



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

Fall 2023

EDSE 662 674: Consultation and Collaboration

CRN: 84191, 3 – Credits

<b>Instructor:</b> Carmen Rioux-Bailey	<b>Meeting Dates:</b> 9/13/23 - 11/15/23
<b>Phone:</b> 202-302-3223 (mobile)	<b>Instructional Method:</b> Mix of face-to-face meetings and online instruction. See the face-to-face meeting dates below. All other meeting dates will be synchronous online video meetings supplemented by asynchronous online coursework, or purely asynchronous
<b>E-Mail:</b> criouxba@gmu.edu	<b>Meeting Day(s):</b> Wednesday Face-to-face: 9/13; 9/20; 10/11; 11/8
<b>Office Hours:</b> by mobile phone or Zoom. We can schedule a face to face if desired and speak before or after class	<b>Meeting Time(s):</b> 5:15 pm – 9:15 pm
<b>Office Location:</b> Finley 206A	<b>Meeting Location:</b> Off-campus

**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](mailto: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. Electronic supplements and activities via Blackboard

A percentage of this course will be delivered online using both 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](mailto:@masonlive.gmu.edu)) and email password. The course site will be available on 9/12/23

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 \(https://help.blackboard.com/Learn/Student/Ultra/Getting\\_Started/Browser\\_Support\)](https://help.blackboard.com/Learn/Student/Ultra/Getting_Started/Browser_Support)
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.

- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
  - [Adobe Acrobat Reader](https://get.adobe.com/reader/): <https://get.adobe.com/reader/>
  - [Windows Media Player](https://support.microsoft.com/en-us/help/14209/get-windows-media-player): <https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
  - [Apple Quick Time Player](http://www.apple.com/quicktime/download/): [www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)

### ***Expectations***

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

always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

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

### **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 & Cook (2021, 9<sup>th</sup> ed.). *Interactions: Collaboration Skills for School Professionals* Boston, MA: Pearson. ISBN-13: 9780135752388 (ISBN is for print rental edition)

## **And**

Gibb & Dyches. (2016). IEPs: Writing quality individualized education programs. (3rd ed.). Pearson. ISBN 9780133949520

## **Recommended Texts**

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

## **Required Resources**

Charged laptop or other smart device strongly encouraged for face-to-face classes!

## **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 required)**

Please see Blackboard. In the Individualized Education Program assignment/project. EDSE 662 candidates will demonstrate:

- Their abilities to develop the critical components of an Individualized Education Program (IEP) for a student with a mild to moderate exceptional learning need and
- Understanding of how these components come together to build a framework for the K-12 student subject's educational program.

This project is introduced in the section below, "Major Learning Activities". The full project description and accompanying supporting materials, including the project assessment rubric, are posted on the course Blackboard site (Assignments → Individualized Education Program Project)

## College Wide Common Assessment

Please see Blackboard. The EDSE 662 common assignment is the Group Professional Development Presentation. You will conduct a half-hour professional development presentation on a topic of choice to be confirmed by the instructor beforehand.

### Other Assignments

- **Code of Ethics Assignment**

See Blackboard for Rubric:

You will identify and develop a minimum of 10 professional ethics that you will strive to honor and abide by as you work in the field of special education and that represent your core values and beliefs about stakeholders, practices, and non-negotiables.

- **\*America to Me Assignment: This is a one-hour supplemental assignment for each week.**

See Blackboard for Rubric:

Each week you are responsible for watching one or two episodes of America to Me and writing a Discussion Board response that focuses on what you observed about consultation, collaboration, and teamwork amongst and within various stakeholders in a school: students, families, teachers, administrators, and district leaders. Available for rental for \$12.99 through Amazon Prime or on STARZ. If you cannot do this, I will assign you articles to read and summarize instead

### Assignment Summary

IEP Assignment: 40 points

Code of Ethics: 20 points

Professional Development Presentation: 20 points

Attendance and Participation: 20 points **(this includes weekly America to Me discussion boards)**

Total = 100 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

Students are expected to attend ALL class sessions during the course. As adult learners, you make personal decisions about enacting professional responsibilities, including those as a student. You may only miss one class. A second missed class will result in a 15-point deduction from your final grade. A third absence means you will receive an F in the course.

- Students are expected to attend **all** in-person meetings; access to in-person meetings will not be provided via Zoom.
- **Attendance, timeliness, and professionally relevant, respectful and active participation are expected.**
- **Synchronous meeting times:** Students are expected to log in on time for their assigned synchronous times each week, be visible, participate, and stay for the duration of this time.

### **Specific Expectations for Students Participating Using Web Conferencing (Zoom)**

- Zoom Access: Links for synchronous class sessions will be provided on the syllabus, as well as the course Blackboard site. Students are afforded a Zoom account through GMU
- Web conferencing requirements:
  - You must have a working web camera and microphone
  - Use your real name to sign in—no aliases, please.
  - Mute your microphone when not speaking.
  - Your camera output must remain live to document your attendance during class. Please don't freeze your camera.
    - *You are welcome to blur your background or use a virtual background to protect your privacy if you prefer. Please contact your instructor if you need help using these options in Zoom. See Zoom link on the main BBd menu for your course.*
- Web conferencing decorum: Remember that while you are participating in the class via web conferencing, you are visible to the entire class and must maintain an appropriate professional demeanor. This includes preventing auditory and visual interruptions from your site, dressing professionally, and managing the area from which you broadcast, including setting up an appropriate neutral backdrop and adequate lighting.
- Technical problems: Avoid problems: Test your system several days before the first class. Zoom requires a high bandwidth connection. Students attending at home should advise others in the home they may not use the Internet for online games, movies, etc. during class time. Avoid public Wi-Fi; the bandwidth is shared, and you may experience dropout or shutdown. Test your system before the first class.
  - The professor cannot help you with the technical side of web conferencing--signing on, problems with the interface, etc. You should have become familiar with Zoom before class begins and tested your system. As a web conferencing participant, you alone are responsible for the equipment that you use to join the class.
  - Students who experience technical problems with their courses must contact the CEHD Office of Technology Support at (703) 993-5654 or [cehdtech@gmu.edu](mailto:cehdtech@gmu.edu). Contact Tech Support as soon as you have determined you cannot correct your connection problem.
  - If you have problems with your home computer that prevent you from web conferencing, it is your responsibility to locate another computer or temporarily join the class at the site nearest you as quickly as possible to avoid missing classes and losing points.

- Attendance: If you are registered into a web conferencing section, please make sure that you check in with the professor at the beginning of each class period and check out at the end to be credited for attendance in this class. Web conferencing in the special education program requires synchronous attendance (you must be viewing the class at the time it is meeting). If you can't attend synchronously, please drop the class. *Participant login frequency and duration is tracked in Zoom.*
- Asking questions: Please use the hand raise icon to ask questions in online class meetings. The professor will answer as many questions in class as possible. All students should email the professor with any questions that cannot be answered in class or are private in nature.

### Late Work

All assignments are due posted to Blackboard by 5:00 PM on the dates listed in the course syllabus unless otherwise specified.

**\*\*Late or incorrectly turned in/uploaded assignments will be graded at the convenience of the instructor and you may not be provided timely feedback.**

Ten percent of the available points for the assignment will be deducted each day for late submissions during the first week after the due date. After one week from the due date, assignments will not be accepted. Thus, an assignment that is three days late is able to obtain only 70% of the points for the assignment regardless of the quality of the work.

**After one week, the assignment will no longer be accepted and a score of zero will be entered into the grade book for the assignment.** If you are having difficulty with an assignment, please contact the instructor as soon as possible.

Submitting an assignment late does not alter the due dates of the other assignments and prevents timely feedback that may be of value in later assignments. Strive to keep up with the assignment schedule.

### Other Requirements

#### Grading

This is an important part of this class due to the compact schedule. Class attendance and participation is demonstrated by being available to learn, and participating in class discussions/activities throughout the semester.

Please display digital etiquette during class sessions. If you are unable to make any class session during the semester, please contact the instructor by phone or through GMU e-mail before the class session where you will be absent/arrive late/leave early. You may miss only one class. If you miss a second, 8 points will be deducted off your final grade. Repeated tardiness (more than 1 hour cumulative) counts as a class absence.

#### Grading Scale

100 – 95	A
90 – 94	A-
89 – 86	B+
85 – 80	B
79 - 77	B-
76 – 73	C



**\*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. See Policies and Procedures (<https://cehd.gmu.edu/students/policies-procedures/>). 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.

### **Class Schedule**

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

Class Session	Topic/Learning Experiences	Do This: Readings (complete <i>after</i> this session) and Assignments (to be turned in <i>on or before</i> this session)
<b>1</b> <b>9/13</b> Face to face Woodson B109 5:15 sharp + 2.5 hr. online asynchronous	<b>Group Dynamics and definitions of Consultation, Collaboration, and Teamwork</b>	<b>Friend and Cook Chapters ,1,2, and 3</b>
<b>2</b> <b>9/20</b> Face to face Woodson B109 5:15 sharp + 1 hr. online asynchronous	<b>Collaborative Work Styles in Action Ethics, Managing Conflict</b>	<b>Friend and Cook Chapters 3 and 4</b>  <i>Episodes 1-3 of America to Me and Discussion Board 1 due 9/20</i>
<b>3</b> <b>9/27</b> Online Synchronous 2 hours + 2.5 asynchronous	<b>Collaborating with School Professionals, Families, and Students</b>	<b>Ethics Paper Due</b> <b>Friend and Cook Chapters 9, 10, 11</b> <i>Discussion Board: America to Me 4</i>
<b>4</b> <b>10/4</b> Online 4.5 asynchronous	<b>IEP Process: Perils, Pitfalls, and Best Practices</b>	<b>Friend and Cook Chapters 7 and 8</b> <i>Discussion Board: America to Me 5</i>
<b>5</b> <b>10/11</b> Face to Face	<b>Writing PLAAFPs, Goals, and Benchmarks/Objectives</b>	<b>Gibb and Dyches: Whole Book</b> <i>Discussion Board: America to Me 6</i>
<b>6</b> <b>10/18</b> Online synchronous	<b>Writing Goals/Benchmarks/Objectives</b>	<b>Friend and Cook Chapters 5 and 9</b> <i>Discussion Board: America to Me 7</i>  <b>Collaborative IEP assignment submitted to VIA after this class session</b>
<b>7</b> <b>10/25</b>	<b>Finalize Group Projects</b>	<b>Friend and Cook Chapters 12 and 6</b>

<b>Online Asynchronous</b>		<b>Discussion Board: America to Me 8</b>
<b>8 11/2 Online Asynchronous</b>	<b>Consultation and Coteaching Collaborative IEPs: Documenting and Data Collection</b>	<b>Discussion Board: America to Me 9</b>
<b>9 11/8 Face to Face</b>	<b>IEP Assignment. Do NOT miss this class!!!!</b>	<b>Discussion Board: America to Me10</b>  <b>Collaborative IEP assignment submitted to VIA after this class session</b>
<b>10 11/15 Online Synchronous</b>	<b>Presentations</b>	<b>Coteaching/Collaboration Best Practices Presentation due</b>

### 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 VIA should be directed to [viahelp@gmu.edu](mailto: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/>).
- [Learning Services \(learningservices@gmu.edu\)](mailto: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](mailto: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

<p>Present Levels of Performance</p> <p>CEC/IGC Standards 1 &amp; 4</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> <p>Candidate uses multiple methods of assessment and data sources in making educational decisions.</p>	<ul style="list-style-type: none"> <li>• Candidate writes a present levels of performance statement that: <ul style="list-style-type: none"> <li>○ lacks consistent links to evaluations and assessments and/or</li> <li>○ fails to include educational implications of the student’s exceptionality, and/or</li> <li>○ fails to consider variations in beliefs, traditions, and values across and within cultures.</li> </ul> </li> <li>• Candidate fails to demonstrate respect for the student by using biased and negative language.</li> <li>• Candidate fails to show evidence of the similarities and differences between the student’s development and typical human development.</li> <li>• Candidate includes irrelevant information statements.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate interprets information from formal and informal assessments to write appropriate, relevant present levels of performance statement with: <ul style="list-style-type: none"> <li>○ clear links to evaluations and assessments (such as interviews, observations, standardized tests),</li> <li>○ description of educational implications of the characteristics of various exceptionalities, sensory impairments (as applicable), and</li> <li>○ description of variations in beliefs, traditions, and values across and within cultures (as applicable).</li> </ul> </li> <li>• Candidate uses unbiased and objective language.</li> <li>• Candidate includes description of the similarities</li> <li>• and differences between the student’s development and typical human development.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate interprets information from formal and informal assessments to write appropriate, relevant present levels of performance statement with: <ul style="list-style-type: none"> <li>○ clear links to evaluations and assessments (such as interviews, observations, standardized tests),</li> <li>○ description of educational implications of the characteristics of various exceptionalities, sensory impairments (as applicable), and</li> <li>○ description of variations in beliefs, traditions, and values across and within cultures (as applicable).</li> </ul> </li> <li>• Candidate uses unbiased and objective language.</li> <li>• Candidate includes description of the similarities and differences between the student’s development and typical human development.</li> <li>• Candidate describes strengths and areas in need of improvement in relation to Virginia Standards of Learning.</li> </ul>
<p>Measurable Annual Goals</p> <p>CEC/IGC Standard 3</p> <p>Candidate uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.</p>	<p>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.</p>	<ul style="list-style-type: none"> <li>• Candidate demonstrates an understanding of the models and theories related to instructional planning by writing age and ability appropriate annual goals that: <ul style="list-style-type: none"> <li>○ are measurable,</li> <li>○ reflect present levels of performance, and</li> <li>○ show direction for student growth.</li> </ul> </li> <li>• Candidate writes goals that focus on both decreasing and/or increasing learner behaviors.</li> <li>• Candidate demonstrates consideration of variations in beliefs, traditions, and values across and within cultures (as appropriate)</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate demonstrates an understanding of the models and theories related to instructional planning by writing age and ability appropriate annual goals that: <ul style="list-style-type: none"> <li>○ are measurable,</li> <li>○ are and based upon the scope and sequence of the Virginia Standards of Learning (as appropriate),</li> <li>○ reflect present levels of performance, and</li> <li>○ show emphasis on increasing skills and/or positive behaviors.</li> </ul> </li> <li>• Candidate demonstrates consideration of variations in beliefs, traditions, and values across and within</li> </ul>

		<b>while integrating affective, social, and life skills with academic curricula.</b>	<b>cultures while integrating affective, social, and life skills with academic curricula.</b>
<b>EDSE 662 CAEP Assessment</b>	<b>Does Not Meet Expectations 1</b>	<b>Meets Expectations 2</b>	<b>Exceeds Expectations 3</b>
<p><b>Short Term Objectives or Benchmarks</b></p> <p><b>CEC/IGC Standard 3</b></p> <p>Candidate uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.</p>	<p>Candidate fails to demonstrate an understanding of the models and theories related to instructional planning by writing individualized learning objectives/benchmarks that:</p> <ul style="list-style-type: none"> <li>○ are not directly related to the annual goals OR</li> <li>○ are not sequentially age and ability appropriate OR</li> <li>○ utilize learner criteria that are inappropriate to task performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate demonstrates an understanding of the models and theories related to instructional planning by writing individualized learning objectives/benchmarks that <ul style="list-style-type: none"> <li>○ relate to an annual goal AND</li> <li>○ are sequential age and ability appropriate AND</li> <li>○ include the condition, measurable and observable learner behavior and verifiable criteria.</li> </ul> </li> <li>• Candidate demonstrates consideration of variations in beliefs, traditions, and values across and within cultures (as appropriate) while integrating affective, social, and life skills with academic criteria.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate demonstrates an understanding of the models and theories related to instructional planning by writing individualized learning objectives/benchmarks that <ul style="list-style-type: none"> <li>○ relate to an annual goal AND</li> <li>○ are sequential age and ability appropriate AND</li> <li>○ include the condition, measurable and observable learner behavior and verifiable criteria AND</li> <li>○ a statement of generalization AND</li> <li>○ a statement of maintenance.</li> </ul> </li> <li>• Candidate demonstrates consideration of variations in beliefs, traditions, and values across and within cultures (as appropriate) while integrating affective, social, and life skills with academic criteria.</li> </ul>
<p><b>Services, Least Restrictive Environment (LRE), Placement</b></p> <p><b>CEC/IGC Standard 1</b></p> <p>Candidate understands how exceptionalities may interact with development and learning and uses this knowledge to provide meaningful and challenging learning experiences for</p>	<p>Candidate lists program or primary related services that do not or inconsistently align with areas of need based on present levels of performance.</p>	<ul style="list-style-type: none"> <li>• Candidate lists appropriate program and primary services and related services (as appropriate) that: <ul style="list-style-type: none"> <li>○ 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</li> <li>○ consistently align with the individual's areas of need based on present levels of performance as well as the supports needed to be successful in the LRE.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Candidate lists appropriate program and primary services and related services (as appropriate) that: <ul style="list-style-type: none"> <li>○ 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</li> <li>○ consistently align with the individual's areas of need based on present levels of performance as well as the supports needed to be successful in the LRE.</li> </ul> </li> </ul>

<p>individuals with exceptionalities.</p>		<ul style="list-style-type: none"> <li>• <b>Candidate includes the following:</b> <ul style="list-style-type: none"> <li>○ location</li> <li>○ frequency</li> <li>○ setting</li> <li>○ duration</li> <li>○ start and end dates.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Candidate includes the following:</b> <ul style="list-style-type: none"> <li>○ location</li> <li>○ frequency</li> <li>○ setting</li> <li>○ duration</li> <li>○ start and end dates.</li> </ul> </li> <li>• <b>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.</b></li> </ul>
<p><b>EDSE 662 CAEP Assessment</b></p>	<p><b>Does Not Meet Expectations 1</b></p>	<p><b>Meets Expectations 2</b></p>	<p><b>Exceeds Expectations 3</b></p>
<p><b>Participation in State Assessments</b></p> <p><b>CEC/IGC Standard 3</b></p> <p>Candidate uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.</p>	<p>Candidate selects inappropriate levels of student participation in state assessments based on present levels of performance and student's exceptional condition(s), indicating a failure to consider issues, assurance, and due process rights related to assessment.</p>	<ul style="list-style-type: none"> <li>• <b>Candidate selects appropriate levels of student participation in state assessments based on present levels of performance and student's exceptional condition(s), indicating consideration of issues, assurance, and due process rights related to assessment.</b></li> <li>• <b>Candidate lists and justifies all accommodations for state assessments suggested.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Candidate selects appropriate levels of student participation in state assessments based on present levels of performance and student's exceptional condition(s), indicating consideration of issues, assurance, and due process rights related to assessment.</b></li> <li>• <b>Candidate lists and justifies all accommodations for state assessments suggested.</b></li> <li>• <b>Candidate selects and justifies participation levels that reflect the impact (an) exceptional condition(s) can have on an individual's testing abilities, including auditory and information processing skills.</b></li> </ul>
<p><b>Legal Compliance of IEP</b></p> <p><b>CEC/IGC Standard 6</b></p> <p>Candidate uses foundational knowledge of the field and his/her ethical principles and practice standards to inform special education</p>	<ul style="list-style-type: none"> <li>• <b>Candidate writes an incomplete IEP which fails to comply with all relevant laws and policies, reflect an understanding of requirements such as FAPE and LRE (and the history of these points of view) or other human issues that have historically influenced and continue to influence the field</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Candidate writes a complete IEP that complies with all relevant laws and policies, reflects an understanding of requirements such as FAPE and LRE (and the history of these points of view) and other human issues that have historically influenced and continue to influence the field of special education.</b></li> <li>• <b>Candidate writes the IEP using neutral, objective, non-inflammatory</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Candidate writes a complete IEP that complies with all relevant laws and policies, reflects an understanding of requirements such as FAPE and LRE (and the history of these points of view) and other human issues that have historically influenced and continue to influence the field of special education.</b></li> <li>• <b>Candidate writes the IEP using neutral, objective, non-inflammatory</b></li> </ul>

<p>practice, to engage in lifelong learning, and to advance the profession.</p>	<p><b>of special education.</b></p> <ul style="list-style-type: none"> <li>• Candidate writes the IEP using biased, inflammatory language, with a lack of clarity, numerous acronyms, illegibility, or inaccuracies (including spelling).</li> </ul>	<p>language, with clarity, minimal use of acronyms, legibility, and accuracy (including spelling).</p> <ul style="list-style-type: none"> <li>• Candidate writes areas of need, goals, objectives/benchmarks, placements and services with a strong connection to the present levels of performance.</li> </ul>	<p>language, with clarity, minimal use of acronyms, legibility, and accuracy (including spelling).</p> <ul style="list-style-type: none"> <li>• Candidate writes areas of need, goals, objectives/benchmarks, placements and services with a strong connection to the present levels of performance.</li> <li>• Candidate includes documentation for procedural safeguards and advocates for appropriate services for the individual with exceptionalities.</li> </ul>
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