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

Fall 2020
EDSE 662 655: Consultation and Collaboration
CRN: 84254, 3 – Credits

Instructor: Dr. Elizabeth Beaty	**Meeting Dates:** 9/15/20 – 11/17/20
Phone: (703)505-1123	**Meeting Day(s):** Tuesday
E-Mail: ebeaty@gmu.edu	**Meeting Time(s):** 5 pm – 9 pm
Office Hours: By request	**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. 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 a synchronous 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 September 7, 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)

    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.
- A headset microphone for use with the Blackboard Collaborate web conferencing tool is recommended.
- 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:
  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 3 times per week. In addition, students must log-in for all scheduled online synchronous meetings.
- 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 ensure 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 Text
Friend & Cook. (2020) *Interactions: Collaboration skills for school professionals*. (9th ed.) Pearson. ISBN 9780135752388

An eText version of the Friend & Cook textbook can be ordered at the following:
https://console.pearson.com/enrollment/oxdoao

Gibb & Dyches. (2016). *IEPs: Writing quality individualized education programs*. (3rd ed.).
Pearson. ISBN 9780133949520

Recommended Texts
American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). https://doi.org/10.1037/0000165-000

Required Resources
Laptop or other device to log into class

Additional Readings
As assigned on Blackboard

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

VIA 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 VIA (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 VIA.

For EDSE 662, the required PBA is Individualized Education Program Project. Please check to verify your ability to upload items to VIA before the PBA due date.

 Assignments and/or Examinations
 Performance-based Assessment
  (VIA submission required) See above description.

 (Assignments $\rightarrow$ 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 VIA before the PBA due date

 College Wide Common Assessment
  (VIA 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.

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).

Performance-based Common Assignments
(No VIA submission required)

An EDSE 662 common assignment is the Group Professional Development Presentation. You will conduct a half-hour professional development presentation on a topic of choice to be confirmed by the instructor beforehand.

Other Assignments
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**

> 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 style.

Course Policies and Expectations
Attendance/Participation
This is an important part of this class due to the compact schedule. Class attendance and participation are demonstrated by being mentally and physically available to learn and participating in class discussions/activities throughout the semester. Points are negatively affected by being late to class, not contributing to class discussions, failing to engage in breakout groups, and/or absences. Points

are positively impacted by thoughtful contributions made in class, listening to the ideas of others respectfully, and demonstrating an enthusiasm for learning.

Please display social and digital etiquette during class sessions.

If you are unable to make any class session during the semester, please contact the instructor by phone or through GMU e-mail before the class session where you will be absent/arrive late/leave early. If you miss a class, you will be required to view the recorded version of the class and complete an additional assignment to reflect your learning. However, the recorded version of the class does not include the opportunity to interact with classmates and to process the information collectively. Attendance for the synchronous weekly class sessions is an expectation except in the case of an emergency.

Late Work
All assignments are required to be completed and submitted on time.

• For late submissions of assignments: 25% of the points will be deducted from your assignment grade for late submissions unless the professor has agreed IN ADVANCE to an extension (which may be used one time only and only for one assignment). The maximum extension is 7 days, after which the assignment is not awarded any points toward a final grade.

Grading Scale
95-100% = A

90-94% = A-

84-89% = B

83-79% = C

< 79% = F

IEP Assignment: 40 points
Code of Ethics Paper: 20 points
Professional Development Presentation: 20 points
Attendance and Participation: 20 points
Total = 100 points

*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.

Session	Topic/Learning Experiences	Readings (complete after this class) and Assignments (turned in on or before this class)
1 9/15	Overview of Consultation, Collaboration, and Teamwork Collaborative Work Styles	Friend and Cook Chapters 1 and 2
2 9/22	Collaborative Work Styles in Action Interpersonal Communication Skills	Friend and Cook Chapters 3 and 4
3 9/29	Difficult Interactions Teams	Friend and Cook Chapters 5 and 6 **Ethics Paper Due**
4 10/6	Barriers to Communication Special Education Timelines	Friend and Cook Chapter 9 Gibb and Dyches: Introduction, Steps 1 and 2
5 10/13	Legal Imperatives for Collaboration Writing SMART Goals	Friend and Cook Chapter 10 Gibb and Dyches: Steps 3-7
6 10/20	Collaborating with Families and Students Consultation and Coteaching	Friend and Cook Chapters 7, 8 and 11
7 10/27	Collaborative IEPS IEP Collaboration- Legal Issues	**IEP assignment submitted to VIA and Blackboard after this class session**
8 11/3	Diversity, Equity, and Cultural Competence	Friend and Cook Chapter 12
9 11/10	Leading and Collaborating on Change Efforts in Professional Learning Communities Group Presentations	**Coteaching/Collaboration Best Practices Presentation due**
10 11/17	Issues and Ethical Considerations in Collaborative Practice Interagency Communication Group Presentations	**Coteaching/Collaboration Best Practices 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 VIA should be directed to VIA Help support@watermarkinsights.com. 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**

- 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(s)

EDSE 662 CAEP Assessment	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3

Present Levels of Performance
 	
CEC/IGC Standards 1 & 4
 	
Candidate understands how exceptionalities may interact with development and learning and uses this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.
 	
Candidate uses multiple methods of assessment and data sources in making educational decisions.
	• Candidate writes a present levels of performance statement that:
	  o lacks consistent links to evaluations and assessments and/or
	  o fails to include educational implications of the student's exceptionality, and/or
	  o 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.
		• Candidate interprets information from formal and informal assessments to write appropriate, relevant present levels of performance statement with:
		  o clear links to evaluations and assessments (such as interviews, observations, standardized tests),
		  o description of educational implications of the characteristics of various exceptionalities, sensory impairments (as applicable), and
		  o 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 interprets information from formal and informal assessments to write appropriate, relevant present levels of performance statement with:
			  o clear links to evaluations and assessments (such as interviews, observations, standardized tests),
			  o description of educational implications of the characteristics of various exceptionalities, sensory impairments (as applicable), and
			  o description of variations in beliefs, traditions, and values across and within cultures (as applicable).
			• Candidate uses unbiased and objective language.
			• Candidate includes description of the similarities and differences between the student's development and typical human development.
			• Candidate describes strengths and areas in need of improvement in relation to Virginia Standards of Learning.

Measurable Annual Goals
 	
CEC/IGC Standard 3
 	
Candidate uses knowledge of general and specialized curricula to individualize learning for
	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.	• Candidate demonstrates an understanding of the models and theories related to instructional planning by writing age and ability appropriate annual goals that:
		  o are measurable,
		  o reflect present levels of performance, and
		  o show direction for student growth.
		• Candidate writes goals that focus on both decreasing and/or increasing learner behaviors.
			• Candidate demonstrates an understanding of the models and theories related to instructional planning by writing age and ability appropriate annual goals that:
			  o are measurable,
			  o are and based upon the scope and sequence of the Virginia Standards of Learning (as appropriate),
			  o reflect present levels of performance, and
			  o show emphasis on increasing skills and/or positive behaviors.

individuals with exceptionalities.		• 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.	• Candidate demonstrates consideration of variations in beliefs, traditions, and values across and within cultures while integrating affective, social, and life skills with academic curricula.

EDSE 662 CAEP Assessment	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
Short Term Objectives or Benchmarks CEC/IGC Standard 3 Candidate uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.	Candidate fails to demonstrate an understanding of the models and theories related to instructional planning by writing individualized learning objectives/benchmarks that: o are not directly related to the annual goals OR o are not sequentially age and ability appropriate OR o utilize learner criteria that are inappropriate to task performance.	• Candidate demonstrates an understanding of the models and theories related to instructional planning by writing individualized learning objectives/benchmarks that o relate to an annual goal AND o are sequential age and ability appropriate AND o 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.	• Candidate demonstrates an understanding of the models and theories related to instructional planning by writing individualized learning objectives/benchmarks that o relate to an annual goal AND o are sequential age and ability appropriate AND o include the condition, measurable and observable learner behavior and verifiable criteria AND o a statement of generalization AND o 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.
Services, Least Restrictive Environment (LRE), Placement 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 lists program or primary related services that do not or inconsistently align with areas of need based on present levels of performance.	• Candidate lists appropriate program and primary services and related services (as appropriate) that: o 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 o 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: o location o frequency o setting o duration o start and end dates.	• Candidate lists appropriate program and primary services and related services (as appropriate) that: o 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 o 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: o location o frequency o setting o duration o 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.

EDSE 662 CAEP Assessment	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
Participation in State Assessments CEC/IGC Standard 3 Candidate uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.	Candidate selects inappropriate levels of student participation in state assessments based on present levels of performance and student's exceptional condition(s), indicating a failure to consider issues, assurance, and due process rights related to assessment.	• Candidate selects appropriate levels of student participation in state assessments based on present levels of performance and student's exceptional condition(s), indicating consideration of issues, assurance, and due process rights related to assessment. • Candidate lists and justifies all accommodations for state assessments suggested.	• Candidate selects appropriate levels of student participation in state assessments based on present levels of performance and student's exceptional condition(s), indicating consideration of issues, assurance, and due process rights related to assessment. • Candidate lists and justifies all accommodations for state assessments suggested. • Candidate selects and justifies participation levels that reflect the impact (an) exceptional condition(s) can have on an individual's testing abilities, including auditory and information processing skills.
Legal Compliance of IEP CEC/IGC Standard 6 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 writes an incomplete IEP which fails to comply with all relevant laws and policies, reflect an understanding of requirements such as FAPE and LRE (and the history of these points of view) or other human issues that have historically influenced and continue to influence the field of special education. • Candidate writes the IEP using biased, inflammatory language, with a lack of clarity, numerous acronyms, illegibility, or inaccuracies (including spelling).	• Candidate writes a complete IEP that complies with all relevant laws and policies, reflects an understanding of requirements such as FAPE and LRE (and the history of these points of view) and other human issues that have historically influenced and continue to influence the field of special education. • Candidate writes the IEP using neutral, objective, non-inflammatory language, with clarity, minimal use of acronyms, legibility, and accuracy (including spelling). • Candidate writes areas of need, goals, objectives/benchmarks, placements and services with a strong connection to the present levels of performance.	• Candidate writes a complete IEP that complies with all relevant laws and policies, reflects an understanding of requirements such as FAPE and LRE (and the history of these points of view) and other human issues that have historically influenced and continue to influence the field of special education. • Candidate writes the IEP using neutral, objective, non-inflammatory language, with clarity, minimal use of acronyms, legibility, and accuracy (including spelling). • Candidate writes areas of need, goals, objectives/benchmarks, placements and services with a strong connection to the present levels of performance. • Candidate includes documentation for procedural safeguards and advocates for appropriate services for the individual with exceptionalities.

EDSE 662 CAEP Assessment	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
Accommodations and Modifications CEC/IGC Standard 3 Candidate uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.	• Candidate identifies inappropriate accommodations and/or modifications OR • Candidate fails to describe the accommodations and/or modifications which provide the foundation upon which special educators individualize instruction to provide meaningful and challenging learning for individuals with exceptional learning needs.	• Candidate identifies and prioritizes areas of the general curriculum and the accommodations and/or modifications to individualize instruction to provide meaningful and challenging learning for individuals with exceptional learning needs including appropriate technologies (as needed). • Candidate identifies and prioritizes appropriate accommodations and/or modifications based on present levels of performance to provide access to nonacademic and extracurricular activities in educationally related settings.	• Candidate selects accommodations and/or modifications based on assessment data and reflect the candidate's understanding of the impact exceptionalities may have on auditory and information processing skills, test taking abilities and variations in beliefs, traditions, and values across and within cultures with a statement relating these accommodations to specific instructional goals. • Candidate identifies and prioritizes areas of the general curriculum and the accommodations and/or modifications to individualize instruction to provide meaningful and challenging learning for individuals with exceptional learning needs including appropriate technologies (as needed). • Candidate identifies and prioritizes appropriate accommodations and/or modifications based on present levels of performance to provide access to nonacademic and extracurricular activities in educationally related settings.

Ethics Paper and Coteaching/Collaboration Project Rubrics are on Blackboard under the Assignments tab.