



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

Summer 2024

EDSE 531: Transition and Community-Based Instruction

Section: 6U2; CRN: 43574

Section: D01; CRN: 40152

3 – Credits

Instructor: Dr. Maureen Howard	Meeting Dates: 5/13/24 – 7/12/24
Phone: by appointment	Instructional Method: Mix of online synchronous and asynchronous online instruction. See the synchronous online video meeting dates below. The synchronous online video meetings will be supplemented by asynchronous online coursework.
E-Mail: mhowar16@gmu.edu	Meeting Day & Time(s): Thursday; 5 pm – 7:40 pm
Office Hours: by appointment	Meeting Location: N/A; Online

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

Prerequisite(s):

None

Co-requisite(s):

None

Course Description

Addresses issues in transition for youth with severe disabilities. Covers self-determination, development, and implementation of a transition plan, post-secondary opportunities including education and community-based instruction, and vocational environments.

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

Do you need to apply for internship? Students completing special education teacher licensure programs apply ahead of time for internships so supervisors, and sites if needed, can be arranged. Check your program plan or talk with your advisor if you are unsure when you should be applying for internship.

Course Delivery Method

Learning activities include the following:

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

This course will be delivered online (76% or more) using synchronous and/or asynchronous instruction via the Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on May 13.

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: www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)

Expectations

- **Course Week:**
Our course week will begin on the day (Thursday) 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 once 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 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. Demonstrate the ability to prepare students and work with families to provide successful student transitions throughout the educational experience to include postsecondary training, employment, and independent living that addresses an understanding of long-term planning, career development, life skills, community experiences and resources, self-advocacy, and self-determination, guardianship and legal considerations.
2. Coordinate service delivery with general educators, related service providers, and other providers.
3. Coordinate and facilitate meetings involving parents, students, outside agencies, and administrators.
4. Identify community resources, agencies, and strategies to interface with community agencies when developing and planning IEPs.
5. Understand the difference between entitlement and eligibility for agency services as students move to the adult world including a basic understanding of Social Security Income benefits planning, work incentive, Medicaid, and community independent living.
6. Identify related services and accommodations, including technology, pertaining to postsecondary transitions that increase student access to post secondary education and community resources.
7. Recognize and plan for individual student potential and their capacity to meet high academic, behavioral, and social expectations and the impact of academic and social success on personal development.
8. Implement person-centered planning strategies to promote student involvement in planning.
9. Identify generic skills that lead to success in school, work, and community, including time management, preparedness, social interactions, and communication skills.
10. Demonstrate knowledge of social skills development including the unique social skills deficits associated with disability.
11. Assess social skills strengths and needs implement specialized social skills strategies.
12. Demonstrate knowledge of use and implementation of transition assessments (including vocational assessments) to encourage and support students' self-advocacy and self-determination skills.
13. Discuss legal issues surrounding age of majority and guardianship.
14. Understand the principles of online learning and online instructional strategies and the application of skills to deliver online instruction.

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 4: Assessment (InTASC 6) & CEC Standard 5: Instructional planning and strategies (InTASC 7,8).

Required Texts

Morningstar & Clavenna-Deane, (2018). *Your Complete Guide to Transition Planning and Services* NOTE: This textbook is also available for free through the GMU library: ProQuest Ebook Central - Book Details (gmu.edu)

Recommended Texts

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

Additional Readings

To be provided by instructor.

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 531, the required PBA is Transition Individualized Education Program. 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)

The performance-based assessment for this course is the Transition Individualized Education Program. See the Other Assignments section for assignment description.

College Wide Common Assessment (VIA submission required)

None

Course Assignments

Attendance and Participation: You are expected to prepare for class sessions by thoughtfully reading all assigned readings and reviewing prior class notes. This portion of your grade will be evaluated in multiple ways, including attendance, in-class activities, and group activities.

Student Information Sheet: Each student is required to prepare and submit a Student Information Sheet following the format provided the first night of class. The information sheet is worth five points. See table and Blackboard for due dates.

Crip Camp Movie Review:

The Foundation of the Disability Rights Movement

This assignment requires you to view the movie “Crip Camp” and respond to four discussion questions about the movie and the disability rights movement embodied in the quest to secure basic rights to places and programs through Section 504 of the Rehabilitation Act. The movie is available through Netflix or on YouTube at <https://www.youtube.com/watch?v=OFS8SpwioZ4>. This assignment is worth 20 points. See table and Blackboard for due dates.

Reading Reflections (3)

Readings for this assignment can be found in Blackboard. The Reading Reflection format will be discussed during the first class session. Reflections should be between 1-2 typed pages, double-spaced. Please remember to check your writing for grammar, spelling, and writing mechanics before submission. Each reflection is worth 10 points. See table and Blackboard for due dates.

Interview:

You have a choice for this assignment worth 50 points. See table and Blackboard for due dates. Additional information for this assignment including possible interview questions are available on Blackboard:

Choice 1: Former Student Interview

You will complete a face-to-face interview (virtual interview allowed) with an individual who exited a special education program within the last five years. The results of the interview should be compiled into a 4-5-page (double spaced) summary and submitted for evaluation. In developing the summary, please be sure that you provide (1) an overview of the individual's current status in several specified areas, and (2) your perception of the student's situation at this time.

Choice 2: Adolescent/Adult Service Provider

You will complete a face-to-face interview (virtual interview allowed) with an adolescent or adult service provider (for individuals with disabilities). Utilize your community's United Way or ARC community resource guide (look this up online) Some possible categories for these providers might include the local office of Vocational Rehabilitation; university or community college disability services offices; the department of social services regarding adult protective services or developmental disability services or mental health services; employment and

community integration service providers; juvenile justice; residential services disability services at a college. Any individual employed to provide services outside of the school system to adolescents or adults with disabilities is an acceptable candidate for the interview. A private caregiver or family member of an individual with disability is not an acceptable candidate for the interview.

Post School Community Services Taxonomy

This assignment requires you to develop a listing of community services available to persons with cognitive disabilities in a local community in Virginia. You should select one local county or community. Then identify the agencies in that community that provide each of the following services for individuals with significant disabilities: Employment, Housing and Residential Support, Family Support Services, Independent Living Services, Personal Assistance Services, and Recreation. For each service, you should provide the following information: Name of Service, Agency Providing Service, Description, Name and Telephone Number of Program Contact, and Modification and/or Expansion Needed Locally. This assignment is worth 25 points. See table and Blackboard for due dates.

Transition Individualized Education Program

This assignment requires you to develop an IEP for a transition age secondary student with a severe disability. The IEP should be based on the case study that has been provided for your use. You also have the option to develop the IEP on a student you are working with in your classroom or your program. The IEP should be developed following the rubric provided in the Appendix. See table and Blackboard for due dates.

Assignment Summary

Attendance and participation (5 points/class session, 9 total)	45 points
Student info sheet	5 points
Crip Camp movie review	20 points
Reading reflections (10 points/each, 3 total)	30 points
Interview	50 points
Taxonomy of community services	25 points
Transition IEP	100 points
Total points	275 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

Regular and punctual attendance in class is expected. Only excused absences will be allowed. If you must miss a class, arrive late, or leave early from a class session, please email the instructor as soon as possible. For each class you attend and participate in, you receive 5 Attendance and Participation points.

Late Work

All assignments are due by 5:00 pm the day of class (Thursdays; see course schedule for dates). You may receive permission to turn in an assignment late if you contact the instructor at least 24 hours prior to the due date with your reasons for needing additional time. If permission is given, you will be given a new due date. If you fail to contact your instructor at least 24 hours before the due date, permission is not given, or if you fail to submit the assignment by the new due date, there will be a 10% deduction each day late; assignments turned in more than 7 days late will receive no credit.

Grading Scale

93-100% = A	80-86% = B
90-92% = A-	70-79% = C
87-89% = B+	<70% = F

***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/>).

Class Schedule

***Note:** Faculty reserves the right to alter the schedule as necessary, with notification to students. Please check your email frequently as I will send updates accordingly.

Date	Topic	Weekly readings	Assignment Due
Week 1 May 16	Welcome to the course! Introduction to Transition: Post-school expectations and outcomes	N/A	N/A

Week 2 May 23	Overview of IDEA Transition Requirements Post-secondary Education	Posted on Blackboard	Student info sheet
Week 3 May 30	Post School Employment	Posted on Blackboard	Crip Camp Review
Week 4 June 6	Post School Community Service	Posted on Blackboard	Reading Reflection #1
Week 5 June 13	Independent Living: Residential services	Posted on Blackboard	Reading Reflection #2
Week 6 June 20	Putting it all together: Individualized Transition Plans	Posted on Blackboard	Reading Reflection #3
Week 7 June 27	Implementing Practices to promote interagency and stakeholder collaboration	Posted on Blackboard	Interview
Week 8 July 3	Person-centered planning	Posted on Blackboard	Community Services
Week 9 June 11	Typing up loose ends/answering questions	Posted on Blackboard	Transition IEP (due 11:59pm)

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 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.

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)

Transition IEP Scoring Guide

	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
Present Levels of Performance CEC/IIC Standard 4	Candidate writes present levels of performance that lack consistent links to assessment.	Candidate uses assessment data to write an adequate present level of performance.	Candidate uses multiple assessments to write a thorough present levels of performance.
Present Levels of Performance CEC/ICC Standard 1	Candidate writes a present level of performance in which they fail to demonstrate an understanding of how the educational implications of language, culture and family background influence individuals with exceptionalities.	Candidate writes a present level of performance in which they demonstrate an understanding of the educational implications of how language, culture and family background influence the learning of individuals with exceptionalities.	Candidate writes a present level of performance that demonstrate an understanding of the educational implications of how language, culture and family background influences by specifically and respectfully addressing these through examples.
Transition Present level of Performance CEC /IIC Standard 5	Candidate writes an incomplete present level of performance in which may not include a clear description of the learner’s interests and career goal and/or may lack a consistent link to assessment and/or fail to demonstrate an understanding of the learner’s moderate to severe exceptionality and cultural background.	Candidate writes a present level of performance which includes a clear description of the learner’s interests and career goal, which demonstrate an understanding of the educational implications of the characteristics of various moderate to severe exceptionalities, sensory impairments, and variations in beliefs, traditions, and values across and within cultures.	Candidate writes a present level of performance which includes a clear description of the learner’s interests and career goal with a clear link to assessment and potential career paths, which demonstrate an understanding of the educational implications of the characteristics of various moderate to severe exceptionalities, sensory impairments, and variations in beliefs, traditions, and values across and within cultures.
Measurable Annual and Post-Secondary Goals CEC/IIC Standard 3	Candidate fails to demonstrate understanding concepts, structures of the discipline and tools of inquiry specific to transition by writing annual and postsecondary goals which are not measurable, age appropriate, and responsive to cultural, linguistic, and gender differences.	Candidate demonstrates understanding of central concepts, structures of the discipline and tools of inquiry specific to transition by writing annual and postsecondary goals which are measurable, age appropriate, and responsive to cultural, linguistic, and gender differences.	Candidate demonstrates understanding central concepts, structures of the discipline and tools of inquiry specific to transition by writing annual and postsecondary goals which are measurable, age appropriate, and reflect cross-disciplinary skills.
Measurable Annual and Post-Secondary	Candidate writes goals which fail to reflect the learner’s present levels of performance.	Candidate writes goals which integrates evidence-based instructional strategies that	Candidate integrates evidence-based instructional strategies that reflect the learner’s present levels of performance

	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
Goals CEC/IIC Standard 5		reflect the learner’s present levels of performance	and show positive growth towards what the learner wants to achieve after high school in an effort to facilitate the learner’s integration into a variety of settings after high school.
Short-Term and Transition Objectives / Benchmarks CEC/IIC Standards 5	Candidate fails to sequence age and ability appropriate individualized transition objectives and directly relate objectives to the postsecondary goals.	Candidate sequences age and ability appropriate individualized transition objectives that respond to cultural, linguistic and gender differences, address independent living and career education, enhance social participation across all environments, and relates all benchmarks directly to postsecondary goals.	Candidate sequences age and ability appropriate individualized transition objectives that respond to cultural, linguistic and gender differences, address independent living and career education, enhance social participation across all environments, and relates all benchmarks directly to postsecondary goals. In addition, candidate incorporates strategies for increasing the learner’s self-determination and uses task analysis to allow learners with moderate to severe exceptional learning needs to meet their transition goals and objectives.
Services/Least Restrictive Environment / Placement CEC/IIC Standard 2	Candidate provides an incomplete description of appropriate special education and related services including assistive technology to support learners within academic and non-academic settings based on the legal, judicial and educational systems to which they are entitled, as well as the student’s physical, sensory, and/or medical needs.	Candidate identifies appropriate special education and related services including assistive technology to support learners within academic and non-academic settings based on the legal, judicial and educational systems to which they are entitled, as well as the student’s physical, sensory, and/or medical needs.	Candidate identifies appropriate special education and related services including assistive technology to support learners within academic and non-academic settings. In addition, candidate provides a thorough and comprehensive description which includes a range of specific supports and services available to the target learner based on the legal, judicial and educational systems to which they are entitled, as well as the student’s physical, sensory, and/or medical needs.
Participation in State	Candidate fails to consider issues, assurance, and due	Candidate considers issues, assurance, and due process	Candidate considers issues, assurance, and due process

	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
Assessments CEC/IIC Standard 4	process rights related to assessment and selects inappropriate levels of learner participation in state assessments based on present levels of performance and learner’s exceptional condition(s).	rights related to assessment as they select appropriate levels of learner participation in state assessments based on present levels of performance and learner’s exceptional condition(s).	rights related to assessment as they select appropriate levels of learner participation in state assessments based on present levels of performance and learner’s exceptional condition(s). In addition, candidate selects participation levels which reflect the impact an exceptional condition(s) can have on an individual’s testing abilities including auditory and information processing skills.
Accommodations / Modifications CEC/IIC Standard 5	Candidate identifies inappropriate accommodations/modifications which are not based on present levels of performance and therefore, do not specifically provide access to nonacademic and extracurricular activities and educationally related settings and are appropriate to the needs of the individual learner with moderate to severe exceptionalities.	Candidate identifies and prioritizes appropriate accommodations/modifications (including frequency, location, setting, and duration) based on present levels of performance, which provide access to nonacademic and extracurricular activities and educationally related settings and are appropriate to the needs of the individual learner with moderate to severe exceptionalities.	Candidate identifies and prioritizes a range of appropriate accommodations/modifications (including frequency, location, setting, and duration) based on present levels of performance, which provide access to nonacademic and extracurricular activities and educationally related settings and are appropriate to the needs of the individual learner with moderate to severe exceptionalities.
Accommodations / Modifications CEC/IIC Standard 5	Candidate fails to describe the accommodations/modifications which provide the foundation upon which special educators individualize instruction to provide meaningful and challenging learning for individuals with moderate to severe learning needs and fail to include appropriate technologies (as needed), explicit modeling or efficient guided practice.	Candidate describes the accommodations/modifications which provide the foundation upon which special educators individualize instruction to provide meaningful and challenging learning for individuals with moderate to severe learning needs including appropriate technologies (as needed), explicit modeling and efficient guided practice.	Candidate describes the accommodations/modifications which provide the foundation upon which special educators individualize instruction to provide meaningful and challenging learning for individuals with moderate to severe learning needs including appropriate technologies (as needed), explicit modeling and efficient guided practice. In addition, candidate selects accommodations/modifications that are based on assessment data and reflect the candidate’s understanding of the impact disabilities may have on auditory and information processing skills,

	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
			test taking abilities and cultural, linguistic and gender differences.
School and Post-Secondary Services CEC/IIC Standard 2	Candidate lists inappropriate program and services and supports that do not align with areas of need based on present level of performance. Candidate fails to provide a clear plan for evaluating instruction and monitoring progress of the learner with moderate to severe exceptionalities.	Candidate identifies appropriate program and primary services which demonstrate an understanding of the continuum of placement and services available for individuals with moderate to severe exceptional learning needs, and the concept of the least restrictive environment within the framework of transition planning. Candidate aligns services and supports with areas of need based on present levels of performance.	Candidate identifies appropriate program and primary services which demonstrate an understanding of the continuum of placement and services available for individuals with moderate to severe exceptional learning needs, and the concept of the least restrictive environment within the framework of transition planning. Candidate aligns services and supports with areas of need based on present levels of performance and evidence-based practices.