



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

Spring 2021

EDSE 540 666: Characteristics of Students with Disabilities who Access the General Curriculum
CRN: 23523, 3 – Credits

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| Instructor: Dr. Suzanne Jimenez | Meeting Dates: 1/14/21 – 3/11/21 |
| Phone: 703-431-6736 | Meeting Day(s): Thursday |
| E-Mail: sjimene4@gmu.edu | Meeting Time(s): 4:30 pm – 9 pm |
| Office Hours: by appointment | Meeting Location: N/A; Online |
| Office Location: virtual | 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 speced@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

This course will be delivered online (76% or more) using both synchronous and asynchronous formats 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 1/4/21.

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 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](http://www.apple.com/quicktime/download/) (www.apple.com/quicktime/download/)

Expectations

- **Course Week:**
We will use a blended synchronous/asynchronous model and our class will follow the published start/end dates.
- **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.

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.). Upper Saddle River, NJ: Pearson. ISBN-13: 978-0-13-382711-8

Archer, Anita, & Hughes, Charles (2010). *Explicit Instruction: Effective and Efficient Teaching* (1st Ed.). Guilford Press. ISBN 9781609180416

Recommended Texts

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

Additional Readings: Will be provided in class

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

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 spring 2021, 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

Regular access to scholarly and professional reading is important for learning and continuous practice improvement. We will use formal and informal means to share your learning and encourage discovery and discussion.

You will complete a summary of a journal article that is relevant to the needs of your student from your case study. The article must be from peer reviewed published journals, preferably a useful teaching strategy or intervention. Please include the following: 1. Article Title 2. Length of intervention 3. Area targeted 4. Materials 5. Rationale of article 6. Type of assessments used 7. Description of intervention 8. Results 9. Description of student population 10. Researcher's Discussion 11. Methods 12. Connection to your student

We will also use informal means via Twitter. You can use your personal Twitter account or create one for this cohort. If you use a Twitter username that is not personally identifiable please share it with me privately so that I can give you credit for your posts. If you need help setting

up the Twitter account let me know. You are to follow @GMUCohortCorner to share appropriate posts from reputable sources that provide educational insights, resources, learning opportunities. You will share an original tweet or retweet a post at least once per week. Reputable sources include institutes of higher education, public education institutions, the United States Department of Education and associated offices, professional associations, research institutions. This list is not exhaustive and if you have a question contact me before posting. All posts must include #jimenezEDSE540 for credit. No political posts.

We will conduct a microteaching exercise in class. This 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. Additional information will be posted on Blackboard.

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 all 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 an unexpected situation.

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. 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.

Grading Scale

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|----|--------|
| A | 100-93 |
| A- | 92-90 |
| B+ | 89-88 |
| B | 87-83 |
| B- | 82-80 |
| C | 79-70 |
| F | <70 |

***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 \(https://cehd.gmu.edu/students/policies-procedures/\)](https://cehd.gmu.edu/students/policies-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

| Date | Topic | Reading | Format/Assignment |
|-------------|--|------------------------------------|---|
| 1/14 (1) | Introductions; Context of Special Education Introduction-review of exceptionalities & legislation | Raymond: Ch.1 Archer: Ch. 1 | Synchronous N/A |
| 1/21 (2) | Overview of Students with Mild Disabilities; Students with ADHD | Raymond Ch. 3 and 7 | Synchronous Tweet #1; case study summary |
| 1/28 (3) | Cognitive and Perceptual Characteristics; Students with ID; Language Characteristics; Students with ID | Raymond Chapters 4 and 10 | Asynchronous Tweet #2; case study summary Please select the student that you will use for the observation student profile by this date. |

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| 2/ 4 (4) | Academic Learning Characteristics; Students with LD | Raymond Ch. 11 and 5 | Asynchronous Tweet #3; case study summary First four sections of DRAFT observation student profile paper DUE: -Student Demographics -Description of School and Neighborhood -Student's Educational History -Student's Current Areas of Need |
| 2/ 11 (5) | Students with LD: Spotlight on literacy, dyslexia, and other reading challenges | Resources on Blackboard Archer Ch. 2 | Asynchronous Tweet #4; case study summary Last sections of DRAFT observation student profile paper DUE: -Observations -Parent Interview Summary -Student Interview Summary -Instructional Recommendations -Summary and Synthesis -References and Appendices |
| 2/ 18 (6) | Students with Emotional and Behavioral Disabilities | Chapter 12 | Asynchronous Tweet #5; case study summary |
| 2/25 (7) | Students with Autism and Students with ADHD | Raymond Ch. 7 and 8; Online resources | Asynchronous Tweet #6; case study summary Observation profile due |
| 3/ 4 (8) | Explicit Instruction | Ch. 1-3 | Synchronous Observation Presentations JOURNAL SUMMARIES PAPER DUE |
| 3/11 (9) | Explicit Instruction | | Synchronous Observation student profile Presentations Course Evaluations |

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

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 either Tk20 or VIA should be directed to <https://cehd.gmu.edu/aero/assessments/>
- 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](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) (<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 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)

(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)

| | Does Not Meet Expectations 1 | Meets Expectations 2 | Exceeds Expectations 3 |
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| <p>Demographic and Background Data CEC/IGC Standard 1 Candidate understands how exceptionalities may interact with development and learning and uses this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.</p> | <ul style="list-style-type: none"> • 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. • 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. | <ul style="list-style-type: none"> • Candidate discusses the demographic and background information related to the target student inclusive of all of the below: <ul style="list-style-type: none"> ○ etiology and diagnosis, ○ any medical conditions that exist, psychological and social-emotional characteristics, and ○ the effect these conditions can have on the student's life. • Candidate discusses skills and typical and atypical human growth characteristics of the learner. • Candidate 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 provides elaboration on the student's characteristics to include evidence of scholarly work (e.g., use of texts or other research). |

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| <p>Educational History, Educational Goals, Objectives, and Accommodations CEC/IGC Standard 1 Candidate understands how exceptionalities may interact with development and learning and uses this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.</p> | <ul style="list-style-type: none"> • 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/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 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 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 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 |
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| | | | 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. |
| <p>School and Classroom Information CEC/IGC Standard 3 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 provided. | <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. • Candidate provides elaboration on the school and |

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| | | | classroom setting and its impact on learners with exceptionalities to include evidence of scholarly work (e.g., use of texts or other research). |
| <p>Student Observation and Parent/Professional Interview CEC/IGC Standard 7 Candidate collaborates with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.</p> | <ul style="list-style-type: none"> • Candidate does not describe the relationship between their observations and the learner’s goals, objectives, and accommodations and/or does not describe the effects the learner’s exceptional condition(s) appears to have on his/her learning. • Candidate provides an incomplete description of the parent or professional interview that lacks information about the family system and role of family in the student’s development and culture. • Candidate does not provide evidence of collecting data on the family or related professional input and concerns related to the student’s educational experience | <ul style="list-style-type: none"> • Candidate describes the relationship between their observations and the learner’s goals, objectives, and accommodations and describes the effects the learner’s exceptional condition(s) appears to have on his/her learning. • Candidate summarizes their classroom observation experiences inclusive of how their personal cultural biases and differences might affect their observation or teaching. • Candidate shows evidence of planning and conducting a collaborative conference/interview with a family member or related professional that includes questions are related to the impact of the individual’s exceptionality on academic and social abilities, attitudes, and interests. • The candidate shows evidence | <ul style="list-style-type: none"> • Candidate describes the relationship between their observations and the learner’s goals, objectives, and accommodations and describes the effects the learner’s exceptional condition(s) appears to have on his or her life. • Candidate describes the perceived impact of their student’s academic and social abilities, attitudes, interests, and values on instruction and career development (if applicable). • Candidate comprehensively summarizes their observation experiences inclusive of an analysis of how their personal cultural biases and differences affect their observation or teaching. • Candidate plans and conducts a collaborative conference with a family member or related professional who has |

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| | | <p>of collecting data on the family system and the role of family in the student's development and education.</p> <ul style="list-style-type: none"> • Candidate shows evidence of collecting data on family or related professional input and concerns related to the student's educational experience. | <p>knowledge of the learner in a culturally responsive way that demonstrates their understanding of legal matters and ethical considerations.</p> <ul style="list-style-type: none"> • The candidate shows evidence of collecting data on the family system and the role of family in the student's development and education. • Candidate shows evidence of collecting data on family or related professional input and concerns related to the student's education experience in which the candidate demonstrated their respect for variations in beliefs, traditions, and values for the family's culture and acted within the CEC's Code of Ethics during the interview. |
| <p>Summary, Synthesis and Reflection & Additional Recommendations CEC/IGC Standard 3, 6 Candidate uses knowledge of general and specialized curricula to</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 | <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 | <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 |

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| <p>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> | <p>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.</p> | <p>recommendations, their commitment to developing the highest education and quality-of-life potential of individuals with exceptionalities.</p> <ul style="list-style-type: none"> • 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. | <p>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.</p> <ul style="list-style-type: none"> • 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). |
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