George Mason University

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

Fall 2024
EDSE 662 684: Consultation and Collaboration
CRN: 84067, 3 – Credits

Instructor: Dr. Helene Shapiro	**Meeting Dates:** 9/11/24 – 11/13/24
Phone: (703) 919-0920	**Instructional Method:** 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.
E-Mail: hshapiro@gmu.edu	**Face-to-face Meeting Dates & Time:** Wednesday (9/11; 9/18; 10/9; 11/6); 5:15 pm – 9:15 pm
Office Hours: Wednesdays, 5:00pm (zoom)	**Meeting Location:** 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 their LMS.**

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 an online course offering.**

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

Co-requisite(s):
None

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

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

Advising Tip
Did you know that to receive your teaching license you need to submit your request to VDOE? Depending on your situation, you can either submit your paperwork to VDOE through your county HR office or through GMU. For instructions, visit http://cehd.gmu.edu/teacher/instructions.

Course Delivery Method
Learning activities include the following:
1. Class lecture and discussion
2. Application activities
3. Small group activities and assignments
4. Video and other media supports
5. Research and presentation activities
6. Electronic supplements and activities via your LMS

This course will be delivered hybrid 2 – 49 % online using both synchronous and asynchronous format via Mason's Learning Management System (LMS). There will also be face-to-face class meetings. You will log in to the course site using your Mason email name (everything before @gmu.edu) and email password. The course site will be available on Wednesday at 5:00pm.

· To access your course in Blackboard Learn: https://mymasonportal.gmu.edu/

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 updated browsers.
  - [Blackboard Learn](https://help.blackboard.com/Learn/Student/Ultra/Getting_Started/Browser_Support) supported browsers: https://help.blackboard.com/Learn/Student/Ultra/Getting_Started/Browser_Support
  - [Canvas](https://guides.instructure.com/a/720329) supported browsers: https://guides.instructure.com/a/720329]

- Consistent and reliable access to GMU email and the course LMS, as these are the official methods of communication for this course.

- Speakers and a microphone or a microphone-enabled headset for use with synchronous web conferencing tools.

- Note that 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.

Expectations

- Course Week:
  Our course week will begin on the day that our synchronous/face-to-face meetings take place as indicated on the Schedule of Classes.
- Log-in Frequency:
  Students must actively check the course LMS site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 2 times per week. In addition, students must log-in for all scheduled online synchronous meetings, if any.
- Participation:
  Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:
  Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:
  Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:

Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

- Instructor Support:
  Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

- Netiquette:
  The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words*. Remember that you are not competing with classmates but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

Learner Outcomes

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

1. Define collaboration, consultation, and teamwork and explain the essential characteristics of each;

2. Identify variables that may facilitate or constrain participation in collaboration, consultation, or teamwork settings;

3. Demonstrate communication skills of listening, avoiding communication roadblocks, dealing with resistance, being appropriately assertive, and resolving conflicts;

4. Apply problem-solving techniques in collaborating with professional colleagues, parents, and related and ancillary personnel to provide for students' learning and behavioral needs;

5. Develop self-assessment techniques for improving consultative and collaboration skills.

6. Plan activities that implement effective consultation and collaboration techniques.

7. Develop an Individualized Education Plan.

Professional Standards

(Council for Exceptional Children [CEC] and the Interstate Teacher Assessment and Support Consortium [InTASC]). Upon completion of this course, students will have met the following professional standards: CEC Standard 1: Learner Development and Individual Learning Differences (InTASC 1,2); CEC Standard 3: Curricular content knowledge (InTASC 4,5); CEC Standard 5: Instructional planning and strategies (InTASC 7,8); CEC Standard 6: Professional learning and ethical practice (InTASC 9) & CEC Standard 7: Collaboration (InTASC 10).

Evidence-Based Practices

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

Required Texts

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

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

Recommended Texts

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

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

Assignments and/or Examinations

Performance-based Assessment
(VIA submission required)

Please see Blackboard - Assignments → Individualized Education Program Project - CAEP Assessment). For EDSE 662, the required PBA is Individualized Education Program Project. Please check to verify your ability to upload items to Tk20 before the PBA due date

College Wide Common Assessment
(VIA submission required)

The common assessment for EDSE 662 is a group professional development presentation.

Other Assignments
1) Code of Ethics Assignment
2) Asynchronous Challenges/class participation

Assignment Summary

IEP Project	40 points
Code of Ethics Paper	20 points
Professional Development Presentation	20 points
Asynchronous Challenges	20 points
Total Points:	100 points

Student Evaluations of Teaching:
The student evaluation of teaching, or SET, is an online course survey. You are strongly encouraged to complete this form for each course as this feedback helps instructors and administrators improve your class experiences. Towards the end of the course, you will receive email and 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
Your attendance and participation in class discussions and activities are critical for your success in this course. You are expected to attend all face to face sessions, watch all asynchronous video lectures, complete all assignments and actively participate. If you are late, or miss class, communicate this to the instructor as soon as possible and arrange to learn what you missed.

Late Work

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

Other Requirements

All asynchronous challenges are expected to be completed within that week. Responses are to be submitted to the Discussion Board.

Grading

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

*Note: 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/) and GMU Catalog - 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). 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.

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.

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

Date	Topic	Readings	Assignments Due
9/11/24 Face to face	• Overview of course and syllabus • acronyms and vocabulary • Importance and needs of collaboration and consultation • CLTs- forming groups, norms • Ethics in Special Education	Friend, Chap. 1 & 2 Gibb & Taylor (GT), Step 1	Interview a colleague about their collaboration efforts, tips, and who do they consult with. Post on Discussion Board.
9/18/24 Face to face	• Active Listening • Cultural Competence • Communication skills • Interviews • PLAAFP forms • Useful and legal IEPs • Writing measurable annual goals	Gibb & Taylor (GT), Step 2 Friend, Chaps. 3 & 4	Design a communication skills lesson that you can use with your students. Post the plan on the discussion board.
9/25/24 Async.	• Group problem solving • PLT Teams	Friend, Chaps. 5 GT: Step 3	**Ethics Paper Due** Describe a problem that occurred in your team, department, or

	• Measure and Report student Progress • Consultation • Related Service Providers		classroom. Detail the steps that you and your colleagues took to solve the problem. What is your opinion of the process? What could've been done better?
10/2/24 Async.	• Co-Teaching • Team teaching models • Instructional coaching • Mentors • IEP services • IEP assessments	GT, Step 4 Friend, chaps. 6, 7 & 8	How do you involve a team effort in the planning of a student's IEP? How does a smooth, well run co-teaching look? Which model do you use, if you team-teach? Tell the top 10 pointers for co-teaching and top 10 no-nos. How would you utilize instructional and behavioral coaching? Please give tips on being a good mentor.
10/9/24 Face to Face	• Difficult interactions and conversations with colleagues • Trouble in the CLT • Trouble in co-teaching • Difficult conversations and interactions with families • Paraeducators (IAs) • Classroom management plan • General Ed. participation-IEP	Friend, Chap. 9 & 10 GT: Step 5	**Group presentations (Groups 1 & 2)** Develop a classroom management plan/schedule for your classroom- roles for teachers, IAs, students.
10/16/24 async	• Families • Conferences and pre-IEP meetings • Communication awareness with families • Family involvement law • IEP accommodations	GT, Step 6 Friend, chap. 11	Interview a parent of a student with special education services. Ask them about their thoughts of the IEP process and of the meetings. Do they feel as an IEP partner at the meetings or do they feel

			unequal to the staff? Any changes needed?
10/23/24 async	• Special considerations • Community Resources • School liaisons • Transitioning into community • Early intervention • Transition Plans	Friend, chap 12 GT: Step 7	Develop a brochure, flyer, or event (ex. community resource fair) about knowledge resources that would be helpful for your student families.
10/30/24 Async	• Putting the IEP together: • PLAAFP and PLOP statements • Transition Plan • Developing IEP goals and objectives • Determining accommodations • Services and Placement • Assessments • Consent • IEP meeting tips and avoidances • Pre-IEP meetings	GT: 1-7	See case study on discussion board. Answer questions. Respond to my email.
11/6/24 Face to face	• IEP meeting role play • Case studies: IEP, team teaching, classroom management, team membership		**Group Presentations: (Groups 3 & 4)** Write a description of your day at work. Describe the times you collaborated and consulted with others, working with the students, interactions with the families, interactions with your colleagues and administrators.
11/13/24 async	• Synthesis of class topics		**IEP Project Due**

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/).

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. You may address me as "Helene", "Dr./Prof. Shapiro" or "Mrs. Shapiro" 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.

Land Acknowledgement Statement

Land acknowledgment engages all present in an ongoing indigenous protocol to enact meaningful, reciprocal relationships with ancestors and contemporary tribal nations. As

a state university, we have a responsibility to include and support indigenous communities and sovereign tribes in our work.

At the place George Mason University occupies, we give greetings and thanksgivings to these Potomac River life sources, to the Doeg ancestors, who Virginia annihilated in violent campaigns while ripping their lands apart with the brutal system of African American enslavement, to the recognized Virginia tribes who have lovingly stewarded these lands for millennia, including the Rappahannock, Pamunkey, Upper Mattaponi, Chickahominy, Eastern Chickahominy, Nansemond, Monacan, Mattaponi, Patawomeck, and Nottaway, past, present, and future, and to the Piscataway tribes, who have lived on both sides of the river from time immemorial.

Appendix

Assessment Rubric(s)

Rubrics: EDSE 662 Tk20 CAEP Performance-based Assessment - IEP Project

EDSE 662 CAEP Assessment	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
Present Levels of Performance CEC/IGC Standards 1 & 4 Candidate understands how exceptionalities may interact with development and learning and uses this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.	• Candidate writes a present levels of performance statement that: o lacks consistent links to evaluations and assessments and/or o fails to include educational implications of the student's exceptionality, and/or o fails to consider variations in beliefs, traditions, and	• Candidate interprets information from formal and informal assessments to write appropriate, relevant present levels of performance statement with: o clear links to evaluations and assessments (such as interviews, observations, standardized tests), o description of educational implications of the characteristics of various exceptionalities, sensory	• Candidate interprets information from formal and informal assessments to write appropriate, relevant present levels of performance statement with: o clear links to evaluations and assessments (such as interviews, observations, standardized tests), o description of educational implications of the characteristics of various exceptionalities, sensory

Candidate uses multiple methods of assessment and data sources in making educational decisions.	values across and within cultures. • Candidate fails to demonstrate respect for the student by using biased and negative language. • Candidate fails to show evidence of the similarities and differences between the student's development and typical human development. • Candidate includes irrelevant information statements.	impairments (as applicable), and o description of variations in beliefs, traditions, and values across and within cultures (as applicable). • Candidate uses unbiased and objective language. • Candidate includes description of the similarities • and differences between the student's development and typical human development.	impairments (as applicable), and o description of variations in beliefs, traditions, and values across and within cultures (as applicable). • Candidate uses unbiased and objective language. • Candidate includes description of the similarities and differences between the student's development and typical human development. • Candidate describes strengths and areas in need of improvement in relation to Virginia Standards of Learning.
Measurable Annual Goals CEC/IGC Standard 3 Candidate uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.	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 demonstrates an understanding of the models and theories related to instructional planning by writing age and ability appropriate annual goals that: o are measurable, o reflect present levels of performance, and	• Candidate demonstrates an understanding of the models and theories related to instructional planning by writing age and ability appropriate annual goals that: o are measurable, o are and based upon the scope and sequence of the Virginia

		o show direction for student growth. • Candidate writes goals that focus on both decreasing and/or increasing learner behaviors. • Candidate demonstrates consideration of variations in beliefs, traditions, and values across and within cultures (as appropriate) while integrating affective, social, and life skills with academic curricula.	Standards of Learning (as appropriate), o reflect present levels of performance, and o show emphasis on increasing skills and/or positive behaviors. • Candidate demonstrates consideration of variations in beliefs, traditions, and values across and within cultures while integrating affective, social, and life skills with academic curricula.

EDSE 662 CAEP Assessment	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
Short Term Objectives or Benchmarks CEC/IGC Standard 3 Candidate uses knowledge of general and specialized curricula to individualize learning for individuals	Candidate fails to demonstrate an understanding of the models and theories related to instructional planning by writing individualized learning objectives/benchmarks that: o are not directly related to the annual goals OR	• Candidate demonstrates an understanding of the models and theories related to instructional planning by writing individualized learning objectives/benchmarks that o relate to an annual goal AND o are sequential age and ability appropriate AND	• Candidate demonstrates an understanding of the models and theories related to instructional planning by writing individualized learning objectives/benchmarks that o relate to an annual goal AND o are sequential age and ability appropriate AND

with exceptionalities.	- are not sequentially age and ability appropriate OR - utilize learner criteria that are inappropriate to task performance.	include the condition, measurable and observable learner behavior and verifiable criteria. • Candidate demonstrates consideration of variations in beliefs, traditions, and values across and within cultures (as appropriate) while integrating affective, social, and life skills with academic criteria.	- include the condition, measurable and observable learner behavior and verifiable criteria AND - a statement of generalization AND - a statement of maintenance. • Candidate demonstrates consideration of variations in beliefs, traditions, and values across and within cultures (as appropriate) while integrating affective, social, and life skills with academic criteria.
Services, Least Restrictive Environment (LRE), Placement CEC/IGC Standard 1 Candidate understands how exceptionalities may interact with development and learning and uses this knowledge to	Candidate lists program or primary related services that do not or inconsistently align with areas of need based on present levels of performance.	• Candidate lists appropriate program and primary services and related services (as appropriate) that: - demonstrate an understanding of the continuum of placement and services available for individuals with exceptional learning needs, and the concept of the least restrictive environment and - consistently align with the	• Candidate lists appropriate program and primary services and related services (as appropriate) that: - demonstrate an understanding of the continuum of placement and services available for individuals with exceptional learning needs, and the concept of the least restrictive environment and - consistently align with the

		individual's areas of need based on present levels of performance as well as the supports needed to be successful in the LRE. • Candidate includes the following: ○ location ○ frequency ○ setting ○ duration ○ start and end dates.	individual's 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: ○ location ○ frequency ○ setting ○ duration ○ start and end dates. • Candidate includes statement of how services relate to the individual's needs as well as the rationale for any activities in which the student cannot participate.
provide meaningful and challenging learning experiences for individuals with exceptionalities.			

EDSE 662 CAEP Assessment	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
Participation in State Assessments CEC/IGC Standard 3 Candidate uses knowledge of general and specialized curricula to individualize	Candidate selects inappropriate levels of student participation in state assessments based on present levels of performance and student's exceptional condition(s), indicating a failure to consider issues, assurance,	• Candidate selects appropriate levels of student participation in state assessments based on present levels of performance and student's exceptional condition(s), indicating consideration of issues, assurance, and due process	• Candidate selects appropriate levels of student participation in state assessments based on present levels of performance and student's exceptional condition(s), indicating consideration of issues, assurance, and due process

learning for individuals with exceptionalities.	and due process rights related to assessment.	rights related to assessment. • Candidate lists and justifies all accommodations for state assessments suggested.	rights related to assessment. • Candidate lists and justifies all accommodations for state assessments suggested. • Candidate selects and justifies participation levels that reflect the impact (an) exceptional condition(s) can have on an individual's testing abilities, including auditory and information processing skills.
Legal Compliance of IEP CEC/IGC Standard 6 Candidate uses foundational knowledge of the field and his/her ethical principles and practice standards to inform special education practice, to engage in lifelong learning, and to advance	• Candidate writes an incomplete IEP which fails to comply with all relevant laws and policies, reflect an understanding of requirements such as FAPE and LRE (and the history of these points of view) or other human issues that have	• Candidate writes a complete IEP that complies with all relevant laws and policies, reflects an understanding of requirements such as FAPE and LRE (and the history of these points of view) and other human issues that have historically influenced and continue to influence the field of special education. • Candidate writes the IEP using neutral, objective, non-inflammatory language, with	• Candidate writes a complete IEP that complies with all relevant laws and policies, reflects an understanding of requirements such as FAPE and LRE (and the history of these points of view) and other human issues that have historically influenced and continue to influence the field of special education. • Candidate writes the IEP using neutral, objective, non-inflammatory language, with

| the profession. | historically influenced and continue to influence the field of special education.
• Candidate writes the IEP using biased, inflammatory language, with a lack of clarity, numerous acronyms, illegibility, or inaccuracies (including spelling). | clarity, minimal use of acronyms, legibility, and accuracy (including spelling).
• Candidate writes areas of need, goals, objectives/benchmarks, placements and services with a strong connection to the present levels of performance. | clarity, minimal use of acronyms, legibility, and accuracy (including spelling).
• Candidate writes areas of need, goals, objectives/benchmarks, placements and services with a strong connection to the present levels of performance.
• Candidate includes documentation for procedural safeguards and advocates for appropriate services for the individual with exceptionalities. |