



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

Fall 2020

EDSE 540 002: Characteristics of Students with Disabilities who Access the General Curriculum
CRN: 82194, 3 – Credits

Instructor: Dr. Margaret Weiss	Meeting Dates: 8/24/20 – 12/16/20
Phone: 703.993.5732	Meeting Day(s): Tuesday
E-Mail: mweiss9@gmu.edu	Meeting Time(s): 4:30 pm – 7:10 pm
Office Hours: T 3:00-4:00pm or by appt	Meeting Location: Fairfax; KH 15
Office Location: Finley 213	Other Phone: N/A

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

Prerequisite(s):

None

Co-requisite(s):

None

Course Description

Examines the characteristics of students with mild disabilities. Focuses on etiology, contributing factors, conditions that affect learning, the challenges of identifying students with disabilities, and the need for academic, social, and emotional accommodations and support. Notes: Field experience required.

Advising Contact Information

Please make sure that you are being advised on a regular basis as to your status and progress in your program. Students in Special Education and Assistive Technology programs can contact the Special Education Advising Office at 703-993-3670 or speded@gmu.edu for assistance. All other students should refer to their assigned program advisor or the Mason Care Network (703-993-2470).

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.

Professional Standards

(Council for Exceptional Children (CEC), Interstate Teacher Assessment and Support Consortium (InTASC). Upon completion of this course, students will have met the following professional standards: 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 one 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 Texts

Raymond, E. B. (2017). *Learners with mild disabilities: A characteristics approach* (5th ed.). Boston: Pearson. (We will use ten of the 12 chapters in this book.)

Archer, A. L., & Hughes, C. A. (2010). *Explicit instruction: Effective and efficient teaching*. New York: Guilford Press. (We will use three of the eight chapters in this book. You will use the book again in subsequent courses.)

Recommended Texts

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>

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, VIA, hard copy).

VIA 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 VIA (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 VIA.

For EDSE 540, the required PBA is Observation Student Profile. Please check to verify your ability to upload items to VIA before the PBA due date.

Assignments and/or Examinations

Performance-based Assessment (VIA submission required)

The required assignment for this course is the development of an *Observational Student Profile* about a student with a disability who accesses the general curriculum. See Appendix A and Blackboard for specific details.

College Wide Common Assessment (VIA submission required)

None

Performance-based Common Assignments (No VIA 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).

Students must be able to perform the essential functions of the practicum site assigned with or without an accommodation. Contact Disability Services (ods@gmu.edu) for questions related to accommodations.

*Please note that due to barriers with accessing field experience placements in Fall 2020 as a result of COVID-19, there will be changes to the field experience process in this course. Students will be notified well in advance with changes and provided with alternative options. Check your Mason email regularly for important information regarding your field experience.

Other Assignments

Two other assignments will be part of your final grade. **Class assignments** will be due each week and will be described in Class Materials on Blackboard. A template will be provided for these assignments. They will include summaries from the case studies in the course text chapter for the week, article reviews in preparation for Jigsaw activities, and evaluations of lesson plans provided.

Microteaching will be an opportunity for each candidate to teach a scripted lesson from the Explicit Instruction textbook to a small group of peers. The expectation is that the candidate will be prepared and will teach the lesson as if teaching it to a group of K-12 students. The group will provide feedback to the candidate and there may be an opportunity for the candidate to repeat the instruction, using the feedback received. More detailed directions will be provided.

Course Policies and Expectations

Attendance/Participation

Students 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. This applies to both F2F class sessions and Collaborate/online class sessions. Specifics about class session time, format, and participation expectations will be made clear for each session. Please contact me if any questions or problems arise for a session. Also, please contact me as soon as possible if you know you will miss class or you do miss class for some life reason.

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 accept late work ONLY in cases approved by me after discussion with the student at least one week before the assignment is due OR in cases of emergency (e.g., you or a loved one/significant other is incapacitated in some way). If you are not in class on the day an assignment is due, you are still responsible for submitting the assignment on or before the due date and time.

Other Requirements

Workload

Graduate-level courses require in-depth reading, study, and work on course requirements outside of class time. Students are expected to allot class study and preparation time in addition to time spent on assignments.

Written and oral language

APA Style is the standard format for any written work in the College of Education. If you are unfamiliar with APA, it would benefit you to purchase the *Publication Manual of the American Psychological Association* (6th ed.) You are required to use APA guidelines for all course assignments. Please use the following website for APA format guidelines:

<http://apastyle.apa.org>.

We will use person-first language in our class discussions, written assignments, and ideally in our professional practice.

Blackboard Site

We will use our course Blackboard website for much of our course work and material. You will be responsible for all material posted on the website. Please check it regularly.

Communication with Dr. Weiss

The most efficient way to contact me is through email. I check email daily at least at 9am and 2pm Monday through Friday. If your email has reached me by either of those times, I will respond immediately. Otherwise, I will respond within 24 hours during the week. Keep in mind that I teach most evenings. On weekends, I check my Mason account on Sunday early morning and evening and will respond to all received then. Do not email me an hour before an assignment is due and expect a response. If you would prefer to meet with me either before or after class (or at another time during the day/after school), please do not hesitate to contact me.

I am REQUIRED to use your Mason email to correspond to you. If you do not check it frequently, please adjust the settings to forward the messages to your frequently used account.

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

Grades will be calculated by summing the total and dividing by 135. Any result at .5 or higher will be rounded up to next whole number.

Evaluation

<i>Assignment</i>	<i>Description</i>	<i>Points</i>
Class Assignments	Jigsaw, case study summaries, lesson evaluations (directions and templates provided in class materials)	60 points (12 assignments at 5 pts each)
Microteaching	Teaching an Explicit Instruction lesson to peers in course; providing feedback to others	15 points
Observation Student Profile	Culminating assignment due at end of semester (directions and rubric in class materials)	60 points
	TOTAL	135 points

***Note:** The George Mason University Honor Code will be strictly enforced. See [Academic Integrity Site](https://oai.gmu.edu/) (<https://oai.gmu.edu/>) and [Honor Code and System](https://catalog.gmu.edu/policies/honor-code-system/) (<https://catalog.gmu.edu/policies/honor-code-system/>). 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 new, original work for this course or with proper citations.

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See [Policies and Procedures](https://cehd.gmu.edu/students/polices-procedures/) (<https://cehd.gmu.edu/students/polices-procedures/>). Students are expected to exhibit professional behaviors and dispositions at all times. In the College of Education and Human Development, dispositions are formally and separately evaluated in at least two points in each student’s program – a self-evaluation at the start of their program, and a university supervisor’s evaluation during internship. In special education licensure programs, the self-evaluation is an online survey distributed via email upon program entry for graduate students and within initial courses (EDSE 241, EDSE 361, and EDSE 311) for undergraduate students. 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>.

Class Schedule

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

Date	Topic	Readings	Format	Assignment Due
8/25	Introduction; Determining disability	Willingham; Lloyd et al	F2F	
9/1	Cognitive and Perceptual Characteristics; Students with ID	Raymond, Chp 9; chp 4	F2F	Case study summary sheet; discussion
9/8	Language Characteristics; Students with ID	Raymond, Chp 10; Article Choice	F2F	Jigsaw
9/15	Academic Learning Characteristics; Students with LD	Raymond Chp 11; 5	F2F	Case study summary sheet; discussion
9/22	Students with LD	Online module	Collaborate	Jigsaw
9/29	Social/Emotional Characteristics; Students with EBD	Raymond Chp 12; 6	F2F	Case study summary sheet; discussion OPTIONAL STUDENT PROFILE CHECKPOINT

10/6	Students with EBD	Online module	Collaborate	Jigsaw
10/20	Students with ADHD	Raymond Chp 7	F2F	Case study summary sheet; discussion
10/27	Students with ADHD	Online module	Collaborate	Jigsaw
11/3	Students with Autism	Online Module	Asynchronous	Activities posted OPTIONAL STUDENT PROFILE CHECKPOINT
11/10	Students with Autism	Raymond Chp 8	F2F	Case study summary sheet; discussion
11/17	Explicit Instruction	EI chp 1 & 2	F2F	Lesson evaluation
11/24	Explicit Instruction	EI chp 3	Collaborate	Lesson evaluation OPTIONAL STUDENT PROFILE CHECKPOINT
12/1	Microteaching		Collaborate	Microteaching review/feedback
12/15				Observational Student Profile Due to BB

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: See [Core Values](http://cehd.gmu.edu/values/) (<http://cehd.gmu.edu/values/>).

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code. See [Honor Code and System](https://catalog.gmu.edu/policies/honor-code-system/) (<https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing. See [Responsible Use of Computing](http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/) (<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 [Disability Services](https://ds.gmu.edu/) (<https://ds.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 VIA should be directed to [VIA Help support@watermarkinsights.com](mailto:VIA_Help_support@watermarkinsights.com). Questions or concerns regarding use of Blackboard should be directed to [Blackboard Instructional Technology Support for Students \(https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/\)](https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/).

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

- As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing the [Title IX Coordinator \(titleix@gmu.edu\)](mailto:titleix@gmu.edu).
- **For information on student support resources on campus, see [Student Support Resources on Campus \(https://ctfe.gmu.edu/teaching/student-support-resources-on-campus\)](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 [College of Education and Human Development \(http://cehd.gmu.edu/\)](http://cehd.gmu.edu/).

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, current school performance, and IEP goals 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 five 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.

Candidates will receive a case study with materials about a student with a disability who accesses the general curriculum. Read the case study and materials carefully to complete this assignment.

Part I: Demographic and Background Information

Provide a thorough description of your student, including

1. demographic information,
2. disability diagnosis and etiology,
3. any medical conditions that exist,
4. social-emotional characteristics, and
5. any other information external to the school environment that may be relevant to the student's academic achievement (e.g., has moved repeatedly, has significant family changes). Do not include the student's educational history.

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

- A. Describe your student's educational history, including
 - i. schools attended,
 - ii. reason for initial referral,
 - iii. pre-referral interventions (if available),
 - iv. results of multidisciplinary evaluation,
 - v. special education classification,
 - vi. description and location of educational service provision, and
 - vii. related services provided.
- B. 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).
- C. Identify the educational implications of the characteristics identified in B.
- D. Describe the impact of your student's academic and social abilities, attitudes, interests, and values on career development. Does your student's disability have an impact on auditory and information processing skills? If so, describe.
- E. From the student's IEP, summarize or state the educational goals and objectives and identify the classroom accommodations.

- F. Evaluate how the levels of support correspond to the needs of the individual.

Part III: School and Placement Information

- A. From one of the local school divisions, choose a school that your student might attend. Using data from the division and from the Virginia Department of Education Report Card data, 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,
 4. Performance of students with disabilities on state assessments for the most recent year reported.
- B. From your student's IEP, describe the educational placement. What special education and general education services are provided? How are these services described?
- C. Evaluate how this placement matches your understanding of the Least Restrictive Environment specifically for the student's specific skills and characteristics, as described in Part II.

Part IV: Family Engagement

This part of the assignment includes two components: (1) participate in a Parent Education Training Center training through PEATC (link on Blackboard) and (2) reflect on that training by writing a reflection on the following:

- A. Identify and describe three takeaways or new learning you have from the PEATC training; post these to our collaborative Word Doc (see link in Blackboard).
- B. Explain how you could engage your student's family in IEP development and progress monitoring throughout the year.

Part V: 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.

Appendix (required)

Include student work samples or other materials relevant to your case study specifics.

Assessment Rubric(s)

Observation Student Profile

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
<p>Demographic and Background Data</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"> • Candidate provides partial demographic and background information, giving only a limited view of the learner with an exceptionality. Candidate does not include all of the following: <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. 	<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. 	<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 provides elaboration on the student’s characteristics to include evidence of scholarly work (e.g., use of texts or other research).
<p>Educational History, Educational Goals, Objectives, and Accommodations</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"> • Candidate summarizes the learner’s educational goals, objectives and classroom accommodations but does not address the impact of the learner’s social abilities, attitudes, and values on instruction and career development. • Candidate provides a partial educational history related to the target student that does not include: <ul style="list-style-type: none"> ○ the educational implications of the characteristics of the learner’s exceptionality AND/OR ○ the effect a learner’s exceptionality can have on his/her life. • Candidate writes a description of the student’s educational history that fails to include how cultural and linguistic differences (if applicable) may affect learning, growth, and development. 	<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. • Candidate discusses the educational history related to the target student inclusive of: <ul style="list-style-type: none"> ○ the educational implications 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 cultural and linguistic differences (if applicable) may affect learning, growth, and development. • Candidate discusses skills and typical and atypical human growth characteristics of the learner. 	<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. • Candidate discusses the educational history related to the target student inclusive of: <ul style="list-style-type: none"> ○ the educational implications 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 cultural and linguistic differences (if applicable) may affect learning, growth, and development.

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
		<ul style="list-style-type: none"> • Candidate describes the educational implications of the characteristics of the learner’s exceptionality and the impact of the learner’s exceptional learning needs on the learner, their family, and society. • Candidate writes a description of the student’s educational history that includes how cultural and linguistic differences (if applicable) may affect learning, growth, and development. • Candidate describes the impact the learner’s disability has on auditory and/or information processing skills and relates levels of support to the needs of the individual. 	<ul style="list-style-type: none"> • Candidate describes the impact the learner’s disability has on auditory and/or information processing skills and relates levels of support to the needs of the individual. • Candidate provides elaboration on the student’s characteristics to include evidence of scholarly work (e.g., use of texts or other research) OR provides examples of specific skill or behavioral needs of students. • Candidate discusses skills and typical and atypical human growth characteristics of the learner. • Candidate describes the educational implications of the characteristics of the learner’s exceptionality and the impact of the learner’s exceptional learning needs on the learner, their family, and society.
<p>School and Classroom Information</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 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. 	<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 exceptionalities. • Candidate evaluates the environmental context in terms of the level of support necessary for the needs of the individual. • Candidate clearly describes how the environment’s adaptations impact the quality of learning opportunities for learners with exceptionalities and determines whether or not optimal learning opportunities are being 	<ul style="list-style-type: none"> • Candidate describes both 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 the level of support necessary for the needs of the individual. • Candidate clearly describes how the environment’s adaptations impact the quality of learning opportunities for learners with exceptionalities and determines whether or not optimal learning opportunities are being provided.

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
		provided.	<ul style="list-style-type: none"> • 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).
<p>Summary, Synthesis and Reflection & Additional Recommendations</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"> • Candidate provides an incomplete summary that does not include information from all components of the student profile. • Candidate provides incomplete recommendations, educational accommodations, and modifications for the learner with exceptional learning needs by EITHER not addressing recommendations, educational accommodations, or modifications OR by not linking student characteristics to these recommendations, accommodations, or modifications. 	<ul style="list-style-type: none"> • Candidate provides recommendations, accommodations, and/or modifications that identify and prioritize areas of the general curriculum and accommodations for the learner with exceptionalities. • The candidate demonstrates, by integrating student characteristics and recommendations, their commitment to developing the highest education and quality-of-life potential of individuals with exceptionalities. • Candidate summarizes all pertinent information inclusive of observations, interviews and background information and shows competence and sound judgment by offering a comprehensive synthesis of <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. 	<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. • Candidate analyzes how his/her own cultural biases and differences affected his/her interactions with students and their families. • Candidate provides elaboration in the synthesis to include evidence of scholarly work (e.g., use of texts or other research).