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

Summer 2016
EDSE 662 694: Consultation and Collaboration
CRN: 42647, 3 - Credits

Instructors: Dr. Jill Jakulski 　　　　　　 Dr. Latif Abdulalim	**Meeting Dates:** 05/26/16 - 07/28/16
Phone: 571-423-4414 　　　　 703-426-7300	**Meeting Day(s):** Thursdays
E-Mail: jjakulsk@gmu.edu 　　　　 labdulal@gmu.edu	**Meeting Time(s):** 5:00 pm - 9:00 pm
Office Hours: By appointment	**Meeting Location:** Fairfax HS, Room A132

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

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

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

Schedule Type: LEC

Hours of Lecture or Seminar per week: 3

Hours of Lab or Studio per week: 0

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

Co-requisite(s): None

Advising Contact Information
Please make sure that you are being advised on a regular basis as to your status and progress through your program. Mason M.Ed. and Certificate students should contact the Special Education Advising Office at (703) 993-3670 for assistance. All other students should refer to their faculty advisor.

Nature of Course Delivery

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

Interactive and teaming strategies are used to facilitate fulfillment of the outcomes established for the course. Professor/student-led class experiences and presentations incorporate a variety of formats, which may include whole and small group activities, discussion, demonstration, guest presenters, use of media/ technologies, and lecture. Students are expected to know and use GMU e-mail for course communication with the professor and other students and to use Blackboard for course assignments and sharing.

Evidence-Based Practices

This course will incorporate the evidence-based practices (EBPs) relevant to communication, collaboration, and consultation. These EBPs are indicated with an asterisk (*) in this syllabus' schedule. 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 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.

Learner Outcomes

Upon completion of this course, 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. aevelop self-assessment techniques for improving consultative and collaboration skills.
6. plan activities that implement effective consultation and collaboration techniques; and
7. develop an Individualized Education Plan.

Required Textbooks

Friend & Cook, *Interactions: Collaboration Skills for School Professionals*, Pearson, 8th edition, ISBN 0-13-416854-2

Gibb & Dyches, *Guide to Writing Quality Individualized Education Programs*, Pearson, 3rd edition, ISBN 9780133949520

Recommended Textbooks
American Psychological Association. **(2010).** *Publication manual of the American psychological association* (6th ed.). Washington, DC: American Psychological Association. ISBN 9781433805615

Required Resources
Access/Use of Blackboard

Additional Readings
Additional readings will be available on the course Blackboard site or provided to students in hard copy form.

Course Relationships to Program Goals and Professional Organizations
This course is part of the George Mason University, Graduate School of Education (GSE), Special Education Programs for teacher licensure in the Commonwealth of Virginia in the special education areas of Special Education: Students with Disabilities who Access the General Curriculum K-12, Visual Impairments PK-12, and Adapted Curriculum K-12. This program complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC), the major special education professional organization. The CEC standards that will be addressed in this class include Standard 1: Learner development and individual learning differences; Standard 3: Curricular content knowledge; Standard 5: Instructional planning and strategies; Standard 6: Professional learning and ethical practice; Standard 7: Collaboration.

GMU Policies and Resources for Students:
  a. Students must adhere to the guidelines of the George Mason University Honor Code [See http://oai.gmu.edu/the-mason-honor-code/].

  b. Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/].

  c. Students are responsible for the content of university communications sent to their George Mason University 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.

  d. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See http://caps.gmu.edu/].

  e. Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services and inform their instructor, in writing, as soon as possible. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor. [See http://ods.gmu.edu/].

  f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

  g. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See http://writingcenter.gmu.edu/].

Professional Dispositions
Students are expected to exhibit professional behaviors and dispositions at all times.

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

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See http://gse.gmu.edu/]

Course Policies & Expectations
  Attendance.
  - Students register for cohort classes with an understanding about the compacted semester time frame, the extended time frame for class sessions, and that all work is to be completed within the cohort semester. Students who are unable to attend class and complete course requirements within the cohort semester are advised to discuss options with their academic advisors.

  - Students are expected to: (a) attend all classes during the course; (b) arrive on time; (c) stay for the duration of the class time; (c) show evidence of having read/studied material; and (d) complete all assignments to earn the participation grade. Attendance, timeliness, and professionally relevant and active participation are expected. Attendance and professional participation at all sessions is very important because many of the activities in class are planned in such a way that they are to be completed during the class session.

  - Missing more than one class or repeated tardiness/leaving early will result in not earning your full participation grade for the course. Please notify us *in advance* by email (jjakulsk@gmu.edu, (labdulal@gmu.edu) if you will not be able to attend class.

  - In order to receive full participation credit for a class session, are expected to be in attendance, exhibit professional dispositions, and come to class fully prepared. This includes the following:
    o arriving on time;
    o staying in the classroom/activity area for the duration of the class time;
    o engaging in meaningful ways in all class activities;
    o having on hand all materials required for the class session as per course assignments and the syllabus; and
    o demonstrating professional behavior.

  The George Mason University College of Education and Human Development Professional Dispositions serve as a minimum standard (http://cehd.gmu.edu/teacher/professional-disposition).

Late Work.

- Late work will not be accepted unless we confirm with you in advance, via email, an alternate due date and time. Except in unusual/extenuating circumstances, requests for the submission of late assignments will not be approved.

- If you are not in class on the day an assignment is due, it remains your responsibility for submitting the assignment on or before the due date and time, and in the manner in which it is supposed to be submitted. Assignments which are to be posted to Blackboard are due no later than 9:00 p.m. on the dates they are due.

- A student who verifies extenuating circumstances preventing the completion of course requirements must make arrangements *no later than 7 calendar days prior to the last day of class.* Any exams must be taken no later than the last class.

Other Considerations.

- A student may not use projects, data, or material generated in and submitted for credit in another course. Violations result in an allocation zero points for the assignment and, for the IEP Project, also receive an evaluation in Blackboard (CAEP assessment) of "Does Not Meet Expectations.

- Written Language: Students at the graduate level are expected to compose with accuracy (grammar, spelling, other mechanics, form, structure, etc.) and at a conceptual level commensurate with advanced degree study. The standard format for formal assignment written work in the College of Education and Human Development is APA Style. If you are unfamiliar with APA format, it would benefit you to purchase the current edition of the Publication Manual of the American Psychological Association. Additionally, for writing support and guidance you can visit the GMU Writing Center. You are required to use APA guidelines for all course assignments as noted in the assignment descriptions. This website links to APA format guidelines: http://apastyle.apa.org.

- Oral Language: Use "person-first language" in class discussions and written assignments (and, ideally, in professional practice). In accordance with terminology choices in the disability community, strive to replace formerly used terms with currently preferred forms (e.g., use "Intellectual Disabilities"; "Emotional Disabilities") in oral and written communication and to avoid language labels by stating, for example, a "student with disabilities" (SWD) rather than a "disabled student". Please refer to guidelines for non-handicapping language in APA Journals, including information available at: http://www.apa.org/pi/disability/resources/policy/resolution-ada.pdf and http://supp.apa.org/style/pubman-ch03.15.pdf.

- **Your George Mason University email address and the professor's George Mason University email address are the only email addresses that will be used for communication in this course.** Student email is accessed at http://masonlive.gmu.edu. **ALL** communications regarding coursework, enrollment issues, advising, internship and important program listserv announcements are sent to students via their Mason email accounts. Students are held responsible for this information. Failing to check your Mason email or citing technical difficulties does not relieve you of the responsibility to communicate via your George Mason University account. Please make sure your **George Mason University email is activated and checked at least once per day and early enough on class meeting days to allow for appropriate response.** Any student who

experiences technical issues or who has questions with regard to activating and/or accessing his/her MasonLive email account should contact the ITU Support Center directly (and immediately!) at 703-993-8870 and support@gmu.edu. ITU information is available at http://itservices.gmu.edu/. It is your responsibility to communicate with the professor about options if technical difficulties you are experiencing are prohibiting course participation, receipt of course related email messages, and access to Blackboard.

- Please keep up-to-date with cohort announcements and requirements as posted at the GMU Special Education Cohort web site: http://gse.gmu.edu/programs/sped_cohort_program/cohort_home/. This site includes information to assist cohort participants, including announcements, a cohort handbook, and cohort specific information. For additional assistance with cohort and outreach program queries, please contact Pam Baker (pbaker5@gmu.edu).

Tk20 Performance-Based Assessment Submission Requirement

Every student registered for any Special Education course with a required performance-based assessment is required to submit the _Individualized Education Program (Spec Ed General)_ to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a onetime course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester.

Grading Scale	**Points Possible**	
95 – 100 = A	Attendance/Engagement	150
90 – 94 = A-	Process Observation	100
80 – 89 = B	Case Study Analysis Presentation	150
70 – 79 = C	IEP Assignment	200
< 70 = F	Total	600

Attendance and Active Participation

This course is based on the idea that we are learning together to work together. Each student 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 student 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.

To earn participation points, EDSE 662 students are expected to attend class, come prepared, and demonstrate professional dispositions. Participation credit is achieved through active, thoughtful, deliberate involvement in and completion of all course activities (both in and outside of class meeting time), conducting oneself professionally, and treating all respectfully. If you do not attend a class session, you will not be able to earn participation credit. However, we understand that, in real life, issues come up that may prevent you from attending. 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 during class sessions. The account will include a rubric evaluation of the functioning of the group as well as written commentary to support the evaluation and description of the feedback process. Specific directions are in Appendix A.

Case Study Analysis Presentation
Throughout the course, we will be using case studies to provide opportunities for interaction and dialogue. We will form groups of at least three candidates. Each group will be responsible for a case summary, case questions, and guiding a case study group session. The group will submit the case summary, case questions, and a reflection on the case study group session for a grade. Specific directions are in Appendix B.

Performance-Based Assessment (Tk20 submission required)
This is the CAEP assessment/signature assignment for this course* and students will be required to place it on Blackboard as part of the requirements for a grade for this course. The purpose **is for students to demonstrate their knowledge of the individualized planning process** required for the development of program planning for students with mild to moderate exceptional learning needs. Students will demonstrate their understanding of the components of the IEP. Based upon case information provided, students will construct an IEP that is legally sufficient and educationally appropriate for the described student. Specific directions are in Appendix C.

CAEP Assessment: Individualized Education Program Project: Plan and Narratives -group assignment
This assignment is standard to all sections of EDSE 662. This is a team assignment for this class. The details of this assignment, which are considered part of this syllabus, are posted on Bb and will be reviewed in class. The purpose is for EDSE 662 students to demonstrate knowledge of the individualized planning process required for the development of educational programs for students with mild to moderate exceptional learning needs. This is achieved through:
- methods for fostering respectful and beneficial relationships among students and their families and professionals throughout the IEP development process;
- methods of involving students, families, related service providers, and other professionals in the IEP development process;
- the collaborative activities that should occur after the development of the IEP; and
- a reflection of your thoughts on the collaborative process of working as a team to develop the IEP.

    Note: Rubrics for assignments will be posted on Blackboard.

Other Assignments
All major learning assignments, including the Performance-based Assessment and Common Assignment are introduced below. All additional descriptions (expanded explanations) and related materials, including assessment matrices, will be shared in class and posted on Bb. Any additional/ expanded descriptions and assessments are considered extensions of/appendices to/part of this syllabus.

Schedule

	Date	*Topics*	*Readings/Assignments for Class*
1	5/26	- Introductions - Course Overview - Framing Collaboration	
2	6/2	Communication Skills (Interpersonal)	Friend and Cook, Chapter Two
3	6/9	- Communication Skills (Listening, Responding, and Giving Feedback) - Communication Problem-Solving - Problem-Solving	Friend and Cook, Chapters 3 & 5
4	6/16	- Professional Learning Communities - Norms	- Friend and Cook, Chapter 6 - Additional readings as provided
5	6/23	- Collaborative Teaching *Case Study and Process Observations #s 1 & 2*	Friend and Cook, Chapter 7
6	6/30	- Working with Families *Case Study and Process Observations #s 3 & 4*	Friend and Cook, Chapter 11
7	7/7	IEPs	
8	7/14	IEPs	
9	7/21	IEPs	
	7/28	*IEP Presentations/Discussions* - Wrap-Up	

Appendix A
Process Observation Account

To complete the Process Observation Account, each student will act as a process observer. He/she will observe a case study presentation during a class session and take relevant notes. The process observer will then discuss the observation with the group and provide feedback on the process. Each process observer will then complete and turn in three components: (1) process observation rubric (below-10 points), (2) commentary/notes stating why the score on the rubric was given (30 points), and (3) reflection on the observation and feedback process (60 points).

GROUP PROCESS EVALUATION FORM By Russ Christianson, CoopZone member							
1. Listening							
Members don't really listen to one another, often they interrupt and don't try to understand others	1	2	3	4	5	All members really listen and try hard to understand.
2. Open Communication							
Members are guarded or cautious in discussions.	1	2	3	4	5	Members express thoughts and feelings openly.
3. Mutual Trust and Confidence							
Members are suspicious of one another's motives.	1	2	3	4	5	Members trust one another and do not fear ridicule and reprisal.
4. Attitudes Toward Differences Within the Group							
Members avoid arguments, smooth over differences and suppress or avoid conflicts.	1	2	3	4	5	Members respect and accept differences of opinion and work through them openly without pressure to conform.
5. Mutual Support							
Members are defensive about themselves and their functions.	1	2	3	4	5	Members are able to give and receive help.
6. Involvement-Participation							
Discussion is dominated by a few members.	1	2	3	4	5	All members are involved and free to participate in any manner they choose.
7. Control Methods							
Subject matter and decisions are controlled by the chairperson.	1	2	3	4	5	All members accept responsibility for productive discussion and decision-making.
8. Flexibility							
The group is locked into established rules and procedures that members find hard to change.	1	2	3	4	5	Members readily change procedures in response to new situations.
9. Use of Member Resources							
Individuals' knowledge and experience are not utilized.	1	2	3	4	5	Each member's abilities, knowledge, and experience are fully utilized.
10. Objectives or Purposes							
Objectives are unclear or misunderstood, resulting in no commitment to them.	1	2	3	4	5	Objectives are clear, understood, and receive full commitment from members.

Reflection on the feedback process should include description of:
1. what you chose to discuss with the group and why,
2. the reactions of the group (e.g., body language, comments, responses), and
3. your thinking/feeling during the feedback process (e.g., nervous, feeling heard, understanding concerns, etc.).

Appendix B
Case Study Presentation

Each student will be part of a group responsible for presenting and discussing a chosen case during one class session. The group will develop a detailed case summary and specific case questions for discussion and then will use those case questions in a discussion with other class members to develop a case solution. For evaluation, the group will submit the case summary, case questions, a description of the developed case solution, and a reflection on the case discussion for evaluation. The following rubric will be used for evaluation.

Item	Description	Points
Case summary	Relevant details of the case are summarized in bullet form. Included details have direct link to case questions.	_____/15
Case questions	One overall case solution question given Minimum of 4 questions developed to guide discussion to case solution One to two probing/clarifying questions included for each discussion question	_____/35
Case solution	Brief description of case solution derived, including: List of action items that are measurable List of person's responsible for each item Due dates for each action item	____/30
Reflection on case discussion	Includes brief discussion of the following: Participation of discussion group members (how happened and how could be changed, if necessary) Ability of group to guide discussion (things done and things should have done) Ability of group to come to meaningful case solution (and how would have change, if necessary) Overall evaluation of group process	_____/50
Group process observation		_____/20
	TOTAL	_____/150

IEP Assignment
The purpose of this assessment is to have candidates demonstrate knowledge of the individualized planning process required for the development of educational programs for students with mild to moderate exceptional learning needs. Candidates will demonstrate their ability to develop the critical components of an Individualized Educational Program (IEP) that are legally sufficient and educationally appropriate for the described case study student. Candidates also will also demonstrate an understanding of how these components come together to build a framework for the student's educational program by writing a narrative that includes:
1. justification for their decisions within the IEP;
2. explanation of the collaborative process required; and
3. description of how the assignment connects with CEC Standards 1, 2, 3, 7, and 10.

Throughout the assignment it is critical to incorporate collaborative aspects of developing an IEP with stakeholders, including the student (as appropriate), family members, general educators, related service providers, school administrators, and other relevant parties. In continuously considering the collaborative aspects of the IEP process, candidates will participate in in-class cooperative learning opportunities, such as role-play exercises, and activities designed to prepare for the IEP product and writing of the narratives.

Step One: Choose a Student
For this assignment, the instructor will assign a student to each group, and provide relevant information, as appropriate.

Step Two: Prepare and Write Your Case
Using the information available to you about your student, create a narrative with the components identified below. Head each section of the document with the corresponding component. Within each indicated section or heading, include the component and a separate subheading for your rationale.

Component A: Present Level of Academic Achievement and Functional Performance (PLOP)
CEC/IGC Standards 2 & 3
1. Using all documentation available, identify information about the student that is relevant to the following areas:
    a. Student Perspective: The strengths and concerns relevant to enhancing the education of the student as expressed by the student, when appropriate.
    b. Parent/Guardian/Family Member Perspective: The strengths and concerns relevant to enhancing the education of the student as expressed by the parent(s)/guardian(s)/family member(s).
    c. Evaluations: The results of the most recent evaluations of the student (educational, speech/language, psychological, OT/PT, social, etc.).
    d. Assessments: The results of the student's performance on any general state or district-wide assessments, as appropriate.
    e. Needs: The academic, developmental, and functional needs of the student.
    f. Behavior: In the case of a child whose behavior impedes the student's learning or learning by others, consider interventions, support, and strategies to address that behavior (e.g., Positive Behavioral Interventions and Supports [PBIS]; Functional Behavioral Analysis [FBA]).
    g. Limited English Proficiency: In the case of a student with limited English proficiency, consider the language needs of the student as those needs relate to the student's IEP.
    h. Blind or Visually Impaired: In the case of a student who is blind or visually impaired, provide for instruction in Braille and the use of Braille unless the IEP Team determines, after an evaluation of the student's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the student's future needs for instruction in Braille or the use of Braille), that instruction in Braille or the use of Braille is not appropriate for the student.

      i.   <u>Communication (Including Deaf or Hard of Hearing)</u>: Consider the communication needs of the student and, in the case of a student who is deaf or hard of hearing, consider the student's language and communication mode, academic level, and full range of needs, including opportunities for direction instruction in the student's language and communication mode.

      j.   <u>Assistive Technology</u>: Consider whether or not the student needs assistive technology devices and services.

2. Develop a statement of the student's present levels of performance. Include:
   - Description of the student's strengths with evidence from evaluations, assessments, and student/family member's perspectives,
   - Description of areas in need of improvement (needs/behavior) with evidence from evaluations, assessments, and student/family member's perspectives AND how performance differs from peers,
   - Educational implications of the student's:
     o Mild to moderate exceptionalities,
     o Sensory impairments (when applicable),
     o Variations in cultural beliefs, traditions, and values.

Component B: Measurable Annual Goals *CEC/IGC Standards 1 & 7*
1. Create 3 annual goals for the student. The goals must be:
   - Based on the present level of performance statements and the student's needs.
   - Observable and measurable.
   - Age and ability appropriate.
   - Prioritized and based on the scope and sequence of the VA SOL.
   - Focused on increasing skills and/or positive behaviors.
   - Responsive to variations in beliefs, traditions, and values across cultures.

2. Rationale: Respond to the following questions:
   a. How are these goals prioritized and age appropriate?
   b. In what ways do these goals reflect the PLOPs?
   c. In what ways do these goals show increasing skills and/or positive behavior for the student?
   d. In what way are these goals responsive to any variations in beliefs, traditions, and values of the student or his/her family?

Component C: Short Term Objectives/Benchmarks CEC/IGC Standards 1 & 7
1. Write at least *2 short-term objectives or benchmarks* for each annual goal. The objectives/benchmarks relate to the goal and are derived by breaking the annual goal down into smaller, achievable tasks. The criteria must be appropriate for the student and for performance of the task.
2. Each objective/benchmark should include:
   - Task,
   - Condition, and
   - Criterion.
3. Rationale: Respond to the following questions:
   a. How are these short-term objectives based on sequential age and ability appropriate for individualized learning objectives?
   b. How do these objectives relate to the annual goals?
   c. How do these objectives include learner criteria that are appropriate to task performance? Justify your criteria.
   d. Do the objectives include statements of generalization and maintenance?

Component D: Services, Least Restrictive Environment, Placement CEC/IGC Standards 1 & 7
1. Identify and describe the student's placement on the continuum of services.
2. List and describe all appropriate program, primary, and related services* that the student needs to appropriately participate in the students' least restrictive environment. Include a statement of:

- What the service is (e.g., individual/small group instruction in 7th grade social studies; individual occupational therapy)
- How often the services will occur (e.g., every day for 50 mins; once a month for 30 mins)
- Duration of services, with start and end date (e.g., duration: 6 months; start date: 9/3/2013; end date: 2/3/2014)
- Location of the service (e.g., XYZ school; Fairfax Hospital)
- Setting of the service (e.g., self-contained classroom with special educator and assistant; occupational therapy room at local hospital)
- Who will deliver the service (e.g., special educator; occupational therapist)
3. Indicate if there are any activities in which the student is unable to participate, even with support.
4. Rationale: Respond to the following questions:
   a. Why did you choose the program and services you describe?
   b. How do the primary, program, and related services consistently align with the areas of need based on the students PLOP?

*For the purposes of this assignment:
- *Related services* include physical therapy, occupational therapy, speech-language pathology, social work, and other services.
- *Assistive Technology* may be one of the services considered for this assignment.

Component E: Participation in State Assessments CEC/IGC Standards 1 & 3
1. Describe the student's participation in state assessments. The assessment(s) noted and participation levels described must reflect:
   - The impact that exceptionalities (including auditory and information processing skills) can have on an individual's testing abilities.
   - Consideration of due process rights, assurances, and issues related to assessment.
   - Accommodations, as suitable, and described, if they are needed.
2. Rationale: Respond to the following questions,
   a. What did you consider in selecting the appropriate levels of student participation in state assessments?
   b. How are the student's participation levels specifically related to the PLOP, including any issues related to auditory and information process skills (as appropriate)?
      *A quality written rationale includes consideration of the above and discusses how the levels of student participation in the selected state and district-wide assessments relate to present levels of performance. You may use Virginia state assessments as your model.

Component F: Accommodations and Modifications CEC/IGC Standards 3 & 7
1. Describe the accommodations and/or modifications necessary to individualize instruction to provide meaningful and challenging learning for the student that:
   - are based on the present levels of performance and assessment data and (2) consider the student's exceptionalities
   - allow the student to access the general education curriculum.
   - assist in providing meaningful and challenging learning experiences for the student.
   - provide access to educationally related settings, including non-academic and extra-curricular activities.
2. Rationale: Respond to the following questions:
   a. How did the student's PLOP relate to the choice of accommodations?
   b. How do the above provide access to nonacademic and extracurricular activities and are they appropriate to the needs of the student?
   c. Explain how the selected accommodations and/or modifications are based on assessment data.
   d. In what ways did you consider the student's exceptionality?

Step Three: Narrative on IEP Collaboration
CEC/IGC Standard 10

Under a separate heading in the document, describe the collaborative nature of the IEP development process, as well as the roles of individuals with exceptional learning needs, families, and school and community personnel in planning of an individualized program. This includes a discussion of:

- The collaborative activities that should occur prior to development of the IEP.
- Methods of involving students, families, related service providers, and other professionals in the IEP development process.
- Methods for fostering respectful and beneficial relationships between students and their families and professionals throughout the IEP development process.
- Collaborative activities that should occur after the IEP is developed, including next steps for working with general education teachers, the student, and other stakeholders.

In addition, include a short description of how this assignment aligns with CEC standards 1, 2, 3, and 7. You may do this orally with your instructor or in writing.

Component	Criteria	Points
Present Levels of Performance CEC/IGC Standards 2 & 3	• Candidate writes 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 mild to moderate 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.	_____/65
Measurable Annual Goals CEC/IGC Standards 1 & 7	• 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 AND reflect present levels of performance AND 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.	_____/50
Short Term Objectives or Benchmarks CEC/IGC Standards 1 & 7	• 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 are sequential age and ability appropriate AND 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).	_____/25
Services, Least Restrictive Environment, Placement CEC/IGC Standards 1 & 7	• 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 mild to moderate exceptional learning needs, and the concept of the least restrictive environment and o consistently align with areas of need based on present levels of performance. • Candidate includes a description of the following: o Location ~ Frequency ~ Setting ~ Duration ~ Start/End Dates	_____/25
Participation in State Assessments CEC/IGC Standards 1 & 3	• 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.	_____/10
Accommodations and Modifications CEC/IGC Standards 3 & 7	• Candidate describes the accommodations and/or modifications to individualize instruction to provide meaningful and challenging learning for individuals with mild to moderate 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.	_____/20
Narrative on IEP Collaboration CEC/IGC Standard 10	• Candidate writes a narrative which reflects an understanding of the collaborative nature of the IEP development process, as well as the roles of individuals with exceptional learning needs, families, and school and community personnel in planning of an individualized program. • Candidate discusses, orally or in writing, the connection between the content of this assignment and CEC Standards 1, 2, 3, 7 and 10. • Candidate writes using APA style, correct grammar, correct punctuation	_____/5
TOTAL		_____/200