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

Spring 2023
EDSE 662 670: Consultation and Collaboration
CRN: 23959, 3 – Credits

Instructor: Dr. Helene Shapiro	**Meeting Dates:** 1/10/23 – 3/7/23
Phone: (703) 919-0920	**Meeting Day(s):** Tuesday
E-Mail: hshapiro@gmu.edu	**Meeting Time(s):** 5:15 pm - 9:45 pm
Office Hours: By appointment	**Meeting Location:** Off-campus
Office Location: Zoom	**Other Phone:** N/A

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

Prerequisite(s):
Teaching licensure, or enrollment in graduate degree program in education.

Co-requisite(s):
None

Course Description
Provides professionals in special education, regular education, and related fields with knowledge and communication skills necessary for collaborative consultation and technical assistance to other educators and service providers.

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
Did you know that to receive your teaching license you need to submit your request to VDOE? Depending on your situation, you can either submit your paperwork to VDOE through your

county HR office or through GMU. For instructions, visit
http://cehd.gmu.edu/teacher/instructions.

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. Discussion Board (Blackboard)
7. Electronic supplements and activities via Blackboard

Learner Outcomes
Upon completion of this course, teacher candidates/students will be able to:
1. Define collaboration, consultation, and teamwork and explain the essential characteristics of each;
2. Identify variables that may facilitate or constrain participation in collaboration, consultation, or teamwork settings;
3. Demonstrate communication skills of listening, avoiding communication roadblocks, dealing with resistance, being appropriately assertive, and resolving conflicts;
4. Apply problem-solving techniques in collaborating with professional colleagues, parents, and related and ancillary personnel to provide for students' learning and behavioral needs;
5. Develop self-assessment techniques for improving consultative and collaboration skills.
6. Plan activities that implement effective consultation and collaboration techniques.
7. Develop an Individualized Education Plan

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 1: Learner Development and Individual Learning Differences (InTASC 1,2); CEC Standard 3: Curricular content knowledge (InTASC 4,5); CEC Standard 5: Instructional planning and strategies (InTASC 7,8); CEC Standard 6: Professional learning and ethical practice (InTASC 9) & CEC Standard 7: Collaboration (InTASC 10).

Evidence-Based Practices
This course will incorporate the evidence-based practices (EBPs) relevant to communication, collaboration, and consultation. 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

Friend, M. (2021). *Interactions: Collaboration skills for school professionals* (9th ed). Pearson. ISBN: 9780135752388

Gibb, G. S., & Taylor, T. M. (2022). *Guide to writing quality individualized education Programs* (4th ed). Upper Saddle River, NJ: Pearson. ISBN-13: 9780133949520

Recommended Texts

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

Additional Readings

Boudett, K.P. & City, E.A. (2018). *Meeting wise*. Cambridge, MA: Harvard Education Press. ISBN: 978-1-61250-694-4.

Lawrence-Lightfoot, S. (2003). *The essential conversation. What parents and teachers can learn from each other*. New York: Ballantine Books. ISBN: 0-345-47580-1.

Wenger, E. (1998). *Communities of practice. Learning, meaning, and identity*. Cambridge, United Kingdom: Cambridge University Press. ISBN: 978-0-521-66363-2.

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/SLL (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/SLL.

For EDSE 662, the required PBA is Individualized Education Program Project. Please check to verify your ability to upload to VIA/SLL before the PBA due date.

Assignments and/or Examinations

  Performance-based Assessment
  (VIA submission)

College Wide Common Assessment

The common assessment for EDSE 662 is a group presentation.

Other Assignments

Collaborative Learning Team (CLT) Assignments (50 pts. per assignment)

- Chapter group presentation (Friend, 2021)
- Chapter topic position paper (5-10 pgs.) and position paper presentation
  - ❖ The position paper researches a topic from your group chapter. Included is a research review and topic discussion. This is a team effort with only 1 paper submission.

Interview Summary Assignment (50 pts)

- Interview 1 special education teacher about their collaboration with colleagues (team, related service providers, administration, families, community resources).
- Interview questions and a plan will be developed with your CLT.
- Write a summary report (3- 5 pgs.) about the interview (include questions/transcript)

Co-Teaching Lesson Plan Assignment (50 pts)

- Develop a class description and 1 co-teaching lesson plan, using the given co-teaching template.
- Write a short summary (1pg) of how this plan will be accessible and beneficial to all students.

Assignment Summary

VIA IEP project	100 points	
Collaborative Learning Team (CLT) chapter presentation	50 points	
CLT position paper	50 points	
Interview summary	50 points	
C0-teaching lesson plan	50 points	
Total Points:	300 points	

Student Evaluations of Teaching:

The student evaluation of teaching, or SET, is an online course survey. You are strongly encouraged to complete this form for each course as this feedback helps instructors and administrators improve your class experiences. Towards the end of the course, you will receive email and Blackboard notifications when the evaluations open. Your anonymous and confidential feedback is only shared with instructors after final grades have been submitted. More information about the SET can be found on The Institute of Effectiveness and Planning website at https://oiep.gmu.edu/set/

Course Policies and Expectations

Attendance/Participation

Your attendance and participation in class discussions and activities are critical for your success in this course. You are expected to attend all sessions and actively participate. If you are late, or miss class, communicate this to the instructor as soon as possible and arrange to learn what you missed.

Late Work

No late assignments will be accepted; however, you do have 1 pass to turn in one assignment up to one week late (the "extension" pass) as well as 1 pass to revise an assignment (the "revision" pass). To use the extension pass, inform the instructor of your intent to use it at least 24 hours before the assignment is due. To use the revision pass, inform the instructor within two days of receiving the assignment that you intend to revise and that you will do so by a mutually agreed upon date. You do not need to disclose a reason for using either pass. No other late assignments will be accepted unless there are extenuating circumstances**.**

Grading

Grade	%
A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	70-76
F	<70

*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 a designated course (EDSE 501), the mid-point self-evaluation is completed in designated courses (EDSE 627, EDSE 661, and EDSE 616), and the internship evaluation is completed by instructors in EDSE 783, EDSE 784, and EDSE 785. 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
1/10	- Overview of course and syllabus - acronyms and vocabulary - Importance and needs of collaboration and consultation - CLTs- forming groups, norms - Legal IEP - Communication skills	Friend, Chaps. 1 & 2 Gibb & Taylor (GT), Step 1	Class discussion: Your Top 10 tips for collaboration and avoidances. Who do you collaborate and consult with? What are keywords associated with communication skills? How does awareness play in communication?
1/17	- Active Listening - Cultural Competence - Communication skills - Interviews - PLAAFP forms - Useful IEPs - Writing measurable annual goals	Friend, Chap. 3, 4 GT, Step 2	**Chaps. 2 & 3 group presentation** **Class Discussion:** What does active listening mean? How do we know when someone is actively listening? How do we respect cultural backgrounds in communications? Describe a good interview and a troublesome interview.
1/24	- Group problem solving - PLT Teams - Measure and Report student Progress	Friend, Chap. 5, 6 GT, Step 3	**Chaps. 4 & 5 group presentation** **Interview Summary Paper Due**

			Class Discussion: How would you solve a tough problem within your CLT? How do the various personalities play in? What composes a well-run team? Are team norms needed and why?
1/31	• Co-Teaching • Instructional coaching • Mentors • IEP services • IEP assessments	Friend, Chaps 7, 8 GD, Step 4	**Chaps. 6 & 7 group presentation** Class Discussion: How does a smooth, well run co-teaching look? Tell the top 10 pointers for co-teaching and top 10 no-nos. How would you utilize instructional and behavioral coaching? Please give tips on being a good mentor.
2/7	• Difficult interactions and conversations with colleagues • Trouble in the CLT • Trouble in co-teaching • Difficult conversations and interactions with families • Paraeducators (IAs) • Classroom management plan • General Ed. participation-IEP	Friend, chap. 9, 10 GD, Step 5	**Chaps. 8 & 9 group presentation** **Co-Teaching Lesson Plan Assignment due** Class Discussion: How would you navigate a tough situation with a co-teacher, teaching assistant, CLT, family, and student? How would you use the services of an instructional assistant? What do you foresee their roles in the classroom?
2/14	• Families • Conferences and pre-IEP meetings • Communication awareness with families • Family involvement law • IEP	Friend, chap. 11 GD, Step 6	**Chaps 10 & 11 group presentation** Class Discussion: How can you engage families? Do you believe that staff and families should have an equal partnership in decision-making and IEP development? Why?

			Why is it pertinent for families to be involved? Would communication awareness training be helpful in your interactions? How would that carry over to the parents- do you think this would help empower them? .
2/21	• Special considerations • Community Resources • School liaisons • Transitioning into community • Early intervention • Transition Plans	Friend, chap. 12 GD, step 7	**Position paper due to BB** **Class Discussion:** What are the most invaluable community resources for a teacher. Make a list of community resources that would be beneficial for your students, families, and your teaching. .
2/28	• IEP pre-meeting • Writing IEP goals & objectives group work • IEP meeting roleplay • CLT case studies • Co-teaching case studies		**Class Discussion:** Formulate a list of buzz and action words that you can use in developing IEP goals. How would a pre-IEP meeting be helpful for parents and teachers?
3/7	Position paper presentations • Questions and comments about topics		**IEP project due to BB**

Core Values Commitment
The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: See Core Values (http://cehd.gmu.edu/values/).

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/).

- Learning Services (learningservices@gmu.edu) - Provides a variety of experience-based learning opportunities through which students explore a wide range of academic concerns. Services include support to students with learning differences, individual study strategy coaching, individualized programs of study, and referrals to tutoring resources. Presentations on a variety of academic topics such as time management, reading, and note taking are available to the university community. The programs are open to all George Mason University students free of charge.

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)

Tk20 Performance-Based Assessment for EDSE 662: Individualized Education Program

EDSE 662 CAEP Assessment	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
Present Levels of Performance **CEC/IGC Standards 1 & 4** 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. Candidate uses multiple methods of assessment and data sources in making educational decisions.	• **Candidate writes a present levels of performance statement that:** ○ lacks consistent or logical links to evaluations and assessments and/or ○ fails to include educational implications of the student's exceptionality, and/or ○ 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 similarities and differences between the student's development and typical human development.** • **Candidate includes statements irrelevant to the performance within the past calendar year or since the last IEP.** • **Candidate uses educational jargon and/or does not define terms that may not be understood by all who**	• **Candidate interprets information from formal and informal assessments to write an appropriate, relevant present levels of performance statement with:** ○ clear links to evaluations and assessments (such as interviews, observations, informal and classroom assessments, and standardized tests), ○ reference to the similarities and differences between the student's development and typical human development, ○ description of educational implications of the characteristics of various exceptionalities and sensory impairments (as applicable), and ○ 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:** ○ 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**	• **Candidate interprets information from formal and informal assessments to write an appropriate, relevant present levels of performance statement with:** ○ clear links to evaluations and assessments (such as interviews, observations, informal and classroom assessments, and standardized tests), ○ reference to the similarities and differences between the student's development and typical human development, ○ description of educational implications of the characteristics of various exceptionalities and sensory impairments (as applicable), and ○ 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:** ○ currently can do (stated first), ○ 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**

EDSE 662 CAEP Assessment	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
	participate in the IEP development.	**understanding by all who participate in the IEP development.**	**participate in the IEP development.** • **Candidate describes strengths and areas in need of improvement in relation to Virginia Standards of Learning.**

EDSE 662 CAEP Assessment	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3

Measurable Annual Goals
 	
CEC/IGC Standard 3
 	
Candidate uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.
	• **Candidate writes annual goals that:**
	  ○ **do not reflect information in the present levels of performance section and/or**
	  ○ **do not identify appropriate targets for student growth and/or**
	  ○ **are not priorities and/or**
	  ○ **are not clearly stated.**
	• **Candidate writes goal statements that:**
	  ○ **do not include appropriate statements of conditions ("givens") and/or**
	  ○ **are not measurable/do not include observable behaviors and/or**
	  ○ **do not include appropriate levels of mastery.**
		• **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 variations in beliefs, traditions, and values across and within cultures.**
			• **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 (i.e., the goal is a realistic and suitable 12 month goal).**
			• **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 AND**
			  ○ **a statement of maintenance AND/OR a statement of generalization.**
			• **Candidate bases goals on the scope and sequence of the Virginia Standards of Learning (cites VSOL correlations).**
			• **Candidate writes goals that focus on decreasing and/or increasing (as appropriate) academic, behavioral/social, life, and/or study/ organizational skills.**
			• **Candidate states how progress will be measured and when progress will be reported to families/guardians.**
			• **Candidate demonstrates (if appropriate) consideration of variations in beliefs, traditions, and values across and within cultures.**

Short Term Objectives or Benchmarks
 	
CEC/IGC Standard 3
 	
Candidate uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.
	• Candidate does not appropriately match the use of short-term objectives or of benchmarks to the task described in the goal.
	• Candidate mixes together under one goal the use of short-term objectives and benchmarks.
	• Candidate writes individualized learning short-term objectives/ benchmarks that are unclear and/or:
	  o are not directly related to the annual goals and/or
	  o are not sequentially age or ability appropriate and/or
	  o include components that are inappropriate for performing the identified task(s)
	  o do not appropriately include observable behaviors
	  o do not appropriately include conditions under which the behaviors are demonstrated, and
	  o do not appropriately include degrees of mastery.
		• Candidate appropriately selects short-term objectives OR benchmarks to accompany each goal and does not mix using them under one goal.
		• Candidate writes clearly stated individualized short-term objectives/benchmarks that
		  o relate to the associated annual goal AND
		  o are sequential age and ability appropriate.
		• Candidate includes for each short-term objective or benchmark:
		  o the measurable/ observable behavior AND
		  o the condition(s) under which the behavior will be demonstrated AND
		  o the target degree of mastery
		• Candidate writes short-term objectives/benchmarks that focus on decreasing and/or increasing (as appropriate) academic, behavioral/social, life, and study/ organizational skills.
		• Candidate demonstrates (if appropriate) consideration of variations in beliefs, traditions, and values across and within cultures.
			• Candidate appropriately selects short-term objectives OR benchmarks to accompany each goal and does not mix using them under one goal.
			• Candidate writes clearly stated individualized short-term objectives/benchmarks that
			  o relate to the associated annual goal AND
			  o are sequential age and ability appropriate.
			• Candidate includes for each short-term objective or benchmark:
			  o the measurable/ observable behavior AND
			  o the condition(s) under which the behavior will be demonstrated AND
			  o the target degree of mastery AND
			  o a statement of maintenance AND/OR a statement of generalization.
			• Candidate writes short-term objectives/benchmarks that focus on decreasing and/or increasing (as appropriate) academic, behavioral/social, life, and/or study/ organizational skills.
			• Candidate bases short-term objectives/benchmarks on the scope and sequence of the Virginia Standards of Learning.
			• Candidate states how progress will be measured and when progress will be reported to families/guardians.
			• Candidate demonstrates (if appropriate) consideration of variations in beliefs, traditions, and values across and within cultures.

EDSE 662 CAEP Assessment	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
Services, Least Restrictive Environment (LRE), Placement **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.**	**Candidate lists program or primary related services that do not or inconsistently align with areas of need based on the present levels of performance.**	• **Candidate lists appropriate program and primary services and related services (if applicable) that 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** • **Candidate identifies appropriate program and primary services and related services (if applicable) that** ○ **align consistently with the individual's areas of need based on present levels of performance and** ○ **provide supports needed for the student to be successful in the least restrictive environment.** • **Candidate includes for all services appropriate statements of the following:** ○ **service provider(s)** ○ **location** ○ **frequency** ○ **setting** ○ **duration** ○ **start and end dates.**	• **Candidate lists appropriate program and primary services and related services (if applicable) that 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** • **Candidate identifies appropriate program and, if appropriate, primary and related services that align consistently with the individual's areas of need based on present levels of performance** • **Candidate includes for all services appropriate statements of the following:** ○ **service provider(s)** ○ **location** ○ **frequency** ○ **setting** ○ **duration** ○ **start and end dates.** • **Candidate includes a rationale for how services relate to the individual's needs.** • **Candidate includes a statement of the extent that the student:** ○ **may participate in regular school extra-curricular and non-academic activities OR** ○ **may not participate in specific, stated regular school extra-curricular and/or non-academic activities, with explanation and rationale.** • **Candidate states, as appropriate, supplementary services to improve student access to learning and participation across academic, extracurricular, non-academic activities and settings.**

EDSE 662 CAEP Assessment	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3

Accommodations and Modifications
 	
CEC/IGC Standard 3
 	
Candidate uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.
	• **Candidate uses the terms "accommodations" and "modifications" inappropriately, including using them interchangeably or inconsistently.**
	• **Candidate does not identify accommodations and/or modifications, need for which is made evident in the present levels of performance component.**
	• **Candidate identifies inappropriate accommodations and/or modifications.**
		• **Candidate identifies (as appropriate) accommodations for participation in academic, non-academic, and extracurricular activities. The candidate provides, for each accommodation recommended, a rationale tied to the present levels of performance.**
		• **Candidate describes accommodations with clarity and correlates each accommodation to the learning and assessment focus that the accommodation supports.**
		• **Candidate identifies as appropriate and with rationale modifications to the curriculum.**
		• **Candidate identifies with rationale, when appropriate, assistive technologies that serve as accommodations to support the learner.**
		• **Candidate identifies with rationale based on present levels of performance appropriate accommodations and/or modifications that support student access to non-academic and extracurricular activities in education settings, if applicable.**
			• **Candidate identifies (as appropriate) accommodations for participation in academic, non-academic, and extracurricular activities.. The candidate provides, for each accommodation recommended, a rationale tied to the present levels of performance. AND to the goals that have been identified.**
			• **Candidate describes accommodations with clarity and correlates each accommodation to the learning and assessment focus that the accommodation supports.**
			• **Candidate identifies as appropriate and with rationale modifications to the curriculum.**
			• **Candidate identifies with rationale, when appropriate, assistive technologies that serve as accommodations to support the learner.**
			• **Candidate identifies with rationale based on present levels of performance appropriate accommodations and/or modifications that support student access to non-academic and extracurricular activities in education settings, if applicable.**
			• **All rationales for accommodations and/or modifications include, as appropriate, discussion of the impact of:**
			  o **perceptual and information processing skills**
			  o **work completion abilities**
			  o **test taking abilities,**
			  o **variations in beliefs, traditions, and values across and within cultures.**

EDSE 662 CAEP Assessment	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
Participation in State Assessments **CEC/IGC Standard 3** **Candidate uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.**	• **Candidate does not list student participation in state assessments or provide explanation with rationale stating why the student is not participating.** • **Candidate selects inappropriate levels of student participation in state assessments based on present levels of performance and student's exceptional condition(s).**	• **Candidate selects appropriate levels of student participation in state and district assessments based on present levels of performance and student's exceptional condition(s).** • **Candidate lists appropriate accommodations for state and district assessments.** • **Candidate provides for each accommodation a rationale based on the present levels of performance component.**	• **Candidate selects appropriate levels of student participation in state and district assessments based on present levels of performance and student's exceptional condition(s).** • **Candidate lists appropriate accommodations and correlates specific accommodations to each state and district assessment.** • **Candidate provides for each accommodation on each state and district assessment a rationale based on the present levels of performance component, including discussion of the impact exceptional conditions (such as perceptual and information processing skills) can have on an individual's testing abilities.**
Legal Compliance of IEP **CEC/IGC Standard 6** **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.**	• **Candidate writes components of the IEP using:** ○ **biased or inflammatory language and/or** ○ **unclear or ambiguous statements and/or** ○ **inaccuracies (including spelling, grammatical, and other writing mechanics errors) and/or** ○ **jargon or terms that may not be understood by all who participate in the development of the IEP.** • **Candidate writes a narrative statement about principles and practices that inform the IEP process and written document that:** ○ **reflect unsuitable practices as stated above and/or** ○ **are inaccurate and/or** ○ **support practices contrary to legal compliance or ethical standards.**	• **Candidate writes components of the IEP that comply with all relevant laws and policies and demonstrate best practices.** • **Candidate writes a narrative statement about principles and practices that inform the IEP process. The statement reflects knowledge of accepted and supported practices in the field of special education.** • **Candidate writes all components of the IEP project with clarity, accuracy (including spelling, grammar, and other writing mechanics), use of neutral, objective, non-inflammatory language, and explanation of terms and acronyms to support understanding by all who participate in the development of the IEP.** • **All components of the IEP project align/make sense with one another.**	• **Candidate writes components of the IEP that comply with all relevant laws and policies and demonstrate best practices.** • **Candidate writes a narrative statement about principles and practices that inform the IEP process. The statement reflects knowledge of accepted and supported practices in the field of special education and advocacy for the rights of individuals with disabilities and their families/guardians.** • **Candidate writes all components of the IEP project with clarity, accuracy (including spelling, grammar, and other writing mechanics), use of neutral, objective, non-inflammatory language, and explanation of terms and acronyms to support understanding by all who participate in the development of the IEP.** • **All components of the IEP project align/make sense with one another.** • **Candidate includes documentation that IEP procedural safeguards were enacted (e.g., a statement that that families/guardians of the individual with disabilities have been informed of their special education rights).**

Collaborative Lesson Presentation- 50 pts

- Hand in one presentation plan, per CLT group, per presentation: (10pts)
  - Names of group members
  - Chapter numbers and topics
  - Roles of each member (what each member does before and during the presentation)
  - Summary of presentation and topics
  - Presentation outline with name/role of who is presenting
  - Materials needed
  - What do you expect the audience to do?
  - Exit ticket for audience

Collaborative Group Presentation-

- Present an engaging, informative, and interactive summary of given chapter topics
- Each group will present twice
- The presentation will follow the CLT presentation lesson plan. Hand in lesson plan at time of presentation.
- Each CLT member must be involved and play a role in the planning and implementation of the presentation.
- Must involve audience in the learning.
- Must give an exit ticket to the audience.
- Hand in a self-assessment/evaluation of your presentation (1 evaluation/group)
  - Strengths and weaknesses of your presentation
  - How can it be improved for the next time? What would you do instead?

Key:

Meets or exceeds expectations = full points

Does not meet expectations = Half-points if attempted but of minimal quality

Not attempted/no evidence/incorrect/has negative impact = 0 points

Names:

Topic(s):	Does not meet	Meet	Exceeds
Appropriately introduces the team and presentation.			

Content & Skills	• *Makes explicit* and logical *ties* of the presentation content and activities *to collaboration* in a K-12 setting, including relevance to the IEP process. • *Extends and deepens* the audience members' *knowledge* about the topic content in the context of participants' roles as special educators. • *Requires higher levels* of cognitive demand and skills capabilities in interactions with participants. • *Engages* participants *in activities* to practice and apply topic skills.			
Communication	• *Communicates* orally, in writing, and through media *with clarity, precision, and engagement. Interacts* with audience *appropriately*, including making regular eye contact, encouraging questions and providing accurate and appropriate responses, and not reading slides to the audience unless for appropriate emphasis. • *Augments* message *through appropriate supporting materials*, including applying design conventions/principles to all slideshows and print materials. • *Paces* the presentation *to foster engagement* and appropriately apportions topics-to-time; optimizes and stays within time parameters; manages logistics.			
	Appropriately wraps up and concludes the presentation. Gets feedback and gives an exit ticket.			

Interview Summary Instructions —50 pts.

- Individual assignment
- Interview 1 special education teacher about their collaboration with colleagues (team, related service providers, administration, families, community resources)
- Develop interview questions and plan within your CLT
- Write a summary report (3 – 5 pgs) about the interview.
- Include your reflection of the interview.
- Include interview questions/transcript
- Interview Summary ideas:
  - What was talked about
  - New ideas
  - Tips/avoidances
  - Strengths and weaknesses of collaborating
  - Who they collaborate with and why

Rubric:
Key:

Meets or exceeds expectations = full points

Does not meet expectations = Half-points if attempted but of minimal quality

Not attempted/no evidence/incorrect/has negative impact = 0 points

Interview Planning in CLT: 2 pts

Interviewed teacher about collaboration and consultation: 10 pts
- Who do they collaborate with?
- Their thoughts about collaboration.
- Strengths and weaknesses of collaboration
- Tips/avoidances of collaborating

Report includes summary of ideas and information from the teacher: 20 pts.

Report includes your reflection of the interview: 10 pts.

Report includes questions or transcript of the interview: 8 pts

Total points: 50 pts.

Co-Teaching Lesson Plan—50 pts

o **Individual project**

o Develop a class description and 1 co-teaching lesson plan, using the given co-teaching template.

o Review plan with your CLT

o Write a short summary (1pg) of how this plan will be accessible and beneficial to all students.

Chapter Topic Position Paper—50 pts.

o Group project—hand in only one position paper from the group. Each CLT member works on the group paper.

o Research a topic from one of the chapters that you presented on.

o Include a research review (3+ articles) and discussion on the topic

o Include an introductory page delineating each member's contribution

o 5 – 10 pages

Key:

Meets or exceeds expectations = full points

Does not meet expectations = Half-points if attempted but of minimal quality

Not attempted/no evidence/incorrect/has negative impact = 0 points

Chapter Position Paper Rubric

Evidence of each CLT member contributing to the paper: **5 pts**

Paper is aligned to a chapter from their presentation: **5 pts**

Research literature review of at least 3 articles is included: **5 pts**

Comprehensive summary of the topic: **10 pts**

Relates the topic to special education, IEP, classroom experiences: **10 pts**

Conclusion includes ideas for extension and use of ideas in your classrooms: 10 pts

Citations and References are included: **5 pts**

Total points: 50 pts.