



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

Spring 2021

EDSE 540 DL1: Characteristics of Students with Disabilities who Access the General Curriculum

CRN: 23704, 3 – Credits

Instructor: Dr. Kevin Wallace	Meeting Dates: 1/25/21 – 5/10/21
Phone: 703-955-1544	Meeting Day(s): Tuesday
E-Mail: kwallac4@gmu.edu	Meeting Time(s): 5:30 pm – 7:10 pm
Office Hours: when scheduled	Meeting Location: N/A; Online
Office Location: virtual	Other Phone: 703-955-1544

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 a hybrid of synchronous and asynchronous 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 January 12, 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 Blackboard Collaborate 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.
- **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 on Common Assessment developed by the College of Education and Human Development to assess our candidates' performance on nationally accepted standards for beginning teachers (InTASC) and our programs' performance on national accreditation standards (CAEP).

Evidence-Based Practices

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

Required Texts

Archer, A. L., & Hughes, C. A. (2010). *Explicit instruction: Effective and efficient teaching*. New York: Guilford Press.

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

Recommended Texts

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

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 Spring 2021 as a result of COVID-19, there will be changes to the field experience process in this course. Students will be notified by their instructors with field experience options in their course. If the instructor allows field experiences to be completed on-the-job for students working in schools, you must have administrator approval and access to all field experience-related tasks and requirements. Please note that if you are not completing your field experience on-the-job or if your worksite does not meet the necessary requirements, you will use an alternative option provided by your instructor; you may NOT arrange your own field experience placement (i.e., do NOT reach out to teachers or administrators on your own). Check your Mason email regularly for important information regarding your field experience.**

Other Assignments Characteristics Grids

Completion of the characteristics grid will provide learners with a specific understanding of identifying and supporting both the student and the student's support team.

Explicit Instruction Lesson Plan

Learners will be provided two separate class rosters, with differing student needs and create an explicit instructional lesson plan. Lesson plans will address the six principles of effective instruction.

Eligibility Analysis

Learners will be provided student eligibility packets. Learner will read, analyze, and create an individualized education plan.

Course Policies and Expectations

Attendance/Participation

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

Late Work

Assignments are due on the date indicated in the syllabus. If I change the due date for reasons related to student need in the course, the change will be discussed in class, posted on the Blackboard site, and confirmed in an email to all students. Late work will only be accepted 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

<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 points and dividing by 335. Any result at .5 or higher will be rounded up to the next whole number.

Evaluation

<i>Assignment</i>	<i>Description</i>	<i>Points</i>
Lesson Plan	An explicit lesson plan will be created to support unique learner needs.	60 points (2 plans at 30 pts each)

Characteristics Grids	Characteristic grids will be completed identify learner needs and instructional pedagogy	100 points (5 grids at 20 pts each)
Eligibility Analysis	An analysis of a student eligibility will be conducted, and an individualized educational plan will be drafted to support unique learned needs.	50 points
Participation	13 classes	65 points
Observation Student Profile	Culminating assignment due at end of semester (directions and rubric in class materials)	60 points
Total		335 points

Calendar for assessments

Due Date	Reading Assignment	Assignment
Jan 26	A & H 1	n/a
Feb 2	Raymond 1 & 2	Student identified for Observation Student Profile
Feb 9	Raymond 3 A & H 2	n/a
Feb 16	Raymond 4	Characteristics grid
Feb 23	Raymond 5	Characteristics grid Part 1: Student Observation Profile
Mar 2	Raymond 6	Characteristics grid
Mar 9	Raymond 7	Characteristics grid Part 2: Student Observation Profile
Mar 16	Raymond 8	Characteristics grid
Mar 23	Raymond 9	Part 3: Student Observation Profile
Mar 30	n/a	n/a
Apr 6	Raymond 10 A & H 3	Explicit instruction lesson plan
Apr 13	n/a	n/a
Apr 20	Raymond 11	Part 4: Student Observation Profile
Apr 27	n/a	Part 5: Student Observation Profile
May 4	Raymond 12	n/a

***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

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

Class Tuesday Asynchronous 4:30-5:30pm Synchronous 5:30-7:00pm	Date	Topic
1	Jan 26	Introduction; Foundations of Explicit Instruction
2	Feb 2	Perspectives of Disabilities; Assessment and Identification
3	Feb 9	Designing Lessons; Instruction and Placement
4	Feb 16	Learners with Intellectual and Developmental Disabilities
5	Feb 23	Learners with Learning Disabilities
6	Mar 2	Learners with Emotional or Behavioral Disorders

7	Mar 9	Learners with Difficulties in attentions, Communication, and Sensory Functioning
8	Mar 16	Learners with Autism Spectrum Disorders
9	Mar 23	Cognitive and Perceptual Characteristics
10	Mar 30	No Class – Spring Break
11	Apr 6	Language Characteristics
12	Apr 13	Holiday / No class
13	Apr 20	*In class Observation Student Profile
14	Apr 27	Academic Learning Characteristics
15	May 4	Social-Emotional Characteristics

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 \(titleix@gmu.edu\)](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 A

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

- A. demographic information,
- B. disability diagnosis and etiology,
- C. any medical conditions that exist,
- D. psychological and social-emotional characteristics, and any other information relevant to the student's academic achievement (e.g., has moved repeatedly, has significant family changes). Do not include the student's educational history. That is included in Part II.

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

- A. Describe your student's educational history, including
 - a. schools attended,
 - b. reason for initial referral,
 - c. pre-referral interventions (if available),
 - d. results of multidisciplinary evaluation,
 - e. special education classification,
 - f. description and location of educational service provision, and
 - g. 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
 - a. Demographics of students,
 - b. Staffing
 - c. Continuum of services for students with exceptional learning needs,
 - d. 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 I

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,
 - a. Do you think your student is receiving the services and supports he or she needs? Provide a rationale for your response.
 - b. 2. If you could provide recommendations to the IEP team about effective instruction to match the characteristics of your student, what would they be?

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. 	<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).

Appendix B

Assessment Rubric(s)

Eligibility Analysis		
	Requirements	Points
Part I: Read Eligibility	<p>Candidate discusses the demographic and background information related to the target student inclusive of all of the below:</p> <ul style="list-style-type: none"> diagnosis, any medical conditions that exist, psychological and social-emotional characteristics, and the effect these conditions can have on the student's life. <p>Candidate discusses skills and typical and atypical human growth characteristics of the learner.</p> <p>Candidate uses nonbiased language that is sensitive to the culture, language, religion, gender, disability, socioeconomic status, and sexual orientation of the learner to describe his/her background information.</p> <p>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>	____/10
Part II: Synthesize data / Identify appropriate instructional strategies	<p>Candidate synthesizes students academic, social and emotional skills to:</p> <ul style="list-style-type: none"> Identify explicit instructional strategies Identify questions to be asked of colleagues 	____/15
Part III: Draft Individualized Education Plan	<p>Candidate draft and Individualized education plan for student. Plan will focus on:</p> <ul style="list-style-type: none"> Present level of performance Annual IEP goals Goal measurement <p>Classroom Accommodations</p> <p>Testing accommodations</p>	____/25
Total		____ / 50