Instructor: Dr. Andrea Boykin	**Meeting Dates**: 08/28/17 – 12/20/17
Phone: 757-985-2702	**Meeting Day(s)**: Thursday
E-Mail: aboykin2@gmu.edu	**Meeting Time(s)**:7:20 pm - 10:00 pm
Office Hours: By Appointment	**Meeting Location**: Fairfax, KH 17
Office Location: KH 17	**Other Phone**: N/A

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

Prerequisite(s) None
Co-requisite(s) None

Course Description
Examines the characteristics of students with mild disabilities. Focuses on etiology, contributing factors, conditions that affect learning, the challenges of identifying students with disabilities, and the need for academic, social, and emotional accommodations and support. Note: School-based field experience required. Offered by Graduate School of Education. May not be repeated for credit.
Schedule Type: Lecture

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 teacher candidates/students should contact the Special Education Advising Office at (703) 993-3670 for assistance. All other teacher candidates/students should refer to their faculty advisor.

Advising Tip
Did you know you may be able to take graduate Special Education courses now that you can later apply to your graduate degree program? For more information on taking special

education coursework for Reserve Graduate Credit, talk with an advisor:
http://gse.gmu.edu/special-education/advising/.

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

Learner Outcomes
1. Upon completion of this course, teacher candidates/students will be able to:
2. Describe the field of learning disabilities from its origins to policies and practices of today.
3. Compare the history of education for students with emotional and behavioral disorders, students with learning disabilities students with mild intellectual disabilities.
4. Define learning disability, emotional disturbance, and mild intellectual disabilities.
5. Describe how educators and other professionals determine the difference between normal and atypical behaviors.
6. Describe characteristics of K-12 students with learning disabilities, emotional disturbances, and/or mild intellectual disabilities.
7. Compare conceptual models of behavioral deficits with three conceptual models that explain learning disabilities and/or mild intellectual disabilities.
8. Discuss the various etiologies in relation to biological, family, cultural, and school perspectives.
9. Identify various procedures and practices that motivate reluctant learners to complete class work and develop skills that build self- understanding and confidence as learners.
10. Describe and discuss a range of learning disabilities, emotional disturbances, and mild intellectual disabilities for a parent and suggest possible interventions for home and school.
11. Describe how children develop language.
12. Describe informal assessment procedures for determining knowledge and skills of children with various learning disabilities and emotional/behavioral problems.
13. Based on informal assessment procedures, design appropriate clinical teaching strategies for children with various learning disabilities and/or behavior problems.
14. Describe what an Individualized Education Program (IEP) is and how it is developed.

Course Relationship to Program Goals and Professional Organizations
This course is part of the George Mason University, Graduate School of Education (GSE), Special Education Program 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. This program complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC), the major special education professional organization, as well as those established by the Interstate Teacher Assessment and Support consortium (InTASC). The standards addressed in this class include CEC Standard 1: Learner

development and individual learning differences (InTASC 1,2); CEC Standard 2: Learning environments (InTASC 3); CEC Standard 3: Curricular content knowledge (InTASC 4,5); CEC Standard 4: Assessment (InTASC 6); CEC Standard 5: Instructional planning and strategies (InTASC 7,8); CEC Standard 7: Collaboration (InTASC 10).

Evidence-Based Practices

This course will incorporate the evidence-based practices (EBPs) relevant to characteristics of students with mild disabilities, etiology of mild disabilities, inclusionary practices. Evidence for the selected research-based practices is informed by meta-analysis, literature reviews/synthesis, the technical assistance networks which provide web-based resources, and the national organizations whose mission is to support students with disabilities. We address both promising and emerging practices in the field of special education. This course will provide opportunities for teacher candidates/students to take an active, decision-making role to thoughtfully select, modify, apply, and evaluate EBPs in order to improve outcomes for students with disabilities.

Required Textbooks

Archer, A. & Hughes, C. A. (2011). Explicit Instruction: Effective and Efficient Teaching. In K. Harris and S. Graham (Eds.), *What Works for Special-Needs Learners* New York, NY: Guilford Press.

Raymond, Eileen. (2017). Learners with Mild Disabilities: A Characteristics Approach. Pearson.

Recommended Textbooks

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

Required Resources

Archer,A & Hughes, C.A. (2017). Explicit Instruction: Effective and Efficient Teaching. In K Harris and S. Graham (Eds.), Video- Elementary. Retrieved from: http://explicitinstruction.org/video-elementary/

Additional Readings

Caruana, V. (2015). Accessing the Common Core Standards for students with learning disabilities: Strategies for Writing Standards-Based IEP Goals. Preventing School Failure, 59(4), 237-243. doi:10.1080/1045988X.2014.924088

Ford, D. Y., & Russo, C. J. (2016). Historical and legal overview of special education overrepresentation: Access and equity denied. Multiple Voices For Ethnically Diverse Exceptional Learners, 16(1), 50-57.

Gersten, R., Fuchs, L. S., Compton, D., Coyne, M., Greenwood, C., & Innocenti, M. S. (2005). Quality Indicators for Group Experimental and Quasi-Experimental Research in Special Education. Exceptional Children, 71(2), 149-164.

McKenna, J. (2013). The Disproportionate representation of African Americans in programs for students with emotional and behavioral disorders. Preventing School Failure, 57(4), 206-211. doi:10.1080/1045988X.2012.687792

Myers, D., Freeman, J., Simonsen, B., & Sugai, G. (2017). Classroom Management. Teaching Exceptional Children, 49(4), 223-230. doi:10.1177/0040059916685064

Schwartz-Henderson, I. (2016). Trauma-informed teaching and design strategies. Exchange (19460406), (231), 36-40.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

Tk20 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 Tk20 (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 Tk20.

For EDSE 440, the required PBA is Observation Student Profile. Failure to submit the assignment to Tk20 will result in reporting the course grade as Incomplete (IN). Teacher candidates/students have until five days prior to the University-stated grade change deadline to upload the required PBA in order to change the course grade. When the PBA is uploaded, the teacher candidate/student is required to notify the instructor so that the "IN" can be changed to a grade. If the required PBA is not uploaded five days prior to the University-stated grade change deadline and, therefore, the grade not changed, it will become an F. Please check to verify your ability to upload items to Tk20 before the PBA due date.

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

Observation Student Profile *– 40 Points (30 points for paper/10 points for presentation)*

For the Observation Student Profile, you will create a profile of a student with a an intellectual, emotional and/or learning disability. You will examine the educational history and goals, observe in classroom settings, conduct parent or guardian interviews, and synthesize the information gathered, relating it to the content of the course. The purpose of the student profile is to help you understand the complexity of each individual case of a student with exceptional learning needs. The observation student profile will be completed as an APA formatted paper with a corresponding presentation. Please review the details rubric attached to this syllabus, and posted on blackboard, for more information regarding the requirements of the assignment and scoring. The paper will include the following components:

- **Student Demographic Data**
  - Description of school and student's community
  - Educational history (schools attended, reason for referral, pre-referral interventions, results of multidisciplinary evaluation, special education classification, description and location of educational service provision, related services)
  - Educational goals and objectives, classroom accommodations
- **School and Classroom Information**
  - Description of the students' school and classroom environment
- **Observational Information and Interviews**
  - At least three class periods of observations specifically related to student goals, objectives, and accommodations
    - Parent interviews (related to education goals, objectives, accommodations, and any other relevant issues.)
- **Additional Recommendations**
  - Based on student information, observation, and interviews, discuss appropriate recommendations and/or accommodations to increase student success within the educational environment.
- **Summary and Synthesis**
  - Compare of student's characteristics with those described in the textbook or other research
- **Appendices**
  - Appendices should include student work samples, parent interview questions/answers.
- **Presentation**
  - Students will present their student profile in class.

Performance-based Common Assignments (No Tk20 submission required.)

Article Review *(25 points)*

Each student will summarize one journal article that is relevant to the needs of the student/disability area chosen for their case study. Articles must be from peer reviewed published journals. The articles should be intervention studies that aim to improve the academic or behavioral outcomes of students with mild disabilities. There is no page requirement, however, the summary should include the following:

- Rationale of article
- Description of intervention
- Description of student population
- Methods
  - Length of intervention
  - Materials
  - Assessments used
- Results
- Reflection

Article summaries must be written in APA format. Students will create PowerPoint presentations to share article summaries with their peers.

Field Experience Requirement
A field experience is a part of this course. A field experience includes a variety of early and ongoing field-based opportunities in which candidates may observe, assist, and/or tutor. Field experiences may occur in off-campus settings, such as schools (CAEP, 2016). Below are REQUIRED PROCEDURES FOR ALL STUDENTS ENROLLED IN THS COURSE.

1. **Complete the online EDSE Field Experience form**. This online form will be sent to your GMU email from EDSEfld@gmu.edu on the first day of the semester. Click on the link and complete the form as soon as possible. ALL students should complete the form, regardless of whether you need assistance in locating a field experience placement or not. This information is required by the state. Please direct any questions about the form to Dr. Kristen O'Brien at EDSEfld@gmu.edu.

   If you are arranging your own field experience because you are a full-time contracted school system employee and will complete the field experience at your worksite, you will be asked to specify the school at which you will be completing the field experience.

   If you request a field experience placement to be arranged, you will receive information via your GMU email account about your assigned internship placement from the Clinical Practice Specialist in the College's Educator Preparation Office (EPO). Check your GMU email regularly for important information regarding your field experience. Follow all instructions for the

necessary Human Resource (HR) paperwork required to access the assigned field experience placement.

2. **View the EDSE Field Experience Introduction presentation**. On the first week of classes and prior to representing George Mason in off-campus settings, your instructor will show a video presentation or provide a link to the presentation, which includes important information about the registration process for EDSE field experiences and tips for a successful field experience. After the presentation, sign the document provided by your instructor to indicate that you have watched the presentation and are aware of the EDSE field experience professionalism expectations.

3. **Document your field experience hours**. Your instructor will provide you with access to field experience documentation forms to use. There are two different field experience documentation forms – one for those completing field experience at their worksite and one for those completing field experiences in other classroom settings (e.g., GMU arranged a placement for you). Use the form that is most appropriate for your field experience placement. Your instructor will provide more directions on how to use and submit the documentation form.

4. **Complete the field experience end-of-semester survey**. Towards the end of the semester, you will receive an email from EDSEfld@gmu.edu with a link to an online survey. This brief survey asks you to report about important features of your field experience placement.

Other Assignments

Problem Solving Presentation *(15 points)*

Students are divided into groups and provided a reading related to research, a topic of interest, or a professional dilemma. Using prior learning and information gained from readings, students will discuss and give a brief presentation based on reading-specific prompts. Topics can be related to interventions that can improve academic or behavioral outcomes of students with disabilities, issues in assessment, issues in placement, instruction, or identification, classroom management or collaborative teaching. Findings are reported as a group in class.

Final Exam *(20 points)*

Students will take an in-class final exam. The final exam will consist of topics covered throughout the class. The final exam will require responses in short answer format.

Course Policies and Expectations
    Attendance/Participation

Students are expected to attend all classes. Students may miss two classes with no grade penalty. After that, 5 points will be taken off the final grade for each additional missed class. Students are expected to arrive on time and stay for the duration of the class. In addition, students are expected to demonstrate limited use of technology devices (only for note taking) Tardiness/leaving early (more than twice) and excessive use of technology will cause 5 points to be taken off the final grade per incident.

Late Work

Late work is not accepted without prior arrangement with the instructor. Assignments are considered late if they are received past midnight on the assignment's due date. If such an arrangement is made, the maximum extension is one week. Only one assignment may qualify for an extension request.

Other Requirements

Grading Scale

93-100 = A
90-92 = A-
83-89 = B
80-82 = B-
68-79 = C
60-67 = F

*Note: The George Mason University Honor Code will be strictly enforced. 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 <u>must</u> be your own or with proper citations (see http://oai.gmu.edu/the-mason-honor-code/).

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

Class Schedule

*Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Date	Readings Due	Topic	Assignment Due
8/31		Introduction/Syllabus Overview	Review syllabus and complete About Me discussion post on blackboard
9/7	*Gersten and Fuchs Article* **Chapter 1-3) (Archer and Hughes Text)*	Article Review Overview and Components of Effective Instruction	Complete and submit field experience Form
9/14	*Chapter 1 (Raymond)*	Context of Special Education	Select disability area for article review
9/21	*Chapter 2, Chapter 3 (Raymond)*	Screening, assessment, and classification; educational and service delivery models	No assignment due
9/28	*Chapter 5, Chapter 9, Chapter 11 (Raymond)*	*Overview of students with mild disabilities; *Students with Learning Disabilities (LD) *Students with Mild Intellectual Disabilities (ID)	**Article Review Due and Presentations** (Learning Disabilities and Intellectual Disabilities)
10/5	*Chapter 4, Chapter 8 (Raymond)*	Designing Instruction for students with LD and ID	No assignment due
10/12	*Chapter 6, Chapter 12 (Raymond)* *Ford and Russo Article* *McKenna Article*	*Students with Emotional Disturbances (ED) School to Prison Pipeline	**Article Review Due and Presentations** (Emotional Disturbances)

10/19	*Schwartz-Henderson Article*	Trauma Informed Practices Workshop **Guest Presentation- Timothy Elliot, LISCW**	No assignment due
10/26	*Chapter 10 (Raymond)*	*Students with Autism *Cognitive, metacognitive, motivational, and attention problems	**Article Review Due and Presentations** (Emotional Disturbances)
11/2	*Chapter 7 (Raymond)*	Language Characteristics **Guest Presentation**	No assignment due
11/9	*Myers Article*	Classroom Management Teaching social skills; Student-student interactions **Guest Presentation- Dr. Tiffany Mitchell**	No assignment due
11/16		**Problem Solving Group Presentations**	**Problem Solving PowerPoint**
11/23		No Class	Happy Thanksgiving!
11/30	Caruana Article	IEP Workshop/ Class Wrap-up	Observation Profile-Draft Due
12/7		N/A	**Observation Profile Poster Session- Paper Due**
12/14		N/A	Final Exam

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: http://cehd.gmu.edu/values/

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see http://oai.gmu.edu/the-mason-honor-code/).

- Students must follow the university policy for Responsible Use of Computing (see 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 http://ods.gmu.edu/).

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

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.

- The 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/).

- The 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/).) to enhance students' personal experience and academic performance (see http://caps.gmu.edu/).

- The Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see http://ssac.gmu.edu/). Students in need of these services may contact the office by phone at 703-993-3686. Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to http://ssac.gmu.edu/make-a-referral/.

For additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu/.

Appendix
   Assessment Rubric(s)

Observation Rubric

Observation Student Profile Rubric

Component	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3

Demographic and Background Data
 	
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 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:
	  o etiology and diagnosis,
	  o any medical conditions that exist, psychological and social-emotional characteristics, and
	  o the effect these conditions can have on the student's life.
		• Candidate discusses the demographic and background information related to the target student inclusive of all of the below:
		  o etiology and diagnosis,
		  o any medical conditions that exist, psychological and social-emotional characteristics, and
		  o 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 discusses the demographic and background information related to the target student inclusive of all of the below:
			  o etiology and diagnosis,
			  o any medical conditions that exist, psychological and social-emotional characteristics, and
			  o 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

Component	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
			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).

Educational History, Educational Goals, Objectives, and Accommodations
 	
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 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 the target student that does not include:
	   o the educational implications of the characteristics of the learner's exceptionality AND/OR
	   o the effect a learner's exceptionality can have on his/her life.
	• 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.
		• 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:
		   o the educational implications of the characteristics of the learner's exceptionality and
		   o the effect a learner's exceptionality can have on his/her life.
		• 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 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:
			   o the educational implications of the characteristics of the learner's exceptionality and
			   o the effect a learner's exceptionality can have on his or her life.
			• Candidate 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

Component	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
			needs of students.

School and Classroom Information
 	
CEC/IGC Standard 3
 	
Candidate uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.
	• 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.	• Candidate describes the school and classroom setting in the greater context of
		  o organizations in collaboration with special education and
		  o the continuum of placement and services available for 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 exceptionalities and determines whether or not optimal learning opportunities are being provided.
			• Candidate describes both the school and classroom setting in the greater context of
			  o organizations in collaboration with special education and
			  o the continuum of placement and services available for 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.
			• 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).

Student Observation and Parent/Professional Interview CEC/IGC Standard 7 Candidate collaborates with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally	• Candidate does not describe the relationship between their observations and the learner's goals, objectives, and accommodations and/or does not describe the effects the learner's exceptional condition(s) appears to have on his/her learning. • Candidate provides an incomplete description of the parent or professional interview that lacks information about the family system	• Candidate describes the relationship between their observations and the learner's goals, objectives, and accommodations and describes the effects the learner's exceptional condition(s) appears to have on his/her learning. • Candidate summarizes their classroom observation experiences inclusive of how their personal cultural biases and differences might affect their observation or teaching. • Candidate shows evidence of	• Candidate describes the relationship between their observations and the learner's goals, objectives, and accommodations and describes the effects the learner's exceptional condition(s) appears to have on his or her life. • Candidate describes the perceived impact of their student's academic and social abilities, attitudes, interests, and values on instruction and career development (if

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Component	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.	and role of family in the student's development and culture. • Candidate does not provide evidence of collecting data on the family or related professional input and concerns related to the student's educational experience	planning and conducting a collaborative conference/interview with a family member or related professional that includes questions are related to the impact of the individual's exceptionality on academic and social abilities, attitudes, and interests. • The candidate shows evidence of collecting data on the family system and the role of family in the student's development and education. • Candidate shows evidence of collecting data on family or related professional input and concerns related to the student's educational experience.	applicable). • Candidate comprehensively summarizes their observation experiences inclusive of an analysis of how their personal cultural biases and differences affect their observation or teaching. • Candidate plans and conducts a collaborative conference with a family member or related professional who has knowledge of the learner in a culturally responsive way that demonstrates their understanding of legal matters and ethical considerations. • The candidate shows evidence of collecting data on the family system and the role of family in the student's development and education. • Candidate shows evidence of collecting data on family or related professional input and concerns related to the student's education experience in which the candidate demonstrated their respect for variations in beliefs, traditions, and values for the family's culture and acted within the CEC's Code of Ethics during the interview.
Summary, Synthesis and Reflection & Additional Recommendations CEC/IGC Standard 3, 6 Candidate uses knowledge of general and specialized	• 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	• 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	• 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

Component	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
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, and to advance the profession.	addressing recommendations, educational accommodations, or modifications OR by not linking student characteristics to these recommendations, accommodations, or modifications.	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 o their learner's characteristics as compared with typical and atypical learners, o the social and educational implications of these characteristics and o the effect the exceptionality has on the learner's life.	advocate for appropriate services for individuals with exceptional learning needs and a high level of commitment to developing the highest education and quality-of-life potential of individuals with exceptional learning needs. • Candidate summarizes all pertinent information inclusive of observations, interviews and background information and offers a comprehensive synthesis of o their learner's characteristics as compared with typical and atypical learners, o the social and educational implications of these characteristics and o 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 research).

Article Review Rubric

Component	0 points	1-2 points	3-4 points	5 points
Rationale of Intervention	Review does not contain rationale of the intervention.	Review contains a limited discussion of the rationale.	Review does not thoroughly discuss the background and rationale of the intervention.	Review contains purpose of the intervention. Describes the problems the intervention intends to solve.
Description of Intervention	Review does not contain a description of the intervention.	Review contains a limited discussion of the intervention.	Review includes some discussion of the intervention, but omits some critical details.	Article review contains a description of the intervention (program or tool) that was used in the study.
Methods	Review does not contain methods of the research study.	Review contains limited discussion of the methods.	Review contains some information about the methods, but omits length, materials, or assessments used.	Article review includes details regarding the length of intervention, materials, and assessment used.
Student Population	Review does not contain demographic information of the participants.	Review includes limited demographic information of the participants.	Review does not provided detailed description of the participant demographics.	Review provides description of the demographics of the study participants.
Results and Reflection	Review does not contain a synthesis of the results and student reflection.	Review contains a limited synthesis of the results and limited reflection.	Review contains some results and a reflection, but omits data.	Review contains description of the results and includes data and student opinion of the intervention.

Problem Solving Presentation Rubric

Component	0-1 points	2-3 points	4-5 points
Description of Problem	Presentation does not contain description of the problem.	Presentation includes limited description of the problem.	Presentation includes description of the problem. Why did your group select this topic? What is problematic about this issue?
Evidence	Presentation does not include evidence.	Presentation includes less than three sources and/or no evidence to support that this is an issue in education.	Presentation includes at least three peer-reviewed sources about the topic that includes possible solutions, and one source that supports that the topic is a problem.
Conclusion	Presentation does not include a conclusion.	Presentation includes a limited discussion of if you believe the solutions are viable and why.	Presentation includes discussion of evidence. Do you think these solutions are viable in the classroom?