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

Fall 2020
EDSE 540 665: Characteristics of Students with Disabilities who Access the General Curriculum
CRN: 84248, 3 – Credits

Instructor: Dr. Shanna Takacs	**Meeting Dates:** 9/15/20 – 11/17/20
Phone: (703) 785-0311	**Meeting Day(s):** Tuesday
E-Mail: stakacs@gmu.edu	**Meeting Time(s):** 4:30 pm – 8:30 pm
Office Hours: by appointment	**Meeting Location:** Virtual
Office Location: by appointment	**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. Notes: 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 both synchronous and asynchronous formats 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 Tuesday, September 8, 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.
- 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:
  o Adobe Acrobat Reader (https://get.adobe.com/reader/)
  o Windows Media Player (https://support.microsoft.com/en-us/help/14209/get-windows-media-player)
  o Apple Quick Time Player (www.apple.com/quicktime/download/)

Expectations
Course Week; This course will use both synchronous and asynchronous format and the instructor will provide weekly guidance. Regardless of the format selected, our week will start on Tuesday and finish on the following Monday at midnight. For synchronous meetings, the class will 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 three (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.

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. 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).

This course contains at least on Common Assessment developed by the College of Education and Human Development to assess our candidates' performance on nationally accepted standards for beginning teachers (InTASC) and our programs' performance on national accreditation standards (CAEP).

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.). Boston: Pearson.

Archer, A. L., & Hughes, C. A. (2010). *Explicit instruction: Effective and efficient teaching*. New York: Guilford Press. (Chapters 1-3 for this class; you will use this book again for another class)

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

Course Performance Evaluation
Students are expected to submit all assignments on time via Blackboard.

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 540, the required PBA is Observation Student Profile. Please check to verify your ability to upload items to VIA before the PBA due date.

Assignments and/or Examinations
Performance-based Assessment (Tk20 submission required)

The required assignment for this course is the development of an *Observational Student Profile* about a student with disabilities who accesses the general curriculum.

Assignment 1: Observation Student Profile (40 points)

College Wide Common Assessment (TK20 submission required)
None

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

Assignments and/or Other Grading

Assignment 1: Observation Student Profile (40 points)
Assignment 2: Academic Intervention and Explicit Instruction Presentation (20 points)
Assignment 3: Complete one online Learning Expansion Module (15 points)
Assignment 4: Video Reflection (15 points)
Assignment 5: Attendance and Participation (10 points)

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).

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.

 *Please note that due to barriers with accessing field experience placements in Fall 2020 as a result of COVID-19, there will be changes to the field experience process in this course. Students will be notified well in advance with changes and provided with alternative options. Check your Mason email regularly for important information regarding your field experience.

Assignment 1: Observation Student Profile (40 points)
Part I: Demographic and Background Data
1. Select a student with exceptional learning needs who accesses the general curriculum that you would like to study. Verify with school officials that you have permission to access confidential records for that student and that you may contact the student's parents or guardians. If you do not have access to a student with exceptional learning needs, his/her records, or to parents, please talk with your instructor.

2. Create a pseudonym to use throughout your project. (It is of the utmost importance that the identity of the student remains confidential. If school officials or parents ask, your student profile will be evaluated by your instructor and will be posted to Tk20, Mason's accreditation database. This database is password protected and is only used as a repository for student artifacts. Information from the database is never available for public view.)

3. Provide a thorough description of your student, including:
    a. Demographic information,
    b. Disability and etiology,
    c. Any medical conditions that exist,
    d. Psychological and social-emotional characteristics, and
    e. Any other information relevant to the student's academic success (ex. frequent moves, significant family issues). Don't include educational history (included in Part II.)

4. Identify and provide examples of the skills/characteristics of the student that are (a) similar to peers

(typical growth and development) and (b) skills/characteristics that are dissimilar (atypical).

5. Identify the educational implications of the characteristics in C and D.

Part II: Educational History, Goals, Objectives, and Accommodations
1. Describe your student's educational history, including
   a. Schools attended,
   b. Reason for initial referral,
   c. Pre-referral interventions (if available),
   d. Results of multidisciplinary evaluation,
   e. Special education classification,
   f. Description and location of educational service provision, and
   g. Related services provided.

2. From the student's IEP, summarize or state the educational goals and objectives and identify the classroom accommodations.

3. Describe the impact of your student's academic and social abilities, attitudes, interests, and values on instruction and career development. Does your student's disability have an impact on auditory and information processing skills? If so, describe.

4. Evaluate how the levels of support correspond to the needs of the individual.

Part III: School and Classroom Information
1. Give a description of your student's school, including
   a. Demographics of students,
   b. Staffing
   c. Continuum of services for students with exceptional learning needs.
   d. Anything else you feel is important to include

2. Describe your student's educational placement. What special education and general education services are provided? In what locations or ways are the services provided?

3. Evaluate how this placement is the Least Restrictive Environment to address the student's specific skills and characteristics, as described in Part I.

4. Describe the classroom(s) in which the student participates, including
   a. Number of students and teachers/adults
   b. Content area
   c. Curriculum standards used

Part IV: Student Observation
Observe the student for at least two class periods
1. Summarize your observations, including
   a. Content area,
   b. Teachers and service providers involved,
   c. Length of observation,
   d. Placement of student in classroom,
   e. Interactions of student with teacher(s) and other students,
   f. Learning activities, and
   g. Level of engagement of student with activities.
2. Describe how the observation aligned with the student's IEP (goals, objectives, accommodations)

3. Describe the effects the student's exceptional condition(s) appears to have on his/her school life.

4. Consider your bias and how it may affect your perception of the classrooms during observations.

Part V: Related Personnel or Family Member Interview
Interview at least one of your student's parents/guardians, family members, or professionals (i.e., teacher, counselor, service provider) who is knowledgeable of the student's goals and needs.

1. Begin your interview with questions about the family, focusing on developing a collaborative relationship. Ask questions that gather information about the family system and the role of family in the student's development and education, respecting differences across families.

2. Ask the parents about their child's educational goals, objectives, and accommodations. What was the process used in developing these? Did they feel they had a role in their development? Do they think the goals, objectives, and accommodations are appropriate and will benefit their child?

3. Special educators need to communicate effectively with families of students with exceptional learning needs from diverse backgrounds. Please consider the following as you speak with the parents:
   a. Ways in which you can foster a respectful and beneficial relationship with the family within the bounds of ethical practice.
   b. Characteristics and effects of the cultural and environmental milieu of the individual with exceptional learning needs and the family.
   c. The potential impact of differences in values, languages, and customs between your student's home and school lives.
   d. Approach to demonstrating respect for variations in beliefs, traditions, and values across and within cultures. Also consider the effect of these variations on the relationships among individuals with exceptional learning needs, their family, and school personnel.
   e. Include a statement about how you addressed these items with specific examples.

Part VI: Summary, Synthesis and Recommendations
1. Summary- Write a brief, one paragraph summary (referring to relevant pages in your case study as necessary) of your student including all pertinent information obtained throughout the observations, interviews and background information review. Provide enough detail that a stranger could walk into the classroom and identify your student from your summary alone.

2. Synthesis- Compare your student's characteristics with those described in the textbook or other course readings for a student with that specific exceptional learning need. How are they similar and different? Are the described implications similar or different? How do your student's characteristics compare to typical development? Provide specific examples.

3. Recommendations- Given the information you have compiled about your student and your learning from the course,
   1. Do you think your student is receiving appropriate services and supports? Why?

   b. If you could provide recommendations to the IEP team about effective instruction to match the characteristics of your student, what would they be? Why?

4. Final reflection- Provide your final thoughts
   a. How did your personal cultural biases and differences affect your interactions with this student and his/her family during this student profile process?

b. How did this assignment help you better understand the needs and complexities of a student with exceptional learning needs?

c. Appendix (required)

d. Include student work samples relevant to your case study specifics, parent interview questions and answers. Other relevant materials may be included but are optional.

Assignment 2: Academic Intervention and Explicit Instruction Presentation (20 points)

Please summarize one journal article that is relevant to the needs of your student from your case study. You will then teach a lesson utilizing Explicit Instruction which should be about 10-15 minutes in length.

Articles must be from peer reviewed published journals, preferably a useful teaching strategy or intervention. Please include the following:

1. Article Title
2. Area targeted
3. Rationale of article
4. Description of intervention
5. Description of student population
6. Methods

7. Length of intervention
8. Materials
9. Type of assessments used
10. Results
11. Researcher's Discussion
12. Connection to your student

Assignment 3: Complete one online Learning Expansion Module (15 points)

IRIS Center Learning Expansion Modules- You need to submit the answers to the challenge and wrap-up questions as evidence of completing the module. These modules will help expand your understanding and provide practical information on topics related to class. You will need a computer to access this content.

Module Outline
- Universal Design for Learning
  - http://iris.peabody.vanderbilt.edu/module/udl/
- Differentiated Instruction: Maximizing the Learning for All Students
  - http://iris.peabody.vanderbilt.edu/module/di/
- Providing Instructional Supports: Facilitating Mastery of New Skills
  - http://iris.peabody.vanderbilt.edu/module/sca/
- Assistive Technology an Overview
  - https://iris.peabody.vanderbilt.edu/module/at/

About the IRIS CENTER: Funded by the U.S. Department of Education's Office of Special Education Programs (OSEP), the IRIS Center is headquartered at Vanderbilt University in Nashville, TN, and Claremont Graduate University in Claremont, CA. Our primary objective is to create and infuse resources about evidence-based practices into preservice preparation and professional development programs. To facilitate this process, IRIS disseminates and offers trainings on those resources. Developed in collaboration with nationally recognized researchers and education experts, IRIS resources are designed to address instructional and classroom issues of great importance to today's educators. IRIS resources are used in college instruction, PD activities, and independent learning opportunities for practicing educators.

Assignment 4: Video Reflection (15 points)

Students will select and view a video describing the life experiences of an individual with a disability or the family member of an individual with a disability. Students will complete a structured written reflection related to the video. A suggested list of videos will be provided on Blackboard.

Course Policies and Expectations

Attendance/Participation
Students are expected to attend all classes, arrive on time, stay for the duration of class, and complete all assignments. Attendance, timeliness, and professionally relevant- active participation are expected. Attendance and professional participation at all sessions is very important because many of the activities in class are planned in such a way that they cannot be recreated outside of the class session. Be aware that any points earned for participation in class activities during a time of absence will not be earned and cannot be made up. Please notify me in advance by email if you will not be able to attend class.

Late Work
All assignments are due on the dates indicated. Please talk with me if you need an extension. In fairness to students who make the effort to submit papers on time, one (1) point per day will be deducted from your assignment grade for late papers unless I have agreed to an extension. Maximum extension is one week. Please retain a copy of your assignments in addition to the one you submit.

Other Requirements
This is a 3-credit graduate level course. Three-credit courses across a 15-week semester require an average of 45 hours of in-class time and approximately 90 hours of independent reading and assignment completion. Be prepared to put in that amount of time into this class and plan your schedule accordingly.

Some assignments require you to synthesize material from the course and outside sources into coherent statements of your ideas. In such cases, your writing should be databased– meaning that you must support statements and ideas with evidence from these sources, citing these sources. The standard format for writing in the field of education is outlined in the *Publication Manual of the American Psychological Association, 6th edition* (www.apastyle.org). Specifically, the final version of your Instructional Program should be written in APA style, including a cover page, running head, pagination, headings (as needed), citations (as needed), and reference pages. The citation for this manual is included in the section entitled "Recommended Texts". For an online resource, see www.apastyle.org.

It is expected that you know how to paraphrase and cite information appropriately to meet both APA guidelines and to avoid plagiarism. This website provides some useful information on how to avoid plagiarism in your writing: http://www.plagiarism.org/

Communication
The most efficient way to contact me is via email. I will respond within 24 hours during the week. Please do not email me an hour before an assignment is due and expect a response. If you would prefer to meet with me, please do not hesitate to contact me.

Grading Scale
95-100% = A
90-94% = A-
85-89% = B
80-84% = 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.

Date	Topic	Readings	Assignments due by 4:30pm

9/15	Introduction
	• Professionalism and Ethics Video
	  ○ 15 min
	• Syllabus and course overview
	• Review assignments
	• Questionnaire
	• Begin discussion of disabilities
	  ○ Assessment and identification
	• Review how to search for research articles
		Raymond 1 & 2	Introduction questionnaire

9/22	Instruction and Placement Foundations for Explicit Instruction	Raymond 3 A & H 1	Case study student identified
9/29	Who are the Learners with Mild Disabilities? • Path to Eligibility • Intellectual Disabilities • Specific Learning Disabilities	Re-read Raymond 2 Raymond 4 & 5	Interviews arranged; Observations arranged
10/6	Online class- Designing Lessons Complete one online IRIS Center Learning Expansion Modules	A & H 2	IRIS Learning Expansion Module uploaded to BB
10/13	Who are the Learners with Mild Disabilities? • Emotional Disabilities • Other Health Impairment (ADHD)	Raymond 6 & 7	Case study checkpoint
10/20	Language Characteristics	Raymond 10 A & H 3	School and student demographic information done
10/27	Who are the Learners with Mild Disabilities? • Autism • Disability Comparison	Raymond 8	Observation done Case study check point Video reflection due
11/3	Workday- finish up your papers and prepare for your presentation		Teacher/parent interview done
11/10	Academic Learning Characteristics • Specific Identifiers • Considering other Factors	Raymond 11 & 12	Case study due- Upload to TK20
11/17	Academic Intervention and Explicit Instruction Presentation		

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 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
Assignment 1: Observation Student Profile Rubric (40 points)

	Requirements	**Points**

Part I:
Demographic and
Background Data
	Candidate discusses the demographic & background related to the student inclusive of all of the below:
	  o etiology and diagnosis,
	  o medical, psychological and social-emotional
	  o effect these conditions have on the student's life.
	
	Candidate discusses skills and typical/atypical human growth characteristics of the learner.
	
	Candidate uses nonbiased language that is sensitive to the culture, language, religion, gender, disability, socioeconomic status, and sexual orientation of the learner to describe his/her background information.
	
	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.
		____/8

Part II:
Educational
History,
Educational
Goals, Objectives,
and
Accommodations
	Candidate summarizes the student's educational goals, objectives, accommodations and the impact of his/her social abilities, attitudes, interests, and values on instruction and career development (if applicable).
	
	Candidate shares the educational history, to include:
	  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 describes the student's educational history, to include how primary language, culture, and familial backgrounds contribute to the student's exceptional condition, academics and life options.
	
	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.
		____/6

Part III: School
and Classroom
Information
	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 students with mild to moderate exceptional learning needs**.**
	
	Candidate evaluates the environmental context in terms of how well the teacher has integrated the principles of normalization and concept of least restrictive environment.
	
	Candidate describes how the environment's adaptations impact the quality of learning opportunities for learners with mild to moderate exceptionalities and determines whether or not optimal learning opportunities are being provided.
		____/6

	Requirements	Points
Part IV: Student Observation	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. Candidate summarizes their observation experiences inclusive of an analysis of how their personal cultural biases and differences might affect their observation or teaching.	___/6
Part V: Parent Interview	Candidate collaborates with and interviews family who has knowledge of the learner in a culturally responsive way, to include their understanding of legal and ethical considerations. The candidate shows evidence of collecting data on the family system and its role in the student's development/education. Candidate shows evidence of collecting data on the perceived impact of differences in values, languages, and customs between the learner's home and school lives and the effect of these variations on the relationships among individuals with exceptional learning needs, their family, and school personnel. Family input and concerns are documented.	___/4
Part VI: Summary, Synthesis and Reflection & Additional Recommendations	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 　o　the effect the exceptionality has on the learner's life.	___/6
Writing Mechanics and Format		___/4
	• TOTAL	___/40

Assignment 2: Academic Intervention and Explicit Instruction Presentation Rubric (20 points)

Components	0 Points	1 Point	2 Points	3 Points	Total
Rationale of Intervention	Review does not include a rationale of the intervention.	Review contains a limited discussion of the rationale.	Review does not thoroughly discuss the background and rationale of the intervention.	Review contains purpose of the intervention and describes the problems the intervention intends to solve.	/3
Description of Intervention	Review does not describe the intervention.	Review contains a limited discussion of the intervention.	Review includes some discussion of the intervention but omits critical details.	Review contains a description of the intervention (program or tool) that was used in the study	/3
Methods	Review does not contain methods of the research study.	Review contains limited discussion of the methods.	Review contains some information about the methods, but omits length, materials, or assessments used.	Review includes details regarding the length of intervention, materials, and assessment used.	/3
Student Population	Review does not contain demographic information of the participants.	Review includes limited demographic information of the participants.	Review does not provide detailed description of the participant demographics.	Review provides a detailed demographics description from participants within the study.	/3
Results and Reflection	Review does not contain a synthesis of the results and student reflection.	Review contains a limited synthesis of the results and limited reflection.	Review contains some results and a reflection but omits data.	Review contains description of the results and includes data and student opinion of the intervention.	/3
Presentation	Presentation presents minimal information about article. 0-3 points	Presentation includes some information about article. 4-6 points	Presentation includes most information but omits some data. 7-8points	Thorough presentation of article and intervention. 9-10 points	/10
				Total	/25

Assignment 4: Video Reflection (15 points)
Description: A film analysis is not a review or summary of the plot, it goes deeper into analysis and reaction. Please use appropriate APA

Introduction Paragraph – 3 points
Provide basic information about the movie and a sense of what your review will be about. Include:
_____ Brief (1-2 sentences) introduction to the movie.
_____ Title and Director
_____ Publication Information: year released, length of movie
_____ Genre-i.e. comedy, animated, drama
_____ Movie's thesis / theme / purpose
_____ Subtotal

Body - There are two main sections. The first is an explanation of what the movie is about. The second is your opinions about the movie and how successful it is with examples used to support your opinion.

_____ Explanation – 3 points
Summarize the plot, introduce the main characters, describe the setting, and identify the point of the movie. Don't give too much away, but include the following:
- Opening
- Plot
- Camera techniques or angles, sound, or other things you notice.

_____ Analysis and Evaluation – 3 points
Analyze or critique the movie. Write about your own opinions; just be sure that you explain and support them with examples. Connect this movie to what we have learned in class. Some questions you might want to consider:
- How did the director achieve his or her purpose?
- Is the acting / writing / music effective, powerful, difficult, beautiful?
- What are the strengths and weaknesses of the movie?
- What is your response to the movie? Did you find it interesting, moving, etc.? Why?
- Would you recommend it to others? Why or why not?

_____ Conclusion – 3 points
In the conclusion you want to synthesize the movie, your impression the movie left you with, or emphasize what you want your reader to know about it.

_____ Additional Details – 3 points
- APA style and free of spelling/grammatical errors
- Written in a logical and coherent manner and easy to read.
- Proofread it before turning it in.

_____ /15 TOTAL