



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

Spring 2018

EDSE 440 001: Characteristics of Students with Disabilities who Access the General Curriculum  
CRN: 10223, 3 – Credits

<b>Instructor:</b> Dr. Jill Jakulski	<b>Meeting Dates:</b> 1/22/2018 – 5/16/2018
<b>Phone:</b> 703-624-3345	<b>Meeting Day(s):</b> Tuesday
<b>E-Mail:</b> jjakulsk@gmu.edu	<b>Meeting Time(s):</b> 4:30 pm - 7:10 pm
<b>Office Hours:</b> by appointment	<b>Meeting Location:</b> Fairfax, KH 17
<b>Office Location:</b> contact to schedule	<b>Other Phone:</b> 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. Notes: School-based field experience required. Offered by Graduate School of Education. May not be repeated for credit.

**Registration Restrictions:** Enrollment limited to students with a class of Advanced to Candidacy, Graduate, Non Degree or Senior Plus.

Enrollment is limited to Graduate, Non-Degree or Undergraduate level students. Students in a Non-Degree Undergraduate degree may not enroll.

**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**

Have you met with an advisor? All students should make an appointment to meet with an advisor to outline a plan for completing coursework and non-course requirements such as testing. To make an appointment by phone or in person, go to <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**

Upon completion of this course, teacher candidates/students will be able to:

1. Describe the field of learning disabilities from its origins to policies and practices of today.
2. Compare the history of education for students with emotional and behavioral disorders, students with learning disabilities students with mild intellectual disabilities.
3. Define learning disability, emotional disturbance, and mild intellectual disabilities.
4. Describe how educators and other professionals determine the difference between normal and atypical behaviors.
5. Describe characteristics of K-12 students with learning disabilities, emotional disturbances, and/or mild intellectual disabilities.
6. Compare conceptual models of behavioral deficits with three conceptual models that explain learning disabilities and/or mild intellectual disabilities.
7. Discuss the various etiologies in relation to biological, family, cultural, and school perspectives.
8. Identify various procedures and practices that motivate reluctant learners to complete class work and develop skills that build self- understanding and confidence as learners.
9. 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.
10. Describe how children develop language.
11. Describe informal assessment procedures for determining knowledge and skills of children with various learning disabilities and emotional/behavioral problems.
12. Based on informal assessment procedures, design appropriate clinical teaching strategies for children with various learning disabilities and/or behavior problems.
13. 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). This course contains at least on Common Assessment developed by the College of Education and Human Development to assess our candidates' performance on nationally accepted standards for beginning teachers (InTASC) and our programs' performance on national accreditation standards (CAEP).

## **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. L., & Hughes, C. A. (2010). *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, E. B. (2016). *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.

## **Additional Readings**

Additional assigned journal readings for evidence-based practices and educational leadership articles can be found on the Blackboard site.

## **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** (100 points). For the Observation Student Profile, you will create a profile of a student with 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

- **Part I:** Demographic and Background Data
- **Part II:** Educational History (data), Goals, Objectives, and Accommodations
- **Part III:** School and Classroom Information
- **Part IV:** Student Observation
- **Part V:** Family Member Interview or Teacher Interview (if an IA) and Analysis of Information
- **Part VI:** Summary, Synthesis, Recommendations, Final Reflections, and SO WHAT
- **Appendix** (required) Include student work samples relevant to your case study specifics, parent interview questions and answers. Other relevant materials may be included but are optional.
- **APA Format, Style, and Mechanics** Please proofread all papers before returning in a finished product. APA formatting is expected. You must post Observation Student Profile for TK20 evaluation.

**Note:** For this assignment, you must complete a field experience form.

**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 THIS COURSE.

- a. 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](mailto: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.

- b. 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.
- c. 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.
- d. 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.

### **Performance-based Common Assignments (No Tk20 submission required.) N/A**

**Journal Article Reviews** (50 points -25 points each). Each student will summarize two journal articles that are relevant to the needs of the student/disability area chosen for their student observation. 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 number requirement, however, the summary should include the following:

- Rationale for your article selection
- Connection to your student being observed
- Authors' rationale for the study
- Description of intervention
- Description of student population
- Methods
- Length of intervention
- Materials
- Assessments used
- Results
- Reflection

Articles must be from peer-reviewed published journals no more than five years old, and should be data-based examinations of issues relevant to the Mild Disabilities field. A Word document of common journals is included under Course Documents on Blackboard.

## Other Assignments

**Class Attendance and Engagement** (75 points -5 points per class). Each student is a valuable and contributing member of the learning environment and, therefore, is expected to be actively engaged in class sessions and activities. To that end, one component of student evaluation in this course is engagement. To earn engagement points, EDSE 702 students are expected to attend class (arriving on time and staying until the end), arrive prepared, and demonstrate professional dispositions throughout. Engagement credit is achieved through active, thoughtful, deliberate involvement in and completion of course activities 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, it is understood 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.

**IRIS Center Modules** (75 points total; 25 points each). Complete three [IRIS Center](#) modules. Specific directions/expectations will be posted on Blackboard for each module. You will need a computer to access this content. You must complete two of the three listed below, and one of the four following.

- [Universal Design for Learning](#)
- [Differentiated Instruction: Maximizing the Learning for All Students](#)
- [Providing Instructional Supports: Facilitating Mastery of New Skills](#)
- Student Choice- choose one of the three below for your fourth module:
  - [Addressing Disruptive & Non-Compliant Behaviors \(Part 1\)](#)
  - [SOS: Helping Students Become Independent Learners](#)
  - [Teaching English Language Learners: Effective Instructional Strategies](#)
  - [RTI \(Part One\): an Overview](#)

Two are to be submitted to Blackboard by 8:00 p.m. on Saturday, February 24<sup>th</sup> and one is to be submitted to Blackboard by 8:00 p.m. on Saturday, March 31<sup>st</sup>.

1. **In-Class Exam** (50 points) A final exam that covers course content will be administered.

## Course Policies and Expectations

### Attendance/Participation

Students are expected to (a) attend all classes during the course, (b) be actively involved in activities, and (c) arrive on time and stay for the duration of class time. Lack of attendance and professional participation at all sessions (online and in class) will significantly diminish the impact of the course and interfere with creating a collaborative learning community. As such, absences from any portion of the course are strongly discouraged. Please notify me in advance by phone or email if you will not be able to attend class.

### Late Work

In-depth reading, study, and work on course requirements require outside class time. Students are expected to allot class study and preparation time weekly in addition to time spent on papers and assignments. The result of late work will be the loss of 10 points per day until the assignment is received by the instructor. Individual situations will be addressed with students outside of class.

### Grading Scale and Assignments

<u>% of Points</u>	<u>Grade</u>	<u>% of Points</u>	<u>Grade</u>	<u>Assignments/Points</u>	
95 – 100%	= A	77 – 79%	= C+	Observation Student Profile	100
90 – 94%	= A-	74 – 76%	= C	Journal Article Reviews	50
87 – 89%	= B+	70 – 73%	= C-	Attendance/Engagement	75
84 – 86%	= B	60 - 69%	= D	IRIS Center Modules	75
80 – 83%	= B-	< 70%	= F	Final Exam	50

*A total of 350 points are possible.*

\*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 must be your own or with proper citations (see <https://catalog.gmu.edu/policies/honor-code-system/>).

### Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See <https://cehd.gmu.edu/students/policies-procedures/>

## Class Schedule

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

<b>Date</b>	<b>Readings Due</b>	<b>Topic(s)</b>	<b>Assignment(s) Due</b>
01/22	Introduction & Syllabus Review		Review syllabus Complete student information/profile forms
01/29	Article Chapter 1-3) (Archer and Hughes Text)	<ul style="list-style-type: none"> <li>• Article Review Overview and</li> <li>• Components of Effective</li> <li>• Instruction</li> </ul>	Complete and submit Field Experience Form
02/06	Article Chapter 1 (Raymond)	<ul style="list-style-type: none"> <li>• Context of Special education</li> </ul>	
02/13	Chapters 2 & 3 (Raymond)	<ul style="list-style-type: none"> <li>• Screening, assessment, and</li> <li>• classification; educational and</li> <li>• service delivery models</li> </ul>	Select journal articles for review
2/20	No face-to-face class: complete IRIS modules		First two IRIS Center modules –post to Blackboard by 02/24
02/27 & 03/06	Chapters 4, 5, 9, & 11 (Raymond)	<ul style="list-style-type: none"> <li>• Learning Disabilities (LD)</li> <li>• Mild Intellectual Disabilities (ID)</li> <li>• Designing Instruction for</li> <li>• students with LD and ID</li> </ul>	
03/13	GMU Spring Break		
03/20	Article Chapters 6 & 12 (Raymond)	<ul style="list-style-type: none"> <li>• Students with Emotional</li> <li>• Disturbances (ED)</li> <li>• School to Prison Pipeline</li> </ul>	Journal summary #1
03/27	No face-to-face class: complete final IRIS Center Module		Complete final IRIS Center module –post to Blackboard by 03/31
04/03	Chapters 6 & 12 (Raymond)	<ul style="list-style-type: none"> <li>• Students with Emotional Disturbances (ED), cont.</li> <li>• School to Prison Pipeline</li> </ul>	
04/10	Article Chapter 10 (Raymond)	<ul style="list-style-type: none"> <li>• Students with Autism</li> <li>• Cognitive, metacognitive, motivational, and attention problems</li> </ul>	Observation Profile Draft (optional)
04/17	Article Chapters 7 & 10 (Raymond)	<ul style="list-style-type: none"> <li>• Learners with Difficulties in Sensory, Attention, &amp; Communication</li> <li>• Language Characteristics</li> <li>• Classroom Management</li> </ul>	Journal summary #2
04/24 & 05/01		<ul style="list-style-type: none"> <li>• Instruction, cont.</li> <li>• Observation Profile Presentations</li> </ul>	Observation Profile Paper
05/08		<ul style="list-style-type: none"> <li>• Observation Profile Presentations</li> <li>• Class Wrap-Up</li> </ul>	
05/15			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 <https://catalog.gmu.edu/policies/honor-code-system/> ).
- 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](mailto: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/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

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

## Appendix

### GUIDELINES FOR THE OBSERVATION STUDENT PROFILE

The observation student profile provides you with the opportunity to get an in-depth understanding of a student with exceptionalities who accesses the general curriculum. You will examine his or her educational history and goals, 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. This student profile assignment has six major sections. Each section should be labeled with the heading given below. The paper should be formatted using APA style with related documents and samples in the Appendix.

#### Part I: Demographic and Background Data

Select a student with exceptional learning needs who accesses the general curriculum that you would like to study. Verify with school officials that you have permission to access confidential records for that student and that you may contact the student's parents or guardians. Note: *The student cannot be one who you know well or have worked with* (now or in the past). If you do not have access to a student with exceptional learning needs, his/her records, or to parents, please talk with your instructor.

- A. Create a pseudonym to use throughout your project. (It is of the utmost importance that the identity of the student remain confidential. If school officials or parents ask, your student profile will be evaluated by your instructor and will be posted to Tk20, Mason's accreditation database. This database is password protected and is only used as a repository for student artifacts. Information from the database is never available for public view.)
- B. Provide a thorough description of your student, including
  1. demographic information,
  2. disability diagnosis and etiology,
  3. any medical conditions that exist,
  4. psychological and social-emotional characteristics, and
  5. any other information relevant to the student's academic achievement (e.g., has moved repeatedly, has significant family changes). Do not include the student's educational history. That is included in Part II.
- C. Identify and provide examples of the skills and characteristics of your student that are (a) similar to the his/her peers (typical growth and development) and (b) those skills and characteristics that are dissimilar (atypical).
- D. Identify the educational implications of the characteristics in C and D.

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

- A. Describe your student's educational history, including
  1. schools attended,
  2. reason for initial referral,
  3. pre-referral interventions (if available),

4. results of multidisciplinary evaluation,
  5. special education classification,
  6. description and location of educational service provision, and
  7. related services provided.
- B. From the student's IEP, summarize or state the educational goals and objectives and identify the classroom accommodations.
  - C. Describe the impact of your student's academic and social abilities, attitudes, interests, and values on instruction and career development. Does your student's disability have an impact on auditory and information processing skills? If so, describe.
  - D. Evaluate how the levels of support correspond to the needs of the individual.

### **Part III: School and Classroom Information**

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

### **Part IV: Student Observation**

Observe *at least* two full class periods of instruction for your student.

- A. Summarize your observations, including
  1. Content area,
  2. Teachers and service providers involved,
  3. Length of observation,
  4. Placement of student in classroom,
  5. Interactions of student with teacher(s) and other students,
  6. Learning activities, and
  7. Level of engagement of student with activities.
- B. Describe how what you observed corresponded to your student's IEP goals, objectives, and accommodations.
- C. Describe the effects your student's exceptional condition(s) appears to have on his or her life in school.
- D. Identify any biases that you may have that may affect how you perceive the classrooms during observations.

## **Part V: Related Personnel or Family Member Interview**

Interview at least one of your student's parents, guardians, family members, or professionals (i.e., teacher, counselor, service provider) who is knowledgeable of the student's goals and needs.

- A. Begin your interview with questions about the family, focusing on developing a collaborative relationship. Ask questions that gather information about the family system and the role of family in the student's development and education, respecting differences across families.
- B. Ask the parents about their child's educational goals, objectives, and accommodations. What was the process used in developing these? Did they feel they had a role in their development? Do they feel these goals, objectives, and accommodations are appropriate and will provide benefit for their child?
- C. Effective special educators communicate effectively with families of students with exceptional learning needs from diverse backgrounds. Please be sure that you consider the following as you speak with the parents:
  - a. Ways in which you can foster a respectful and beneficial relationship with the family within the bounds of ethical practice.
  - b. Characteristics and effects of the cultural and environmental milieu of the individual with exceptional learning needs and the family.
  - c. The potential impact of differences in values, languages, and customs between your student's home and school lives.
  - d. Ways in which you can demonstrate your respect for variations in beliefs, traditions, and values across and within cultures. Also consider the effect of these variations on the relationships among individuals with exceptional learning needs, their family, and school personnel.

Include a statement about how you addressed these items with specific examples.

## **Part VI: Summary, Synthesis and Recommendations**

### **A. Summary**

Write a brief, one paragraph summary (referring to relevant pages in your case study as necessary) of your student including all pertinent information obtained throughout the observations, interviews and background information review. Provide enough detail that a stranger could walk into the classroom and identify your student from your summary alone.

### **B. Synthesis**

Compare your student's characteristics with those described in the textbook or other course readings for a student with that specific exceptional learning need. How are they similar and different? Are the described implications similar or different? How do your student's characteristics compare to typical development? Provide specific examples.

### **C. Recommendations**

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

1. Do you think your student is receiving the services and supports he or she needs? Provide a rationale for your response.
2. If you could provide recommendations to the IEP team about effective instruction to match the characteristics of your student, what would they be? Provide a rationale for your response.

D. Final reflection

1. How did your personal cultural biases and differences affect your interactions with this student and his or her family during this student profile process?
2. How did this assignment help you better understand the needs and complexities of a student with exceptional learning needs?

**Appendix (required)**

Include student work samples relevant to your case study specifics, parent interview questions and answers. Other relevant materials may be included but are optional.

**Assessment Rubric (TK20): Student Observation Profile**

	<b>Does Not Meet Expectations 1</b>	<b>Meets Expectations 2</b>	<b>Exceeds Expectations 3</b>
<p><b>Part One: Demographic and Background Data</b> 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.</p>	<ul style="list-style-type: none"> <li>• Candidate provides partial demographic and background information, giving only a limited view of the learner with an exceptionality. Candidate does not include <b>all</b> of the following:                             <ul style="list-style-type: none"> <li>○ etiology and diagnosis,</li> <li>○ any medical conditions that exist, psychological and social-emotional characteristics, and</li> <li>○ the effect these conditions can have on the student’s life.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Candidate discusses the demographic and background information related to the target student inclusive of all of the below:                             <ul style="list-style-type: none"> <li>○ etiology and diagnosis,</li> <li>○ any medical conditions that exist, psychological and social-emotional characteristics, and</li> <li>○ the effect these conditions can have on the student’s life.</li> </ul> </li> <li>• Candidate discusses skills and typical and atypical human growth characteristics of the learner.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate discusses the demographic and background information related to the target student inclusive of all of the below:                             <ul style="list-style-type: none"> <li>○ etiology and diagnosis,</li> <li>○ any medical conditions that exist, psychological and social-emotional characteristics, and</li> <li>○ the effect these conditions can have on the student’s life.</li> </ul> </li> <li>• Candidate discusses skills and typical and atypical human growth characteristics of the learner.</li> <li>• 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.</li> <li>• Candidate provides elaboration on the student’s characteristics to include evidence of scholarly work (e.g., use of texts or other research).</li> </ul>

	<p align="center"><b>Does Not Meet Expectations</b> <b>1</b></p>	<p align="center"><b>Meets Expectations</b> <b>2</b></p>	<p align="center"><b>Exceeds Expectations</b> <b>3</b></p>
<p><b>Part Two: Educational History, Educational Goals, Objectives, and Accommodations</b></p> <p>CEC/IGC Standard 1</p> <p>Candidate understands how exceptionalities may interact with development and learning and uses this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Candidate provides a partial educational history related to the target student that does not include:               <ul style="list-style-type: none"> <li>○ the educational implications of the characteristics of the learner’s exceptionality AND/OR</li> <li>○ the effect a learner’s exceptionality can have on his/her life.</li> </ul> </li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Candidate discusses the educational history related to the target student inclusive of:               <ul style="list-style-type: none"> <li>○ the educational implications of the characteristics of the learner’s exceptionality and</li> <li>○ the effect a learner’s exceptionality can have on his/her life.</li> </ul> </li> <li>• 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.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Candidate discusses the educational history related to the target student inclusive of:               <ul style="list-style-type: none"> <li>○ the educational implications of the characteristics of the learner’s exceptionality and</li> <li>○ the effect a learner’s exceptionality can have on his or her life.</li> </ul> </li> <li>• 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.</li> <li>• 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.</li> <li>• Candidate provides elaboration on the student’s characteristics to include evidence of scholarly work (e.g., use of texts or other research) OR provides examples of specific skill or behavioral needs of students.</li> </ul>

	<b>Does Not Meet Expectations 1</b>	<b>Meets Expectations 2</b>	<b>Exceeds Expectations 3</b>
<p><b>Part Three: School and Classroom Information</b></p> <p>CEC/IGC Standard 3</p> <p>Candidate uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.</p>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate describes the school and classroom setting in the greater context of                             <ul style="list-style-type: none"> <li>○ organizations in collaboration with special education and</li> <li>○ the continuum of placement and services available for individuals with exceptionalities.</li> </ul> </li> <li>• Candidate evaluates the environmental context in terms of the level of support necessary for the needs of the individual.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate describes both the school and classroom setting in the greater context of                             <ul style="list-style-type: none"> <li>○ organizations in collaboration with special education and</li> <li>○ the continuum of placement and services available for individuals with mild to moderate exceptional learning needs.</li> </ul> </li> <li>• Candidate evaluates the environmental context in terms of the level of support necessary for the needs of the individual.</li> <li>• 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.</li> <li>• 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).</li> </ul>



	<b>Does Not Meet Expectations</b> <b>1</b>	<b>Meets Expectations</b> <b>2</b>	<b>Exceeds Expectations</b> <b>3</b>
<p><b>Parts Four and Five: Student Observation and Parent/ Professional Interview</b></p> <p>CEC/IGC Standard 7</p> <p>Candidate collaborates with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Candidate provides an incomplete description of the parent or professional interview that lacks information about the family system and role of family in the student’s development and culture.</li> <li>• Candidate does not provide evidence of collecting data on the family or related professional input and concerns related to the student’s educational experience</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Candidate summarizes their classroom observation experiences inclusive of how their personal cultural biases and differences might affect their observation or teaching.</li> <li>• Candidate shows evidence of 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.</li> <li>• The candidate shows evidence of collecting data on the family system and the role of family in the student’s development and education.</li> <li>• Candidate shows evidence of collecting data on family or related professional input and concerns related to the student’s educational experience.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate describes the relationship between observations and the learner’s goals, objectives, &amp; accommodations, and describes the effects the learner’s exceptional condition(s) appears to have on his or her life.</li> <li>• Candidate describes the perceived impact of their student’s academic and social abilities, attitudes, interests, and values on instruction and career development (if applicable).</li> <li>• Candidate comprehensively summarizes their observation experiences inclusive of an analysis of how their personal cultural biases and differences affect their observation or teaching.</li> <li>• 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.</li> <li>• The candidate shows evidence of collecting data on the family system and the role of family student’s development and education.</li> <li>• 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.</li> </ul>

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