
Course Title:  Survey of the Exceptional Child & Multi-cultural Education
Thursday nights, 5:55 p.m. – 9:45 p.m.
FAI Room 103

Instructor:  Debra Hood, M.Ed.
Cell Phone: 601-310-6705   Email: dhood@wmcarey.edu

Available for appointments before or after class.

Companion Website:  http://wps.prenhall.com/chet_turnbull_exceptional_5


Purpose of Course
To develop a working knowledge of current practices, research, differentiated instruction, and legal mandates in the field of special education and exceptional children. A specific focus will be placed on inclusive classrooms, managing individuals with disabilities in general education settings, and making adaptations and/or accommodations in order to keep individuals with disabilities in the general education setting. Common Core Standards (2010), INTASC, ISTE, ACEI, NAEC, Mississippi Department of Education, and CEC Standards will be infused into course content as applicable.
Student Learning Outcomes:

**Title of Course:** EDU 372 Survey of Exceptional Children & Multicultural Education

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>CEC</th>
<th>INTASC</th>
<th>MSTAR</th>
<th>WCU CF</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify characteristics of students with a variety of disabilities and plan for learning for these students (intellectual disabilities, learning disabilities, speech/language impairment, orthopedic impairment, autism, behavior disorders, hearing impaired, vision impaired, multiple disabilities, traumatic brain injury, developmental disabilities, deaf/blind, and other health impaired).</td>
<td>2, 8</td>
<td>1, 2, 3</td>
<td>1, 3, 4, 6</td>
<td>1</td>
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<tr>
<td>2. Discuss the legal mandates pertaining to exceptional children.</td>
<td>8, 9</td>
<td>4</td>
<td></td>
<td>1, 6</td>
</tr>
<tr>
<td>3. Review the rationale for the implementation of the Individualized Education Plan (IEP)</td>
<td>3, 4, 5, 9</td>
<td>7</td>
<td>1</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>4. Define programming strategies and assessment techniques for exceptional students, including Common Core Teaching Standards (2010).</td>
<td>3, 4, 5, 7, 8</td>
<td>4, 6, 8</td>
<td></td>
<td>1, 2, 3, 4, 5</td>
</tr>
<tr>
<td>5. Identify the importance of early intervention for the prevention of further disability and minimize the current effects of the disability.</td>
<td>8</td>
<td></td>
<td></td>
<td>1, 2, 3, 5</td>
</tr>
<tr>
<td>6. Describe the historical events dealing with the perception and treatment of exceptional individuals.</td>
<td>1, 2, 3</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>7. Review current literature regarding various exceptionalities.</td>
<td>1, 4, 5, 8</td>
<td></td>
<td>1, 2, 3, 4, 5</td>
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<tr>
<td>8. Describe the importance of parental involvement, collaboration, and inclusion in the education of the</td>
<td>6, 10</td>
<td>10</td>
<td></td>
<td>1</td>
</tr>
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</table>
exceptional child, including students from multi-cultural backgrounds.


<table>
<thead>
<tr>
<th>Performance Assessments</th>
<th>CEC</th>
<th>INTASC</th>
<th>MSTAR</th>
<th>WCU</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Journal Article Critique:</strong></td>
<td>1, 2, 4, 5, 9</td>
<td>1, 6</td>
<td>1, 2, 3</td>
<td></td>
</tr>
<tr>
<td>Select two articles from professional journals on the topics assigned; compose a two-page review, including summary, implications for teaching, and personal reflection; follow template and rubric provided in D2L.</td>
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</tbody>
</table>

| **Field Experience:**            | 1, 2, 3, 4, 5, 6, 7, 8 | 4, 6, 8 | 1, 3, 6 | 1, 2, 3, 4, 5 |
| Complete a 16-hour observation of students with disabilities in both inclusion and resource settings. Complete a daily journal of activities observed. Complete a summary of experiences following the template and rubric are provided in D2L. Design and implement a differentiated lesson plan using Common Core Standards. |

| **Chapter Assignments:**         | 1, 2, 3, 4, 5, 6, 7, 8 | 1, 2, 3, 4, 5, 6 | 1, 2, 3, 4, 5 |
| Complete individual chapter assignments weekly; submit responses via dropbox in D2L; information includes instruction, disabilities, accommodations, modifications, differentiated instruction, IEP, technology, transition, gifted, history, and response-to-intervention. |

| **Case Studies:**                | 1, 2, 3, 4, 5, 6, 7, 8 | 1, 6 | 1, 2, 3, 4, 5 |
| Complete the assigned questions pertaining to each case study scenario about students with Asperger Syndrome, Specific Learning Disability, Attention Deficit-Hyperactivity Disorder, and Intellectual Disability. Submit responses via dropbox in D2L. |

| **IEP:**                         | 1, 2, 3, 4, 5, 6, 7, 8 | 1, 2, 3, 4, 5, 6 | 1, 2, 3, 4, 5 |
| Compose an 8-11 page individualized | 1, 2, 3, 4, 5, 6, 7, 8 | 1, 2, 3, 4, 5, 6 | 1, 2, 3, 4, 5, 6 |
education plan on a virtual student with a disability; including all eight components and objectives from the state frameworks and Common Core Standards as prescribed in the rubric; forms provided in D2L.

| Examinations: Complete a mid-term exam and final exam, covering all aspects of the course, handouts, internet resources, videos, instructional plans, disabilities, related laws, and technology. | 3 | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 | 3, 4, 5 | 1, 2, 3, 4, 5, 6 |
Instructional Techniques
Technology will be an important and vital part of the instruction delivery of this class. Refer to your course calendar for scheduled on-line class meetings. This is an online enhanced or hybrid class and attendance to on-line class sessions are considered the same as attendance to the face-to-face (on-campus) class meetings. Late on-line assignments will not be accepted.

Attendance Regulations
Students are expected to attend classes. Excessive absences may seriously affect the work of the whole class as well as that of the individual students who are absent. Students must attend 80% of the classes. Absences in excess of 80% will be turned over to the office of academic affairs and may result in failure of the class.

It is the student’s responsibility to provide documentation and/or notification of university activity absences.

Professionalism
Free discussion, inquiry, and expression are encouraged in this class. Professional behavior that interferes with either (a) the instructor’s ability to conduct class or (b) the ability of students to benefit from instruction is unacceptable. Examples include, but are not limited to: routinely entering class late or departing early; use of beepers, cellular telephones (unless on silent mode…including text-messaging), or other electronic devices; repeatedly talking in class without being recognized; talking while others are speaking; or arguing in a non-civil manner.

Professional behavior that is determined inappropriate and cannot be resolved by the student and the faculty member may be referred for administrative or disciplinary review.

Student Accommodations
Students with disabilities who are protected by the Americans with Disabilities Act of 1990 and require special accommodations should contact Ms. Valerie Bridgeforth at 601-318-6188. Ms. Bridgeforth is located in the Student Services Office in Lawrence Hall.

Academic Honesty
All work must be the exclusive work of individual students, unless work is done in conjunction with a group project. A student must always submit work that represents his or her original words or ideas. If any words or ideas are used that do not represent the student’s original words or ideas, the student must cite all relevant sources. A student should also make clear to what extent such sources were used. Failure to do so is plagiarism. The Publications Manual of the APA (6th ed.) is the guide for formatting of citations and references.
**From the College Policy on Academic Integrity**

William Carey University seeks to create an environment that encourages continued growth of moral and ethical values, which include personal honesty and mutual trust. The University places the highest value on academic integrity and regards any act of academic dishonesty as a serious offense. Academic dishonesty is considered unethical and in violation of William Carey University’s academic standards and Christian commitment. If such an incident occurs, students, faculty, and/or staff are obligated to initiate appropriate action. Depending upon the seriousness of the offense, sanctions could include failure of the assignment, failure of the course, or dismissal from the University. Complete procedural guidelines for dealing with incidents of academic dishonesty are on file in the Office of Student Services, the Office of Academic Affairs, each academic dean’s office, and each campus dean’s office.

**Plagiarism**

The following information is very important and should be read thoroughly as you will be held accountable for the content. Plagiarism is defined as: “…using another’s work without giving credit. You must put other’s words in quotation marks and cite your source(s) and must give citations when using others’ ideas, even if those ideas are paraphrased in your own words…using words, ideas, computer code [or any type of internet information] or any work by someone else without giving proper credit is plagiarism. Any time you use information from a source, you must cite it.” Avoiding plagiarism: Mastering the art of scholarship. Retrieved from http://sja.ucdavis.edu/avoid/htm April 11, 2003. The examples listed were taken verbatim from the following website: http://www.indiana.edu/~wts/wts/plagiarism.html

Plagiarism defined: http://www.lib.usm.edu/legacy/plag/whatisplag.php


The examples listed below were taken verbatim from the following website: http://www.indiana.edu/~wts/wts/plagiarism.html

**Consequences of Plagiarism**

The consequences of plagiarism in this course may result in a “zero” grade for the assignment, “F” average for the course, dismissal from the Department of Education, referral to Professional Standards Committee, referral to Vice-President for Academic Affairs, and/or dismissal from the University.

**ASSIGNMENTS: IN CASE OF CATASTROPHIC CLOSURE OF THE UNIVERSITY**

In the event of closure or cancellations due to natural disaster or other emergency causes, general information will be forwarded to local media, posted on the WCU website http://wmcarey.edu, and sent via automated process to your WCU student e-mail address. Specific information regarding the continuation of coursework will be posted on the university’s course management system at https://elearning.wmcarey.edu. For up-to-
the-minute alerts regarding emergency situations, sign up to receive notifications through SaderWatch, the WCU emergency message service. Sign up instructions can be found at http://wmcarey.edu/saderwatch.

Assignments
Assignments are due on the assigned date. It is the student’s responsibility to submit assignments on time. Assignments more than one week past the due date will not be accepted. Assignments submitted within the week grace period (having had contact with instructor) will be accepted with a late penalty. If an emergency arises, it is the student’s responsibility to contact the instructor immediately; email is the most effective and immediate form of contact. No work for extra credit will be allowed for any reason. Work will be expected to reflect professional competencies and will be graded on content, spelling, mechanics, composition and grammar. Assignments will be evaluated based on thoroughness and fulfillment of criteria for each assignment. All citations must be completed in APA style format. APA Style (6th Ed.) http://www.docstyles.com/apaguide.htm

If an emergency arises it is the responsibility of the student to contact the instructor ASAP. Points are automatically deducted for late work. No assignment will be accepted after one week from the due date.

On-line Assignments
There is no make-up work or credit given for non-participation in interactive D2L assignments. All on-line assignments must be submitted via the D2L dropbox, unless otherwise specified.

ASSIGNMENTS:

1. Two (2) professional journal article critiques; topics may ONLY be selected from one of the disabilities or subject matters covered in the text, such as learning disability, autism, visual impairment, etc. DO NOT CHOOSE AN ARTICLE ON GIFTED. Articles MUST be current, within the past 5 years. Do not select an article from an international journal; it must address children in K-12 and must pertain to education within the United States.

Format:
Each student will critique two articles from a professional journal or online source published within the last 5 years. Topics should relate to the field of special education.

Write a two-page review, in APA format (6th ed.), citing the author, title and source at the top of the page. Label each section with the following titles:
Paragraph #1 should provide a critical evaluation which summarizes the article. This is not a personal judgment as to agreement/disagreement with author.
Paragraph #2 should delineate implications for: teaching, the field of education, and reference information learned in class or from the textbook.
Paragraph #3 should be your personal reflection of the information presented. I agree/disagree or like/dislike alone is not a reflection.
Please turn in a copy of the article reviewed (or cite weblink), your review, and cover page on the assigned due date.  (25 points each, 50 points total)

2. **Complete 16 hours of observation** in inclusion settings. The class must contain students with and without disabilities. Document using the following format: May not complete hours with your own children or children of relatives. Using APA guidelines write a two-page summary and personal reflection. Design and implement a lesson plan with the students, using Common Core Standards, MSTAR Guidelines, and differentiated instruction. **100 points:** See Field Experience Forms, template, and rubric attached in D2L dropbox. See Attachment 1 on the syllabus for template details.

3. **Submit on-line chapter assignments.** (10 points each chapter) 160 Points. Place in dropbox.

4. 3 case studies will be reviewed and assignment submitted via drop box (25 points each, 75 total). See Attachment 2 in the syllabus for details.

5. **Midterm exam** (50 points) and Final (50 points) Dropbox.

6. **Assignment from Law Primer** (15 points) in dropbox

7. **IEP** (see appendix on D2L for the IEP tutorial and IEP form) See Attachment 3 for rubric in the syllabus. (50 points).

**TK 20 Requirements**

The IEP and the Field Experience Forms must be submitted to TK 20 in order to receive course credit.

Keep a copy of all work submitted. Total points = 550 possible

It is the student’s responsibility to check email and D2L daily. Announcements, changes in syllabus, and weather alerts will be posted in D2L.

**Grading Scale:**

<table>
<thead>
<tr>
<th>Letter</th>
<th>Percent Scale</th>
<th>Course Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100% – 90%</td>
<td>550-495</td>
</tr>
<tr>
<td>B</td>
<td>89% - 80%</td>
<td>440-490</td>
</tr>
<tr>
<td>C</td>
<td>79% - 70%</td>
<td>385-435</td>
</tr>
<tr>
<td>D</td>
<td>69% - 60%</td>
<td>330-380</td>
</tr>
<tr>
<td>F</td>
<td>59% and below</td>
<td>325 and below</td>
</tr>
</tbody>
</table>
## Tentative Course Calendar  EDU 372 Winter 2013

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Topic</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nov. 14</td>
<td>Review of syllabus &amp; course requirements. Introduction to D2L &amp; TK20</td>
<td>Chapter 1</td>
</tr>
<tr>
<td></td>
<td>Ch. 1: Overview of SPE Co-teaching, Inclusion, Differentiated Instruction</td>
<td>Online Chap Assg</td>
</tr>
<tr>
<td>(No Class)</td>
<td>Ch. 2: Universal Design &amp; Inclusion</td>
<td>Chapter 2</td>
</tr>
<tr>
<td>Nov. 21</td>
<td>Ch. 3: Multicultural</td>
<td>Online Chap Assg</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chapter 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Online Chap Assg</td>
</tr>
<tr>
<td>Dec. 5</td>
<td>Ch. 4: Families</td>
<td>Chapter 4</td>
</tr>
<tr>
<td></td>
<td>Ch. 5: Learning Disabilities</td>
<td>***Article #1 Due</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chapter 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Online Chap Assg</td>
</tr>
<tr>
<td></td>
<td></td>
<td>***Case Review #1 Due</td>
</tr>
<tr>
<td>(No Class)</td>
<td>Ch. 6: Communication Disorders</td>
<td>Chapter 6</td>
</tr>
<tr>
<td>Dec. 12</td>
<td>Ch. 7: Emotional/Behavioral Disorders</td>
<td>Chapter 7</td>
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<tr>
<td></td>
<td></td>
<td>Online Chap Assg</td>
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<tr>
<td></td>
<td></td>
<td>***Case Review #2 Due</td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
<td>Assignments</td>
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<tr>
<td>(No Class)</td>
<td>Dec. 19 *</td>
<td><strong>MID- TERM EXAM</strong>&lt;br&gt;Chapters 1-7</td>
</tr>
<tr>
<td>(No Class)</td>
<td>Jan. 16 *</td>
<td>Chapters 8 &amp; 9&lt;br&gt;<strong>Online Chap Assg</strong>&lt;br&gt;*<strong>Article #2 Due</strong>&lt;br&gt;Ch. 9: MR&lt;br&gt;Chapter 10: Severe and Multiple Disorders</td>
</tr>
<tr>
<td>*Class Meets Jan. 23</td>
<td>Chapter 11: Autism&lt;br&gt;Ch. 12: OHI</td>
<td>Chapter 11 <strong>Online Chap Assg</strong>&lt;br&gt;Chapter 12 <strong>Online Chap Assg</strong>&lt;br&gt;*<strong>School Law Primer Assg. Due</strong></td>
</tr>
<tr>
<td>*Class Meets Jan. 30</td>
<td>Finalize Obs Summary&lt;br&gt;Ch. 13: TBI&lt;br&gt;Ch 14: Hearing Impaired</td>
<td>Chapter 13-14 <strong>Online Chap Assg</strong>&lt;br&gt;*<strong>Case Review #3 Due</strong></td>
</tr>
<tr>
<td>(No Class) Feb. 6</td>
<td>Ch. 15: Visual Impairment&lt;br&gt;Ch 16: Gifted/talented</td>
<td>Chapter15 -16 <strong>Online Chap Assg</strong>&lt;br&gt;<em><strong>Obs Sum/Field Exp. Due</strong></em>&lt;br&gt;*<strong>IEP Due</strong></td>
</tr>
<tr>
<td>*Class Meets Feb. 13</td>
<td><strong>FINAL EXAM</strong>&lt;br&gt;Feb. 14</td>
<td>EXAM IN D2L under Quizzes</td>
</tr>
</tbody>
</table>
Professional Organizations and Journals:

www.cec.sped.org – The Council for Exceptional Children
www.powerof2.org – Co-teaching website

Exceptional Children
Teaching Exceptional Children
Intervention in School and Clinic
American Journal of Occupational Therapy
American Journal of Speech-Language Pathology
American Journal on Mental Retardation
Behavior Modification
Child & Family Behavior Therapy
Child Development
Child Language Teaching and Therapy
Communication Disorders Quarterly
Emotional and Behavioural Difficulties
Journal of Early Intervention
Journal of Emotional and Behavioral Disorders
Journal of Intellectual and Developmental Disability
Journal of Learning Disabilities
Journal of Research in Special Educational Needs
Journal of Special Education
Learning Disability Quarterly
Mental Retardation
Preventing School Failure
Remedial and Special Education
Roeper Review
Special Education Technology Practice
Topics in Early Childhood Special Education
Young Exceptional Children

References


Dieker, L. A. (2001). What are the characteristics of “effective” middle and high school co-taught teams? Preventing School Failure, 46(1), 14-25.


Emerging roles of special and general education teachers in inclusive settings. 
*Action in Teacher Education, 26*(3), 29-43, 111


Attachment 1
EDU 372
FIELD EXPERIENCE TEMPLATE

Please use the following outline for compiling the information for the field experience and lesson plan delivery. E-mail or fax your completed field experience signature form and a copy of the confidentiality form to instructor. LABEL EACH OF THE SECTIONS BELOW AS YOU CONSTRUCT YOUR SUMMARY. Place the summary in dropbox.

I. Daily Journal of Activities (school, teacher, classroom(s), students)
   A. Curriculum observed (include subject)
   B. List and describe the activities observed
   C. Describe your involvement with students in activities
   D. Define teaching strategies/methods observed
   E. Point out accommodations and modifications implemented by teacher
   F. Describe any remedial and enrichment activities
   G. Give 3 examples of how the teacher(s) used differentiated instruction
   H. Describe the behavior management system used by teacher

II. Disabilities Observed
   A. List all types of disabilities observed
   B. Give characteristics you observed
   C. Describe the teaching method стратегия that seemed to work best with individual students with disabilities

III. Personal Reflection
   A. Name 2 accommodations or modifications that you would have used differently than the teacher used and why.
   B. Provide an overall critique of the teaching strategies you observed
   C. Describe 3 ways the experience was beneficial to you?
   D. Include a summary of the lesson plan implemented.

**Please make note that this total assignment requires (1) daily journal/log of all activities observed during your observation, (2) signature form signed by the teacher in whose class you observe, (3) copy of the confidentiality form, and (4) a summary of ALL visits combined into a summary using the above outline. Label each outline item in your summary.**
Attachment 2

EDU 372
Case Study #1:

Imagine that you have a student in your classroom with a Specific Learning Disability in the areas of Basic Reading, Reading Comprehension, Math Calculation, and Written Expression. Read about Louise Hastings (104-105). Respond to the following 3 questions in 400 words or more. Remember to be specific in your responses; use information in Chapter 5 to help you. Submit via dropbox.

1. What do you do if this learner is in your classroom? What preparations would you make? Would you seek advice from the child's previous teachers? Why or why not? What previous assessments would you review?

2. What is an IEP? Describe the contents of the IEP that you would be looking for to help you with the student?

3. List three examples of ways that you would differentiate the instruction for this child. Be specific! Make certain that you know what differentiated instruction IS!!! before answering this question.

Case Study #2:

Read and respond to the following questions about students with Emotional/behavioral Disorders (use information from chapter 7 to assist you). Response should equal 400 words or more. Place answers here in dropbox as an attachment. Thanks, D. Hood

1. Review the case of Nick on pgs 150-151 in the text. What would be your response to having a student like Nick in your classroom? What adaptations or changes in your attitude would need to happen so that he could be successful? What challenges would you face?

2. Define emotional disturbance according to the IDEA law.

3. Black males are identified as "emotional/behavioral disorder" 5.5 times more often than any other group. Why do you think this is the case? What strategies can you do as a future teacher and a community participant to reduce this figure?

4. Describe 3 ways that you would differentiate the instruction (DI) for any student with social, emotional, or behavioral disorder. Remember DI is NOT the same as "student accommodations". It requires the TEACHER to do something differently; think about what/how you would alter your instructional practices to meet student disability needs.
Attachment 2 continued:

Case Study #3:

Imagine that you have a student in your classroom with a Hearing Impairment and Speech/Language Impairment (refer to chapters 6 and 14 to assist you). Respond to the following 4 questions in 400 words (total) or more. Submit via dropbox.

1. What do you do if this learner is in your classroom? Be specific in your responses. Give details of a plan that you would establish to assist this child. What information from the IEP would you look for? What information would you ask the parent about?

2. List at least five assistive technology items that would facilitate learning for this student.

3. How do you teach him/her? List 3 ways that you might differentiate (change method) the instruction for this learner?

4. List five (5) resources that you would recommend to the parents of this student that would help them better understand their child's disability and access services outside of the school setting (examples may include clinics, therapy, parent support group, summer programs, etc.). Rely on the services available within your community and state. You may use the internet to locate these resources. Be sure to list the five weblinks and other resources that you find.
## IEP RUBRIC

<table>
<thead>
<tr>
<th>Categories of Evaluation</th>
<th>Consistently Exceeds Standards/Target</th>
<th>Meets Standards/Acceptable</th>
<th>Inconsistently Meets Standards/Unacceptable</th>
<th>Pts</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Consistently Exceeds Standards/Target</td>
<td>Meets Standards/Acceptable</td>
<td>Inconsistently Meets Standards/Unacceptable</td>
<td>Pts</td>
</tr>
<tr>
<td></td>
<td>Consistently Exceeds Some Standards/Target</td>
<td>Meets Standards/Acceptable</td>
<td>Inconsistently Meets Standards/Unacceptable</td>
<td>Pts</td>
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<tr>
<td></td>
<td>Meets Standards/Acceptable</td>
<td>Inconsistently Meets Standards/Unacceptable</td>
<td>Pts</td>
<td></td>
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<tr>
<td></td>
<td>Inconsistently Meets Standards/Unacceptable</td>
<td>Pts</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Does Not Meet Standards/Unacceptable</td>
<td>Pts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Basic Information (Top, pg. 1)</td>
<td>An alias is provided for student name, birth date, district, building site, date of IEP, and type of IEP. All of the information is correct.</td>
<td>An alias is provided for student name, birth date, district, building site, date of IEP, and type of IEP. Majority of the information is correct.</td>
<td>An alias is provided for student name, birth date, district, building site, date of IEP, and type of IEP. Majority of the information is incorrect or information is not present.</td>
<td>Pts</td>
</tr>
<tr>
<td>Present Level of Educational Performance (CEC, IGC, IIC Standards 2, 3, and 8)</td>
<td>Objective statements about educational, behavioral and social strengths and needs are listed, directly relate to evaluation results, and are consistently comprehensive. Existing standardized and informal evaluation data are included with results showing effects of child’s disability on educational performance. The impact of the disability on the involvement/progress in general curriculum is provided.</td>
<td>Objective statements about educational, behavioral and social strengths and needs are listed and directly relate to evaluation data, but are not consistently comprehensive. Existing standardized and informal evaluation data are included with results showing effects of child’s disability on educational performance. The impact of the disability on the involvement/progress in general curriculum is provided.</td>
<td>Objective statements about educational, behavioral and social strengths and needs are listed but are not consistently appropriate or do not directly link to the evaluation data. Existing standardized and informal evaluation data are inconsistently included with results showing effects of child’s disability on educational performance. The impact of the disability on the involvement/progress in general curriculum may or may not be listed.</td>
<td>Pts</td>
</tr>
<tr>
<td>Consideration of Special Factors (CEC, IGC, IIC Standards 3 and 6)</td>
<td>Special factors are considered and checked yes or no. Candidate must address behavioral intervention, language and communication needs of the learner who has a hearing impairment and/or limited English proficiency, and assistive device needs. Factors considered were appropriate to the learner and identifies and provides a rationale of the needed services on the IEP.</td>
<td>Special factors are considered and checked yes or no. Candidate must address behavioral intervention, language and communication needs of the learner who has a hearing impairment and/or limited English proficiency, and assistive device needs. Factors considered were appropriate to the learner and identifies and provides a rationale of the needed services on the IEP.</td>
<td>Special factors are considered and checked yes or no. Candidate did not address behavioral intervention, language and communication needs of the learner who has a hearing impairment and/or limited English proficiency, and assistive device needs.</td>
<td>Pts</td>
</tr>
<tr>
<td>Annual Goals (CEC, IGC,</td>
<td>Annual goals are selected and prioritized based on present level of performance data. Goals</td>
<td>Annual goals are selected and based on present level of performance data. Priority of goals lacks alignment with</td>
<td>Annual goals are selected and may or may not be based on present level of performance data. Priority of goals lacks alignment with learner strengths</td>
<td>Pts</td>
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<td>IIC, and Standard 7)</td>
<td>are written in measurable terms and show direction for growth. learner strengths and needs. Goals are written in measurable terms and show direction for growth. (minimum of 2)</td>
<td>and needs. Goals are not written in measurable terms and/or do not show direction for growth.</td>
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<tr>
<td><em>Short Term Objectives/ Benchmarks</em></td>
<td>Majority of short term objectives/benchmark (linked to annual goals) are written in measurable terms (objectives contain 4 parts each: who will do what, under what conditions, and to what degree. Benchmarks written are age-appropriate, sequenced, and correlate with past IEP benchmarks.</td>
<td>Majority of short term objectives/benchmark (linked to annual goals) are written in measurable terms (objectives contain 4 parts each: who will do what, under what conditions, and to what degree. Benchmarks written are age-appropriate and correlate with past IEP benchmarks.</td>
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<tr>
<td>Progress measured &amp; reported to parents Page 2 (CEC, IGC, IIC Standard 8 and 10)</td>
<td>Evaluation schedule and procedures are appropriate to the goals/benchmarks. Multiple evaluation procedures as well as a variety of evaluation procedures are used. Methods of notifying parents on learner progress are provided.</td>
<td>Evaluation schedule and procedures are inappropriate to the goals/benchmarks or procedures and schedule are identified. Methods of notifying parents on learner progress is not provided.</td>
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<td>Type of Service Placement including Related Services Page 3 (CEC, IGC, IIC Standard 1)</td>
<td>Where and what type of service, amount of services listed (including time, frequency, circumstances), projected starting/ending date, and person responsible. All information is correct.</td>
<td>Majority items were addressed and correct: Type of service, amount of services listed (including time, frequency, circumstances), projected starting/ending date, and person responsible</td>
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<td>Description of &amp; Percent of student’</td>
<td>Description, percent of day, length of day, P.E. listed and correct</td>
<td>Majority of items were addressed and correct: Description, percent of day, length of day, P.E. listed</td>
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<td><strong>Participation in state/ district wide assessment</strong></td>
<td><strong>Participation in state/ district wide assessment is listed and includes any required testing modifications. Testing modification are appropriate. If alternate assessment is used a clear rationale is provided that supports the learner’s participation in alternative assessment.</strong></td>
<td><strong>Participation in state/ district wide assessment is listed, however testing modifications may or may not be present. When modifications are listed, the modifications are generally inappropriate to the needs of the learner. If alternate assessment is used a rationale may or may not be provided that supports the learner’s participation in alternative assessment.</strong></td>
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<td><strong>Supplemental aids/services, program modifications and supports for personnel listed w/location/class/setting (CEC, IGC, IIC Standard 4)</strong></td>
<td><strong>Supplemental aids/services &amp; supports for personnel listed w/location/class/setting (all listed) Modifications (linked to needs) are identified for regular class(es) (all modifications listed are appropriate and location provided)</strong></td>
<td><strong>Supplemental aids/services or supports for personnel, location/class/setting not listed or are incorrect. Modifications may or may not be present, but when present are not linked to learner needs.</strong></td>
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<tr>
<td><strong>State &amp; District wide Assessment Programs and Extended School Year Services (ESY) Page 6 (CEC, IGC, IIC Standard 1)</strong></td>
<td><strong>Supplemental aids/services and supports for personnel listed w/majority of information (location/class/settings) given and correct. Modifications (linked to needs) are identified for regular class(es) but are not consistently appropriate for the learner. Location incomplete.</strong></td>
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<td>IGC, IIC, Standard 8)</td>
<td>Considerations for ESY are observable, and data supports the need for an extended school year or data does not support the need for an extended school year. The determination is appropriate to the learner.</td>
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<tr>
<td>Extende d School Year Services (CEC, IGC, IIC Standard 1)</td>
<td>Considerations for ESY are observable, and data supports the need for an extended school year or data does not support the need for an extended school year. Data is incomplete, but still results in an appropriate decision.</td>
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<td>Considerations for extended school year services (ESY) are not observable and data may be lacking or fails to support the recommended decision.</td>
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| TOTAL POINTS |
| **Form & Writing Mechanics** | Less than 5 errors (spelling/punctuation) & IEP has clear focus for team | Less than 10 errors (spelling/punctuation) & IEP is not easily understood by teachers/parents | More than 10 errors (spelling/punctuation) & IEP lacks clear focus for team |
| Overall Rubric Rating | Rating of 3 on writing mechanics and required components | Rating of less than 3 on writing mechanics and required components | Rating of less than 2 on writing mechanics and required components. |

* Short-term benchmarks will be written by all candidates to enhance their knowledge and skills in the general and independence curriculum. It is understood that benchmarks are not required except in cases where students are taking alternative assessments.

** Candidates who earned a rating less than a 3 will correct errors and resubmit.

Peer Evaluator: ___________________________ Date: __________

Course Evaluator: ___________________________ Date: __________

Target (3) = Candidate earns majority of ratings at Level 3.
Acceptable (2) = Candidate earns majority of ratings at Level 2.
Unacceptable (1) = Candidate earns majority of ratings at Level 1.