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

Fall 2021
EDSE 662 660: Consultation and Collaboration
CRN: 86367, 3 – Credits

Instructor: Dr. Margaret Weiss; Roba Hrisseh	**Meeting Dates:** 9/14/2021 – 11/16/2021
Phone: 703.993.5732	**Meeting Day(s):** Tuesday
E-Mail: mweiss9@gmu.edu; rhrisseh@gmu.edu	**Meeting Time(s):** 5 pm – 9 pm
Office Hours: By appointment	**Meeting Location:** Off Campus (Fairfax High School; D-116)
Office Location: 213 Finley Hall	**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

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] and the 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 Texts
Friend, M. (2021). *Interactions: Collaboration skills for school professionals (9th ed.)*. Pearson.

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

Required Resources
All additional required resources will be available on Blackboard.

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

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)
The Performance-based Assessment for EDSE 662 is the Individualized Education Plan assignment. See Appendix.

College Wide Common Assessment
(VIA submission required)
N/A

Other Assignments
PARTICIPATION
This course is based on the idea that we are learning together to work together. Each teacher candidate is a valuable part of the collaborative learning environment and, therefore, must be engaged in class sessions and activities. To that end, one component of evaluation in this

course is participation. This may take many forms, including journal entries, in class activities and responses, exploratory activities in preparation for class, reflection on class content, and others. A participation rubric outlining expectations is available on Blackboard. If you do not attend a class session, you will not be able to earn participation credit. However, I understand that, in real life, issues come up that may prevent you from attending. In that event, it is important that you contact me. I reserve the right to allow students to make up some component of the assignments completed in class; however, it is impossible to earn all participation points without being in class. Missing one class session will not sink your grade. Missing several class sessions will.

PROCESS OBSERVATION ACCOUNT

Each individual student will complete one process observation account of a Case Study Presentation. The account will include a rubric evaluation of the functioning of a group as well as written commentary to support the evaluation and description of the feedback process. Specific directions are available on Blackboard.

CASE STUDY ANALYSIS PRESENTATION

Throughout the course, I will be using case studies to provide opportunities for interaction and dialogue. We will form groups of candidates that cross disciplines. Each group will be responsible for becoming experts about one case. The expert group will write a case summary and case study questions. Each expert in the group will then use that information and those guiding questions to conduct a case study group session with classmates to develop an action plan. Evaluation will be on the written case documentation (group) and on each expert's running of the case study group. Each expert will submit the group's case summary and case questions, as well as a targeted reflection on the case study group session. Specific directions and evaluation rubric are on Blackboard.

CO-TEACHING LESSON PLAN ASSIGNMENT

The co-teaching lesson plan assignment requires the teacher candidate to develop a class description and two co-teaching lesson plans in a format described in class. Once the plans are developed, each person will submit their plans for peer review. Finally, the accompanying narrative will include a description of how the lesson plan includes specific instructional actions to make whole group content accessible and to provide SDI for students with disabilities.

Assignment Summary

Participation	5 points each session	50 points
Process Observation Assignment		15 points
Case Study Assignment		20 points
Co-teaching assignment		60 points
IEP Assignment		75 points
Total Points:		**220 points**

Course Policies and Expectations

Attendance/Participation

Candidates are expected to (a) attend all classes during the course, (b) arrive on time, (c) stay for the duration of the class time, (d) show evidence of having read/studied material, and (e) complete all in-class assignments to earn points for class participation.

Late Work

Assignments are due on the date indicated in the syllabus. If I change the due date for reasons related to student need in the course, the change will be discussed in class, posted on the Blackboard site, and confirmed in an email to all students. I will not accept late work. If you are not in class on the day an assignment is due, you are still responsible for submitting the assignment. I reserve the right to adjust this policy as I see necessary.

Grading

Grade	%
A	93-100
A-	90-92
B+	88-89
B	83-87
B-	80-82
C	70-79
F	<70

*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. Professional dispositions are an essential function of a special educator's job, indicating that these dispositions are critical to develop and assess in special education licensure programs. In the College of Education and Human Development, dispositions are formally and separately evaluated in at least three points in each student's program – a self-evaluation at the start of their program, a self-evaluation at the mid-point of their program, and a university supervisor's evaluation during internship. In special education graduate licensure programs, the initial self-evaluation is completed in a designated course (EDSE 501), the mid-point self-evaluation is completed in designated courses (EDSE 627, EDSE 661, and EDSE 616), and the internship evaluation is completed by instructors in EDSE 783, EDSE 784, and EDSE 785. In addition to these three designated evaluation times,

instructors may complete instructor-rated disposition assessments other times throughout the program. When dispositions are assessed, it is important that for areas where a positive disposition is rated as "not proficient," 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	Topics	Readings	Assignments Due
9/14	Why collaboration and skills to collaborate are critical Assessing skills in collaboration Course and expectations	• Friend, chp 1 • Reluctant Collaborator	Choose case study *in class*
9/21	Active listening Cultural competence	• Friend, chp 2, 3	Expert groups *in class*
9/28	Problem solving	• Friend, chp 5, 9	Process observation assignments *in class* Case study groups *in class*
10/5	Co-teaching	• Friend, chp 6 • Weiss & Rodgers (2020) • Murawski & Hughes (2020)	Process observation and case study assignments *due to BB*
10/12	Co-teaching	• Friend, chp 7 • Weiss & Glaser (2019)	
10/19	Problem solving in Co-teaching/Para-educators	• Friend, chp 8, 10	Co-teaching assignment peer review *in class*
10/26	IEPs	• Goran et al. (2020) • Harmon et al. (2020) • Yell, Bateman, & Shriner (2020)	Co-teaching assignment *due to BB*
11/2	IEPs	• Yell et al. (2016) • Yell et al. (2020)	
11/9	Engaging with families	• Friend, chp 11 • Avendano & Cho (2020)	
11/16	Va IEP system		IEP assignment *due to BB by midnight 11/18*

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 either Tk20 or VIA should be directed to https://cehd.gmu.edu/aero/assessments/

- 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 "non-confidential 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/).

Readings

Avendano, S. M., & Cho, E. (2020). Building collaborative relationships with parents: A

   checklist for promoting success. *TEACHING Exceptional Children, 52*(4), 250-260.

Weiss, M. P., & Glaser, H. (2019). Instruction in co-teaching in the age of Endrew F. *Behavior*

   Modification, 45(1), 39-65.

Goran, L., Monaco, E. A. H., Yell, M. L., Shriner, J., & Bateman, D. (2020). Pursuing academic

   and functional advancement: Goals, services, and measuring progress. *TEACHING*

   Exceptional Children, 52(5), 333-343.

Harmon, S., Street, M., Bateman, D., & Yell, M. L. (2020). Developing present levels of

   academic achievement and functional performance statements for IEPs. *TEACHING*

   Exceptional Children, 52(5), 320-332.

Murawski, W. W., & Hughes, C. E. (2020). Special educators in inclusive settings: Take steps

   for self-advocacy! *TEACHING Exceptional Children, 53*(3), 184-193.

Weiss, M. P., & Rodgers, W. J. (2020). Instruction in secondary cotaught classrooms: Three

   elements, two teachers, one unique approach. *Psychology in the Schools, 57*(6), 959-972.

Yell, M. L., Bateman, D., & Shriner, J. (2020). Developing and implementing educationally

   meaningful and legally sound IEPs: Bringing it all together. *TEACHING Exceptional*

   Children, 52(5), 344-347.

Yell, M. L., Katsiyannis, A., Ennis, R. P., Losinski, M., & Christle, C. A. (2016). Avoiding

   substantive errors in individualized education program development. *TEACHING*

   Exceptional Children, 49(1), 31-40.

Yell, M. L., Katsiyannis, A., Ennis, R. P., Losinski, M., & Bateman, D. (2020). Making legally

   sound placement decisions. *TEACHING Exceptional Children, 52*(5), 291-303.

Appendix

Assessment Rubric(s)

Tk20 Performance-Based Assessment for EDSE 662: Individualized Education Program

vSpring 2019

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 or logical 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 statements irrelevant to the performance within the past calendar year or since the last IEP.
	• Candidate uses educational jargon and/or does not define terms that may not be understood by all who participate in the IEP development.
		• Candidate interprets information from formal and informal assessments to write an appropriate, relevant present levels of performance statement with:
		  o clear links to evaluations and assessments (such as interviews, observations, informal and classroom assessments, and standardized tests),
		  o reference to the similarities and differences between the student's development and typical human development,
		  o description of educational implications of the characteristics of various exceptionalities and sensory impairments (as applicable), and
		  o description of variations in beliefs, traditions, and values across and within cultures (as applicable).
		• Candidate identifies specific areas of need and for each identified area describes what the student:
		  o currently can do,
		  o currently cannot do that is appropriate for curriculum-based or age-based or ability-based expectations, and
		  o needs to do within the coming IEP year.
		• Candidate uses unbiased, objective language, defines terms and acronyms to assist understanding by all who participate in the IEP development.
			• Candidate interprets information from formal and informal assessments to write an appropriate, relevant present levels of performance statement with:
			  o clear links to evaluations and assessments (such as interviews, observations, informal and classroom assessments, and standardized tests),
			  o reference to the similarities and differences between the student's development and typical human development,
			  o description of educational implications of the characteristics of various exceptionalities and sensory impairments (as applicable), and
			  o description of variations in beliefs, traditions, and values across and within cultures (as applicable).
			• Candidate identifies specific areas of need and for each identified area describes what the student:
			  o currently can do (stated first),
			  o currently cannot do that is appropriate for curriculum-based or age-based or ability-based expectations, and
			  o needs to do within the coming IEP year.
			• Candidate uses unbiased, objective language, defines terms and acronyms to assist understanding by all who participate in the IEP development.
			• Candidate describes strengths and areas in need of improvement in relation to Virginia Standards of Learning.

EDSE 662 CAEP Assessment	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
Measurable Annual Goals CEC/IGC Standard 3 Candidate uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.	• Candidate writes annual goals that: o do not reflect information in the present levels of performance section and/or o do not identify appropriate targets for student growth and/or o are not priorities and/or o are not clearly stated. • Candidate writes goal statements that: o do not include appropriate statements of conditions ("givens") and/or o are not measurable/do not include observable behaviors and/or o do not include appropriate levels of mastery.	• Candidate writes clearly stated appropriate age and ability annual goals that: o reflect areas of need identified in the present levels of performance AND o identify appropriate targets for student growth within a year. • Candidate includes for each goal: o measurable/ observable behavior(s) AND o condition(s) under which the student's performance will be demonstrated AND o appropriate and clear levels of mastery. • Candidate writes goals that focus on decreasing and/or increasing (as appropriate) academic, behavioral/social, life, and study/ organizational skills. • Candidate demonstrates (if appropriate) consideration of variations in beliefs, traditions, and values across and within cultures.	• Candidate writes clearly stated appropriate age and ability annual goals that: o reflect areas of need identified in the present levels of performance AND o identify appropriate targets for student growth within a year (i.e., the goal is a realistic and suitable 12 month goal). • Candidate includes for each goal: o measurable/ observable behavior(s) AND o condition(s) under which the student's performance will be demonstrated AND o appropriate and clear levels of mastery AND o a statement of maintenance AND/OR a statement of generalization. • Candidate bases goals on the scope and sequence of the Virginia Standards of Learning (cites VSOL correlations). • Candidate writes goals that focus on decreasing and/or increasing (as appropriate) academic, behavioral/social, life, and/or study/ organizational skills. • Candidate states how progress will be measured and when progress will be reported to families/guardians. • Candidate demonstrates (if appropriate) consideration of variations in beliefs, traditions, and values across and within cultures.
Short Term Objectives or Benchmarks CEC/IGC Standard 3 Candidate uses knowledge of general and specialized curricula to individualize learning	• Candidate does not appropriately match the use of short-term objectives or of benchmarks to the task described in the goal. • Candidate mixes together under one goal the use of short-term objectives and benchmarks. • Candidate writes individualized learning short-term objectives/ benchmarks that are unclear and/or:	• Candidate appropriately selects short-term objectives OR benchmarks to accompany each goal and does not mix using them under one goal. • Candidate writes clearly stated individualized short-term objectives/benchmarks that o relate to the associated annual goal AND o are sequential age and ability appropriate. • Candidate includes for each short-term objective or benchmark: o the measurable/ observable behavior AND	• Candidate appropriately selects short-term objectives OR benchmarks to accompany each goal and does not mix using them under one goal. • Candidate writes clearly stated individualized short-term objectives/benchmarks that o relate to the associated annual goal AND o are sequential age and ability appropriate. • Candidate includes for each short-term objective or benchmark:

EDSE 662 CAEP Assessment	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
for individuals with exceptionalities.	o are not directly related to the annual goals and/or o are not sequentially age or ability appropriate and/or o include components that are inappropriate for performing the identified task(s) o do not appropriately include observable behaviors o do not appropriately include conditions under which the behaviors are demonstrated, and o do not appropriately include degrees of mastery.	o the condition(s) under which the behavior will be demonstrated AND o the target degree of mastery • Candidate writes short-term objectives/benchmarks that focus on decreasing and/or increasing (as appropriate) academic, behavioral/social, life, and study/ organizational skills. • Candidate demonstrates (if appropriate) consideration of variations in beliefs, traditions, and values across and within cultures.	o the measurable/ observable behavior AND o the condition(s) under which the behavior will be demonstrated AND o the target degree of mastery AND o a statement of maintenance AND/OR a statement of generalization. • Candidate writes short-term objectives/benchmarks that focus on decreasing and/or increasing (as appropriate) academic, behavioral/social, life, and/or study/ organizational skills. • Candidate bases short-term objectives/benchmarks on the scope and sequence of the Virginia Standards of Learning. • Candidate states how progress will be measured and when progress will be reported to families/guardians. • Candidate demonstrates (if appropriate) consideration of variations in beliefs, traditions, and values across and within cultures.
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 the present levels of performance.	• Candidate lists appropriate program and primary services and related services (if applicable) that demonstrate an understanding of: o the continuum of placement and services available for individuals with exceptional learning needs and o the concept of the least restrictive environment and • Candidate identifies appropriate program and primary services and related services (if applicable) that o align consistently with the individual's areas of need based on present levels of performance and o provide supports needed for the student to be successful in the least restrictive environment.	• Candidate lists appropriate program and primary services and related services (if applicable) that demonstrate an understanding of: o the continuum of placement and services available for individuals with exceptional learning needs and o the concept of the least restrictive environment and • Candidate identifies appropriate program and, if appropriate, primary and related services that align consistently with the individual's areas of need based on present levels of performance • Candidate includes for all services appropriate statements of the following: o service provider(s) o location

EDSE 662 CAEP Assessment	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
		• Candidate includes for all services appropriate statements of the following: o service provider(s) o location o frequency o setting o duration o start and end dates.	o frequency o setting o duration o start and end dates. • Candidate includes a rationale for how services relate to the individual's needs. • Candidate includes a statement of the extent that the student: o may participate in regular school extra-curricular and non-academic activities OR o may not participate in specific, stated regular school extra-curricular and/or non-academic activities, with explanation and rationale. • Candidate states, as appropriate, supplementary services to improve student access to learning and participation across academic, extracurricular, non-academic activities and settings.
Accommodations and Modifications CEC/IGC Standard 3 Candidate uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.	• Candidate uses the terms "accommodations" and "modifications" inappropriately, including using them interchangeably or inconsistently. • Candidate does not identify accommodations and/or modifications, need for which is made evident in the present levels of performance component. • Candidate identifies inappropriate accommodations and/or modifications.	• Candidate identifies (as appropriate) accommodations for participation in academic, non-academic, and extracurricular activities. The candidate provides, for each accommodation recommended, a rationale tied to the present levels of performance. • Candidate describes accommodations with clarity and correlates each accommodation to the learning and assessment focus that the accommodation supports. • Candidate identifies as appropriate and with rationale modifications to the curriculum. • Candidate identifies with rationale, when appropriate, assistive technologies that serve as accommodations to support the learner. • Candidate identifies with rationale based on present levels of performance appropriate accommodations and/or modifications that support student access to non-academic and extracurricular activities in education settings, if applicable.	• Candidate identifies (as appropriate) accommodations for participation in academic, non-academic, and extracurricular activities.. The candidate provides, for each accommodation recommended, a rationale tied to the present levels of performance. AND to the goals that have been identified. • Candidate describes accommodations with clarity and correlates each accommodation to the learning and assessment focus that the accommodation supports. • Candidate identifies as appropriate and with rationale modifications to the curriculum. • Candidate identifies with rationale, when appropriate, assistive technologies that serve as accommodations to support the learner. • Candidate identifies with rationale based on present levels of performance appropriate accommodations and/or modifications that support student access to non-academic and

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

			extracurricular activities in education settings, if applicable.
			• All rationales for accommodations and/or modifications include, as appropriate, discussion of the impact of:
			  ○ perceptual and information processing skills
			  ○ work completion abilities
			  ○ test taking abilities,
			  ○ variations in beliefs, traditions, and values across and within cultures.

Participation in State Assessments CEC/IGC Standard 3 Candidate uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.	• Candidate does not list student participation in state assessments or provide explanation with rationale stating why the student is not participating. • Candidate selects inappropriate levels of student participation in state assessments based on present levels of performance and student's exceptional condition(s).	• Candidate selects appropriate levels of student participation in state and district assessments based on present levels of performance and student's exceptional condition(s). • Candidate lists appropriate accommodations for state and district assessments. • Candidate provides for each accommodation a rationale based on the present levels of performance component.	• Candidate selects appropriate levels of student participation in state and district assessments based on present levels of performance and student's exceptional condition(s). • Candidate lists appropriate accommodations and correlates specific accommodations to each state and district assessment. • Candidate provides for each accommodation on each state and district assessment a rationale based on the present levels of performance component, including discussion of the impact exceptional conditions (such as perceptual and information processing skills) can have on an individual's testing abilities.

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 components of the IEP using:
	  ○ biased or inflammatory language and/or
	  ○ unclear or ambiguous statements and/or
	  ○ inaccuracies (including spelling, grammatical, and other writing mechanics errors) and/or
	  ○ jargon or terms that may not be understood by all who participate in the development of the IEP.
	• Candidate writes a narrative statement about principles and practices that
		• Candidate writes components of the IEP that comply with all relevant laws and policies and demonstrate best practices.
		• Candidate writes a narrative statement about principles and practices that inform the IEP process. The statement reflects knowledge of accepted and supported practices in the field of special education.
		• Candidate writes all components of the IEP project with clarity, accuracy (including spelling, grammar, and other writing mechanics), use of neutral, objective, non-inflammatory language, and explanation of terms and acronyms to support understanding
			• Candidate writes components of the IEP that comply with all relevant laws and policies and demonstrate best practices.
			• Candidate writes a narrative statement about principles and practices that inform the IEP process. The statement reflects knowledge of accepted and supported practices in the field of special education and advocacy for the rights of individuals with disabilities and their families/guardians.
			• Candidate writes all components of the IEP project with clarity, accuracy (including spelling, grammar, and other writing mechanics), use of neutral, objective, non-

EDSE 662 CAEP Assessment	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
	inform the IEP process and written document that: ○ reflect unsuitable practices as stated above and/or ○ are inaccurate and/or ○ support practices contrary to legal compliance or ethical standards.	by all who participate in the development of the IEP. • All components of the IEP project align/make sense with one another.	inflammatory language, and explanation of terms and acronyms to support understanding by all who participate in the development of the IEP. • All components of the IEP project align/make sense with one another. • Candidate includes documentation that IEP procedural safeguards were enacted (e.g., a statement that that families/guardians of the individual with disabilities have been informed of their special education rights).