



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

Spring 2024

EDSE 540 688: Characteristics of Students with Disabilities who Access the General Curriculum  
CRN: 23920, 3 – Credits

<b>Instructor:</b> Dr. Andrea Boykin	<b>Meeting Dates:</b> 1/4/24 – 2/29/24
Phone: (757) 751-9032	<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> aboykin2@gmu.edu	<b>Meeting Day (s):</b> Thursday (1/4; 1/11; 2/1; 2/29 only)
<b>Office Hours:</b> By Appointment	<b>Meeting Times:</b> 5:15 pm – 9:45 pm
<b>Office Location:</b> Virtual	<b>Meeting Location:</b> Off-Campus

**Note:**

- 1. 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.**
- 2. If you are unable to attend face-to-face sessions, please speak with your advisor about moving your face-to-face coursework to a future semester and determining if you can take one of the online course offerings (EDSE 501, 517, 590) instead this semester. Any accommodation requests should be submitted to [Disability Services](#).**

**Prerequisite(s):**

None

**Co-requisite(s):**

None

## **Course Description**

Examines the characteristics of students with mild disabilities. Focuses on etiology, contributing factors, conditions that affect learning, the challenges of identifying students with disabilities, and the need for academic, social, and emotional accommodations and support. Notes: Field experience required.

## **Advising Contact Information**

Please make sure that you are being advised on a regular basis as to your status and progress in your program. Students in Special Education and Assistive Technology programs can contact the Special Education Advising Office at 703-993-3670 or [speced@gmu.edu](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**

Have you met with an advisor? All students should make an appointment to meet with an advisor to outline a plan for completing coursework and non-course requirements such as testing. To make an appointment by phone or in person, go to <http://education.gmu.edu/special-education/advising/>.

## **Course Delivery Method**

Learning activities include the following:

1. Class lecture and discussion
2. Application activities
3. Small group activities and assignments
4. Video and other media supports
5. Research and presentation activities
6. Electronic supplements and activities via Blackboard

## **Learner Outcomes**

Upon completion of this course, teacher candidates/students will be able to:

1. Describe the field of learning disabilities from its origins to policies and practices of today.
2. Compare the history of education for students with emotional and behavioral disorders, students with learning disabilities students with mild intellectual disabilities.
3. Define learning disability, emotional disturbance, and mild intellectual disabilities.
4. Describe how educators and other professionals determine the difference between normal and atypical behaviors.
5. Describe characteristics of K-12 students with learning disabilities, emotional disturbances, and/or mild intellectual disabilities.
6. Compare conceptual models of behavioral deficits with three conceptual models that explain learning disabilities and/or mild intellectual disabilities.
7. Discuss the various etiologies in relation to biological, family, cultural, and school perspectives.
8. Identify various procedures and practices that motivate reluctant learners to complete class work and develop skills that build self- understanding and confidence as learners.

9. Describe and discuss a range of learning disabilities, emotional disturbances, and mild intellectual disabilities for a parent and suggest possible interventions for home and school.
10. Describe how children develop language.
11. Describe informal assessment procedures for determining knowledge and skills of children with various learning disabilities and emotional/behavioral problems.
12. Based on informal assessment procedures, design appropriate clinical teaching strategies for children with various learning disabilities and/or behavior problems.
13. Describe what an Individualized Education Program (IEP) is and how it is developed.

### **Professional Standards**

(Council for Exceptional Children [CEC] 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 2: Learning environments (InTASC 3); CEC Standard 3: Curricular content knowledge (InTASC 4,5); CEC Standard 4: Assessment (InTASC 6); CEC Standard 5: Instructional planning and strategies (InTASC 7,8) & CEC Standard 7: Collaboration (InTASC 10).

This course contains at least one Common Assessment developed by the College of Education and Human Development to assess our candidates' performance on nationally accepted standards for beginning teachers (InTASC) and our programs' performance on national accreditation standards (CAEP).

### **Evidence-Based Practices**

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

### **Required Texts**

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

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

### **Recommended Texts**

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

## **Course Performance Evaluation**

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

## **VIA Performance-Based Assessment Submission Requirement**

It is critical for the special education program to collect data on how our students are meeting accreditation standards. Every teacher candidate/student registered for an EDSE course with a required Performance-based Assessment (PBA) is required to upload the PBA to VIA/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 540, the required PBA is Observation Student Profile. 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)**

### **Observation Student Profile**

The observation student profile provides you with the opportunity to get an in depth understanding of a student with exceptionalities who accesses the general curriculum. You will examine his or her educational history and goals, observe in classroom settings, conduct parent or guardian interviews, and synthesize the information gathered, relating it to the content of the course. The purpose of the student profile is to help you understand the complexity of each individual case of a student with exceptional learning needs. This student profile assignment has six major sections; demographic and background information, educational history, objectives, goals, and accommodations, school and classroom information, student observation, related personnel and family member information, summary and synthesis, and an appendix. The paper should be formatted using APA style with related documents and samples in the Appendix. Detailed information regarding this assignment is located in the Blackboard course site.

### **College Wide Common Assessment (VIA submission required)**

N/A

## **Field Experience Requirement**

A field experience is a part of this course. A field experience includes a variety of early and ongoing field-based opportunities in which candidates may observe, assist, and/or teach. Field

experiences may occur in off-campus settings, such as schools (CAEP, 2016). Below are **REQUIRED PROCEDURES FOR ALL STUDENTS ENROLLED IN THIS COURSE.**

1. Complete the online EDSE Field Experience form. This online form will be sent to your GMU email from EDSEfld@gmu.edu on the first day of the semester. Click on the link and complete the form as soon as possible. ALL students should complete the form, regardless of whether you need assistance in locating a field experience placement or not. This information is required by the state. Please direct any questions about the form to Dr. Kristen O'Brien at EDSEfld@gmu.edu.

If you are a full-time contracted school system employee and will complete the field experience at your worksite with administrator and instructor approval, you will be asked to specify the school at which you will be completing the field experience.

If you request a field experience placement to be arranged, you will receive information via your GMU email account about your assigned internship placement from the Clinical Practice Specialist in the College's TEACHERtrack Office. Check your GMU email regularly for important information regarding your field experience. Follow all instructions for the necessary Human Resource (HR) paperwork required to access the assigned field experience placement. Note that you may NOT arrange your own field experience placement.

2. View the EDSE Field Experience Introduction presentation. On the first week of classes and prior to representing George Mason in off-campus settings, your instructor will show a video presentation or provide a link to the presentation, which includes important information about the registration process for EDSE field experiences and tips for a successful field experience. After the presentation, sign the document provided by your instructor to indicate that you have watched the presentation and are aware of the EDSE field experience professionalism expectations.

3. Complete the GMU Experiential Learning Agreement packet (ELP). Mason requires all students completing off-campus field experiences in schools or other agencies to complete this packet. Once you have received your field experience placement, complete and submit this packet to the provided link.

4. Document your field experience hours. Your instructor will provide you with access to field experience documentation forms to use in documenting the hours and activities completed in your field experience placement. Your instructor will provide more directions on how to use and submit the documentation form.

5. Complete the field experience end-of-semester survey. Towards the end of the semester, you will receive an email from EDSEfld@gmu.edu with a link to an online survey. This brief survey asks you to report about important features of your field experience placement.

6. Students must be able to perform the essential functions of the practicum site assigned with or without an accommodation. Contact Disability Services (ods@gmu.edu) for questions related to accommodations.

## Other Assignments

### Application Activities

Learners will engage in small group application activities throughout the semester to apply concepts learned in class.

### Discussion Board

As a component of asynchronous instruction, learners will participate in three (3) discussion boards. Learners are required to post a response to a prompt provided by the instructor and respond to peers. Learners are required to cite text or other scholarly sources to demonstrate understanding of the course content during discussion board activities

### Lesson Plans

Learners will develop three detailed lesson plans that incorporate elements of explicit instruction and evidence-based or high leverage practices related to students with high-incidence disabilities. The lesson plan template and details are available in the Blackboard course site.

### Observation Student Profile Poster Presentations

Learners will develop a poster summarize the results of the Observation Student Profile paper and present this information in class. Templates and directions are posted in the Blackboard course site.

## Assignment Summary

Application Activities (7)	70 points
Discussion Board (3)	30 points
Lesson Plans (3)	60 points
Observation Student Profile Paper	100 points
Observation Student Profile Presentation	40 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

Learners are expected to attend all classes. Learners may miss one class with no grade penalty. After that, 5 points will be taken off the final grade for each additional missed class.

## Late Work

Assignments are due at 11:59 on the due date. A 72- hour grace period will be provided without for assignments turned in late without penalty upon arrangement with the instructor. If an arrangement is not made, assignments will receive a two point deduction for each day late until submission.

## Grading

95-100% = A	90-94% = A-	80-89%= B	70-79% = C	0-70% = F
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**\*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/>). 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.

Date and Format	Topic	Weekly Reading, Activities, and Assignments
<b>1/04/2024</b>  In-Person	<b>Course Introduction and Context of Special Education</b>	<ul style="list-style-type: none"> <li>▪ Raymond Chapter 1</li> <li>▪ Application Activity-Documentary Reflection</li> </ul>
<b>1/11/2024</b>  In-Person	<b>Issues in Assessment, Identification, Placement, and Instruction; Explicit Instruction Overview</b>	<ul style="list-style-type: none"> <li>▪ Raymond Chapter 2 and 3; Archer and Hughes Chapter 1</li> <li>▪ Application Activity- Response to Intervention</li> </ul>
<b>1/18/2024</b>  Virtual	<b>Designing Instruction: Skills and Strategies</b>  <b>Learners with Mild Disabilities; Learners with Learning Disabilities (LD); Learners with Mild Intellectual Disabilities (ID)</b>	<ul style="list-style-type: none"> <li>▪ Raymond Chapter 4,5, 9 and 11; Archer and Hughes Chapter 2</li> <li>▪ Application Activity- Explicit Instruction</li> <li>▪ Lesson Plan 1</li> <li>▪ Discussion Board 1- Characteristics of LD and ID</li> </ul>
<b>1/25/2024</b>  Virtual	<b>Learners with Emotional Disturbances; Learners with Autism Spectrum Disorder; Language Characteristics</b>  <b>Designing Instruction: Vocabulary and Concepts</b>	<ul style="list-style-type: none"> <li>▪ Raymond Chapters 6 ,8, and 12; Archer and Hughes Chapter 3</li> <li>▪ Application Activity- Students with Emotional and Behavioral Disorders</li> <li>▪ Discussion Board- Characteristics of Autism</li> <li>▪ Lesson Plan 2</li> </ul>
<b>2/1/2024</b>  In-Person	<b>Learners with Sensory, Communication, Attention, and Physical Impairments; Language Characteristics</b>  <b>Universal Design for Learning</b>	<ul style="list-style-type: none"> <li>▪ Raymond Chapter 7 and 10</li> <li>▪ Application Activity- Language Characteristics</li> </ul>



2/8/2024 Virtual	<b>Classroom management and Teaching Social Skills</b>	<ul style="list-style-type: none"> <li>▪ Raymond Chapter; Archer and Hughes Chapter 2</li> <li>▪ Application Activity- Classroom Management</li> <li>▪ Discussion Board- Social Skills</li> <li>▪ Lesson Plan 3</li> </ul>
2/15/2024	<b>Writing High Quality IEPs</b>	<ul style="list-style-type: none"> <li>▪ Raymond Chapter; Archer and Hughes Chapter 2</li> <li>▪ Application Activity- Lesson Plan Review</li> <li>▪ Discussion Board- High Quality IEPs</li> </ul>
2/22/2024 Virtual	<b>Course Content Review and Wrap-up</b>	<ul style="list-style-type: none"> <li>▪ Raymond Chapter; Archer and Hughes Chapter 2</li> <li>▪ Application Activity- Tying it All Together</li> </ul>
2/29/2024	<b>Presentations</b>	<ul style="list-style-type: none"> <li>▪ Observation Profile and Presentation Due</li> </ul>

### 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(s)**

	<b>Does Not Meet Expectations 1</b>	<b>Meets Expectations 2</b>	<b>Exceeds Expectations 3</b>
<b>Demographic and Background Data</b>	<ul style="list-style-type: none"> <li>• Candidate provides partial demographic and background information,</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate discusses the demographic and background information related to the</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate discusses the demographic and background information related to the target</li> </ul>

	<b>Does Not Meet Expectations 1</b>	<b>Meets Expectations 2</b>	<b>Exceeds Expectations 3</b>
<p><b>CEC/IGC Standard 1</b></p> <p><b>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.</b></p>	<p>giving only a limited view of the learner with an exceptionality. Candidate does not include all of the following:</p> <ul style="list-style-type: none"> <li>○ etiology and diagnosis,</li> <li>○ any medical conditions that exist, psychological and social-emotional characteristics, and</li> <li>○ the effect these conditions can have on the student’s life.</li> </ul>	<p>target student inclusive of all of the below:</p> <ul style="list-style-type: none"> <li>○ etiology and diagnosis,</li> <li>○ any medical conditions that exist, psychological and social-emotional characteristics, and</li> <li>○ the effect these conditions can have on the student’s life.</li> </ul> <ul style="list-style-type: none"> <li>● Candidate discusses skills and typical and atypical human growth characteristics of the learner.</li> <li>● Candidate describes the educational implications of the characteristics of the learner’s exceptionality and the impact of the learner’s exceptional learning needs on the learner, their family, and society.</li> </ul>	<p>student inclusive of all of the below:</p> <ul style="list-style-type: none"> <li>○ etiology and diagnosis,</li> <li>○ any medical conditions that exist, psychological and social-emotional characteristics, and</li> <li>○ the effect these conditions can have on the student’s life.</li> </ul> <ul style="list-style-type: none"> <li>● Candidate discusses skills and typical and atypical human growth characteristics of the learner.</li> <li>● Candidate describes the educational implications of the characteristics of the learner’s exceptionality and the impact of the learner’s exceptional learning needs on the learner, their family, and society.</li> <li>● Candidate provides elaboration on the student’s characteristics to include evidence of scholarly work (e.g., use of texts or other research).</li> </ul>
<p><b>Educational History, Educational Goals, Objectives, and Accommodations</b></p> <p><b>CEC/IGC Standard 1</b></p> <p><b>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.</b></p>	<ul style="list-style-type: none"> <li>● Candidate summarizes the learner’s educational goals, objectives and classroom accommodations but does not address the impact of the learner’s social abilities, attitudes, and values on instruction and career development.</li> <li>● Candidate provides a partial educational history related to the target student that does not include: <ul style="list-style-type: none"> <li>○ the educational implications of the characteristics of the learner’s exceptionality AND/OR</li> <li>○ the effect a learner’s exceptionality can have on his/her life.</li> </ul> </li> <li>● Candidate writes a description of the student’s educational history that fails to include how</li> </ul>	<ul style="list-style-type: none"> <li>● Candidate provides a summary of the learner’s educational goals, objectives and classroom accommodations and the impact of the learner’s social abilities, attitudes, interests, and values on instruction.</li> <li>● Candidate discusses the educational history related to the target student inclusive of: <ul style="list-style-type: none"> <li>○ the educational implications of the characteristics of the learner’s exceptionality and</li> <li>○ the effect a learner’s exceptionality can have on his/her life.</li> </ul> </li> <li>● Candidate writes a description of the student’s educational history that includes how cultural and linguistic differences (if applicable) may affect learning, growth, and</li> </ul>	<ul style="list-style-type: none"> <li>● Candidate provides a summary of the learner’s educational goals, objectives and classroom accommodations and the impact of the learner’s social abilities, attitudes, interests, and values on instruction.</li> <li>● Candidate discusses the educational history related to the target student inclusive of: <ul style="list-style-type: none"> <li>○ the educational implications of the characteristics of the learner’s exceptionality and</li> <li>○ the effect a learner’s exceptionality can have on his or her life.</li> </ul> </li> <li>● Candidate writes a description of the student’s educational history that includes how cultural and linguistic differences (if applicable) may affect learning, growth, and development.</li> <li>● Candidate describes the impact the learner’s disability has on auditory and/or information processing skills and relates</li> </ul>

	<b>Does Not Meet Expectations 1</b>	<b>Meets Expectations 2</b>	<b>Exceeds Expectations 3</b>
	cultural and linguistic differences (if applicable) may affect learning, growth, and development.	development. <ul style="list-style-type: none"> <li>• Candidate describes the impact the learner’s disability has on auditory and/or information processing skills and relates levels of support to the needs of the individual.</li> </ul>	levels of support to the needs of the individual. <ul style="list-style-type: none"> <li>• Candidate provides elaboration on the student’s characteristics to include evidence of scholarly work (e.g., use of texts or other research) OR provides examples of specific skill or behavioral needs of students.</li> </ul>
<b>School and Classroom Information</b>  <b>CEC/IGC Standard 3</b>  <b>Candidate uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.</b>	<ul style="list-style-type: none"> <li>• Candidate provides a description of the school and/or classroom setting but does not examine the impact of the environment’s adaptations (or lack thereof) on the learning opportunities for learners with exceptionalities OR the continuum of placement services available for individuals with exceptionalities.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate describes the school and classroom setting in the greater context of <ul style="list-style-type: none"> <li>○ organizations in collaboration with special education and</li> <li>○ the continuum of placement and services available for individuals with exceptionalities.</li> </ul> </li> <li>• Candidate evaluates the environmental context in terms of the level of support necessary for the needs of the individual.</li> <li>• Candidate clearly describes how the environment’s adaptations impact the quality of learning opportunities for learners with exceptionalities and determines whether or not optimal learning opportunities are being provided.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate describes both the school and classroom setting in the greater context of <ul style="list-style-type: none"> <li>○ organizations in collaboration with special education and</li> <li>○ the continuum of placement and services available for individuals with mild to moderate exceptional learning needs.</li> </ul> </li> <li>• Candidate evaluates the environmental context in terms of the level of support necessary for the needs of the individual.</li> <li>• Candidate clearly describes how the environment’s adaptations impact the quality of learning opportunities for learners with exceptionalities and determines whether or not optimal learning opportunities are being provided.</li> <li>• Candidate provides elaboration on the school and classroom setting and its impact on learners with exceptionalities to include evidence of scholarly work (e.g., use of texts or other research).</li> </ul>
<b>Student Observation and Parent/Professional Interview</b>  <b>CEC/IGC Standard 7</b>  <b>Candidate collaborates with families, other educators, related service providers,</b>	<ul style="list-style-type: none"> <li>• Candidate does not describe the relationship between their observations and the learner’s goals, objectives, and accommodations and/or does not describe the effects the learner’s exceptional condition(s) appears to have on his/her learning.</li> <li>• Candidate provides an incomplete description of the parent or professional interview that lacks</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate describes the relationship between their observations and the learner’s goals, objectives, and accommodations and describes the effects the learner’s exceptional condition(s) appears to have on his/her learning.</li> <li>• Candidate summarizes their classroom observation experiences inclusive of how their personal cultural biases and differences might affect their observation or teaching.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate describes the relationship between their observations and the learner’s goals, objectives, and accommodations and describes the effects the learner’s exceptional condition(s) appears to have on his or her life.</li> <li>• Candidate describes the perceived impact of their student’s academic and social abilities, attitudes, interests, and values on instruction and career development (if applicable).</li> <li>• Candidate comprehensively</li> </ul>

	<b>Does Not Meet Expectations 1</b>	<b>Meets Expectations 2</b>	<b>Exceeds Expectations 3</b>
<b>individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.</b>	<p>information about the family system and role of family in the student’s development and culture.</p> <ul style="list-style-type: none"> <li>• Candidate does not provide evidence of collecting data on the family or related professional input and concerns related to the student’s educational experience</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate shows evidence of planning and conducting a collaborative conference/interview with a family member or related professional that includes questions are related to the impact of the individual’s exceptionality on academic and social abilities, attitudes, and interests.</li> <li>• The candidate shows evidence of collecting data on the family system and the role of family in the student’s development and education.</li> <li>• Candidate shows evidence of collecting data on family or related professional input and concerns related to the student’s educational experience.</li> </ul>	<p>summarizes their observation experiences inclusive of an analysis of how their personal cultural biases and differences affect their observation or teaching.</p> <ul style="list-style-type: none"> <li>• Candidate plans and conducts a collaborative conference with a family member or related professional who has knowledge of the learner in a culturally responsive way that demonstrates their understanding of legal matters and ethical considerations.</li> <li>• The candidate shows evidence of collecting data on the family system and the role of family in the student’s development and education.</li> <li>• Candidate shows evidence of collecting data on family or related professional input and concerns related to the student’s education experience in which the candidate demonstrated their respect for variations in beliefs, traditions, and values for the family’s culture and acted within the CEC’s Code of Ethics during the interview.</li> </ul>
<p><b>Summary, Synthesis and Reflection &amp; Additional Recommendations</b></p> <p><b>CEC/IGC Standard 3, 6</b></p> <p><b>Candidate uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities. Candidate uses foundational</b></p>	<ul style="list-style-type: none"> <li>• Candidate provides an incomplete summary that does not include information from all components of the student profile.</li> <li>• Candidate provides incomplete recommendations, educational accommodations, and modifications for the learner with exceptional learning needs by EITHER not addressing recommendations, educational accommodations, or modifications OR by not linking student characteristics to these recommendations,</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate provides recommendations, accommodations, and/or modifications that identify and prioritize areas of the general curriculum and accommodations for the learner with exceptionalities.</li> <li>• The candidate demonstrates, by integrating student characteristics and recommendations, their commitment to developing the highest education and quality-of-life potential of individuals with exceptionalities.</li> <li>• Candidate summarizes all pertinent information inclusive of observations, interviews and background information and shows</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate provides recommendations, educational accommodations, and/or modifications for the learner with mild to moderate exceptional learning needs.</li> <li>• The candidate demonstrates, through their recommendations, their ability to serve as an advocate for appropriate services for individuals with exceptional learning needs and a high level of commitment to developing the highest education and quality-of-life potential of individuals with exceptional learning needs.</li> <li>• Candidate summarizes all pertinent information inclusive of observations, interviews and background information and offers a comprehensive synthesis of</li> </ul>

	<b>Does Not Meet Expectations 1</b>	<b>Meets Expectations 2</b>	<b>Exceeds Expectations 3</b>
<b>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.</b>	accommodations, or modifications.	<p>competence and sound judgment by offering a comprehensive synthesis of</p> <ul style="list-style-type: none"> <li>○ their learner’s characteristics as compared with typical and atypical learners,</li> <li>○ the social and educational implications of these characteristics and</li> <li>○ the effect the exceptionality has on the learner’s life.</li> </ul>	<ul style="list-style-type: none"> <li>○ their learner’s characteristics as compared with typical and atypical learners,</li> <li>○ the social and educational implications of these characteristics and</li> <li>○ the effect the exceptionality has on the learner’s life.</li> <li>● Candidate analyzes how his/her own cultural biases and differences affected his/her interactions with students and their families.</li> <li>● Candidate provides elaboration in the synthesis to include evidence of scholarly work (e.g., use of texts or other research).</li> </ul>