



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

Spring 2019

EDSE 540 656: Characteristics of Students with Disabilities who Access the General Curriculum
CRN: 22127, 3 – Credits

Instructor: Dr. Jill Jakulski	Meeting Dates: 1/9/2019 – 3/6/2019
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Office Hours: by appointment	Meeting Location: Off Campus
Office Location: off campus	Other Phone:

****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: Field experience required. Offered by Graduate School of Education. May not be repeated for credit.

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. & 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. (Ch1-3 ONLY)

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

Recommended Textbooks

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

Required Resources

Access to and use of Blackboard

Additional Readings

As assigned

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 540, the required PBA is Observation Student Profile. 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)

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.

Part I: Demographic and Background Data

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

Part III: School and Classroom Information

Part IV: Student Observation

Part V: Related Personnel or Family Member Interview

Part VI: Summary, Synthesis and Recommendations

Appendix (required)

This paper is to be formatted using APA style with related documents and samples in the Appendix. Details pertaining to each of the major sections is provided in the appendix of this syllabus. Time will be allotted in class for work feedback and guidance on drafted sections.

College Wide Common Assessment (TK20 submission required)

None

Performance-based Common Assignments (No Tk20 submission required)

None

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.

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

Journal Articles Review (50 points)

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:

- Authors' rationale for the study
- Your rationale for the article selections and an explanation as to how the needs of your student relates the intervention research conducted
- Description of interventions studied
- Summary of the type of research, the population of students, and length of intervention
- Results
- Conclusion
- 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. See rubric for more specifics.

Iris Center Modules (100 points total; 50 points each)

Students will complete two [IRIS Center](#) modules and submit responses as indicated on Blackboard. IRIS Modules available for selection and specific directions/expectations will be posted on Blackboard. A computer and access to the internet is required to complete this assignment.

IRIS Module Turn-Around PD/Lesson (75 points)

In small groups students will develop an activity-based learning / professional development activity for the class that incorporates elements of the following: designated IRIS module; relevant information from chapters 1-3 in Archer and Hughes text; and information/learning from previous class experiences. Specifics pertaining to this assignment will be provided in class and on Blackboard.

Class Attendance and Engagement (100 points -10 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 540 students are expected to arrive to class on time and prepared (remaining for the duration of the class) and demonstrate professional dispositions throughout. Engagement credit is achieved through active, thoughtful, deliberate involvement in and completion of course/class 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.

Course Policies and Expectations

Attendance/Participation

As indicated above, students are expected to be actively engaged in class sessions and activities. 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.

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. Assignments are due on the date indicated on the syllabus. If you are not in class on the day an assignment is due, you remain responsible for submitting the assignment on time. Late work will be accepted only in cases approved by me after discussion with the student in advance of the date the assignment is due, or in cases of emergency.

Grading Scale

<u>% of points</u>	<u>Grade</u>	<u>Assignments / Points Possible</u>	
95 – 100	A	Observation Student Profile	100
90 – 94	A-	Journal Articles Review	75
86 – 89	B+	Attendance/Engagement	100
80 – 85	B	IRIS Center Modules	75
76 – 79	C+	IRIS Module Turn-Around Lesson	75
70 – 75	C		
<70	F		

~ a total of 425 points is 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/>. In the College of Education and Human Development, dispositions are formally and separately evaluated in at least three points in each student’s program – a self-evaluation at the start of their program, an instructor’s evaluation in the middle of their program, and a university supervisor’s evaluation during internship. When dispositions are assessed, it is important that for areas where a positive disposition is ‘occasionally evident’ or ‘rarely evident,’ the student takes steps to grow as an educator. See <https://cehd.gmu.edu/epo/candidate-dispositions>. In special education licensure programs, the mid-point evaluation is completed by instructors in EDSE 628, EDSE 661, and EDSE 616, and the internship evaluation is completed by instructors in EDSE 783, EDSE 784, and EDSE 785.

Class Schedule

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

Date	Topic	Reading	What's Due / Tasks to Have Completed
01/09 (1)	Registration, Introduction, Backgrounds Review of Syllabus and Class Structure Familiarizing Ourselves with Special Education / Eligibility Terminology, Processes, and Paperwork		Complete and Submit Field Experience Form (in class, if needed)
01/16 (2)	Familiarizing Ourselves with Special Education / Eligibility Terminology, Processes, and Paperwork Overview of Students with Mild Disabilities Assessment and Identification Instruction and Placement	Raymond, Chapters 1 - 3	Due: Complete Student Selection and Overview Google form for Student Observation Profile Assignment (see Blackboard "Announcements" for link)
01/23 (3)	Processing Deficits Learning Disabilities Executive Functioning	Raymond, Chapter 5	Due: Complete Journal Articles Selection and Overview Google form (see Blackboard "Announcements" for link)
01/30 (4)	Intellectual and Developmental Disabilities	Raymond, Chapter 4	In Class: Student Observation Profile • interview question development general feedback/guidance
02/06 (5)	Autism Spectrum Disorders Learners with Difficulties in Attention, Communication and Physical and Sensory	Raymond, Chapters 7 & 8	Due: 1 st Iris Module responses In Class: Student Observation Profile • general feedback/guidance
02/13 (6)	Emotional and Behavioral Disorders	Raymond, Chapter 6	Due: Journal Article Review In Class: Student Observation Profile • general feedback/guidance
02/20 (7)	Cognitive and Perceptual Characteristics of Students with Mild Disabilities Academic, Language, and Social-Emotional Characteristics of Students with Mild Disabilities	Raymond, Chapters 9 - 12	Due: 2 nd IRIS Module responses In Class: Student Observation Profile • general feedback/guidance
02/27 (8)	Teaching Skills and Strategies	Archer & Hughes, Chapters 1 - 3	Due: Observation Student Profile (submitted to Tk20 and to Blackboard) Due: IRIS Module Turn-Around Lesson (#1) Due: IRIS Module Turn-Around Lesson (#2) Due: IRIS Module Turn-Around Lesson (#3)
03/06 (9)	Student Observation Profiles Summary / Wrap-Up		Due: IRIS Module Turn-Around Lesson (#4) Due: IRIS Module Turn-Around Lesson (#5)

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 silence all sound emitting devices 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/>.
- 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 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, & accommodations.
- C. Describe the effects your student's exceptional condition(s) appear(s) 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 needed? 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: Observation Student Profile

Section	Requirement	Points
Part I: Demographic and Background Data	<ul style="list-style-type: none"> ● Candidate discusses the demographic and background information related to the target student inclusive of all of the below: <ul style="list-style-type: none"> ○ etiology and diagnosis, ○ any medical conditions that exist, psychological and social-emotional characteristics, and ○ the effect these conditions can have on the student's life. ● Candidate discusses skills and typical and atypical human growth characteristics of the learner. ● Candidate uses nonbiased language that is sensitive to the culture, language, religion, gender disability, socioeconomic status, and sexual orientation of the learner to describe his/her background information. ● Candidate describes the educational implications of the characteristics of the learner's exceptional learning needs on the learner, his/her family, and society. 	/15
Part II Educational History, Educational Goals, Objectives, and Accommodations	<ul style="list-style-type: none"> ● Candidate provides a summary of the learner's educational goals, objectives and classroom accommodations and the impact of the learner's social abilities, attitudes, interests, and values on instruction and career development (if applicable). ● Candidate discusses the educational history related to the target student inclusive: <ul style="list-style-type: none"> ○ the educational implication of the characteristics of the learner's exceptionality; and ○ 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 primary language, culture, and familial backgrounds may interact with the student's exceptional condition to impact academic and life options. ● 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. 	/15
Part III School and Classroom Information	<ul style="list-style-type: none"> ● Candidate describes the school and classroom setting in the greater context of <ul style="list-style-type: none"> ○ organizations in collaboration with special education; and ○ the continuum of placement and services available for individuals with mild to moderate exceptional learning needs. ● Candidate evaluates the environmental context in terms of how well the teacher has integrated the principles of normalization and concept of least restrictive environment. ● Candidate clearly describes how the environment's adaptations impact the quality of learning opportunities for learners with mild to moderate exceptionalities and determines whether or not optimal learning opportunities are being provided. 	/20
Part IV Student Observation	<ul style="list-style-type: none"> ● 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 summarizes their classroom observation experiences inclusive of an analysis of how their personal cultural biases and differences might affect their observation or teaching. 	/10
Part V Parent Interview	<ul style="list-style-type: none"> ● Candidate collaborates with and interviews family 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 the perceived impact of differences in values, languages, and customs between the learner's home and school lives and the effect of these variations on the relationships among individuals with exceptional learning needs, their family, and school personnel. Family input and concerns are documented. 	/10

<p>Part VI Summary, Synthesis and Reflection & Additional Recommendations</p>	<ul style="list-style-type: none"> • Candidate provides recommendations, educational accommodations, and/or modifications for the learner with mild to moderate exceptional learning needs. • The candidate demonstrates, through their recommendations, their ability to serve as an advocate for appropriate services for individuals with exceptional learning needs and a high level of commitment to developing the highest education and quality-of-life potential of individuals with exceptional learning needs. • Candidate summarizes all pertinent information inclusive of observations, interviews and background information and offers a comprehensive synthesis of <ul style="list-style-type: none"> ○ their learner’s characteristics as compared with typical and atypical learners, ○ the social and educational implications of these characteristics; and ○ the effect the exceptionality has on the learner’s life. 	<p>/20</p>
<p>Writing Mechanics and Format</p>	<p>APA formatting and mechanics must be followed.</p>	<p>/10</p>
	<p>TOTAL</p>	<p>/100</p>

**** All other rubrics should be posted on Blackboard. ****