



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

Spring 2023

EDSE 241 001: Characteristics of Students with Disabilities who Access the General Curriculum
CRN: 14414, 3– Credits

Instructor: Dr. Margaret Weiss	Meeting Dates: 1/23/23 – 5/17/23
Phone: 703.993.5732	Meeting Day(s): Monday/Wednesday
E-Mail: mweiss9@gmu.edu	Meeting Time(s): 10:30 am – 11:45 am
Office Hours: Mondays 12-1pm or by appointment	Meeting Location: Fairfax; Horizon 4001
Office Location: Finley Building 213	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 academic, social, and behavioral characteristics of individuals with disabilities who access the general curriculum, including students with learning disabilities, emotional/behavioral disorders, intellectual disability, autism, and attention deficit disorder. Focuses on etiology, contributing factors, impact on life and family, the challenges of identifying students with disabilities, and the need for intensive instruction, accommodations, and support.

Course Overview

EDSE 241 focuses on the academic, social, and behavioral characteristics of individuals with disabilities who access the general curriculum and the impact these characteristics have on school, family, and life outcomes. The course examines the etiology, contributing factors, identification process, and required intensive instruction of these disabilities.

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

Take advantage of student resources like the Writing Center (<https://writingcenter.gmu.edu/>), Learning Services (<https://learningservices.gmu.edu/>), Assistive Technology Initiative (<https://ati.gmu.edu/>), and/or University Life (<https://ulife.gmu.edu/>).

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

This course is designed to enable teacher candidates to do the following:

1. State the federal definitions of various disabilities including learning disability, emotional/behavioral disability, other health impairment, intellectual disability, and autism spectrum disorder.
2. Describe the history and evolution of these disability categories.
3. Describe the characteristics of individuals with these disabilities and
 - a. age-span and developmental issues;
 - b. levels of severity;
 - c. cognitive functioning;
 - d. language development;
 - e. emotional and behavioral adjustment;
 - f. social development;
 - g. medical aspects; and
 - h. cultural, ethnic, and socio-economic factors.
4. Describe how educational environments impact students with disabilities, including the concept of multi-tiered systems of support and least restrictive environment.
5. Identify motivational factors that build self-understanding and confidence of individuals with disabilities who access the general curriculum.
6. Define and describe Explicit Instruction and its components, including opportunities to respond, scaffolding, specific feedback, modeling, guided practice, and independent practice.
7. Identify the educational implications of the characteristics of disabilities.

8. Identify the career and lifelong implications of the characteristics of students with disabilities who access the general curriculum.
9. Summarize the similarities and differences between students with disabilities and their nondisabled peers.
10. Describe the role of the special education teacher in programs for students who access the general curriculum.

Professional Standards

Upon completion of this course, candidates will have met the following professional standards:

CEC Standard 1: Learner development and individual learning differences

InTASC Standard 1: Learner Development

InTASC Standard 2: Learning Differences

Required Texts

Raymond, E. B. (2017). *Learners with mild disabilities: A characteristics approach (5th ed.)*. Pearson.

(I would encourage you to get the etext as it has helpful, additional learning resources.)

Archer, A. L., & Hughes, C. A. (2011). *Explicit instruction: Effective and efficient teaching*. The Guilford Press.

Recommended Texts

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

Required Resources

Access to Course Blackboard site

Additional Readings

Will be found in the Course Blackboard site

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). The directions for each assignment are available in the syllabus and/or in the Course Blackboard site. Please read these carefully.

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/SLL (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/SLL.

For EDSE 241, the required PBA is Case Study Report. Please check to verify your ability to upload to VIA/SLL before the PBA due date.

Assignments and/or Examinations

Performance-based Assessment (VIA submission required)

The PBA for this course is the Case Study Report. Directions and the grading rubric are available in Appendix A of this syllabus document. Directions, grading rubric, and additional required materials can be found in the Course Blackboard site.

College Wide Common Assessment (VIA submission required)

There is no College Wide Common Assessment in this course.

Other Assignments

There are three additional graded activities in this course. All specific directions can be found in the Course Blackboard site.

1. *Participation.* Consider this course a professional learning experience in preparation for your career. Therefore, in an effort to practice the expectations of a professional teacher, you will be expected to be in class on time for the entire time, prepared, and active in all activities. Details as to how participation will be evaluated are available in the Course Blackboard site. Each class (28 across semester) is worth up to 3 points.
2. *Exams.* There will be two exams during the course semester. These exams will be during a class session, closed book, multiple choice, and short answer. Their purpose is to encourage learning basic terms and foundational concepts that are critical to your professional knowledge. Each exam will be worth 45 points.
3. *Case study questions.* For 5 of the case studies that we discuss, you will submit written responses to the discussion questions from the text. Each set of case study questions will be worth 8 points and graded for content and mechanics.

Assignment Summary

Course grades are calculated by summing the points earned on assignments and dividing by the total possible points. Grades are designed to indicate your success in completing assignments, not the level of effort you put into them.

Participation (up to 3 pts in each of 28 classes)	84 points
Exams (2 @ 45 points each)	90 points
Case study questions (5 @ 8 points each)	40 points
Case study report	50 points
Total Points:	264 points

Student Evaluations of Teaching

The student evaluation of teaching, or SET, is an online course survey. You are strongly encouraged to complete this form for each course as this feedback helps instructors and administrators improve your class experiences. Towards the end of the course, you will receive email and Blackboard notifications when the evaluations open. Your anonymous and confidential feedback is only shared with instructors after final grades have been submitted. More information about the SET can be found on The Institute of Effectiveness and Planning website at <https://oiep.gmu.edu/set/>

Course Policies and Expectations

Attendance/Participation

As described in the catalog, “students are expected to attend the class periods of the courses for which they register” (see section [Attendance Policies](#)). Much of the learning that takes place in this program is done within the classroom, so missing class will negatively impact your ability to succeed in the course and master the course objectives. Simply attending is not enough; students are expected to be active participants in class discussions and activities, and to come to class prepared to engage with the material, their instructor, and their classmates. More information about expectations is available in the Course Blackboard site.

Excused absences are due to an emergency (i.e., death of a family member, hospitalization, etc.). Permission for an excused absence can only be given by Dr. Weiss. Every effort should be made to notify Dr. Weiss in advance and to plan for the completion of all work required. Dr. Weiss may request documentation of the reason for the absence (e.g., doctor’s note).

No more than 2 unexcused absences are allowed. More than two absences of any kind will affect your mastery of course content, which can affect your final grade and will require a conference with Dr. Weiss. Please note: notification of an “intended absence” does not mean it is an excused absence.

Late Work

To successfully complete this course, students need to adhere to all due dates for readings and assignments. All assignments should be submitted on or before the assigned due date. To be considered on time, assignments must be submitted by the start of class on the due date, unless otherwise noted by the instructor. On all assignments, full credit is available for those submitted on time. For every 24-hour period that an assignment is late, a 5% point deduction will occur. After one week from the due date (or until the last class session per the syllabus, whichever comes first), assignments will not be accepted. Please contact Dr. Weiss in advance if there is a problem with submitting your work on time.

Other Requirements

Email Communication

Students are expected to check their Mason e-mail daily and to *read* all email communications from Dr. Weiss. All email correspondence with Dr. Weiss should be done via your Mason email account.

Email is a professional means of communication. When you receive a course-related email that requires a response, you should provide one within two business days. Emails to Dr. Weiss should include a greeting, a concise message that has been spellchecked and contains correct grammar, sentence structure, and punctuation, and a signature at the end that includes your full name and any other pertinent information. In most cases, Dr. Weiss will respond in less than 24 hours unless the message is sent over the weekend or during university holidays.

Grading

A	95-100%
A-	90-94%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	73-76%
C-	70-72%
D	60-69%
F	<60%

***Note:** The George Mason University Honor Code will be strictly enforced. See [Academic Integrity Site](https://oai.gmu.edu/) (<https://oai.gmu.edu/>) and [Honor Code and System](https://catalog.gmu.edu/policies/honor-code-system/) (<https://catalog.gmu.edu/policies/honor-code-system/>). Students are responsible for reading and understanding the Code. “To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.” Work submitted must be your own new, original work for this course or with proper citations.

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See [Policies and Procedures](https://cehd.gmu.edu/students/policies-procedures/) (<https://cehd.gmu.edu/students/policies-procedures/>). 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 designated courses (EDSE 241, EDSE 361, EDSE 311), the mid-point self-evaluation is completed in designated courses (EDSE 445, EDSE 465, and EDSE 419), and the internship evaluation is completed by instructors in EDSE 482, EDSE 483, and EDSE 484. 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.

Week		Topics	Readings Due	Assignments Due
1	• 1/23	<ul style="list-style-type: none"> • EDSE 201 review; Students with disabilities who access the general curriculum • Course overview & syllabus review 	Raymond p. 3-13; 30-box on 42; 50-61	
	• 1/25	<ul style="list-style-type: none"> • Cognitive and Perceptual Characteristics 	Raymond, chp 9	
2	• 1/30	<ul style="list-style-type: none"> • Cognitive and Perceptual Characteristics; Case study discussion 	Raymond chp 9; Charlene, p. 206-207	<i>Case study questions due (p. 207)</i>
	• 2/1	<ul style="list-style-type: none"> • Language Characteristics 	Raymond chp 10	
3	• 2/6	<ul style="list-style-type: none"> • Language Characteristics; Case study discussion 	Raymond chp 10; Gavin, p. 233-234	<i>Case study questions due (p. 235)</i>
	• 2/8	<ul style="list-style-type: none"> • Academic Learning Characteristics 	Raymond chp 11	
4	• 2/13	<ul style="list-style-type: none"> • Academic Learning Characteristics; Case study discussion 	Raymond chp 11; Allison, p. 262-263	<i>Case study questions due (p. 263)</i>
	• 2/15	<ul style="list-style-type: none"> • Social-emotional Characteristics 	Raymond chp 12	
5	• 2/20	<ul style="list-style-type: none"> • Social-Emotional Characteristics; Case study discussion 	Raymond chp 12; Sammy, p. 290-293	
	• 2/22	<ul style="list-style-type: none"> • Exam 1 	Chps 9-12; case studies	Exam 1
6	• 2/27	<ul style="list-style-type: none"> • Learners with Intellectual and Development Disabilities 	Raymond chp 4	
	• 3/1 No F2F meet	<ul style="list-style-type: none"> • Learners with Intellectual and Developmental Disabilities 	Blackboard assignments	
7	• 3/6	<ul style="list-style-type: none"> • Case study discussion • Introduction to Jack/Case Study student 	Donald, p. 95-97; Read over Jack materials	<i>Review of Jack case study due</i>
	• 3/8	<ul style="list-style-type: none"> • Learners with Learning Disabilities 	Raymond chp 5	

Week		Topics	Readings Due	Assignments Due
	3/13-3/19	SPRING BREAK		
8	• 3/20	• Learners with Learning Disabilities	Blackboard material	
	• 3/22	• Case study discussion	Grace, p. 112-114	<i>Case Study Report part 1 due</i>
9	• 3/27	• Learners with Emotional/Behavioral Disorders	Raymond chp 6	
	• 3/29	• Learners with Emotional/Behavioral Disorders	Blackboard material	
10	• 4/3	• Case study discussion • Small groups for Jack/case study student	Carter, p. 134-136	<i>Case study questions due (p. 136)</i>
	• 4/5	• Learners with ADHD	Raymond chp 7	
11	• 4/10	• Learners with ADHD; Case study discussion	Blackboard material; Frank, p. 155-157	<i>Case Study Report part 2 due</i>
	• 4/12	• Learners with Autism Spectrum Disorder	Raymond chp 8	
12	• 4/17	• Case study discussion • Small groups for Jack/case study student	Sara, p. 172-173	
	• 4/19	• Exam 2	Chps 4-8; case studies	Exam 2
13	• 4/24	• Role of special educator	Blackboard material	<i>Case Study Report part 3 due</i>
	• 4/26	• Effective instruction basics	Archer & Hughes chps. 1 and 2	
14	• 5/1	• Effective instruction basics • Small groups for Jack/case study student	Archer & Hughes chp. 6	
	• 5/3	• Microteaching		<i>Case Study Report part 4 due</i>

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: See [Core Values](http://cehd.gmu.edu/values/) (<http://cehd.gmu.edu/values/>).

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code. See [Honor Code and System](https://catalog.gmu.edu/policies/honor-code-system/) (<https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing. See [Responsible Use of Computing](http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/) (<http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor. See [Disability Services](https://ds.gmu.edu/) (<https://ds.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to VIA should be directed to viahelp@gmu.edu or <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/) (<https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>).
- [Learning Services \(learningservices@gmu.edu\)](mailto:learningservices@gmu.edu) - Provides a variety of experience-based learning opportunities through which students explore a wide range of academic concerns. Services include support to students with learning differences, individual study strategy coaching, individualized programs of study, and referrals to tutoring resources. Presentations on a variety of academic topics such as time management, reading, and note taking are available to the university community. The programs are open to all George Mason University students free of charge.

Notice of mandatory reporting of sexual assault, sexual harassment, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, 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 the [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 or support measures from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

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

Appendix A Case Study Report Assignment

GUIDELINES FOR THE STUDENT CASE STUDY ASSIGNMENT

The student case study assignment provides you with the opportunity to get an in-depth understanding of a student with exceptionalities who accesses the general curriculum. You will examine his or her educational history and goals, describe classroom and school characteristics, and synthesize the information gathered, relating it to the content of the course. The purpose of the case study assignment is to help you understand the complexity of each individual case of a student with exceptional learning needs. This assignment has four major sections. Each section should be labeled with the heading given below. The paper should be formatted using APA style.

Part I: Demographic and Background Data

Using the case study materials you were given, create a pseudonym to use throughout your project.

- A. From these documents, provide a thorough description of your student, including
 1. demographic information,
 2. disability diagnosis and etiology,
 3. any medical conditions that exist,
 4. psychological and social-emotional characteristics, and
 5. any other information relevant to the student’s academic achievement (e.g., has moved repeatedly, has significant family changes). Do not include the student’s educational history. That is included in Part II.
- B. Identify and provide examples of the skills and characteristics of your student that are (a) similar to the his/her peers (typical growth and development) and (b) those skills and characteristics that are dissimilar (atypical).
- C. Identify the educational implications of the atypical characteristics.

Part II: Educational History, Goals, Objectives, and Accommodations

Describe your student’s educational history, including

1. schools attended,
2. reason for initial referral,
3. pre-referral interventions (if available),
4. results of multidisciplinary evaluation,

5. special education classification,
 6. description and location of educational service provision, and
 7. related services provided.
- A. From the student's IEP-related documents, summarize or state the educational goals and objectives and identify the classroom accommodations.
 - B. 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.
 - C. Evaluate how the levels of support correspond to the needs of the individual.

Part III: School and Classroom Information

Give a description of your student's school, including

1. Demographics of students,
 2. Staffing
 3. Continuum of services for students with exceptional learning needs.
- A. Describe your student's educational placement. What special education and general education services are provided? In what locations or ways are the services provided?
 - B. Evaluate how this placement is the Least Restrictive Environment to address the student's specific skills and characteristics, as described in Part I.
 - 1. Describe the classroom(s) in which the student participates, including**
 - 2. Number of students**
 3. Content area
 4. Curriculum standards used

Part IV: Summary, Synthesis and Recommendations

- A. 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. Provide enough detail that a stranger could walk into the classroom and identify your student from your summary alone.
- B. 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.
- C. Recommendations

Given the information you have compiled about your student and your learning from the course,

 1. Do you think your student is receiving the services and supports he or she needs? Provide a rationale for your response.
 2. If you could provide recommendations to the IEP team about effective instruction to match the characteristics of your student, what would they be? Provide a rationale for your response.
- D. Final reflection
 1. How did your personal cultural biases and differences affect your interactions

- with this student's information during this assignment?
2. How did this assignment help you better understand the needs and complexities of a student with exceptional learning needs?
 3. What questions do you still have about either the student, the services, or the process?

Student Case Study Report VIA Rubric

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
<p>Demographic and Background Data</p> <p>CEC/IGC Standard 1</p> <p>Candidate understands how exceptionalities may interact with development and learning and uses this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.</p>	<ul style="list-style-type: none"> • Candidate provides partial demographic and background information, giving only a limited view of the learner with an exceptionality. Candidate does not include all of the following: <ul style="list-style-type: none"> ○ etiology and diagnosis, ○ any medical conditions that exist, psychological and social-emotional characteristics, and ○ the effect these conditions can have on the student’s life. 	<ul style="list-style-type: none"> • Candidate discusses the demographic and background information related to the target student inclusive of all of the below: <ul style="list-style-type: none"> ○ etiology and diagnosis, ○ any medical conditions that exist, psychological and social-emotional characteristics, and ○ the effect these conditions can have on the student’s life. • Candidate discusses skills and typical and atypical human growth characteristics of the learner. • Candidate describes the educational implications of the characteristics of the learner’s exceptionality and the impact of the learner’s exceptional learning needs on the learner, their family, and society. 	<ul style="list-style-type: none"> • Candidate discusses the demographic and background information related to the target student inclusive of all of the below: <ul style="list-style-type: none"> ○ etiology and diagnosis, ○ any medical conditions that exist, psychological and social-emotional characteristics, and ○ the effect these conditions can have on the student’s life. • Candidate discusses skills and typical and atypical human growth characteristics of the learner. • Candidate describes the educational implications of the characteristics of the learner’s exceptionality and the impact of the learner’s exceptional learning needs on the learner, their family, and society. • Candidate provides elaboration on the student’s characteristics to include evidence of scholarly work (e.g., use of texts or other research).
<p>Educational History, Educational Goals, Objectives, and Accommodations</p> <p>CEC/IGC Standard 1</p> <p>Candidate understands how exceptionalities may interact with development and</p>	<ul style="list-style-type: none"> • Candidate summarizes the learner’s educational goals, objectives and classroom accommodations but does not address the impact of the learner’s social abilities, attitudes, and values on instruction and career development. • Candidate provides a partial educational history related to 	<ul style="list-style-type: none"> • Candidate provides a complete summary of the learner’s educational goals, objectives and classroom accommodations and the impact of the learner’s social abilities, attitudes, interests, and values on instruction. • Candidate discusses the educational history related to the target student inclusive of: <ul style="list-style-type: none"> ○ the educational implications of the characteristics of the 	<ul style="list-style-type: none"> • Candidate provides a summary of the learner’s educational goals, objectives and classroom accommodations and the impact of the learner’s social abilities, attitudes, interests, and values on instruction. • Candidate discusses the educational history related to the target student inclusive of: <ul style="list-style-type: none"> ○ the educational implications of the characteristics of the learner’s exceptionality and

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
learning and uses this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.	<p>the target student that does not include:</p> <ul style="list-style-type: none"> ○ the educational implications of the characteristics of the learner’s exceptionality AND/OR ○ the effect a learner’s exceptionality can have on his/her life. <ul style="list-style-type: none"> • Candidate writes a description of the student’s educational history that fails to include how cultural and linguistic differences (if applicable) may affect learning, growth, and development. 	<ul style="list-style-type: none"> ○ learner’s exceptionality and the effect a learner’s exceptionality can have on his/her life. <ul style="list-style-type: none"> • Candidate writes a description of the student’s educational history that includes how cultural and linguistic differences (if applicable) may affect learning, growth, and development. • Candidate describes the impact the learner’s disability has on auditory and/or information processing skills and relates levels of support to the needs of the individual. 	<ul style="list-style-type: none"> ○ the effect a learner’s exceptionality can have on his or her life. <ul style="list-style-type: none"> • Candidate writes a description of the student’s educational history that includes how cultural and linguistic differences (if applicable) may affect learning, growth, and development. • Candidate describes the impact the learner’s disability has on auditory and/or information processing skills and relates levels of support to the needs of the individual. • Candidate provides elaboration on the student’s characteristics to include evidence of scholarly work (e.g., use of texts or other research) OR provides examples of specific skill or behavioral needs of students.
<p>School and Classroom Information</p> <p>CEC/IGC Standard 3</p> <p>Candidate uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.</p>	<ul style="list-style-type: none"> • Candidate provides a description of the school and/or classroom setting but does not examine the impact of the environment’s adaptations (or lack thereof) on the learning opportunities for learners with exceptionalities OR the continuum of placement services available for individuals with exceptionalities. 	<ul style="list-style-type: none"> • Candidate a complete description of the school and classroom setting in the greater context of <ul style="list-style-type: none"> ○ organizations in collaboration with special education and ○ the continuum of placement and services available for individuals with exceptionalities. • Candidate evaluates the environmental context in terms of the level of support necessary for the needs of the individual. • Candidate clearly describes how the environment’s adaptations impact the quality of learning opportunities for learners with 	<ul style="list-style-type: none"> • Candidate describes both the school and classroom setting in the greater context of <ul style="list-style-type: none"> ○ organizations in collaboration with special education and ○ the continuum of placement and services available for individuals with mild to moderate exceptional learning needs. • Candidate evaluates the environmental context in terms of the level of support necessary for the needs of the individual. • Candidate clearly describes how the environment’s adaptations impact the quality of learning opportunities for learners with exceptionalities and determines whether or not optimal learning opportunities are being provided.

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
		exceptionalities and determines whether or not optimal learning opportunities are being provided.	<ul style="list-style-type: none"> • Candidate provides elaboration on the school and classroom setting and its impact on learners with exceptionalities to include evidence of scholarly work (e.g., use of texts or other research).
<p>Summary, Synthesis and Reflection & Additional Recommendations</p> <p>CEC/IGC Standard 3, 6</p> <p>Candidate uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities. Candidate uses foundational knowledge of the field and his/her ethical principles and practice standards to inform special education practice, to engage in lifelong learning,</p>	<ul style="list-style-type: none"> • Candidate provides an incomplete summary that does not include information from all components of the student profile. • Candidate provides incomplete recommendations, educational accommodations, and modifications for the learner with exceptional learning needs by EITHER not addressing recommendations, educational accommodations, or modifications OR by not linking student characteristics to these recommendations, accommodations, or modifications. 	<ul style="list-style-type: none"> • Candidate provides recommendations, accommodations, and/or modifications that identify and prioritize areas of the general curriculum and accommodations for the learner with exceptionalities. • The candidate demonstrates, by integrating student characteristics and recommendations, their commitment to developing the highest education and quality-of-life potential of individuals with exceptionalities. • Candidate summarizes all pertinent information inclusive of observations, interviews and background information and shows competence and sound judgment by offering a comprehensive synthesis of <ul style="list-style-type: none"> ○ their learner’s characteristics as compared with typical and atypical learners, ○ the social and educational implications of these characteristics and ○ the effect the exceptionality has on the learner’s life. 	<ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> ○ their learner’s characteristics as compared with typical and atypical learners, ○ the social and educational implications of these characteristics and ○ the effect the exceptionality has on the learner’s life. • Candidate analyzes how his/her own cultural biases and differences affected his/her interactions with students and their families. • Candidate provides elaboration in the synthesis to include evidence of scholarly work (e.g., use of texts or other

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
and to advance the profession.			research).