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

Summer 2023
EDSE 662 672: Consultation and Collaboration
CRN: 43855, 3 – Credits

Instructor: Dr. Margaret Weiss	**Meeting Dates:** 5/25/23 – 7/27/23
Phone: https://gmu.zoom.us/j/6951566140	**Meeting Day(s):** Thursday
E-Mail: mweiss9@gmu.edu	**Meeting Time(s):** 5:15 pm – 9:15 pm
Office Hours: Thursdays; 7:15pm or by appointment	**Meeting Location:** Online
Office Location: https://gmu.zoom.us/j/6951566140	**Other Phone:** N/A

Note: **This syllabus may change according to class needs. Teacher Candidates/Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.**

Prerequisite(s):
Teaching licensure, or enrollment in graduate degree program in education.

Co-requisite(s):
None

Course Description
Provides professionals in special education, regular education, and related fields with knowledge and communication skills necessary for collaborative consultation and technical assistance to other educators and service providers.

Advising Contact Information
Please make sure that you are being advised on a regular basis as to your status and progress in your program. Students in Special Education and Assistive Technology programs can contact the Special Education Advising Office at 703-993-3670 or speced@gmu.edu for assistance. All other students should refer to their assigned program advisor or the Mason Care Network (703-993-2470).

Advising Tip
Did you know that to receive your teaching license you need to submit your request to VDOE? Depending on your situation, you can either submit your paperwork to VDOE through your county HR office or through GMU. For instructions, visit http://cehd.gmu.edu/teacher/instructions.

Course Delivery Method
Learning activities include the following:
1. Class lecture and discussion
2. Application activities
3. Small group activities and assignments
4. Video and other media supports
5. Research and presentation activities
6. Electronic supplements and activities via Blackboard

This course will be delivered online (76% or more) using 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 Wednesday, May 24, 2023.

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/Ultra/Getting_Started/Browser_Support)
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download: Adobe Acrobat Reader: https://get.adobe.com/reader/
- Windows Media Player: https://support.microsoft.com/en-us/help/14209/get-windows-media-player
- Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Week:
  Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
- Log-in Frequency:
  Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week. In addition, students must log-in for all scheduled online synchronous meetings.
- Participation:
  Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions. Because this is a collaboration course, the expectation is that your camera is on during synchronous sessions.
- Technical Competence:
  Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:
  Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:
  Please be aware that this course is not self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the Class Schedule section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support:
  Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette:
  The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words*. Remember that you are not competing with classmates but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- Accommodations:

Online learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Service.

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.
Gibb, G. S., & Taylor, T. M. (2022). *IEPs: Guide to writing individualized education progra*ms *(4th 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
See 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/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 662, the required PBA is Individualized Education Program Project. 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)
Individualized education program project. The IEP project requires the student to write a complete IEP for a case study student. This includes a present level of performance statement, annual goals, benchmarks, services, placement, and accomodations statement. The assignment will be written in a narrative format with related questions for each section. The IEP assignment directions and related materials are located in Blackboard. See Appendix for rubric.

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

Other Assignments
Weekly assignments + synchronous participation: Seven of our ten weeks together will begin with a synchronous meeting from 5:15-approximately 7:15pm. At this time, we will review/summarize the previous week's learning and do some learning activities related to the next week's topic. Then, you will complete various activities asynchronously (e.g., readings, reflections, online activities) and submit evidence before the next synchronous class session. Each weekly task list will be available at least a week in advance.

<u>Online only assignments:</u> Three of our ten weeks together will be asynchronous with no synchronous meeting scheduled. On these weeks, you will be completing modules and submitting an assignment. These assignments will be due before 5:15pm on Thursday of the next week.

<u>Co-teaching lesson plan</u>: Following our unit on co-teaching, you will create a co-taught lesson plan for a content area lesson of your choosing. You will create this lesson in a lesson planning application that will be demonstrated in class. Details are available on Blackboard.

Assignment Summary

Weekly assignments + synchronous participation	(7 opportunities/6 points each)	42 points
Online only assignments	(3 opportunities/6 points each)	18 points
IEP Assignment		40 points
Co-teaching lesson plan		20 points
	Total Points:	120 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

Synchronous class attendance and participation are an important part of this course. Attendance points are earned for each synchronous class to emphasize the importance of engaging in the learning activities and educational environment of the course. Students are expected to arrive on time, participate in all class discussions and activities, and stay until the end of class. Participation will be evaluated through the artifacts students produce and digitally submit during the session through group and individual work, as well as through the active engagement with others in the session. For full participation credit during each session, students must not only attend the full class session virtually, but actively participate, work cooperatively, and turn in high quality class products.

If you are unable to make any synchronous class sessions during the semester, please contact the instructor by e-mail **before** the class session you will miss. If the absence is due to an emergency, contact the instructor as soon as possible. Not attending the synchronous session will result in not earning synchronous participation points. However, the instructor reserves the

right to allow a student to earn partial credit for synchronous points if activities are completed. Two unexcused absences from synchronous sessions OR two unexcused weeks of incomplete asynchronous work will result in no credit for this course.

Late Work

To successfully complete this course, students need to adhere to all due dates for readings, assignments, and asynchronous work. All assignments should be submitted on or before the assigned due date. All asynchronous work must be completed before 5:15pm on the day of class.

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 and asynchronous work, 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. However, the instructor reserves the right to make allowances to this policy based on individual life circumstances. Please contact the instructor in advance if there is a problem with submitting your work on time.

Grading

Grade	Percent
A	92-100%
A-	90-91%
B+	88-89%
B	83-87%
B-	80-82%
C	75-79%
F	<75

*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/policies-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/Wk	Topic	Schedule	Assignments due
Week 1 5/25	Why collaboration? Course expectations	Synchronous meet (5:15-7:15pm) Material on Blackboard	
Week 2 6/1	Communication skills	Synchronous meet (5:15-7:15pm) Material on Blackboard	Before class: Material from week 1
Week 3 6/8	IEPs: Data-based decision making	Synchronous meet (5:15-6:15pm) Material on Blackboard	Before class: Material from week 2
Week 4 6/15	IEPs	Online only Material on Blackboard	Before class: Material from week 3
Week 5 6/22	IEPs	Synchronous meet (5:15-7:15pm) Material on Blackboard	Before class: Material from week 4
Week 6 6/29	IEPs	Synchronous meet (5:15-7:15pm) Material on Blackboard	Before class: Material from week 5
Week 7 7/6	Paraeducators/Families	Online only Material on Blackboard	Before 5:15pm Thursday: IEP assignment
Week 8 7/13	Co-teaching	Synchronous meet (5:15-7:15pm) Material on Blackboard	Before class: Material from Week 7
Week 9 7/20	Co-teaching	Online only Material on Blackboard	Before class: Material from Week 8
Week 10 7/27	Co-teaching	Synchronous meet (5:15-7:15pm) Material on Blackboard	Before midnight: Co-teaching lesson plan

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 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/).

- Learning Services (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/).

Appendix
Assessment Rubric(s)

Rubrics: EDSE 662 CAEP Performance-based Assessment - IEP Project

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

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

Measurable Annual Goals
 	
CEC/IGC Standard 3
 	
Candidate uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.
	Candidate fails to demonstrate an understanding of the models and theories related to instructional planning by writing annual goals that are not priorities and/ OR do not reflect present levels of performance and/ OR lack direction for student growth.	• Candidate demonstrates an understanding of the models and theories related to instructional planning by writing age and ability appropriate annual goals that:
		  o are measurable,
		  o reflect present levels of performance, and
		  o show direction for student growth.
		• Candidate writes goals that focus on both decreasing and/or increasing learner behaviors.
		• Candidate demonstrates consideration of variations in beliefs, traditions, and values across and within cultures (as appropriate) while integrating affective, social, and life skills with academic curricula.
			• Candidate demonstrates an understanding of the models and theories related to instructional planning by writing age and ability appropriate annual goals that:
			  o are measurable,
			  o are and based upon the scope and sequence of the Virginia Standards of Learning (as appropriate),
			  o reflect present levels of performance, and
			  o show emphasis on increasing skills and/or positive behaviors.
			• Candidate demonstrates consideration of variations in beliefs, traditions, and values across and within cultures while integrating affective, social, and life skills with academic curricula.

EDSE 662 CAEP Assessment	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
Short Term Objectives or Benchmarks CEC/IGC Standard 3 Candidate uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.	Candidate fails to demonstrate an understanding of the models and theories related to instructional planning by writing individualized learning objectives/benchmarks that: o are not directly related to the annual goals OR o are not sequentially age and ability appropriate OR o utilize learner criteria that are inappropriate to task performance.	• Candidate demonstrates an understanding of the models and theories related to instructional planning by writing individualized learning objectives/benchmarks that o relate to an annual goal AND o are sequential age and ability appropriate AND o include the condition, measurable and observable learner behavior and verifiable criteria. • Candidate demonstrates consideration of variations in beliefs, traditions, and values across and within cultures (as appropriate) while integrating affective, social, and life skills with academic criteria.	• Candidate demonstrates an understanding of the models and theories related to instructional planning by writing individualized learning objectives/benchmarks that o relate to an annual goal AND o are sequential age and ability appropriate AND o include the condition, measurable and observable learner behavior and verifiable criteria AND o a statement of generalization AND o a statement of maintenance. • Candidate demonstrates consideration of variations in beliefs, traditions, and values across and within cultures (as appropriate) while integrating affective, social, and life skills with academic criteria.
Services, Least Restrictive Environment (LRE), Placement CEC/IGC Standard 1 Candidate understands how exceptionalities may interact with development and learning and uses this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.	Candidate lists program or primary related services that do not or inconsistently align with areas of need based on present levels of performance.	• Candidate lists appropriate program and primary services and related services (as appropriate) that: o demonstrate an understanding of the continuum of placement and services available for individuals with exceptional learning needs, and the concept of the least restrictive environment and o consistently align with the individual's areas of need based on present levels of performance as well as the supports needed to be successful in the LRE. • Candidate includes the following: o location o frequency o setting o duration o start and end dates.	• Candidate lists appropriate program and primary services and related services (as appropriate) that: o demonstrate an understanding of the continuum of placement and services available for individuals with exceptional learning needs, and the concept of the least restrictive environment and o consistently align with the individual's areas of need based on present levels of performance as well as the supports needed to be successful in the LRE. • Candidate includes the following: o location o frequency o setting o duration o start and end dates. • Candidate includes statement of how services relate to the individual's needs as well as the rationale for any activities in which the student cannot participate.

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

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