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

Fall 2024
EDSE 354 001: Consultation and Collaboration
CRN: 75839, 3 – Credits

Instructor: Dr. Margaret Weiss	**Meeting Dates:** 8/26/24 – 12/18/24
Phone: 703.993.5732 **Zoom Room:** https://gmu.zoom.us/j/6951566140	**Meeting Day(s):** Tuesday
E-Mail: mweiss9@gmu.edu	**Meeting Time(s):** 4:30 pm – 7:10 pm
Office Hours: Tuesdays 12-1pm or by appointment	**Meeting Location:** Fairfax; AQ 346
Office Location: Finley 213 or Zoom	**Other Phone:** N/A

Note: **This syllabus may change according to class needs. Teacher Candidates/Students will be advised of any changes immediately through George Mason e-mail and/or through their LMS (Learning Management System).**

Prerequisite(s):
None

Co-requisite(s):
None

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

Course Overview
EDSE 354 provides professionals in special education, general education, and related fields with descriptions of, and practice opportunities for, the knowledge and skills necessary for

collaboration with a wide variety of stakeholders. The course emphasizes developing and implementing individualized education programs for individuals with disabilities using a team approach. Students learn to use active listening, group process, and problem-solving strategies for education contexts.

Advising Contact Information
Please make sure that you are being advised on a regular basis as to your status and progress in your program. Students in Special Education and Assistive Technology programs can contact the Special Education Advising Office at 703-993-3670 or speced@gmu.edu for assistance. All other students should refer to their assigned program advisor or the Mason Care Network (703-993-2470).

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

Course Delivery Method
This course will be delivered using a hybrid format with 90% face to face and 10% online. 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 your LMS

Learner Outcomes
Upon completion of this course, students will be able to:
1. Articulate the value of collaboration and its role in serving students with disabilities.
2. Describe models of consultation and collaboration (e.g., co-teaching with co-planning, student intervention teams).
3. Clearly articulate the knowledge and skills that are the expertise of special educators, understanding the standards of professionalism.
4. Identify the roles and responsibilities of collaborative team members (e.g., individuals, families, school personnel, community members) in development of individualized programs.
5. Use active listening and group processing skills to promote effective communication and collaboration with all stakeholders.
6. Evaluate cultural factors and their impact on communication, including strategies to promote students' self-advocacy skills.
7. Apply the Council for Exceptional Children standards of ethics in confidentiality.
8. Demonstrate the ability to plan and conduct collaborative conferences with individuals

with disabilities and with professional peers.

9. Use meaningful conflict resolution skills to identify, define, and alleVIA/SLLte sources of conflict.
10. Demonstrate the ability to plan and conduct instruction with a co-teacher with awareness of SOLs or adapted curriculum, structure of curriculum, accountability systems, and general education classroom environments.
11. Effectively use multiple forms of communication to collaborate with peers and other stakeholders.
12. Develop an individualized education program that addresses academic and functional needs of individuals with disabilities, including modifications and accommodations, using a variety of standardized and non-standardized assessment data.
13. Collaboratively plan, provide, and evaluate instruction and behavioral plans for students with disabilities.
14. Observe, evaluate, and provide feedback to paraeducators.

Professional Standards
Upon completion of this course, students will have met the following professional standards from the Council for Exceptional Children (CEC) and the Interstate Teacher Assessment and Support Consortium (InTASC): CEC Standard 7: Collaboration (InTASC 10).

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

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

Additional Readings
Additional readings are posted on Canvas and assigned in the class schedule.

Course Performance Evaluation
Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., LMS, 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 354, the required PBA is the Collaboration Portfolio. 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)**
> Collaboration Portfolio consisting of Case Study Analysis, Collaboration in Schools Assignment, and Individualized Education Program Assignment, which must all be uploaded to VIA/SLL.

> **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 THS 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 about your assigned placement from the Clinical Practice Coordinator in the College's Office of Teacher Preparation. 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. Document your field experience hours. Your instructor may 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.

4. Complete the field experience end-of-semester survey. If you complete your field experience at a placement arranged by GMU, 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.

5. If you believe you need ADA accommodations during your field placement and/or internship experience, please contact Mason's Disability Services office (DS). Specific accommodations for fieldwork and internships may be different than academic accommodations; however, like academic accommodations, they are not retroactive. Connecting with DS is a student-initiated interactive process. DS will collaborate with the department and possibly the placement site to provide reasonable accommodations that are individualized and based on documentation, functional limitations, and a collaborative assessment of needs. For more information, please refer to the Disability Services website: https://ds.gmu.edu/field-placement/.

Other Assignments

Collaboration in Schools Assignment (100 points).

The purpose of this assignment is to use your required field experience to challenge your assumptions and ideas about collaboration and co-teaching in schools and to practice your critical reflection skills. This assignment will be semester long and will begin in class, before you are assigned to a field experience school. There will be checkpoints along the way and you will have in-class time to work on some aspects of the project. However, the project will require a significant amount of collaboration between you and your assigned partner. You will use the skills learned in the class to navigate this collaboration as if you were in a professional school setting. All directions and rubrics are located in Canvas.

Individualized Education Program Assignment (50 points).

Candidates will write a complete IEP for a provided case study student. In addition, each candidate will write an accompanying narrative that provides rationale for the decisions

made related to material in the IEP. Specific directions and evaluation rubric are available on Canvas.

Classwork Assignments (50 points)

Students will complete specific classwork assignments including a case study analysis activity, reading dialogue summaries, and participant in a mock IEP meeting. Students will complete these activities during class time; however, they will take preparation time or write-up time outside of class for completion. Details available on Canvas.

Professionalism and Participation (14 sessions @ 4 points/session; 56 points total).

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

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

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

Assignment Summary

Collaboration in Schools assignment	100 points
IEP Assignment	50 points
Classwork assignments	50 points
Attendance and Participation	56 points
Total Points:	256 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 LMS 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

Class attendance and professional participation at all sessions is very important because many of the activities in class are planned in such a way that they cannot necessarily be recreated outside of the class session. Effective collaboration only happens if participants are present and engaged. Students are expected to (a) attend all classes during the course, (b) arrive on time, (c) remain in class for the duration of each session, (d) actively participate and demonstrate professional behavior in the classroom, and (e) complete all assignments with professional quality and on time. All assigned readings should be completed prior to class. (Note: assigned readings may be added or removed as the semester progresses.) If you must miss class due to an emergency or other unforeseen circumstance, contact Dr. Weiss immediately. You cannot earn attendance/participation points if you are not present for class.

Late Work

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

Grading

A	243-256	95-100%
A-	230-242	90-94%
B+	222-229	87-89%
B	212-221	83-86%
B-	204-211	80-82%
C+	197-203	77-79%
C	186-196	73-76%
C-	179-185	70-72%
D	153-178	60-69%
F	<153	<60%

*Note: George Mason University Academic Standards will be strictly enforced *through an institutional sanctioning matrix that all colleges and departments will need to adhere to if they find there are students who are engaged in academic dishonesty.* See [Academic Standards](http://academicstandards.gmu.edu/) (http://academicstandards.gmu.edu/) and [GMU Catalog - Academic Standards](https://catalog.gmu.edu/policies/academic-standards/) (https://catalog.gmu.edu/policies/academic-standards/). Students are responsible for reading and understanding the Standards. The Office of Academic Integrity "works to promote authentic scholarship, support the institution's goal of maintaining high standards of academic excellence, and encourages continued ethical behavior of faculty and students to cultivate an educational community which values integrity and produces graduates who carry this commitment forward into professional practice." Work submitted must be your own new, original work for this course or with proper citations.

Professional Dispositions
Throughout study in the College of Education and Human Development, students are expected to demonstrate behaviors that reflect the positive dispositions of a professional. See [Student Guide](https://cehd.gmu.edu/current-students/cehd-student-guide) (https://cehd.gmu.edu/current-students/cehd-student-guide). 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 VIA/SLL 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 undergraduate licensure programs, the initial self-evaluation is completed in designated courses (EDSE 241, EDSE 361, EDSE 311), the mid-point self-evaluation is completed in designated courses (EDSE 445, EDSE 465, and EDSE 419), and the internship evaluation is completed by instructors in EDSE 482, EDSE 483, and EDSE 484. In addition to these three designated evaluation times, students, instructors, and/or mentor teachers may complete program disposition assessments as part of other courses. Instructors and mentor teachers may complete observer-rated disposition assessments other times throughout the program, as needed. 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.

Use of Generative AI
Generative AI tools should follow the principles of Mason's Academic Standards. This includes being honest about the use of these tools for submitted work and including citations when using the work of others, whether individual people or Generative AI tools.

Other AI Information

Mason is an Honor Code university; please see the Office for Academic Integrity for a full description of the code and the honor committee process. Three fundamental principles to follow at all times are that: (1) all work submitted be your own, as defined by the assignment;

(2) when you use the work, the words, or the ideas of others, including fellow students or online sites, you give full credit through accurate citations; and (3) if you are uncertain about the ground rules on a particular assignment or exam, ask for clarification. No grade is important enough to justify academic misconduct.

Use of Generative-AI tools should be used following the fundamental principles of the Honor Code. This includes being honest about the use of these tools for submitted work and including citations when using the work of others, whether individual people or Generative-AI tools.

Class Schedule

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

**All additional readings posted on Canvas

Date	Topic	Readings (complete in preparation for the week posted)	Assignment Due
8.27	Introductions; Norms; Framing collaboration		
9.3	Communication skills	Friend p. 39-48; chp 3 Griffiths et al., 2021	• Reading dialogue summary 1 • Pre-field meeting notes (completed in class; due at end of class)
9.10	Problem solving Case study groups	Friend chp 5/chp 9	• Jigsaw with case study • Observer feedback
9.17	School teams Working with families	Friend chp 6 Bunch & Hitt, 2023 Kea, Young, & Sirgany, 2024	
9.24	School teams Working with families	Friend chp 11 Francis, Strimel, & Macedonia, 2023	Reading dialogue summary 2
10.1	Working with families IEP introduction	Avendano, 2020 Yell, Collins, Kumpiene, & Bateman, 2020	Meeting notes #1
10.8	Writing IEPs (PLAAFP)	Harmon et al., 2020	*draft*
10.15	Writing IEPs (Goals & services)	Goran et al., 2020 Hedin & DeSpain, 2018 Yuan & Hart Barnett, 2024	*draft*
10.22	Writing IEPs (Rest of it!)	Yell et al, 2020	Meeting notes #2 *draft*

Date	Topic	Readings (complete in preparation for the week posted)	Assignment Due
10.29	IEP meetings		IEP meeting participant
11.5 VIRTUAL ASYNCHRONOUS CLASS ELECTION DAY	Co-teaching	Friend chp 7 Online modules	IEP Assignment
11.12	Co-teaching	Rytivaara et al., 2019	Reading dialogue summary 3
11.19	Co-teaching		Meeting notes #3
11.26 VIRTUAL SYNCHRONOUS ONLINE	Work time with partner		
12.3	Bringing it all together		Post field notes/ Collaboration in Schools assignment (due before 12.10)

CEHD Commitments

The College of Education and Human Development is committed to fostering collaboration and community, promoting justice and equity, and advancing research-informed practice. Students are expected to adhere to, and contribute to, these commitments, the CEHD Mission, and Core Values of George Mason University. More information can be found here: Culture (https://cehd.gmu.edu/about/culture/)

GMU Policies and Resources for Students

Policies

- Students must adhere to Mason's Academic Standards. See Academic Standards (https://catalog.gmu.edu/policies/academic-standards/).

- Students must follow the university policy for Responsible Use of Computing. See Responsible Use of Computing (http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).

- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.

- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor. See Disability Services (https://ds.gmu.edu/).

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

Campus Resources

- Support for submission of assignments to VIA should be directed to viahelp@gmu.edu or https://cehd.gmu.edu/aero/assessments.

- Questions or concerns regarding use of your LMS should be directed to:

    o Blackboard Learn: https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/

    o Canvas: https://its.gmu.edu/service/canvas/

- For information about student support resources on campus, see: https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

o [TimelyCare](): https://caps.gmu.edu/timelycare-services/

o [Writing Center](): https://writingcenter.gmu.edu/

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/).

Student and Faculty Names and Pronouns

Name and pronoun use: If you wish, please share your name and gender pronouns with me and indicate how best to address you in class and via email. I use [faculty insert your specific pronouns here] for myself and you may address me as "[YOUR NAME]", "Dr./Prof. [NAME]" or "Mr./Ms./Mx. [NAME]" in email and verbally. I encourage students to use tools Mason provides to change your name and pronouns on Mason records, if you so choose: https://registrar.gmu.edu/updating-chosen-name-pronouns/

Diversity and Inclusion Statement

The College of Education and Human Development, an intentionally inclusive community, promotes and maintains an equitable and just work and learning environment. We welcome and value individuals and their differences including race, economic/class status, gender expression and identity, sex, sexual orientation, ethnicity, national origin, first language, religion, age, and ability status, among other characteristics.

- We value our diverse student body and desire to increase the diversity of our faculty and staff.
- We commit to supporting students, faculty and staff who have been the victims of bias and discrimination.
- We promote continuous learning and improvement to create an environment that values diverse points of view and life experiences.
- We believe that faculty, staff, and students play a role in creating an environment that engages diverse points of view.
- We believe that by fostering their willingness to hear and learn from a variety of sources and viewpoints, our students will gain competence in communication, critical thinking and global understanding, and become aware of their biases and how they affect their interactions with others and the world.

Appendix

Assessment Rubric(s)

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EDSE 354 Collaboration Portfolio

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Key Element	Evidence	Does not meet	Meets	Exceeds
7.1 Beginning special education professionals use the theory and elements of effective collaboration.				
7.1 Analyzing collaboration skills: Beginning special education professionals use the theory and elements of effective collaboration.	Case study process observation form (observing a peer group)	• Candidate does not complete process observation form OR candidate does not provide examples/evidence of analysis of group dynamics, leader active listening, control of group or consensus.	• Candidate provides evidence of analysis of: ○ Group dynamics (e.g., participation, turn taking, listening to others) ○ Leader active listening skills ○ Leader control of group (e.g., keeping on topic, providing feedback to participants) ○ Consensus (e.g., how group came to action plan)	• Candidate provides evidence of analysis of: ○ Group dynamics (e.g., participation, turn taking, listening to others) ○ Leader active listening skills ○ Leader control of group (e.g., keeping on topic, providing feedback to participants) ○ Consensus (e.g., how group came to action plan) • Using material from the course, candidate provides recommendations to improve the collaboration or outcome.
7.1 Reflecting on collaboration skills: Beginning special education professionals use the theory and elements of effective collaboration.	Case study group reflection (reflecting on own group)	• Candidate provides reflective statement that is a summary of the meeting events. • Candidate DOES NOT include specific examples of how they met/didn't meet expectations of	• Candidate provides reflective statement on their overall handling of group. • Candidate includes specific examples of how they met/didn't meet expectations of effective group meeting. • Candidate includes commentary on the	• Candidate provides reflective statement on their overall handling of group and includes references to specific course material related to items discussed. • Candidate includes specific examples of how they met/didn't meet expectations of effective group meeting.

		effective group meeting.	perspective of others in the group. • Candidate integrates statements of what they would do differently in future.	• Candidate includes commentary on the perspective of others in the group and includes how that perspective is different from their own. • Candidate integrates statements of what they would do differently in future, including hypothesizing how this simulation is like/not like a school-based meeting.
7.2 Beginning special education professionals serve as a collaborative resource to colleagues.				
	Collaboration in Schools	• Candidate does not complete all required observations and interviews OR does not provide evidence of completion. • Candidate provides description of a collaborative situation without analysis. • Candidate provides limited description of their own thinking about collaboration OR does not connect their thinking to observed school situations. • Candidate does not provide (OR provides limited) evidence of	• Candidate completes all required observations and interviews. • Candidate describes collaboration in their assigned school setting. • Candidate clearly analyzes collaborative situations of co-teaching and collaborative meetings (e.g., CLT, PLC) and ties back to their ideas of collaboration. • Candidate identifies ways in which they can contribute to collaborative situations as a future teacher. • Candidate provides evidence of comparison of collaborative ideas with partner in meeting summaries.	• Candidate completes all required observations and interviews and may include additional experiences. • Candidate describes collaboration in their assigned school setting and links description to specific course readings. • Candidate clearly analyzes multiple collaborative situations of co-teaching and collaborative meetings and ties each back to their idea of collaboration and class materials. • Candidate provides clear evidence of their own philosophy or framework for collaboration and links that to specific actions as a future teacher. • Candidate provides evidence of similarities and differences

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

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

				(as appropriate) academic, behavioral/social, life, and study/ organizational skills.
			• Candidate writes goals that focus on decreasing and/or increasing (as appropriate) academic, behavioral/social, life, and study/ organizational skills. • Candidate demonstrates (if appropriate) consideration of variations in beliefs, traditions, and values across and within cultures.	• Candidate demonstrates (if appropriate) consideration of variations in beliefs, traditions, and values across and within cultures. • Annual goals are written in relation to the Virginia Standards of Learning.
7.3 IEP services, LRE, accommondations/modi fications: Beginning special education professionals use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.	IEP services, LRE, accommodations/ modifications	• Candidate lists program or primary or related services that do not or inconsistently align with areas of need based on present level of performance. • Candidate identifies inappropriate accommodations and/or modifications. OR • Candidate fails to describe the accommodations and/or modifications which provide the foundation upon which special educators individualize instruction to provide meaningful and challenging learning for individuals with exceptional learning needs.	• Candidate lists appropriate program and primary services and related services (if applicable) that demonstrate an understanding of: o the continuum of placement and services available for individuals with exceptional learning needs and o the concept of the least restrictive environment and • Candidate identifies appropriate program and primary services and related services (if applicable) that o align consistently with the individual's areas of need based on present levels of performance and o provide supports needed for the student to be successful in the least restrictive environment.	• Candidate lists and describes appropriate program and primary services and related services (as appropriate) that o demonstrate an understanding of the continuum of placement and services available for individuals with exceptional learning needs, and the concept of the least restrictive environment and o consistently align with areas of need based on present levels of performance as well as the supports needed to be successful in the LRE. • Candidate includes the following: o Location o Frequency o Setting o Duration o Start and end dates • Candidate includes statement of how services relate to the individual's needs as well as the

			• Candidate includes for all services appropriate statements of the following: ○ service provider(s) ○ location ○ frequency ○ setting ○ duration start and end dates. • Candidate identifies and prioritizes areas of the general curriculum and the accommodations and/or modifications to individualize instruction to provide meaningful and challenging learning for individuals with exceptional learning needs including appropriate technologies (as needed). • Candidate identifies and prioritizes appropriate accommodations and/or modifications based on present levels of performance, to provide access to nonacademic and extracurricular activities in educationally related settings.	rationale for any activities in which the student cannot participate. • Candidate selects accommodations and/or modifications that are based on assessment data and reflect the candidate's understanding of the impact exceptionalities may have on auditory and information processing skills, test taking abilities and variations in beliefs, traditions, and values across and within cultures with a statement relating these accommodations to specific instructional goals. • Candidate identifies and prioritizes areas of the general curriculum and the accommodations and/or modifications to individualize instruction to provide meaningful and challenging learning for individuals with exceptional learning needs including appropriate technologies (as needed). • Candidate identifies and prioritizes appropriate accommodations and/or modifications based on present levels of performance, to provide access to nonacademic in extracurricular activities and educationally related settings.
7.3 IEP Collaboration: Beginning special	IEP narrative on collaboration	• Candidate narrative includes:	• Candidate narrative includes: ○ Complete list of stakeholder participants	• Candidate narrative includes:

education professionals use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.		o Incomplete list of stakeholder participants o Incomplete description of required steps for procedural safeguards o Process for developing IEP that is teacher/school-centered o No mention or only one method for developing relationships between professionals, parents, and students	o Required steps for procedural safeguards o Multiple methods for developing relationships between professionals, parents, and students o Reasonable process for development of complete IEP that is student-focused o Evidence of incorporating multiple perspectives in the IEP process	o Complete list of stakeholder participants and how they each can contribute to the IEP process o Required steps for procedural safeguards o Multiple methods for developing relationships between professionals, parents, and students with description of advantages/disadvantages of each o Reasonable process for development of complete IEP that is student-focused o Evidence of incorporating multiple perspectives in the IEP process, including material from coursework