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

Fall 2022
EDSE 354 001: Consultation and Collaboration
CRN: 81628, 3 – Credits

Instructor: Dr. Margaret Weiss	**Meeting Dates:** 08/22/22 – 12/14/22
Phone: 703.993.5732	**Meeting Day(s):** Tuesdays; Thursdays
E-Mail: mweiss9@gmu.edu	**Meeting Time(s):** 9 am – 10:15 am
Office Hours: Tues 10:30-11:30 or by appointment	**Meeting Location:** Fairfax; AQ 346
Office Location: 213 Finley	**Other Phone:** N/A

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

Prerequisite(s):
None

Co-requisite(s):
None

Course Description
Provides professionals in special education, general education, and related fields with knowledge and skills necessary for collaboration with a wide variety of stakeholders. Emphasizes developing and implementing individualized education programs for individuals with disabilities using a team approach. Demonstrates active listening, group process, and problem-solving strategies.

Course Overview
EDSE 354 provides professionals in special education, general education, and related fields with descriptions of, and practice opportunities for, the knowledge and skills necessary for collaboration with a wide variety of stakeholders. The course emphasizes developing and implementing individualized education programs for individuals with disabilities using a team

approach. Students learn to use active listening, group process, and problem-solving strategies for education contexts.

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
Are you familiar with Mason career resources? Email speced@gmu.edu to be added to the Special Education employment listserv, and check out Career Services: https://careers.gmu.edu/.

Course Delivery Method
Learning activities include the following:
1. Class lecture and discussion
2. Application activities
3. Small group activities and assignments
4. Video and other media supports
5. Research and presentation activities
6. Electronic supplements and activities via Blackboard

Learner Outcomes
Upon completion of this course, students will be able to:
1. Articulate the value of collaboration and its role in serving students with disabilities.
2. Describe models of consultation and collaboration (e.g., co-teaching with co-planning, student intervention teams).
3. Clearly articulate the knowledge and skills that are the expertise of special educators, understanding the standards of professionalism.
4. Identify the roles and responsibilities of collaborative team members (e.g., individuals, families, school personnel, community members) in development of individualized programs.
5. Use active listening and group processing skills to promote effective communication and collaboration with all stakeholders.
6. Evaluate cultural factors and their impact on communication, including strategies to promote students' self-advocacy skills.
7. Apply the Council for Exceptional Children standards of ethics in confidentiality.
8. Demonstrate the ability to plan and conduct collaborative conferences with individuals with disabilities and with professional peers.
9. Use meaningful conflict resolution skills to identify, define, and alleviate sources of conflict.
10. Demonstrate the ability to plan and conduct instruction with a co-teacher with awareness of SOLs or adapted curriculum, structure of curriculum, accountability systems, and general education classroom environments.
11. Effectively use multiple forms of communication to collaborate with peers and other stakeholders.

12. Develop an individualized education program that addresses academic and functional needs of individuals with disabilities, including modifications and accommodations, using a variety of standardized and non-standardized assessment data.
13. Collaboratively plan, provide, and evaluate instruction and behavioral plans for students with disabilities.
14. Observe, evaluate, and provide feedback to paraeducators.

Professional Standards
(Council for Exceptional Children [CEC] and the Interstate Teacher Assessment and Support Consortium [InTASC]). Upon completion of this course, students will have met the following professional standards: CEC Standard 7: Collaboration (InTASC 7).

Required Texts
Friend, M. (2021). *Interactions: Collaboration Skills for School Professionals*. Pearson.

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

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

Required Resources
As posted on Blackboard

Additional Readings
As posted on Blackboard

Course Performance Evaluation
Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, VIA, hard copy).

VIA Performance-Based Assessment Submission Requirement
It is critical for the special education program to collect data on how our students are meeting accreditation standards. Every teacher candidate/student registered for an EDSE course with a required Performance-based Assessment (PBA) is required to upload the PBA to VIA (regardless of whether a course is an elective, a one-time course or part of an undergraduate minor). A PBA is a specific assignment, presentation, or project that best demonstrates one or more CEC, InTASC or other standard connected to the course. A PBA is evaluated in two ways. The first is for a grade, based on the instructor's grading rubric. The second is for program accreditation purposes. Your instructor will provide directions as to how to upload the PBA to VIA.

For EDSE 354, the required PBA is the Collaboration Portfolio. 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)

Case Study Analysis, What is Special Educator summary, and Individualized Education Program Assignment must all be uploaded to VIA.

College Wide Common Assessment (VIA submission required)

N/A

Other Assignments (all directions and grading rubrics on Blackboard)

Case Study Analysis "Jigsaw" Activity (35 points)

Throughout the course, we will be using case studies to provide opportunities for interaction and dialogue. Each candidate will be part of a group that will be responsible for becoming experts about one case. The expert group will write a case summary and case study questions. Each candidate in the group will then use that information and those guiding questions to conduct a case study group session with classmates. Evaluation will be on the written case documentation (group) and on each candidate's running of the case study group (individual). Each candidate will submit the group's case summary and case questions, as well as a targeted reflection on the case study group session.

In addition to running a case study group session, each candidate will complete a Process Observation Account. Using a guideline document, each candidate will be assigned to observe a case study group. The candidate will provide feedback on the group session. Specific directions and evaluation rubric are on Blackboard.

What is a Special Educator Project (25 points)

Critical to collaboration is understanding the expertise and responsibilities of each team member. In many cases, general educators and other school personnel do not understand the unique expertise held by a special educator. In this assignment, small groups will create informational materials that can be shared with school personnel to help them understand what a special educator is and does. Specific directions and evaluation rubric are available on Blackboard.

Individualized Education Program Assignment (50 points)

Candidates will write a complete IEP for a provided case study student. In addition, each candidate will write an accompanying narrative that provides rationale for the decisions made related to material in the IEP. Specific directions and evaluation rubric are available on Blackboard.

Dialogic Journal Entries (3 @ 5 pts each; 15 points)

Each candidate will keep a dialogic journal to interact with texts and classmates. Specific directions and evaluation rubric are available on Blackboard.

Professionalism and Participation (28 sessions @ 1.75 points/session; 50 points)

Attendance, punctuality, and active participation during each class session and assigned activity are expected. For each session, students will earn up to 2 Professionalism checks for the following expectations:

- Attendance: Students are expected to attend all classes, arrive on time, and remain in class for the duration of each session. Refer to the Attendance Policy below for detailed expectations.
- Participation & Professional Behavior: Throughout all classes, students are expected to demonstrate professional and ethical behavior in the classroom, and complete all assignments (including those completed in class, out of class, or on Blackboard) with professional quality, integrity, and in a timely manner. Students are expected to read all assigned readings prior to class and to actively participate in discussions and activities during class sessions.

Professionalism and participation will be documented using an in-class folder. At the end of each class, candidates will reflect on class activities. I will respond and assign participation points based on the rubric found on Blackboard.

Assignment Summary

Case study assignment	35 points
What is a Special Educator Project?	25 points
IEP assignment	50 points
Dialogic Journal	15 points
Participation	50 points
Total Points:	**175 points**

Course Policies and Expectations

Attendance/Participation

Class attendance and professional participation at all sessions is very important because many of the activities in class are planned in such a way that they cannot necessarily be recreated outside of the class session. Students are expected to (a) attend all classes during the course, (b) arrive on time, (c) remain in class for the duration of each session, (d) actively participate and demonstrate professional behavior in the classroom, and (e) complete all assignments with professional quality and on time. All assigned readings should be completed prior to class. (Note: assigned readings may be added or removed as the semester progresses.)

COVID statement: Should a student need to isolate or quarantine, please contact me immediately. Audio recordings and class session materials will be made available to students who must miss class due to COVID restrictions. If more than 20% of students in the class must miss due to COVID restrictions, I reserve the right to shift to online instruction until such time as students may return.

Late Work
To successfully complete this course, students need to adhere to all due dates for readings and assignments. All assignments should be submitted on or before the assigned due date. To be considered on time, assignments must be submitted by the start of class on the due date, unless otherwise noted by the instructor. On all assignments, full credit is available for those submitted on time. For every 24-hour period that an assignment is late, a 5% point deduction will occur. After one week from the due date (or until the last class session per the syllabus, whichever comes first), assignments will not be accepted. Please contact the instructor in advance if there is a problem with submitting your work on time.

Grading

A	95-100%
A-	90-94%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	73-76%
C-	70-72%
D	60-69%
F	<60%

*Note: The George Mason University Honor Code will be strictly enforced. See Academic Integrity Site (https://oai.gmu.edu/) and Honor Code and 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/). Students are expected to exhibit professional behaviors and dispositions at all times. Professional dispositions are an essential function of a special educator's job, indicating that these dispositions are critical to develop and assess in special education licensure programs. In the College of Education and Human Development, dispositions are formally and separately evaluated in at least three points in each student's program – a self-evaluation at the start of their program, a self-evaluation at the mid-point of their program, and a university supervisor's evaluation during internship. In special education graduate licensure programs, the initial self-evaluation is completed in designated courses (EDSE 241, EDSE 361, EDSE 311), the mid-point self-evaluation is completed in designated courses (EDSE 445, EDSE 465, and EDSE 419), and the internship evaluation is

completed by instructors in EDSE 482, EDSE 483, and EDSE 484. In addition to these three designated evaluation times, instructors may complete instructor-rated disposition assessments other times throughout the program. When dispositions are assessed, it is important that for areas where a positive disposition is rated as "not proficient," the student takes steps to grow as an educator. See https://cehd.gmu.edu/epo/candidate-dispositions.

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

Date	Topic	Readings	Assignments due
8/23	Introductions; norms	Friend chp 1	
8/25	Framing collaboration/role of special educator	Friend chp 2	
8/30	Communication skills	Friend chp 3	**Dialogic Journal #1**
9/1	Communication Skills	Friend chp 6	
9/6	Problem solving	Friend chp 5	
9/8	*Practice*		
9/13	Case study groups		*Case study presentation*
9/15	Case study groups		*Case study presentation*
9/20	What is a special educator?	Steinbrecher et al. (2015)	**Final case study assignment due**
9/22	Teams and Co-teaching	Friend chp 10	
9/27	Co-teaching	Friend chp 7; Rodgers & Weiss (2019)	
9/29	Co-teaching	Scruggs & Mastropieri (2017) Murawski & Hughes (2021) Hensley & Huddle (2021)	
10/4	Co-teaching	Rytivaara et al. (2019)	
10/6	*Working in class*		
10/11	*Tues/Mon switch <u>NO CLASS</u>*		**Special Educator Project due**
10/13	Other school collaboration	Friend chp 12	*Special opportunity*
10/18	Working with families	Friend chp 11	
10/20	Working with families	Avendano & Cho (2020);	
10/25	IEPs: overview and components	Yell et al. (2013) Yell et al. (2016)	**Dialogic Journal #2**

Date	Topic	Readings	Assignments due
10/27	PLOP	Harmon et al. (2020) Yell, Bateman & Shriner (2020)	
11/1	*Practice*		
11/3	Annual goals	Goran et al. (2020)	
11/8 (ONLINE)	Practice		*Draft PLOP and Goals due*
11/10 (ONLINE)	Services/Accommodations	Yell, Katsiyannis et al. (2020)	
11/15	*Practice*		*Draft Services/accommodations due*
11/17	IEP meetings	Biegen et al (2020) Howard, Reed, & Francis (2021)	**Dialogic Journal #3**
11/22 (ONLINE)	Guest Speaker	www.peatc.org	
11/29	*Practice*		
12/1	Mock IEP meetings		**IEP assignment due**

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/).

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/).

- 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/).

- 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/).

- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources
- Support for submission of assignments to VIA should be directed to viahelp@gmu.edu or 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, sexual harassment, interpersonal violence, and stalking:

As a faculty member, I am designated as a "Non-Confidential Employee," and must report all disclosures of sexual assault, sexual harassment, 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 the [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 or support measures from Mason's Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

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
Assessment Rubric(s)

EDSE 354 Collaboration Portfolio Rubric

Key Element	Evidence	Does not meet	Meets	Exceeds
7.1 Beginning special education professionals use the theory and elements of effective collaboration.				

7.1 Analyzing collaboration skills: Beginning special education professionals use the theory and elements of effective collaboration.
 	
CEC Standard 7
	Case study process observation form (observing a peer group)	• Candidate does not complete process observation form OR candidate does not provide examples/evidence of analysis of group dynamics, leader active listening, control of group or consensus.	• Candidate provides evidence of analysis of:
			  o Group dynamics (e.g., participation, turn taking, listening to others)
			  o Leader active listening skills
			  o Leader control of group (e.g., keeping on topic, providing feedback to participants)
			  o Consensus (e.g., how group came to action plan)
				• Candidate provides evidence of analysis of:
				  o Group dynamics (e.g., participation, turn taking, listening to others)
				  o Leader active listening skills
				  o Leader control of group (e.g., keeping on topic, providing feedback to participants)
				  o Consensus (e.g., how group came to action plan)
				• Using material from the course, candidate provides recommendations to improve the collaboration or outcome.

7.1 Reflecting on collaboration skills: Beginning special education professionals use the theory and elements of effective collaboration. CEC Standard 7	Case study group reflection (reflecting on own group)	• Candidate provides reflective statement that is a summary of the meeting events. • Candidate DOES NOT include specific examples of how they met/didn't meet expectations of effective group meeting.	• Candidate provides reflective statement on their overall handling of group. • Candidate includes specific examples of how they met/didn't meet expectations of effective group meeting. • Candidate includes commentary on the perspective of others in the group. • Candidate integrates statements of what they would do differently in future.	• Candidate provides reflective statement on their overall handling of group and includes references to specific course material related to items discussed. • Candidate includes specific examples of how they met/didn't meet expectations of effective group meeting. • Candidate includes commentary on the perspective of others in the group and includes how that perspective is different from their own. • Candidate integrates statements of what they would do differently in future, including hypothesizing how this simulation is like/not like a school-based meeting.

7.2 Beginning special education professionals serve as a collaborative resource to colleagues.				
7.2 Lesson evaluation: Beginning special education professionals serve as a collaborative resource to colleagues. CEC Standard 7	PLC Lesson Evaluation	• Candidate provides a summary of the lesson without analysis. • Candidate provides recommendations that are broad and not directly targeted to learning objectives or characteristics of students with disabilities. • Candidate identifies content, delivery OR methodology that could be difficult or advantageous for students with disabilities but does not address all.	• Candidate identifies content, delivery, and methodology that could be difficult for student(s) with disabilities • Candidate identifies content, delivery, and methodology that could be advantageous for student(s) with disabilities • Candidate provides recommendations for colleagues that are coherent and relevant to the learning objectives and student characteristics • Candidate includes recommendations for colleagues that specifically target considerations of culture or beliefs	• Candidate identifies content, delivery, and methodology that could be difficult for student(s) with disabilities and matches these to specific student characteristics • Candidate identifies content, delivery, and methodology that could be advantageous for student(s) with disabilities and matches these to specific student characteristics • Candidate provides recommendations for colleagues that are coherent and relevant to the learning objectives and student characteristics, citing course resources for support • Candidate includes recommendations for colleagues that specifically target considerations of multiple perspectives, including culture, belief, gender, and others
7.2 Professional learning community collaboration: Beginning special education professionals serve as a collaborative resource to colleagues. CEC Standard 7	Professional Learning Community (PLC) Plan for Collaboration	• Candidate provides a summary of the collaboration that occurred in the PLC.	• Candidate includes overall description of how PLC group and partner process worked with specific examples for strengths and areas for further growth • Candidate includes identification of any problems that arose in the PLC or describes process negotiated to solve problems (even if none occurred) • Candidate provides specific details about individual	• Candidate includes overall description of how PLC group and partner process worked with specific examples for strengths and areas for further growth • Candidate includes identification of any problems that arose in the PLC or describes process negotiated to solve problems (even if none occurred) • Candidate provides specific details about individual contribution to the PLC group and partner components of assignment

			contribution to the PLC group and partner components of assignment • Candidate provides a statement of overall effectiveness of the collaboration in the PLC AND recommendations for improvement.	• Candidate provides a statement of overall effectiveness of the collaboration in the PLC AND suggests views of effectiveness from other perspectives/participants in the group • Candidate provides suggestions for improvement for the PLC group process with reference to course material or additional readings.
7.3 Beginning special education professionals use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.				

7.3 IEP Present Level of Performance: Beginning special education professionals use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.
 	
CEC Standard 7
	IEP Present Level of Performance statement	• Candidate writes a present levels of performance statement that:
		  o lacks consistent links to evaluations and assessments, AND/OR
		  o fails to include educational implications of the student's exceptionality, AND/OR
		  o fails to consider variations in beliefs, traditions, and values across and within cultures.
		• Candidate fails to demonstrate respect for the student by using biased and negative language.
		• Candidate fails to show evidence of the
			• Candidate interprets information from formal and informal assessments to write an appropriate, relevant present levels of performance statement with:
			o clear links to evaluations and assessments (such as interviews, observations, informal and classroom assessments, and standardized tests),
			o reference to the similarities and differences between the student's development and typical human development,
			o description of educational implications of the characteristics of various exceptionalities and sensory impairments (as applicable), and
			o description of variations in beliefs, traditions, and values across and within cultures (as applicable).
				• Candidate interprets information from formal and informal assessments to write appropriate, relevant present levels of performance statement with:
				o clear links to evaluations and assessments (such as interviews, observations, standardized tests),
				o description of educational implications of the characteristics of various exceptionalities, sensory impairments (as applicable), and
				o description of variations in beliefs, traditions, and values across and within cultures (as applicable).
				• Candidate identifies specific areas of need and for each identified area describes what the student:
				o currently can do,
				o currently cannot do that is appropriate for curriculum-based or age-based or ability-based expectations, and

		similarities and differences between the student's development and typical human development. • Candidate includes irrelevant information statements.	• Candidate identifies specific areas of need and for each identified area describes what the student: ○ currently can do, ○ currently cannot do that is appropriate for curriculum-based or age-based or ability-based expectations, and ○ needs to do within the coming IEP year. • Candidate uses unbiased, objective language, defines terms and acronyms to assist understanding by all who participate in the IEP development.	○ needs to do within the coming IEP year. • Candidate uses unbiased, objective language, defines terms and acronyms to assist understanding by all who participate in the IEP development. • Candidate describes strengths and areas in need of improvement in relation to Virginia Standards of Learning.
7.3 IEP annual goals: Beginning special education professionals use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators. CEC Standard 7	IEP annual goals	• Candidate fails to demonstrate an understanding of the models and theories related to instructional planning by writing annual goals that are not priorities and/ OR do not reflect present levels of performance and/ OR lack direction for student growth.	• Candidate writes clearly stated appropriate age and ability annual goals that: ○ reflect areas of need identified in the present levels of performance AND ○ identify appropriate targets for student growth within a year. • Candidate includes for each goal: ○ measurable/ observable behavior(s) AND ○ condition(s) under which the student's performance will be demonstrated AND ○ appropriate and clear levels of mastery. • Candidate writes goals that focus on decreasing and/or increasing (as appropriate) academic, behavioral/social,	• Candidate writes clearly stated appropriate age and ability annual goals that: ○ reflect areas of need identified in the present levels of performance AND ○ identify appropriate targets for student growth within a year. • Candidate includes for each goal: ○ measurable/ observable behavior(s) AND ○ condition(s) under which the student's performance will be demonstrated AND ○ appropriate and clear levels of mastery. • Candidate writes goals that focus on decreasing and/or increasing (as appropriate) academic, behavioral/social, life, and study/ organizational skills. • Candidate demonstrates (if appropriate) consideration of

			life, and study/ organizational skills. • Candidate demonstrates (if appropriate) consideration of variations in beliefs, traditions, and values across and within cultures.	variations in beliefs, traditions, and values across and within cultures. • Annual goals are written in relation to the Virginia Standards of Learning.
7.3 IEP services, LRE, accommodations/m odifications: Beginning special education professionals use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators. CEC Standard 7	IEP services, LRE, accommodations / modifications	• Candidate lists program or primary or related services that do not or inconsistently align with areas of need based on present level of performance. • Candidate identifies inappropriate accommodations and/or modifications. OR • Candidate fails to describe the accommodations and/or modifications which provide the foundation upon which special educators individualize instruction to provide meaningful and challenging learning for individuals with exceptional learning needs.	• Candidate lists appropriate program and primary services and related services (if applicable) that demonstrate an understanding of: o the continuum of placement and services available for individuals with exceptional learning needs and o the concept of the least restrictive environment and • Candidate identifies appropriate program and primary services and related services (if applicable) that o align consistently with the individual's areas of need based on present levels of performance and o provide supports needed for the student to be successful in the least restrictive environment. • Candidate includes for all services appropriate statements of the following: o service provider(s) o location o frequency o setting o duration start and end dates. • Candidate identifies and	• Candidate lists and describes appropriate program and primary services and related services (as appropriate) that o demonstrate an understanding of the continuum of placement and services available for individuals with exceptional learning needs, and the concept of the least restrictive environment and o consistently align with areas of need based on present levels of performance as well as the supports needed to be successful in the LRE. • Candidate includes the following: o Location o Frequency o Setting o Duration o Start and end dates • Candidate includes statement of how services relate to the individual's needs as well as the rationale for any activities in which the student cannot participate. • Candidate selects accommodations and/or modifications that are based on assessment data and reflect the

			prioritizes areas of the general curriculum and the accommodations and/or modifications to individualize instruction to provide meaningful and challenging learning for individuals with exceptional learning needs including appropriate technologies (as needed). • Candidate identifies and prioritizes appropriate accommodations and/or modifications based on present levels of performance, to provide access to nonacademic and extracurricular activities in educationally related settings.	candidate's understanding of the impact exceptionalities may have on auditory and information processing skills, test taking abilities and variations in beliefs, traditions, and values across and within cultures with a statement relating these accommodations to specific instructional goals. • Candidate identifies and prioritizes areas of the general curriculum and the accommodations and/or modifications to individualize instruction to provide meaningful and challenging learning for individuals with exceptional learning needs including appropriate technologies (as needed). • Candidate identifies and prioritizes appropriate accommodations and/or modifications based on present levels of performance, to provide access to nonacademic in extracurricular activities and educationally related settings.
7.3 IEP Collaboration: Beginning special education professionals use collaboration to promote the well-being of individuals with exceptionalities across a wide range	IEP narrative on collaboration	• Candidate narrative includes: ○ Incomplete list of stakeholder participants ○ Incomplete description of required steps for procedural safeguards ○ Process for developing IEP that is	• Candidate narrative includes: ○ Complete list of stakeholder participants ○ Required steps for procedural safeguards ○ Multiple methods for developing relationships between professionals, parents, and students ○ Reasonable process for development of complete IEP that is student-focused	• Candidate narrative includes: ○ Complete list of stakeholder participants and how they each can contribute to the IEP process ○ Required steps for procedural safeguards ○ Multiple methods for developing relationships between professionals, parents, and students with description of advantages/disadvantages of each

| of settings and collaborators.

CEC Standard 7 | | teacher/school-centered
o No mention or only one method for developing relationships between professionals, parents, and students | o Evidence of incorporating multiple perspectives in the IEP process | o Reasonable process for development of complete IEP that is student-focused
o Evidence of incorporating multiple perspectives in the IEP process, including material from coursework |