



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

Summer 2020

EDSE 531: Transition and Community-Based Instruction

Section D01; CRN: 40563

3 – Credits

Instructor Contact Information	Course Time and Location
Instructor: Dr. Dana Rusher	Meeting Dates: 06/03/20 – 07/22/20
Phone: 980 234-4112	Meeting Day(s): Wednesday
E-Mail: drusher@gmu.edu	Meeting Time(s): 4:30 pm – 7:10 pm
Office Hours: By appointment	Meeting Location: N/A, Online
Office Location: Zoom	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

Addresses issues in transition for youth with severe disabilities. Covers self-determination, development, and implementation of a transition plan, post-secondary opportunities including education and community-based instruction, and vocational environments.

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

Do you need to apply for internship? Students completing special education teacher licensure programs apply ahead of time for internships so supervisors, and sites if needed, can be arranged. Check your program plan or talk with your advisor if you are unsure when you should be applying for internship.

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

This course will be delivered online (76% or more) using a synchronous format via the Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on June 3, 2020.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see: [Browser support \(https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers\)](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers)
To get a list of supported operation systems on different devices see: [Tested devices and operating systems \(https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems\)](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems)
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Zoom web conferencing tool.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
 - [Adobe Acrobat Reader \(https://get.adobe.com/reader/\)](https://get.adobe.com/reader/)
 - [Windows Media Player \(https://support.microsoft.com/en-us/help/14209/get-windows-media-player\)](https://support.microsoft.com/en-us/help/14209/get-windows-media-player)

- [Apple Quick Time Player \(www.apple.com/quicktime/download/\)](http://www.apple.com/quicktime/download/)

Expectations

- **Course Week:**
Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
- **Log-in Frequency:**
Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 2 times per week. In addition, students must log-in for all scheduled online synchronous meetings
- **Participation:**
Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- **Technical Competence:**
Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- **Technical Issues:**
Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- **Workload:**
Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- **Instructor Support:**
Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- **Netiquette:**
The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

- **Accommodations:**
Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

Specific Expectations for Students Participating Using Web Conferencing (Zoom):

- **Zoom Access:** Links for synchronous class sessions will be provided on the course Blackboard site. Students do not need a Zoom login to participate.
- **Web conferencing requirements:**
 - **You must have a working web camera and headset/microphone combination.**
 - Use your real name to sign in—no aliases, please.
 - Mute your microphone when not speaking.
 - Your camera output must remain live in order to document your attendance during class. Please don't freeze your camera.
- **Web conferencing decorum:** Remember that while you are participating in the class via web conferencing, you are visible to the entire class and must maintain an appropriate professional demeanor. This includes preventing auditory and visual interruptions from your site, dressing professionally, and managing the area from which you broadcast, including setting up an appropriate neutral backdrop and adequate lighting.
- **Technical problems:** Avoid problems: Test your system several days before the first class. **Zoom requires a high bandwidth connection.** Students attending at home should advise others in the home they may not use the Internet for online games, movies, etc. during class time. Avoid public Wi-Fi; the bandwidth is shared and you may experience dropout or shutdown. Test your system before the first class.
 - The professor cannot help you with the technical side of web conferencing--signing on, problems with the interface, etc. You should have become familiar with Zoom before class begins and tested your system. As a web conferencing participant, you alone are responsible for the equipment that you use to join the class.
 - Students who experience technical problems with their courses must contact the CEHD Office of Technology Support at (703) 993-5654 or cehdtech@gmu.edu. Contact Tech Support as soon as you have determined you cannot correct your connection problem.
 - If you have problems with your home computer that prevent you from web conferencing, it is your responsibility to locate another computer or temporarily join the class at the site nearest you as quickly as possible to avoid missing classes and losing points.
- **Attendance:** If you are registered into a web conferencing section, please be make sure that you check in with the professor at the beginning of each class period and check out at the end to be credited for attendance in this class. Web conferencing in the special education program requires synchronous attendance (you must be viewing the class at the time it is meeting). If you can't attend synchronously, please drop the class. Participant login frequency and duration is tracked in Zoom.
- **Asking questions:** Ask your questions verbally rather than using the hand raise icon or typing your comments. The professor will answer as many questions in class as possible. All students should email the professor with any questions that cannot be answered in class or are private in nature.

- **Taking tests:** All testing will be done on Blackboard at your home or another secure computer and requires no proctors. Avoid public Wi-Fi; the bandwidth is shared and you may experience system dropout or shutdown that will end your test attempt.

Learner Outcomes

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

1. Demonstrate the ability to prepare students and work with families to provide successful student transitions throughout the educational experience to include postsecondary training, employment, and independent living that addresses an understanding of long-term planning, career development, life skills, community experiences and resources, self-advocacy, and self-determination, guardianship and legal considerations.
2. Coordinate service delivery with general educators, related service providers, and other providers.
3. Coordinate and facilitate meetings involving parents, students, outside agencies, and administrators.
4. Identify community resources, agencies, and strategies to interface with community agencies when developing and planning IEPs.
5. Understand the difference between entitlement and eligibility for agency services as students move to the adult world including a basic understanding of Social Security Income benefits planning, work incentive, Medicaid, and community independent living.
6. Identify related services and accommodations, including technology, pertaining to postsecondary transitions that increase student access to post secondary education and community resources.
7. Recognize and plan for individual student potential and their capacity to meet high academic, behavioral, and social expectations and the impact of academic and social success on personal development.
8. Implement person-centered planning strategies to promote student involvement in planning.
9. Identify generic skills that lead to success in school, work, and community, including time management, preparedness, social interactions, and communication skills.
10. Demonstrate knowledge of social skills development including the unique social skills
 1. deficits associated with disability.
11. Assess social skills strengths and needs implement specialized social skills strategies.
12. Demonstrate knowledge of use and implementation of transition assessments (including
 2. vocational assessments) to encourage and support students' self-advocacy and self-determination skills.
13. Discuss legal issues surrounding age of majority and guardianship.
14. Understand the principles of online learning and online instructional strategies and the application of skills to deliver online instruction.

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 3: Curricular content knowledge (InTASC 4,5); CEC

Standard 4: Assessment (InTASC 6) & CEC Standard 5: Instructional planning and strategies (InTASC 7,8).

Required Textbooks

NA

Recommended Textbooks

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.).

Additional Readings

Additional readings will be 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 531, the required PBA is Transition Individualized Education Program. 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)

The performance-based assessment for this course is the Transition Individualized Education Program. See the Other Assignments section for assignment description.

College Wide Common Assessment (TK20 submission required)

N/A

Performance-based Common Assignments (No Tk20 submission required)

N/A

Other Assignments

Attendance and Participation

You are expected to prepare for seminars by thoughtfully reading all assigned readings and reviewing prior class notes. This portion of your grade will be evaluated in multiple ways, including attendance, in-class activities, and group activities.

Reading Reflection

By the Tuesday evening before each class session, you will need to complete the reading and submit a Reading Reflection Form on Blackboard.

Former Student Interview

Each student will complete a face-to-face interview with an individual who exited a special education program within the last five years. The results of the interview should be compiled into a 4-5-page (double spaced) summary and submitted for evaluation. In developing the summary, please be sure that you provide (1) an overview of the individual's current status in several specified areas, and (2) your perception of the student's situation at this time.

Transition Lesson Plan

This assignment requires you to develop an instructional program to teach an independent living skill to a student with a severe disability.

Transition Individualized Education Program

This assignment requires you to develop an IEP for a transition age secondary student with a severe disability. The IEP should be based on the case study that has been provided for your use. You also have the option to develop the IEP on a student you are working with in your classroom or your program. The IEP should be developed following the rubric provided in the Appendix.

Assignment	Due Date	Points
Attendance & Participation (10 pts/class session; 8 total)	Each class session	80
Reading Reflection (10 pts/class session; 7 total)	Each Wednesday class session by 4:30 pm	70
Family Engagement Online Module	June 10 by 4:30 pm	25
Student Involvement Online Module	June 17 by 4:30 pm	25
Transition Assessment Online Module	June 24 by 4:30 pm	25
School Engagement Online Module	July 1 by 4:30 pm	25
Former Student Interview	July 8 by 4:30 pm	50
Transition Lesson Plan	July 15 by 4:30 pm	50
Transition Individualized Education Program	July 22 by 4:30 pm	100
Total Points		450

Grading Scale

93-100% = A	87-89% = B+	70-79% = C
90-92% = A-	80-86% = B	< 70% = F

Course Policies and Expectations

Attendance/Participation

Regular and punctual attendance in class is expected. Only excused absences will be allowed. If you must miss a class, arrive late, or leave early from a class session, please contact the instructor as soon as possible. For each class you attend and participate in, you receive 10 Attendance and Participation points.

Late Work

All assignments are due by 4:30 pm the day of class (Wednesdays; see course schedule for dates). You may receive permission to turn in a late assignment if you contact the instructor at least 24 hours prior to the due date with your reasons for needing additional time. If permission is given, you will be given a new due date. If you fail to contact your instructor at least 24 hours before the due date, permission is not given, or if you fail to submit the assignment by the new due date, there will be a 10% deduction each day late; assignments turned in more than 7 days late will receive no credit.

Other Requirements

Revising Assignments

For the major assignments, if you score a C or below, you may be asked to revise and resubmit your project by a certain date and time. All revised assignments will be assigned a final grade one level below your final scored performance. For example, if you bring your revised assignment score up to an A, you would receive a B for your grade.

***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/).

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 Tk20 should be directed to [Tk20 Help](mailto:tk20help@gmu.edu) (tk20help@gmu.edu) or CEHD's [Online Assessment System](https://cehd.gmu.edu/aero/tk20) (<https://cehd.gmu.edu/aero/tk20>). 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](tel:703-380-1434) or Counseling and Psychological Services (CAPS) at [703-993-2380](tel:703-993-2380). You may also seek assistance from Mason’s Title IX Coordinator by calling [703-993-8730](tel:703-993-8730), or emailing the [Title IX Coordinator](mailto:titleix@gmu.edu) (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>).

- 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/>).

Class Schedule

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

Date	Topic	Reading Due	Assignment Due
June 3 Week 1	Welcome to the course! Introduction to Transition: Post-school Outcomes for Students with Disabilities	NA	NA
June 10 Week 2	Overview of IDEA Transition Requirements Evidence-based Practices and Future Issues in Transition	Posted on Blackboard	Family Engagement Online Module
June 17 Week 3	Self--Determination	Posted on Blackboard	Student Involvement Online Module
June 24 Week 4	Comprehensive Transition Planning	Posted on Blackboard	Transition Assessment Online Module
July 1 Week 5	Preparing Students for Postsecondary Education and Training	Posted on Blackboard	School Engagement Online Module
July 8 Week 6	Preparing Students for Employment	Posted on Blackboard	Former Student Interview
July 15 Week 7	Preparing Students for Community Living and Participation	Posted on Blackboard	Transition Lesson Plan
July 22 Week 8	Implementing Practices to Promote Interagency Collaboration	Posted on Blackboard	Transition Individualized Education Program

Appendix

Assessment Rubric(s): Transition IEP Scoring Guide

	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
Present Levels of Performance CEC/IIC Standard 4	Candidate writes present levels of performance that lack consistent links to assessment.	Candidate uses assessment data to write an adequate present level of performance.	Candidate uses multiple assessments to write a thorough present levels of performance.
Present Levels of Performance CEC/ICC Standard 1	Candidate writes a present level of performance in which they fail to demonstrate an understanding of how the educational implications of language, culture and family background influence individuals with exceptionalities.	Candidate writes a present level of performance in which they demonstrate an understanding of the educational implications of how language, culture and family background influence the learning of individuals with exceptionalities.	Candidate writes a present level of performance that demonstrate an understanding of the educational implications of how language, culture and family background influences by specifically and respectfully addressing these through examples.
Transition Present level of Performance CEC /IIC Standard 5	Candidate writes an incomplete present level of performance in which may not include a clear description of the learner’s interests and career goal and/or may lack a consistent link to assessment and/or fail to demonstrate an understanding of the learner’s moderate to severe exceptionality and cultural background.	Candidate writes a present level of performance which includes a clear description of the learner’s interests and career goal, which demonstrate an understanding of the educational implications of the characteristics of various moderate to severe exceptionalities, sensory impairments, and variations in beliefs, traditions, and values across and within cultures.	Candidate writes a present level of performance which includes a clear description of the learner’s interests and career goal with a clear link to assessment and potential career paths, which demonstrate an understanding of the educational implications of the characteristics of various moderate to severe exceptionalities, sensory impairments, and variations in beliefs, traditions, and values across and within cultures.
Measurable Annual and Post-Secondary Goals CEC/IIC Standard 3	Candidate fails to demonstrate understanding concepts, structures of the discipline and tools of inquiry specific to transition by writing annual and postsecondary goals which are not measurable, age appropriate, and responsive to cultural, linguistic, and gender differences.	Candidate demonstrates understanding of central concepts, structures of the discipline and tools of inquiry specific to transition by writing annual and postsecondary goals which are measurable, age appropriate, and responsive to cultural, linguistic, and gender differences.	Candidate demonstrates understanding central concepts, structures of the discipline and tools of inquiry specific to transition by writing annual and postsecondary goals which are measurable, age appropriate, and reflect cross-disciplinary skills.

	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<p>Measurable Annual and Post-Secondary Goals</p> <p>CEC/IIC Standard 5</p>	<p>Candidate writes goals which fail to reflect the learner’s present levels of performance.</p>	<p>Candidate writes goals which integrates evidence-based instructional strategies that reflect the learner’s present levels of performance</p>	<p>Candidate integrates evidence-based instructional strategies that reflect the learner’s present levels of performance and show positive growth towards what the learner wants to achieve after high school in an effort to facilitate the learner’s integration into a variety of settings after high school.</p>
<p>Short-Term and Transition Objectives / Benchmarks</p> <p>CEC/IIC Standards 5</p>	<p>Candidate fails to sequence age and ability appropriate individualized transition objectives and directly relate objectives to the postsecondary goals.</p>	<p>Candidate sequences age and ability appropriate individualized transition objectives that respond to cultural, linguistic and gender differences, address independent living and career education, enhance social participation across all environments, and relates all benchmarks directly to postsecondary goals.</p>	<p>Candidate sequences age and ability appropriate individualized transition objectives that respond to cultural, linguistic and gender differences, address independent living and career education, enhance social participation across all environments, and relates all benchmarks directly to postsecondary goals. In addition, candidate incorporates strategies for increasing the learner’s self-determination and uses task analysis to allow learners with moderate to severe exceptional learning needs to meet their transition goals and objectives.</p>
<p>Services/Least Restrictive Environment / Placement</p> <p>CEC/IIC Standard 2</p>	<p>Candidate provides an incomplete description of appropriate special education and related services including assistive technology to support learners within academic and non-academic settings based on the legal, judicial and educational systems to which they are entitled, as well as the student’s physical, sensory, and/or medical needs.</p>	<p>Candidate identifies appropriate special education and related services including assistive technology to support learners within academic and non-academic settings based on the legal, judicial and educational systems to which they are entitled, as well as the student’s physical, sensory, and/or medical needs.</p>	<p>Candidate identifies appropriate special education and related services including assistive technology to support learners within academic and non-academic settings. In addition, candidate provides a thorough and comprehensive description which includes a range of specific supports and services available to the target learner based on the legal, judicial and</p>

	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
			educational systems to which they are entitled, as well as the student's physical, sensory, and/or medical needs.
Participation in State Assessments CEC/IIC Standard 4	Candidate fails to consider issues, assurance, and due process rights related to assessment and selects inappropriate levels of learner participation in state assessments based on present levels of performance and learner's exceptional condition(s).	Candidate considers issues, assurance, and due process rights related to assessment as they select appropriate levels of learner participation in state assessments based on present levels of performance and learner's exceptional condition(s).	Candidate considers issues, assurance, and due process rights related to assessment as they select appropriate levels of learner participation in state assessments based on present levels of performance and learner's exceptional condition(s). In addition, candidate selects participation levels which reflect the impact an exceptional condition(s) can have on an individual's testing abilities including auditory and information processing skills.
Accommodations / Modifications CEC/IIC Standard 5	Candidate identifies inappropriate accommodations/modifications which are not based on present levels of performance and therefore, do not specifically provide access to nonacademic and extracurricular activities and educationally related settings and are appropriate to the needs of the individual learner with moderate to severe exceptionalities.	Candidate identifies and prioritizes appropriate accommodations/modifications (including frequency, location, setting, and duration) based on present levels of performance, which provide access to nonacademic and extracurricular activities and educationally related settings and are appropriate to the needs of the individual learner with moderate to severe exceptionalities.	Candidate identifies and prioritizes a range of appropriate accommodations/modifications (including frequency, location, setting, and duration) based on present levels of performance, which provide access to nonacademic and extracurricular activities and educationally related settings and are appropriate to the needs of the individual learner with moderate to severe exceptionalities.
Accommodations / Modifications CEC/IIC Standard 5	Candidate fails to describe the accommodations/modifications which provide the foundation upon which special educators individualize instruction to provide meaningful and challenging learning for	Candidate describes the accommodations/modifications which provide the foundation upon which special educators individualize instruction to provide meaningful and challenging learning for individuals with moderate to	Candidate describes the accommodations/modifications which provide the foundation upon which special educators individualize instruction to provide meaningful and challenging learning for individuals with moderate to

	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
	<p>individuals with moderate to severe learning needs and fail to include appropriate technologies (as needed), explicit modeling or efficient guided practice.</p>	<p>severe learning needs including appropriate technologies (as needed), explicit modeling and efficient guided practice.</p>	<p>severe learning needs including appropriate technologies (as needed), explicit modeling and efficient guided practice. In addition, candidate selects accommodations/modifications that are based on assessment data and reflect the candidate's understanding of the impact disabilities may have on auditory and information processing skills, test taking abilities and cultural, linguistic and gender differences.</p>
<p>School and Post-Secondary Services</p> <p>CEC/IIC Standard 2</p>	<p>Candidate lists inappropriate program and services and supports that do not align with areas of need based on present level of performance. Candidate fails to provide a clear plan for evaluating instruction and monitoring progress of the learner with moderate to severe exceptionalities.</p>	<p>Candidate identifies appropriate program and primary services which demonstrate an understanding of the continuum of placement and services available for individuals with moderate to severe exceptional learning needs, and the concept of the least restrictive environment within the framework of transition planning. Candidate aligns services and supports with areas of need based on present levels of performance.</p>	<p>Candidate identifies appropriate program and primary services which demonstrate an understanding of the continuum of placement and services available for individuals with moderate to severe exceptional learning needs, and the concept of the least restrictive environment within the framework of transition planning. Candidate aligns services and supports with areas of need based on present levels of performance and evidence-based practices.</p>