of the individualized planning process required for the development of educational programs for students with mild to moderate exceptional learning needs. Candidates will demonstrate their ability to develop the critical components of an Individualized Educational Program (IEP) that are legally sufficient and educationally appropriate for the described case study student. Candidates also will also demonstrate an understanding of how these components come together to build a framework for the student's educational program by writing a narrative that includes:

1. justification for their decisions within the IEP,
2. explanation of the collaborative process required.

Throughout the assignment it is critical to incorporate collaborative aspects of developing an IEP with stakeholders, including the student (as appropriate), family members, general educators, related service providers, school administrators, and other relevant parties. In continuously considering the collaborative aspects of the IEP process, candidates will

participate in in-class cooperative learning opportunities, such as role-play exercises, and activities designed to prepare for the IEP product and writing of the narratives.

Step One: Choose a Student

For this assignment, the instructor will either (a) assign a case study, (b) allow a candidate to use a student with whom he/she is already working, or (c) allow a candidate to use student profile information developed in EDSE 540.

*If the instructor chooses to provide the option of focusing this assignment on a student with whom a candidate is working, the candidate must:

1. Verify with the student's school that the candidate has permission to access the necessary student information files,
2. Provide evidence that the student is a student with a mild/moderate disability,
3. Submit in writing to the instructor a request to use the identified student for the assignment and receive approval in writing from the instructor to do so,
4. Assign a pseudonym for the student.

Step Two: Prepare and Write Your Case

Using the information available to you about your student, create a narrative with the components identified below. Head each section of the document with the corresponding component. Within each indicated section or heading, include the component and a separate subheading for your rationale.

Component A: Present Level of Academic Achievement and Functional Performance (PLOP)

1. Using all documentation available, gather information about the student that is relevant to the following areas:
 - a. Student Perspective: The strengths and concerns relevant to enhancing the education of the student as expressed by the student, when appropriate.
 - b. Parent/Guardian/Family Member Perspective: The strengths and concerns relevant to enhancing the education of the student as expressed by the parent(s)/guardian(s)/family member(s).
 - c. Evaluations: The results of the most recent evaluations of the student (educational, speech/language, psychological, OT/PT, social, etc.).
 - d. Assessments: The results of the student's performance on any general state or district-wide assessments, as appropriate.
 - e. Needs: The academic, developmental, and functional needs of the student.
 - f. Behavior: In the case of a child whose behavior impedes the student's learning or learning by others, consider interventions, support, and strategies to address that

behavior (e.g., Positive Behavioral Interventions and Supports [PBIS]; Functional Behavioral Analysis [FBA]).

- g. Limited English Proficiency: In the case of a student with limited English proficiency, consider the language needs of the student as those needs relate to the student's IEP.
 - h. Blind or Visually Impaired: In the case of a student who is blind or visually impaired, provide for instruction in Braille and the use of Braille unless the IEP Team determines, after an evaluation of the student's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the student's future needs for instruction in Braille or the use of Braille), that instruction in Braille or the use of Braille is not appropriate for the student.
 - i. Communication (Including Deaf or Hard of Hearing): Consider the communication needs of the student and, in the case of a student who is deaf or hard of hearing, consider the student's language and communication mode, academic level, and full range of needs, including opportunities for direction instruction in the student's language and communication mode.
 - j. Assistive Technology: Consider whether or not the student needs assistive technology devices and services.
2. Develop a statement of the student's present levels of performance. Include:
 - Description of the student's strengths with evidence from evaluations, assessments, and student/family member's perspectives,
 - Description of areas in need of improvement (needs/behavior) with evidence from evaluations, assessments, and student/family member's perspectives AND how performance differs from peers,
 - Educational implications of the student's:
 - Mild to moderate exceptionalities,
 - Sensory impairments (when applicable),
 - Variations in cultural beliefs, traditions, and values.

Component B: Measurable Annual Goals

1. Create 3 measurable annual goals for the student. The goals must be:
 - Based on the present level of performance statements and the student's needs.
 - Observable and measurable.
 - Age and ability appropriate.
 - Prioritized and based on the scope and sequence of the VA SOL.
 - Focused on increasing skills and/or positive behaviors.
 - Responsive to variations in beliefs, traditions, and values across cultures.
2. Rationale: Respond to the following questions:
 - a. How are these goals prioritized and age appropriate?
 - b. In what ways do these goals reflect the PLOPs?
 - c. In what ways do these goals show increasing skills and/or positive behavior for the student?

- d. In what way are these goals responsive to any variations in beliefs, traditions, and values of the student or his/her family?

Component C: Short Term Objectives/Benchmarks

1. Write at least **2 *short-term objectives or benchmarks*** for each annual goal. The objectives/benchmarks relate to the goal and are derived by breaking the annual goal down into smaller, achievable tasks. The criteria must be appropriate for the student and for performance of the task.
2. Each objective/benchmark should include:
 - Task,
 - Condition, and
 - Criterion.
3. Rationale: Respond to the following questions:
 - a. How are these short-term objectives based on sequential age and ability appropriate for individualized learning objectives?
 - b. How do these objectives relate to the annual goals?
 - c. How do these objectives include learner criteria that are appropriate to task performance? Justify your criteria.
 - d. Do the objectives include statements of generalization and maintenance?

Component D: Services, Least Restrictive Environment, Placement

1. Identify and describe the student's placement on the continuum of services.
2. List and describe all appropriate program, primary, and related services* that the student needs to appropriately participate in the students' least restrictive environment. Include a statement of:
 - What the service is (e.g., individual/small group instruction in 7th grade social studies, individual occupational therapy)
 - How often the services will occur (e.g., every day for 50 mins; once a month for 30 mins)
 - Duration of services, with start and end date (e.g., duration: 6 months; start date: 9/3/2013; end date: 2/3/2014)
 - Location of the service (e.g., XYZ school; Fairfax Hospital)
 - Setting of the service (e.g., self-contained classroom with special educator and assistant; occupational therapy room at local hospital)
 - Who will deliver the service (e.g., special educator; occupational therapist)
3. Indicate if there are any activities in which the student is unable to participate, even with support.
4. Rationale: Respond to the following questions:
 - a. Why did you choose the program and services you describe?
 - b. How do the primary, program, and related services consistently align with the areas of need based on the students PLOP?

*For the purposes of this assignment:

- *Related services* include physical therapy, occupational therapy, speech-language pathology, social work, and other services.

- *Assistive Technology* may be one of the services considered for this assignment.

Component E: Participation in State Assessments

1. Describe the student's participation in state assessments. The assessment(s) noted and participation levels described must reflect:
 - The impact that exceptionalities (including auditory and information processing skills) can have on an individual's testing abilities.
 - Consideration of due process rights, assurances, and issues related to assessment.
 - Accommodations, as suitable, and described, if they are needed.
2. Rationale: Respond to the following questions,
 - a. What did you consider in selecting the appropriate levels of student participation in state assessments?
 - b. How are the student's participation levels specifically related to the PLOP, including any issues related to auditory and information process skills (as appropriate)?

*A quality written rationale includes consideration of the above and discusses how the levels of student participation in the selected state and district-wide assessments relate to present levels of performance. You may use Virginia state assessments as your model.

Component F: Accommodations and Modifications

1. Describe the accommodations and/or modifications necessary to individualize instruction to provide meaningful and challenging learning for the student that:
 - are based on the present levels of performance and assessment data and (2) consider the student's exceptionalities
 - allow the student to access the general education curriculum.
 - assist in providing meaningful and challenging learning experiences for the student.
 - provide access to educationally related settings, including non-academic and extra-curricular activities.
2. Rationale: Respond to the following questions:
 - a. How did the student's PLOP relate to the choice of accommodations?
 - b. How do the above provide access to nonacademic and extracurricular activities and are they appropriate to the needs of the student?
 - c. Explain how the selected accommodations and/or modifications are based on assessment data.
 - d. In what ways did you consider the student's exceptionality?

Step Three: Narrative on IEP Collaboration

Under a separate heading in the document, describe the collaborative nature of the IEP development process, as well as the roles of individuals with exceptional learning needs, families, and school and community personnel in planning of an individualized program.

This includes a discussion of:

- The collaborative activities that should occur prior to development of the IEP.
- Methods of involving students, families, related service providers, and other professionals in the IEP development process.
- Methods for fostering respectful and beneficial relationships between students and their families and professionals throughout the IEP development process.
- Collaborative activities that should occur after the IEP is developed, including next steps for working with general education teachers, the student, and other stakeholders.

Assignments and/or Examinations

Performance-based Assessment

(Tk20 submission required)

(Assignments → Individualized Education Program Project - CAEP Assessment). For EDSE 662, the required PBA is Individualized Education Program Project. Please check to verify your ability to upload items to Tk20 before the PBA due date

College Wide Common Assessment

(TK20 submission required)

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

- 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.

This project is introduced in the section below, "Major Learning Activities". The full project description and accompanying supporting materials, including the project assessment rubric, are posted on the course Blackboard site (Assignments → Individualized Education Program Project - CAEP Assessment)

Other Assignments

Assignment 2: Code of Ethics Assignment

1. Code of Ethics Assignment. See Blackboard for Rubrics

Review the GMU CEHD Professional Dispositions at

<http://cehd.gmu.edu/teacher/professional-disposition> and the CEC Special Education Professional Ethical Principles at <https://www.cec.sped.org/Standards/Ethical-Principles-and-Practice-Standards>

2. Then reflect upon all you've learned about students, families, instruction, and collaborative practices in your program and work-related experiences. Develop a minimum of 10 professional ethics that you will strive to honor and abide by as you work in the field of special education and that represent your core values and beliefs about stakeholders, practices, and non-negotiables. Each ethic should have a **thorough** rationale accompanying it. You do not need to cite specific research, but it should be

clear to the reader that your values are informed by your studies and professional experiences. This paper should have an introduction and conclusion in narrative format and individual ethics may be presented in an expanded list form. Your paper will be approximately 5-8 pages in length, in APA.

Assignment 3: Written Reflections

Students will be expected to write four (4) short reflection papers based on assigned reading throughout the course. The reflection prompts and expectations for the content of each reflection will be posted on Blackboard. The reflection papers will be due as specified in the class schedule below.

Course Policies and Expectations

Attendance/Participation

Attendance for scheduled virtual sessions (via Zoom) is mandatory.

Late Work

All assignments must be submitted on or before 12:00 PM in the assigned due date. In fairness to students who make the effort to submit work on time, 5% of the total assignment points will be deducted each day from your grade for late assignments.

Submitting assignments

Assignment 1 (IEP) will be submitted on the Blackboard site to the TK20 folder. Assignment 2 (Code of Ethic) and all 4 reflections papers for assignment 3 will be posted on Blackboard to the folder designated by the professor

Summary of Course Requirements

	Assignment/Expectation	Total Points	Due Date
1	IEP Assignment	40	7.22.2020
2	Code of Ethics	30	6.10.2020
3	Reflections (x4)	40 (10x4)	5.27.202 6.17.2020 7.1.2020 7.15.2020
Total Points		110	

Grading Scale

- 95-100% = A
- 90-94% = A
- 80-89% = B
- 70-79% = C
- < 70% = F

***Note:** The George Mason University Honor Code will be strictly enforced (see [Academic Integrity Site \[https://oai.gmu.edu/\]](https://oai.gmu.edu/) and [Honor Code and System \[https://catalog.gmu.edu/policies/honor-code-system/\]](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 \(https://cehd.gmu.edu/students/policies-procedures/\)](https://cehd.gmu.edu/students/policies-procedures/). 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 Project. Please check to verify your ability to upload items to Tk20 before the PBA due date.

Class Schedule

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

Class	Date	Agenda	Readings	Assignment Due by 12:00 PM
1	5.20	Virtual Class Meeting Course Introduction Review of syllabus & class expectations Overview of Consultation, Collaboration, and Teamwork Collaborative Work Styles		
2	5.27	Foundations and Perspectives Interpersonal Communication Co-teaching	Friend & Cook, Chpts 1,2, 7,	Reflection 1
3	6.3	Listening, Responding, & Giving Feedback Integrating Skills in Formal and Informal Interviews Special Considerations: Community Partnerships	Friend & Cook, Chpts, 3, 4, 12	
4	6.10	Consultation, Coaching and Mentoring Difficult Interactions	Friend & Cook Chapters 8, 9	Ethics Paper Due

Class	Date	Agenda	Readings	Assignment Due by 12:00 PM
5	6.17	Group Problem Solving Paraeducators VDOE Fast Facts: Paraprofessionals	Friend & Cook Chpt 5, 10	Reflection 2
6	6.24	Virtual Class Meeting VDOE IEP regulations VDOE Fast Fact: Standards-Based IEPs	Friend & Cook Chpt10 VDOE Regulations 8VAC20-81-110. Individualized education program, pages 35-40.	
7	7.1	Legal Imperatives for Collaboration Writing SMART Goals	Gibb & Dyches: Introduction Read IEP assignment carefully (in assignments tab)	Reflection 3
8	7.8	Collaborative IEPS	Gibb and Dyches: Chpts, 1-7	
9	7.15	Leading and Collaborating on Change Efforts in professional learning communities		Reflection 4
10	7.22	Virtual Class Meeting Wrapping it all up		IEP assignments 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/) (<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/) [<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/) [<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/) [<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](mailto:tk20help@gmu.edu) (tk20help@gmu.edu) or CEHD's [Online Assessment System](https://cehd.gmu.edu/aero/tk20) (<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/) (<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](tel:703-380-1434) or Counseling and Psychological Services (CAPS) at [703-993-2380](tel:703-993-2380). You may also seek assistance from Mason’s Title IX Coordinator by calling [703-993-8730](tel:703-993-8730), or emailing the [Title IX Coordinator](mailto:titleix@gmu.edu) (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) (<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/) (<http://cehd.gmu.edu/>).

Appendix Assessment Rubric(s)

EDSE 662 CAEP Assessment	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.</p> <p>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. 	<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.
<p>Measurable Annual Goals</p> <p>CEC/IGC Standard 3</p> <p>Candidate uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.</p>	<p>Candidate fails to demonstrate an understanding of the models and theories related to instructional planning by writing annual goals that are not priorities and/ OR do not reflect present levels of performance and/ OR lack direction for student growth.</p>	<ul style="list-style-type: none"> • Candidate demonstrates an understanding of the models and theories related to instructional planning by writing age and ability appropriate annual goals that: <ul style="list-style-type: none"> ○ are measurable, ○ reflect present levels of performance, and ○ show direction for student growth. • 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. 	<ul style="list-style-type: none"> • Candidate demonstrates an understanding of the models and theories related to instructional planning by writing age and ability appropriate annual goals that: <ul style="list-style-type: none"> ○ 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. • Candidate demonstrates consideration of variations in beliefs, traditions, and values across and within cultures while integrating affective, social, and life skills with academic curricula.

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<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>	<p>Candidate fails to demonstrate an understanding of the models and theories related to instructional planning by writing individualized learning objectives/benchmarks that:</p> <ul style="list-style-type: none"> ○ are not directly related to the annual goals OR ○ are not sequentially 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 skills with academic criteria. 	<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 (as appropriate) while integrating affective, social, and life skills with academic criteria.
<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 exceptionalities.</p>	<p>Candidate lists program or primary related services that do not or inconsistently align with areas of need based on present levels of performance.</p>	<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 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. • 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.

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