



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

Summer 2019

EDSE 662 643: Consultation and Collaboration

CRN: 42588, 3 – Credits

Instructor: Dr. Margaret Weiss	Meeting Dates: 5/21/2019 – 7/23/2019
Phone: 703.993.5732	Meeting Day(s): Tuesday
E-Mail: mweiss9@gmu.edu	Meeting Time(s): 5 pm – 9:30 pm
Office Hours: By appointment	Meeting Location: Off Campus
Office Location: 213 Finley	Other Phone: N/A

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

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

Co-requisite(s): None

Course Description

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

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

Course Delivery Method

Learning activities include the following:

1. Class lecture and discussion
2. Application activities
3. Small group activities and assignments
4. Video and other media supports
5. Research and presentation activities
6. Electronic supplements and activities via Blackboard

Learner Outcomes

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

1. Define collaboration, consultation, and teamwork and explain the essential characteristics of each;
2. Identify variables that may facilitate or constrain participation in collaboration, consultation, or teamwork settings;
3. Demonstrate communication skills of listening, avoiding communication roadblocks, dealing with resistance, being appropriately assertive, and resolving conflicts;
4. Apply problem-solving techniques in collaborating with professional colleagues, parents, and related and ancillary personnel to provide for students' learning and behavioral needs;
5. Develop self-assessment techniques for improving consultative and collaboration skills.
6. Plan activities that implement effective consultation and collaboration techniques.
7. Develop an Individualized Education Plan

Professional Standards

This course is part of the George Mason University, Graduate School of Education (GSE), Special Education Programs for teacher licensure in the Commonwealth of Virginia in the special education areas of Special Education: Students with Disabilities who Access the General Curriculum K-12, Visual Impairments PK-12, and Adapted Curriculum K-12. This program complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC), the major special education professional organization, 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 3: Curricular content knowledge (InTASC 4,5); CEC Standard 5: Instructional planning and strategies (InTASC 7,8); CEC Standard 6: Professional learning and ethical practice (InTASC 9) & CEC Standard 7: Collaboration (InTASC 10).

Evidence-Based Practices

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

Required Textbooks

Friend, M., & Cook, L. (2017). *Interactions: Collaboration skills for school professionals* (8th ed.). Boston: Pearson.

Bateman, B. D., & Linden, M. A. (2006). *Better IEPs: How to develop legally correct and educationally useful programs* (5th ed.). Verona, WI: Attainment Company.

Recommended Textbooks

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

Required Resources

Access to Blackboard

Additional Readings

Posted on Blackboard

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 662, the required PBA is Individualized Education Program Project. 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)

Individualized Education Program (see Appendix for directions)

College Wide Common Assessment (TK20 submission required)

N/A

Performance-based Common Assignments (No Tk20 submission required)

N/A

Other Assignments

PARTICIPATION

This course is based on the idea that we are learning together to work together. Each student is a valuable part of the collaborative learning environment and, therefore, must be engaged in class sessions and activities. To that end, one component of evaluation in this course is participation. This may take many forms, including journal entries, in class activities and responses, exploratory activities in preparation for class, reflection on class content, and others. A participation rubric outlining expectations is available on Blackboard. If you do not attend a class session, you will not be able to earn participation credit. However, I understand that, in real life, issues come up that may prevent you from attending. In that event, it is important that you contact me. I reserve the right to allow students to make up some component of the assignments completed in class; however, it is impossible to earn all participation points without being in class. Missing one class session will not sink your grade. Missing several class sessions will.

PROCESS OBSERVATION ACCOUNT

Each individual student will complete one process observation account of a Case Study Presentation. The account will include a rubric evaluation of the functioning of a group as well as written commentary to support the evaluation and description of the feedback process. Specific directions are available on Blackboard.

CASE STUDY ANALYSIS PRESENTATION

Throughout the course, I will be using case studies to provide opportunities for interaction and dialogue. We will form groups of candidates that cross disciplines. Each group will be responsible for becoming experts about one case. The expert group will write a case summary and case study questions. Each expert in the group will then use that information and those guiding questions to conduct a case study group session with classmates to develop an action plan. Evaluation will be on the written case documentation (group) and on each expert's running of the case study group. Each expert will submit the group's case summary and case questions, as well as a targeted reflection on the case study group session. Specific directions and evaluation rubric are on Blackboard.

PROFESSIONAL LEARNING COMMUNITY (PLC) PROJECT

Many schools have implemented a Professional Learning Community (PLC) model in which teams of teachers review student performance on selected assessments, determine areas of strength and need, and then plan instruction to match these. To be effective, the PLC model requires participants to use their effective collaboration skills, as well as their individual areas of expertise, to develop plans for instruction that meet students' needs. This assignment provides candidates with the opportunity to refine their collaboration skills while using their knowledge of instructional strategies. PLCs will be groups of students within the course. Each group will analyze student data, determine student need and instructional objective, and revise two, content-

area lesson plans to address specific student need in a co-taught classroom. Specific directions and evaluation rubric are available on Blackboard.

Course Policies and Expectations

Attendance/Participation

Candidates are expected to (a) attend all classes during the course, (b) arrive on time, (c) stay for the duration of the class time, (d) show evidence of having read/studied material, and (e) complete all in-class assignments to earn points for class participation.

Late Work

Assignments are due on the date indicated in the syllabus. If I change the due date for reasons related to student need in the course, the change will be discussed in class, posted on the Blackboard site, and confirmed in an email to all students. I will not accept late work. If you are not in class on the day an assignment is due, you are still responsible for submitting the assignment.

Grading Scale

<i>Grade</i>	<i>%</i>
A	93-100
A-	90-92
B+	88-89
B	83-87
B-	80-82
C	70-79
F	<70

Evaluation	Points Possible	Type of Assignment
Participation	90	10 pts/session
Process Observation account	35	individual
Case study presentation	50	group
PLC Assignment	75	group
IEP Assignment	100	individual
Total	350	

*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. Any changes to the schedule will be discussed in class, posted in Blackboard, and emailed to all students.

Date	Topic	Readings	Assignments Due
5/21	Introduction Pre-assessments Practicing interpersonal communication skills	Chp 2, 3 Case study: Reluctant Collaborator (on BB)	
5/28	Group problem solving	Chp 5	
6/4	ONLINE (further directions will be available on BB) Case study expert groups meet (virtually)	Chp 6	<i>Documentation of expert group meetings</i>
6/11	IEPs; case studies	BL chp 1, 2	<i>Process Observation Case study analysis groups</i>
6/18	IEPs; case studies	BL chp 3, 5	<i>Process Observation Case study analysis groups</i>
6/25	Working with CLD students Working with families; paraeducators	Chapter 10, 11	
7/9	Co-teaching	Chp 7; Friend, 2016	<i>IEP due</i>
7/16	Co-teaching	Chp 9; Wexler et al. 2019	
7/23	Co-teaching	Bottge et al., 2018; Charles & Dickens, 2012	<i>PLC Group Revised lessons due</i>

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

Individualized Education Program

The purpose of this assessment is to have candidates demonstrate knowledge of the individualized planning process required for the development of educational programs for students with mild to moderate exceptional learning needs. Candidates will demonstrate their

ability to develop the critical components of an Individualized Educational Program (IEP) that are legally sufficient and educationally appropriate for the described case study student. Candidates also will also demonstrate an understanding of how these components come together to build a framework for the student’s educational program by writing a narrative that includes:

1. justification for their decisions within the IEP,
2. explanation of the collaborative process required.

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

Step One: Choose a Student

For this assignment, the instructor will assign a case study for your use.

Step Two: Prepare and Write Your Case

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

Component A: Present Level of Academic Achievement and Functional Performance (PLOP)

1. Using all documentation available, gather information about the student that is relevant to the following areas:
 - a. Student Perspective: The strengths and concerns relevant to enhancing the education of the student as expressed by the student, when appropriate.
 - b. Parent/Guardian/Family Member Perspective: The strengths and concerns relevant to enhancing the education of the student as expressed by the parent(s)/guardian(s)/family member(s).
 - c. Evaluations: The results of the most recent evaluations of the student (educational, speech/language, psychological, OT/PT, social, etc.).
 - d. Assessments: The results of the student’s performance on any general state or district-wide assessments, as appropriate.
 - e. Needs: The academic, developmental, and functional needs of the student.
 - f. Behavior: In the case of a child whose behavior impedes the student’s learning or learning by others, consider interventions, support, and strategies to address that behavior (e.g., Positive Behavioral Interventions and Supports [PBIS]; Functional Behavioral Analysis [FBA]).
 - g. Limited English Proficiency: In the case of a student with limited English proficiency, consider the language needs of the student as those needs relate to the student’s IEP.

- h. Blind or Visually Impaired: In the case of a student who is blind or visually impaired, provide for instruction in Braille and the use of Braille unless the IEP Team determines, after an evaluation of the student's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the student's future needs for instruction in Braille or the use of Braille), that instruction in Braille or the use of Braille is not appropriate for the student.
- i. Communication (Including Deaf or Hard of Hearing): Consider the communication needs of the student and, in the case of a student who is deaf or hard of hearing, consider the student's language and communication mode, academic level, and full range of needs, including opportunities for direction instruction in the student's language and communication mode.
- j. Assistive Technology: Consider whether or not the student needs assistive technology devices and services.

*This is a list of information to gather. You do not have to write a response to each of these areas. Include this information in your present levels of performance narrative.

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

Component B: Measurable Annual Goals

1. Create 3 measurable annual goals for the student. The goals must be:
 - Based on the present level of performance statements and the student's needs.
 - Observable and measurable.
 - Age and ability appropriate.
 - Prioritized and based on the scope and sequence of the VA SOL.
 - Focused on increasing skills and/or positive behaviors.
 - Responsive to variations in beliefs, traditions, and values across cultures.
2. Rationale: Respond to the following questions:
 - a. How are these goals prioritized and age appropriate?
 - b. In what ways do these goals reflect the PLOPs?
 - c. In what ways do these goals show increasing skills and/or positive behavior for the student?
 - d. In what way are these goals responsive to any variations in beliefs, traditions, and values of the student or his/her family?

Component C: Short Term Objectives/Benchmarks

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

Component D: Services, Least Restrictive Environment, Placement

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

*For the purposes of this assignment:

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

Component E: Participation in State Assessments

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

Component F: Accommodations and Modifications

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

Step Three: Narrative on IEP Collaboration

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

- The collaborative activities that should occur prior to development of the IEP.
- Methods of involving students, families, related service providers, and other professionals in the IEP development process.

- Methods for fostering respectful and beneficial relationships between students and their families and professionals throughout the IEP development process.
- Collaborative activities that should occur after the IEP is developed, including next steps for working with general education teachers, the student, and other stakeholders.

Assessment Rubric(s)

Tk20 Performance-Based Assessment for EDSE 662: Individualized Education Program

vSpring 2019

EDSE 662 CAEP Assessment	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
<p>Present Levels of Performance</p> <p>CEC/IGC Standards 1 & 4</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> <p>Candidate uses multiple methods of assessment and data sources in making educational decisions.</p>	<ul style="list-style-type: none"> • Candidate writes a present levels of performance statement that: <ul style="list-style-type: none"> ○ lacks consistent or logical links to evaluations and assessments and/or ○ fails to include educational implications of the student's exceptionality, and/or ○ fails to consider variations in beliefs, traditions, and values across and within cultures. • Candidate fails to demonstrate respect for the student by using biased and negative language. • Candidate fails to show evidence of the similarities and differences between the student's development and typical human development. • Candidate includes statements irrelevant to the performance within the past calendar year or since the last IEP. • Candidate uses educational jargon and/or does not define terms that may not be understood by all who participate in the IEP development. 	<ul style="list-style-type: none"> • Candidate interprets information from formal and informal assessments to write an appropriate, relevant present levels of performance statement with: <ul style="list-style-type: none"> ○ clear links to evaluations and assessments (such as interviews, observations, informal and classroom assessments, and standardized tests), ○ reference to the similarities and differences between the student's development and typical human development, ○ description of educational implications of the characteristics of various exceptionalities and sensory impairments (as applicable), and ○ description of variations in beliefs, traditions, and values across and within cultures (as applicable). • Candidate identifies specific areas of need and for each identified area describes what the student: <ul style="list-style-type: none"> ○ currently can do, ○ currently cannot do that is appropriate for curriculum-based or age-based or ability-based expectations, and ○ needs to do within the coming IEP year. • Candidate uses unbiased, objective language, defines terms and acronyms to assist understanding by all who participate in the IEP development. 	<ul style="list-style-type: none"> • Candidate interprets information from formal and informal assessments to write an appropriate, relevant present levels of performance statement with: <ul style="list-style-type: none"> ○ clear links to evaluations and assessments (such as interviews, observations, informal and classroom assessments, and standardized tests), ○ reference to the similarities and differences between the student's development and typical human development, ○ description of educational implications of the characteristics of various exceptionalities and sensory impairments (as applicable), and ○ description of variations in beliefs, traditions, and values across and within cultures (as applicable). • Candidate identifies specific areas of need and for each identified area describes what the student: <ul style="list-style-type: none"> ○ currently can do (stated first), ○ currently cannot do that is appropriate for curriculum-based or age-based or ability-based expectations, and ○ needs to do within the coming IEP year. • Candidate uses unbiased, objective language, defines terms and acronyms to assist understanding by all who participate in the IEP development. • Candidate describes strengths and areas in need of improvement in relation to Virginia Standards of Learning.

EDSE 662 CAEP Assessment	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
<p>Measurable Annual Goals</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"> • Candidate writes annual goals that: <ul style="list-style-type: none"> ○ do not reflect information in the present levels of performance section and/or ○ do not identify appropriate targets for student growth and/or ○ are not priorities and/or ○ are not clearly stated. • Candidate writes goal statements that: <ul style="list-style-type: none"> ○ do not include appropriate statements of conditions (“givens”) and/or ○ are not measurable/do not include observable behaviors and/or ○ do not include appropriate levels of mastery. 	<ul style="list-style-type: none"> • Candidate writes clearly stated appropriate age and ability annual goals that: <ul style="list-style-type: none"> ○ reflect areas of need identified in the present levels of performance AND ○ identify appropriate targets for student growth within a year. • Candidate includes for each goal: <ul style="list-style-type: none"> ○ measurable/ observable behavior(s) AND ○ condition(s) under which the student’s performance will be demonstrated AND ○ appropriate and clear levels of mastery. • Candidate writes goals that focus on decreasing and/or increasing (as appropriate) academic, behavioral/social, life, and study/ organizational skills. • Candidate demonstrates (if appropriate) consideration of variations in beliefs, traditions, and values across and within cultures. 	<ul style="list-style-type: none"> • Candidate writes clearly stated appropriate age and ability annual goals that: <ul style="list-style-type: none"> ○ reflect areas of need identified in the present levels of performance AND ○ identify appropriate targets for student growth within a year (i.e., the goal is a realistic and suitable 12 month goal). • Candidate includes for each goal: <ul style="list-style-type: none"> ○ measurable/ observable behavior(s) AND ○ condition(s) under which the student’s performance will be demonstrated AND ○ appropriate and clear levels of mastery AND ○ a statement of maintenance AND/OR a statement of generalization. • Candidate bases goals on the scope and sequence of the Virginia Standards of Learning (cites VSOL correlations). • Candidate writes goals that focus on decreasing and/or increasing (as appropriate) academic, behavioral/social, life, and/or study/ organizational skills. • Candidate states how progress will be measured and when progress will be reported to families/guardians. • Candidate demonstrates (if appropriate) consideration of variations in beliefs, traditions, and values across and within cultures.

<p>Short Term Objectives or Benchmarks</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"> • Candidate does not appropriately match the use of short-term objectives or of benchmarks to the task described in the goal. • Candidate mixes together under one goal the use of short-term objectives and benchmarks. • Candidate writes individualized learning short-term objectives/benchmarks that are unclear and/or: <ul style="list-style-type: none"> ○ are not directly related to the annual goals and/or ○ are not sequentially age or ability appropriate and/or ○ include components that are inappropriate for performing the identified task(s) ○ do not appropriately include observable behaviors ○ do not appropriately include conditions under which the behaviors are demonstrated, and ○ do not appropriately include degrees of mastery. 	<ul style="list-style-type: none"> • Candidate appropriately selects short-term objectives OR benchmarks to accompany each goal and does not mix using them under one goal. • Candidate writes clearly stated individualized short-term objectives/benchmarks that <ul style="list-style-type: none"> ○ relate to the associated annual goal AND ○ are sequential age and ability appropriate. • Candidate includes for each short-term objective or benchmark: <ul style="list-style-type: none"> ○ the measurable/ observable behavior AND ○ the condition(s) under which the behavior will be demonstrated AND ○ the target degree of mastery • Candidate writes short-term objectives/benchmarks that focus on decreasing and/or increasing (as appropriate) academic, behavioral/social, life, and study/ organizational skills. • Candidate demonstrates (if appropriate) consideration of variations in beliefs, traditions, and values across and within cultures. 	<ul style="list-style-type: none"> • Candidate appropriately selects short-term objectives OR benchmarks to accompany each goal and does not mix using them under one goal. • Candidate writes clearly stated individualized short-term objectives/benchmarks that <ul style="list-style-type: none"> ○ relate to the associated annual goal AND ○ are sequential age and ability appropriate. • Candidate includes for each short-term objective or benchmark: <ul style="list-style-type: none"> ○ the measurable/ observable behavior AND ○ the condition(s) under which the behavior will be demonstrated AND ○ the target degree of mastery AND ○ a statement of maintenance AND/OR a statement of generalization. • Candidate writes short-term objectives/benchmarks that focus on decreasing and/or increasing (as appropriate) academic, behavioral/social, life, and/or study/ organizational skills. • Candidate bases short-term objectives/benchmarks on the scope and sequence of the Virginia Standards of Learning. • Candidate states how progress will be measured and when progress will be reported to families/guardians. • Candidate demonstrates (if appropriate) consideration of variations in beliefs, traditions, and values across and within cultures.
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EDSE 662 CAEP Assessment	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
<p>Services, Least Restrictive Environment (LRE), Placement</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>	<p>Candidate lists program or primary related services that do not or inconsistently align with areas of need based on the present levels of performance.</p>	<ul style="list-style-type: none"> • Candidate lists appropriate program and primary services and related services (if applicable) that demonstrate an understanding of: <ul style="list-style-type: none"> ○ the continuum of placement and services available for individuals with exceptional learning needs and ○ the concept of the least restrictive environment and • Candidate identifies appropriate program and primary services and related services (if applicable) that <ul style="list-style-type: none"> ○ align consistently with the individual’s areas of need based on present levels of performance and ○ provide supports needed for the student to be successful in the least restrictive environment. • Candidate includes for all services appropriate statements of the following: <ul style="list-style-type: none"> ○ service provider(s) ○ location ○ frequency ○ setting ○ duration ○ start and end dates. 	<ul style="list-style-type: none"> • Candidate lists appropriate program and primary services and related services (if applicable) that demonstrate an understanding of: <ul style="list-style-type: none"> ○ the continuum of placement and services available for individuals with exceptional learning needs and ○ the concept of the least restrictive environment and • Candidate identifies appropriate program and, if appropriate, primary and related services that align consistently with the individual’s areas of need based on present levels of performance • Candidate includes for all services appropriate statements of the following: <ul style="list-style-type: none"> ○ service provider(s) ○ location ○ frequency ○ setting ○ duration ○ start and end dates. • Candidate includes a rationale for how services relate to the individual’s needs. • Candidate includes a statement of the extent that the student: <ul style="list-style-type: none"> ○ may participate in regular school extra-curricular and non-academic activities OR ○ may not participate in specific, stated regular school extra-curricular and/or non-academic activities, with explanation and rationale. • Candidate states, as appropriate, supplementary services to improve student access to learning and participation across academic, extracurricular, non-academic activities and settings.

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<p>Accommodations and Modifications</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"> • Candidate uses the terms “accommodations” and “modifications” and inappropriately, including using them interchangeably or inconsistently. • Candidate does not identify accommodations and/or modifications, need for which is made evident in the present levels of performance component. • Candidate identifies inappropriate accommodations and/or modifications. 	<ul style="list-style-type: none"> • Candidate identifies (as appropriate) accommodations for participation in academic, non-academic, and extracurricular activities. The candidate provides, for each accommodation recommended, a rationale tied to the present levels of performance. • Candidate describes accommodations with clarity and correlates each accommodation to the learning and assessment focus that the accommodation supports. • Candidate identifies as appropriate and with rationale modifications to the curriculum. • Candidate identifies with rationale, when appropriate, assistive technologies that serve as accommodations to support the learner. • Candidate identifies with rationale based on present levels of performance appropriate accommodations and/or modifications that support student access to non-academic and extracurricular activities in education settings, if applicable. 	<ul style="list-style-type: none"> • Candidate identifies (as appropriate) accommodations for participation in academic, non-academic, and extracurricular activities.. The candidate provides, for each accommodation recommended, a rationale tied to the present levels of performance. AND to the goals that have been identified. • Candidate describes accommodations with clarity and correlates each accommodation to the learning and assessment focus that the accommodation supports. • Candidate identifies as appropriate and with rationale modifications to the curriculum. • Candidate identifies with rationale, when appropriate, assistive technologies that serve as accommodations to support the learner. • Candidate identifies with rationale based on present levels of performance appropriate accommodations and/or modifications that support student access to non-academic and extracurricular activities in education settings, if applicable. • All rationales for accommodations and/or modifications include, as appropriate, discussion of the impact of: <ul style="list-style-type: none"> ○ perceptual and information processing skills ○ work completion abilities ○ test taking abilities, ○ variations in beliefs, traditions, and values across and within cultures.

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<p>Participation in State Assessments</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"> • Candidate does not list student participation in state assessments or provide explanation with rationale stating why the student is not participating. • Candidate selects inappropriate levels of student participation in state assessments based on present levels of performance and student’s exceptional condition(s). 	<ul style="list-style-type: none"> • Candidate selects appropriate levels of student participation in state and district assessments based on present levels of performance and student’s exceptional condition(s). • Candidate lists appropriate accommodations for state and district assessments. • Candidate provides for each accommodation a rationale based on the present levels of performance component. 	<ul style="list-style-type: none"> • Candidate selects appropriate levels of student participation in state and district assessments based on present levels of performance and student’s exceptional condition(s). • Candidate lists appropriate accommodations and correlates specific accommodations to each state and district assessment. • Candidate provides for each accommodation on each state and district assessment a rationale based on the present levels of performance component, including discussion of the impact exceptional conditions (such as perceptual and information processing skills) can have on an individual’s testing abilities.
<p>Legal Compliance of IEP</p> <p>CEC/IGC Standard 6</p> <p>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"> • Candidate writes components of the IEP using: <ul style="list-style-type: none"> ○ biased or inflammatory language and/or ○ unclear or ambiguous statements and/or ○ inaccuracies (including spelling, grammatical, and other writing mechanics errors) and/or ○ jargon or terms that may not be understood by all who participate in the development of the IEP. • Candidate writes a narrative statement about principles and practices that inform the IEP process and written document that: <ul style="list-style-type: none"> ○ reflect unsuitable practices as stated above and/or ○ are inaccurate and/or ○ support practices contrary to legal compliance or ethical standards. 	<ul style="list-style-type: none"> • Candidate writes components of the IEP that comply with all relevant laws and policies and demonstrate best practices. • Candidate writes a narrative statement about principles and practices that inform the IEP process. The statement reflects knowledge of accepted and supported practices in the field of special education. • Candidate writes all components of the IEP project with clarity, accuracy (including spelling, grammar, and other writing mechanics), use of neutral, objective, non-inflammatory language, and explanation of terms and acronyms to support understanding by all who participate in the development of the IEP. • All components of the IEP project align/make sense with one another. 	<ul style="list-style-type: none"> • Candidate writes components of the IEP that comply with all relevant laws and policies and demonstrate best practices. • Candidate writes a narrative statement about principles and practices that inform the IEP process. The statement reflects knowledge of accepted and supported practices in the field of special education and advocacy for the rights of individuals with disabilities and their families/guardians. • Candidate writes all components of the IEP project with clarity, accuracy (including spelling, grammar, and other writing mechanics), use of neutral, objective, non-inflammatory language, and explanation of terms and acronyms to support understanding by all who participate in the development of the IEP. • All components of the IEP project align/make sense with one another. • Candidate includes documentation that IEP procedural safeguards were enacted (e.g., a statement that that families/guardians of the individual with disabilities have been informed of their special education rights).

