

**GEORGE MASON UNIVERSITY**  
**GRADUATE SCHOOL OF EDUCATION**  
**Special Education**  
**EDSE 662,663: Consultation and Collaboration (Fairfax #21)**  
**Spring 2012 – Fairfax H.S., Room D133; 1-10 to 3-13**

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**Office Location:** Finley Hall, Room 102E

**Course Time:** Tuesdays– 4:30 – 9:00 p.m.

### **COURSE DESCRIPTION (3 credits)**

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.

### **STUDENT OUTCOMES**

The expectations for professionals who work in schools have changed dramatically over the past decade. Special educators routinely collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways. Few educators, however, can be effective unless they (a) **develop and refine skills for interacting effectively** with professionals as well as parents and (b) understand the context, process, and content of collaborative consultation.

EDSE 662 is designed to prepare graduate students to **interact with other professionals** about students with special needs. Graduate students will **refine targeted skills for communication** and begin to develop **skills needed to provide professional development opportunities** for colleagues. At the conclusion of this course, students should be able to:

- **Define** collaboration, consultation, and teamwork and explain the essential characteristics of each;
- **Identify variables** that may facilitate or constrain participation in collaboration, consultation, or teamwork settings;
- Demonstrate **communication skills** of listening, avoiding communication roadblocks, dealing with resistance, being appropriately assertive, and resolving conflicts;
- Apply **problem-solving techniques** while collaborating with professional colleagues, parents, and related and ancillary personnel to provide for students' learning and behavioral needs;
- Develop **self-assessment techniques** for improving consultative and collaboration skills; and
- Plan activities that implement effective consultation and collaboration techniques.

**RELATIONSHIP TO PROGRAM GOALS AND PROFESSIONAL ORGANIZATION**

EDSE 662 is part of the George Mason University, Graduate School of Education (GSE) program for teacher licensure in the Commonwealth of Virginia and is aligned with the National Council for the Accreditation of Teacher Education (NCATE)/Council for Exceptional Children (CEC) performance-based standards for the preparation and licensure of special educators. As such, the curriculum for EDSE 662 is aligned primarily with Standard #10 (Collaboration) of CEC’s *Common Standards for Beginning Teachers of Special Education* (as well as for teachers of students with learning and emotional disabilities). Acknowledging the multidimensional nature of teaching, EDSE 662 draws secondarily from most CEC/NCATE Standards.<sup>a</sup> The table on the following page describes CEC Content Standards (Standard #10) in relation to course outcomes and requirements.

**Alignment of Outcomes & Requirements with CEC/NCATE Standards#7, #9 & #10**

CEC Standards	Student Outcomes	Related Course Requirements
<p><b>Standard #7: Instructional Planning:</b></p> <p><i>Individualized</i> decision-making and instruction is at the center of special education practice. Special educators develop <b>long-range individualized instructional plans</b> anchored in both general and special curricula. In addition, special educators systematically translate these <i>individualized plans</i> into carefully selected <b>shorter-range goals and objectives</b> taking into consideration an individual’s abilities and needs, the learning environment, and a myriad of cultural and linguistic factors. <i>Individualized instructional plans</i> emphasize <b>explicit modeling</b> and <b>efficient guided practice</b> to assure acquisition and fluency through maintenance and generalization. Understanding of these factors as well as the implications of an individual’s exceptional condition, guides the special educator’s selection, adaptation, and creation of materials, and the use of powerful instructional variables. Instructional plans are <b>modified based on ongoing analysis of the individual’s learning progress</b>. Moreover, special educators facilitate this instructional planning in a <b>collaborative context</b> including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate. Special educators also develop a variety of <b>individualized transition plans</b>, such as transitions from preschool to elementary school and from secondary settings to a variety of postsecondary work and learning contexts. Special educators are comfortable using <b>appropriate technologies</b> to support instructional planning and individualized instruction.</p>	<p>Specific knowledge of the process of developing a <b>“collaborative” IEP</b></p> <p>and</p> <p>the demonstrated skill in developing one</p>	<p><b>Professional Development Activity (PDA)</b> – a formal presentation about an important aspect of the <b>IEP development process</b> (signature assignment for this course)</p> <p><b>&amp;</b></p> <p><b>A completed IEP based on a case study</b> (signature assignment)</p>

<p><b>Standard #9: Professional and Ethical Practice:</b></p> <p>Special educators are guided by the profession’s ethical and professional practice standards. Special educators practice in multiple roles and complex situations across wide age and developmental ranges. Their practice requires ongoing attention to <b>legal matters</b> along with serious professional and <b>ethical considerations</b>. Special educators engage in <b>professional activities</b> and participate in learning communities that benefit individuals with ELN, their families, colleagues, and their own professional growth. Special educators view themselves as <b>lifelong learners</b> and regularly reflect on and adjust their practice. Special educators are aware of how their own and others attitudes, behaviors, and ways of communicating can influence their practice. Special educators understand that culture and language can interact with exceptionalities, and are <b>sensitive to the many aspects of diversity</b> of individuals with ELN and their families. Special educators actively plan and engage in activities that foster their professional growth and keep them <b>current with evidence-based best practices</b>. Special educators know their own limits of practice and practice within them.</p>	<p>Personal reflection on <b>the CEC Professional Ethics &amp; Practice</b></p> <p>and</p> <p>demonstrated ability to develop a detailed, personal <b>Code of Ethics</b></p>	<p><b>Ethics Paper</b></p>
<p><b><u>Special Education Content Standard #10: Collaboration</u></b></p> <p>Special educators routinely and effectively <b>collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways</b>. This collaboration assures that the needs of individuals with ELN are addressed throughout schooling. Moreover, special educators embrace their special role as advocate for individuals with ELN. Special educators promote and advocate the learning and well being of individuals with ELN across a wide range of settings and a range of different learning experiences. Special educators are viewed as specialists by a myriad of people who actively seek their collaboration to effectively include and teach individuals with ELN. Special educators are a <b>resource to their colleagues</b> in understanding the laws and policies relevant to Individuals with ELN. Special educators use collaboration to <b>facilitate the successful transitions</b> of individuals with ELN across settings and services</p>	<p>Demonstration of <b><u>collaborative</u></b> planning, communication &amp; collaboration skills via course assignments (interview paper, preparing professional development activity &amp; packet &amp; other class session presentations)</p>	<p><b>Professional Development Activity (PDA) &amp; Info Packet – signature assignment for this course</b></p> <p><b>Interview report</b></p> <p><b>Chapter Presentation</b></p> <p><b>Co-Teaching</b></p>

**REQUIRED TEXTS**

1. Dettmer, P., Thurston, L. P., & Dyck, N. (2011). *Consultation, collaboration, and teamwork for students with special needs*. Boston: Allyn and Bacon. Pearson Custom Edition. [.http://store.pearsoned.com/georgemason](http://store.pearsoned.com/georgemason) -- ISBN 1256175544 (use link to order)
2. Gibb, G.S. & Dyches, T. T. (2007). *Writing quality individualized education programs*. Boston: Allyn and Bacon. Pearson.

## REQUIRED FOR ALL COURSES:

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

### Other readings as assigned from the following resources (and others):

1. The IDEA Partnership

<http://www.ideapartnership.org>

The IDEA Partnership reflects the **collaborative** work of more than 50 national organizations, technical assistance providers, and organizations and agencies at state and local level. Together with the Office of Special Education Programs (**OSEP**), the **Partner Organizations** form a community with the potential to transform the way professionals work and improve outcomes for students and youth with disabilities. This is a huge example of collaboration among over many professional associations, state education agencies and many others to promote efforts to benefit students and youth with disabilities. Many free materials & a number of community of practice examples in action (transition, mental health, etc.) as well as, information about the new national Common Core Standards --- are all located here.

2. The Center for Appropriate Dispute Resolution in Special Education (CADRE)

<http://www.directionservice.org/cadre/indextraining.cfm>

CADRE works to increase the nation's capacity to effectively resolve special education disputes, reducing the use of expensive adversarial processes. CADRE works with state and local education and early intervention systems, parent centers, families and educators to improve programs and results for children with disabilities. CADRE is funded by the Office of Special Education Programs at the US Department of Education to serve as the National Center on Dispute Resolution in Special Education. It is also a partner of the IDEA Partnerships. Check on the titles of other good resources from CADRE as follows:

**[Collaborative Problem Solving and Dispute Resolution in Special Education: A Training Manual](#)**

This manual is designed as an educational tool for understanding and resolving conflict. It offers state-of-the-art thinking in dispute resolution applied to special education situations. Written in an easy-to-understand, illustrated and jargon-free format, it is designed both for stand-alone reading and to be used as part of workshop groups.

**[Guidelines for Conflict Management in Special Education-A Manual from Portland \(Oregon\) Public Schools](#)**

These conflict management guidelines are designed to help district staff and parents effectively address conflict in special education. The creation of this document was part of a Portland Public Schools Alternative Dispute Resolution (ADR) local capacity grant funded by the Oregon Department of Education (ODE).

3. Virginia Department of Education: <http://www.doe.gov>

Virginia SOL website to view: *Standards of Learning Instruction, Training, and Assessment Resources*

<http://www.pen.k12.va.us/VDOE/Instruction/sol.html>

<http://www.pen.k12.va.us/VDOE/Assessment/SWDSol.html>

VDOE manual for Standards Based IEPs & IEP form are located at this site.

4. Federal Resources for Educational Excellence (FREE): [www.ed.gov/free](http://www.ed.gov/free)  
(includes information about all content areas, vocational education, NCLB, etc.)
5. American Educator's Online Newspaper: [www.edweek.org](http://www.edweek.org)
6. Educational Resources Information Center (ERIC): <http://www.eric.ed.gov/>
7. National Association For Middle School Principals (NASSP): [www.nassp.org](http://www.nassp.org)
8. Association for Supervision and Curriculum Development: [www.ascd.org](http://www.ascd.org)
9. Phi Delta Kappa: <http://www.pdkintl.org/>
10. Instructor Magazine (from Scholastic):  
<http://teacher.scholastic.com/products/instructor/index.htm>
11. Division on Career Development and Transition (DCDT) of the Council of Exceptional Children (CEC).  
<http://www.dcdt.org>
12. Council of Exceptional Children (CEC). This is the professional organization for special educators (teachers, administrators, etc.) <http://www.cec.sped.org>

### **NATURE OF COURSE DELIVERY**

Experiential, observational, and interactive strategies are used to facilitate fulfillment of the outcomes established for the course. Course sessions include a variety of formats and integrate instructional technology with lecture, discussion, guest presenters (when appropriate), role plays, small group activities, student presentations, and the use of Blackboard. Students are expected to know and skillfully use email and Blackboard for course communication with the professor and other students.

### **COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT**

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. <http://cehd.gmu.edu/values/>

*Expectations:* All students are expected to abide by the following:

- Students must adhere to the guidelines of the George Mason University **Honor Code** [See <http://academicintegrity.gmu.edu/honorcode/>].
- Students **with disabilities** who seek accommodations in a course **must be registered** with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for **Responsible Use of Computing** [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of **university communications** sent to their George Mason University **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 must follow the university policy stating that all **sound emitting devices shall be turned off during class** unless otherwise authorized by the instructor. **Computers** and other electronic devices will **not be used during class sessions**. Power Point presentations may be downloaded prior to or after sessions, whenever they are available.
- Students are expected to exhibit **professional behaviors and dispositions** at all times.

### *Campus Resources*

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].
  - Students, when required by specific assignments, are expected to use APA Guidelines (6<sup>th</sup> edition) for written work and provide credit when using the work of others. <http://apastyle.org/> is the official web site for the most recent edition of the APA manual. Be cautious when using websites or resources other than the APA manual because some may have erroneous information on them. Note that the most recent edition of the APA manual is listed as a required text for this course.

### *Core Values Commitment*

- The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. <http://cehd.gmu.edu/values/>

- For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

### *Course Specific Information*

- Students, in order to earn session participation points, are expected to (a) attend all classes during the course, (b) arrive on time, (c) stay for the duration of the class time and (d) complete all assignments. Attendance, timeliness, and professionally relevant, active participation are expected for a grade of *B* or better. Attendance 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. Notify the professor *in advance* by email if you will not be able to attend class.
- In-depth reading, study, and work on course requirements require outside class time. Students are expected to allot approximately three hours for class study and preparation for each credit hour weekly in addition to papers and assignments.

### *George Mason University Email*

Every student is required to establish a GMU email account. Course email correspondence and other important university emails will be sent to GMU email accounts. Once an email account has been established, it is possible to forward email sent to the GMU account to another email account.

### *George Mason Blackboard 9.1:*

1. To access Courses in 9.1 go to the myMason portal, <http://myMason.gmu.edu>
2. Enter your Mason Net ID into the user name field & Strong Password (Patriot Pass credentials) into the Password field
3. Click the log in button or press Enter
4. Select the Courses Tab
5. Select this course from the 9.1 course list

Use these directions to get into this semester's course where grading rubrics, some sample activities papers, APA resources, syllabus, etc will be located. Students are responsible for accessing this Blackboard site in order to locate the specific directions, forms, and case study information required for the completion of the **signature assignment of this course** (case study and IEP development).

### *George Mason Patriot Web: <https://patriotweb.gmu.edu/>*

This is a self-service website for students, faculty, and staff of George Mason University. There is a wealth of useful links, information, and online forms on this website including program of studies details, application for graduation, request for transfer of credit, and internship application.

## Advising Contact Information

In order for students to be advised on a regular basis about their status and progress through the graduate study program, they should contact Ms. Jancy Templeton, GMU Special Education Advisor at 703-993-2387. Students will need their G number ready.

TaskStream: [www.taskstream.com](http://www.taskstream.com)

- This site provides the documentation required for GMU with national accreditations' process. Every student registered for any EDSE course as of the Fall 2007 semester has been required to begin submitting specific **signature assignments** Task Stream (regardless of whether a course is an elective or part of an undergraduate minor). TaskStream information is available at <http://gse.gmu.edu/programs/sped/>

## ADDITIONAL EXPECTATIONS

- ❖ **Use of Computers and Cell Phones: Computers will not be used during class sessions, unless directed by the professor.** Students should place cell phones on vibrate or mute the ring tone so as not to disturb fellow classmates. It is expected that cell phones are used for emergency purposes only during class sessions. If a call must be answered, the student should leave the classroom and move away from the room so as not to disturb the class.
- ❖ Students are to use **person-first language** in class discussions and written assignments (and ideally in professional practice). Please refer to “Guidelines for Non-Handicapping Language in APA Journals” <http://www.apastyle.org/disabilities.html>
- ❖ Late assignments will result in a deduction of points for that assignment.

It is recommended that students retain copies of all graded course products to document their progress through the GSE master’s and/or licensure certificate program. Products from this course may become part of a student’s individual professional documents that provide evidence of satisfactory progress through the GSE program and the CEC performance based standards.

*NOTE: Evidence Based Practices (EBPs)*

*This course will incorporate the evidence-based practices (EBPs) relevant to **communication, collaboration, and consultation**. Evidence for the selected evidence-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. These can be both promising and emerging practices in the field of special education. This course will provide opportunities for 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.*



## OVERVIEW OF COURSE REQUIREMENTS

#	Course Requirements	Small Group	Individual Assignment	% or Pts
1	<b>Collaborative IEP Development Project (Signature Assignment for this Course)</b>	Yes	Yes (must be put on TaskStream)	22
2	<b>Professional Development Activity with Information/Handout Packet</b>	Yes	No	18
3	<b>Class Participation, Activities, &amp; Reflections</b>	Yes	Yes	15
4	<b>Chapter Presentation</b>	Yes	No	13
5	<b>Interview Report*</b>	No	Yes	10
6	<b>Quizzes (in class)and/or Bb Assignments</b>	No	Yes	10
7	<b>Co-Teaching Activity</b>	Yes	No	7
8	<b>Code of Ethics</b> (can be used as an artifact under standard 9)	No	Yes	5
			Total	100

\*Only with special permission of professor can this be a small group assignment

### COURSE REQUIREMENTS, PERFORMANCE-BASED ASSESSMENTS AND EVALUATION CRITERIA:

#### **1. Collaborative IEP Development Project (22 points)**

This is the **signature assignment** for this course and students will be required to place it on TaskStream as part of the requirements for a grade for this course. The purpose **is for students to demonstrate their knowledge of the individualized planning process** required for the development of program planning for students with mild to moderate exceptional learning needs. Students will demonstrate their understanding of the components of the IEP. Based upon case information provided, students will construct an IEP that is legally sufficient and educationally appropriate for the described student.

In this assignment/project, students will demonstrate their ability to develop an **Individualized Education Program (IEP)** based on a *case study* for a *hypothetical student* with a mild to moderate exceptional learning need. Three possible case studies will be presented on the course Blackboard site, along with the required Virginia Department of Education Sample IEP form that is to be used.

Based on the information in the assigned case study, students will write an **IEP** that thoroughly and appropriately addresses the needs of the student in the case scenario.

In conjunction with the PDA assignment, described below, students will have the opportunity to work in small groups to accomplish this **IEP** for this assignment through the steps of the **IEP** development, such as completing:

- a thorough review of the case study facts and
- all components of the **IEP** form, using specific instructions provided by the instructor via the course Blackboard site.

After completing the **IEP** forms, each student, individually, will **write a narrative** that addresses the *collaborative* nature of the **IEP process**. Considerations include:

1. What *collaboration* would occur prior to the **IEP** development?
2. What *additional information* would you like to have in order to develop this **IEP**? What would you want to ask the family members or other **IEP** team members in order to have a more complete understanding of the learner with mild to moderate exceptional learning needs?
3. How would you involve families, related service providers, and other professionals in the **IEP** development process?
4. What collaborative processes would need to occur in order for the **IEP** to be implemented, including next steps for working with general education teachers, the student, and other stakeholders?

Additional information and the rubric will be found on the Blackboard site and should be consulted before beginning this assignment.

## 2. Professional Development Activity (PDA) – (18 points)

With a small group of classmates, a 30-40 minute **professional development activity** should be developed that

- a. reflects the concept of *collaboration* (see suggested small group topics included in this syllabus) and
- b. provides useful skills and information to improve some aspect of *collaboration* in today's schools.
- c. relates to the case study for the IEP assignment described, above.

The general audience could be a group of first year special educators who have not had the experience of developing an **Individualized Education Plan** (IEP). The activity should appeal to the characteristics of the adult learner delineated in the text and/or readings and follow a logical instructional process.

The **information packet or handout packet** (described, below) is to be developed and may include such handouts, as an

- agenda or outline,
- a PowerPoint printout,
- a related reading, list of references,
- definitions of related terms that might be unfamiliar to the audience.

- evaluation form (for the audience to evaluate the group's presentation),

All materials and activities, such as simulations and role plays should reflect effective communication and *collaborative* strategies. Finally, each team will need to prepare an evaluation form to be distributed to the audience at the end of the presentation. When possible, reference relevant information from text and course readings. Include and reference any recent research regarding your selected topic. Include the names of all group members on the first page (cover) of assignment. Provide hard copy to professor and each class member on due date.

The purpose of this team assignment is twofold: (1) to develop a 30 - 40 minute staff development activity to be presented during several of the last class meetings; and (2) to provide an opportunity to improve collaborative and personal communication skills. This project allows students to participate in the staff development process, apply effective practices for teaching adult learners, and reflect upon group dynamics and teamwork.

### **3. Class Participation, Activities, and Reflections (15 points)**

Thoroughly study the readings as assigned in the syllabus and all class handouts. Students are expected to actively *participate* during large and small group discussions (in class and via Blackboard) with **evidence of having read assignments**. Throughout the course, students may be required to **reflect** on an assignment in preparation for a class session or at the end of a class session. In addition, class participation is very important and includes attendance (including arriving on time and staying for the duration), quality of contributions in group activities and discussions, and interactions with colleagues during small group and class activities.

### **4. Chapter Presentations (13 points) – small group presentations**

Each group will sign up for and read one of five book chapters. Working as a group and in conjunction with the professor, they will develop a **discussion/activity** period regarding the chapter content. Particular attention should be focused on the content applicability and relating it to development as a special educator. Supplemental topical research is encouraged. Relevant handouts should be provided and a PowerPoint may be used for the presentation (but *not read line by line*), with copies for each class member. All students in class are responsible for reading the chapters in preparation for each presentation. Presenters should prepare a brief chapter quiz that focuses on the most important concepts of the chapter.

### **5. Interview Report – Individual (10 points)**

At least three (3) school professionals serving in different positions (i.e., general education teacher, special education teacher, principal) should be interviewed to determine their views about

- a. consulting personnel in schools,
- b. collaboration among school personnel, and
- c. teamwork among educators.

A list of interview questions (should be the same for each interview) should be developed and attached with responses to the report. **Suggested questions** will be available on Blackboard. Interviews should be analyzed and summarized in a short essay.

When possible, reference relevant material from **text** and course readings should be included. Interviewees should be assured that

- (a) interviews are a course assignment and
- (b) confidentiality of responses is assured.

Note also any indications of interest in collaboration, consultation, and teaming, and if they occur, suggest ways this could be followed up productively. Use APA style, 6<sup>th</sup> Edition, for this report. Length 8 – 10 pages. A summary “chart” can be included, if appropriate.

## 6. Quizzes or Blackboard Assignments – Individual (10 points)

Each class member is expected to participate online on **GMU’s Blackboard** and/or in-class quizzes. The instructor will post a discussion assignment and prompt the day after selected class sessions, and **thoughtful, detailed responses** that address the topic *and* classmates’ reflections are expected by 9:00 am the following Wednesday morning. A total of 4 responses (one per prompt) must be posted *on time* for full credit. Students are encouraged to post more than one response per prompt.

## 7. Co-Teaching Activity – Dyad (7 points)

A 15 – 20 minute co-teaching activity should be planned with a partner. The activity should demonstrate logical, sequential steps in the instructional process and teach “students” a new or updated skill. The purpose of this co-teaching assignment is to give students an experience in both

- 1) Co-planning and
- 2) Co-teaching.

Presentations should be as creative and engaging as possible! A co-planning worksheet and evaluation form (that the whole class will complete) are required a week prior to the presentation.

## 8. Code of Ethics – Individual (5 points)

<http://gse.gmu.edu/facultystaffres/profdisp.htm>

The recently published CEC Special Education Professional Ethical Principles at [www.cec.sped.org](http://www.cec.sped.org) should be reviewed. Students should reflect upon them as well as what they have learned about students, families, instruction, and collaborative practices in their schools, programs, and work-related experiences. A minimum of **10 professional ethics** should be developed that is personal to the author that will be honored and abided by in the field of special education. Each ethic should have a brief but thorough rationale accompanying it. Citations are not required, but it should be clear to the reader that the values are informed by studies and professional experiences. This paper should have an **introduction**

and **conclusion** in narrative format and individual ethics may be presented in a **list** format. The paper should be approximately 3-4 pages in length.

**EVALUATION**

A = 96 – 100 points	B+ = 86 – 89 points	C = 75 – 79 points
A- = 90 – 95 points	B = 80 – 85 points	F = < 75 points

## Rubric for the IEP & Case Study Assignment

	<b>IEP &amp; Related CEC/IGC Standards</b>	<b>Does Not Meet Expectations  1</b>	<b>Meets Expectations  2</b>	<b>Exceeds Expectations  3</b>	<b>Score</b>
1	<b>Present Levels of Performance</b>  (2 & 3)	<ul style="list-style-type: none"> <li>-Lack consistent links to assessment.</li> <li>-Fail to demo student's disability</li> <li>-No consideration of cultural or linguistic diversity</li> <li>-Lack of respect for student</li> <li>-No understanding of similarities &amp; differences human development</li> </ul>	<ul style="list-style-type: none"> <li>-Appropriate PLPs with link to assessment</li> <li>-Demonstrates understanding of educational implications to disability</li> <li>-Considers beliefs, traditions &amp; cultural values</li> <li>-Shows respect for similarities &amp; difference in human development</li> </ul>	<ul style="list-style-type: none"> <li>-Writes appropriate PLPs with clear link to assessment</li> <li>-Demonstrates understanding of educational implications to disability</li> <li>-Demonstrates respect for similarities &amp; differences in human development</li> <li><b>-Justifies PLPs thru curriculum based assessment data</b></li> <li><b>-Describes strengths &amp; areas in need of improvement (VA SOLs)</b></li> </ul>	<b>5</b>
2	<b>Measurable Annual Goals</b>  (1 & 2)	<ul style="list-style-type: none"> <li>-Annual goals not prioritized</li> <li>-Lacks understanding of instructional planning</li> <li>-Do not reflect PLPs</li> <li>-Lack direction for student growth</li> </ul>	<ul style="list-style-type: none"> <li>-Demonstrates understanding of models &amp; theories related to instructional planning</li> <li>-Writes goals that are age &amp; ability appropriate</li> <li>-Goals are responsive to issues of human diversity (cultural, linguistic, gender)</li> <li>-Reflect PLPs</li> <li>-Show direction or student growth</li> <li>-Focus on <b><u>decreasing &amp; increasing learner behavior</u></b></li> </ul>	<ul style="list-style-type: none"> <li>-Demonstrates understanding of models &amp; theories related to instructional planning</li> <li>-Writes goals that are age &amp; ability appropriate</li> <li>-Goals are responsive to issues of human diversity (cultural, linguistic, gender)</li> <li>-Goals are prioritized &amp; based on scope &amp; sequence of the VA SOLs</li> <li>-Reflect PLPs</li> <li>-Show emphasis on <b><u>increasing skills or positive behavior</u></b></li> </ul>	<b>4</b>

	<b>IEP &amp; Related CEC/IGC Standards</b>	<b>Does Not Meet Expectations</b> <b>1</b>	<b>Meets Expectations</b> <b>2</b>	<b>Exceeds Expectations</b> <b>3</b>	<b>Score</b>
3	<b>Short Term Objectives/Benchmarks</b>  (1 & 7)	-Fails to demonstrate understanding of models & theories related to instruction planning  -Goals not based on sequential age & ability appropriate for individualized learning  -Objectives/benchmarks not directly related to the annual goals	-Demonstrates an understanding of models & theories related to instructional planning  -Writes goals based on sequential age and ability appropriate for individualized learning objectives  -Objectives respond to cultural, linguistic & gender differences  -Objectives relate to annual goals  -Objectives are measurable  & include learner criteria that are <b>inappropriate</b> to task performance	-Demonstrates an understanding of models & theories related to instructional planning  -Writes goals based on sequential age and ability appropriate for individualized learning objectives  -Objectives respond to cultural, linguistic & gender differences  -Objectives relate to annual goals  -Objectives are measurable  & include learner criteria that are appropriate to task performance	<b>1</b>
4	<b>Services/Least Restrictive Environment, Placement</b>  (1 & 7)	- <b>Inappropriate</b> program & primary services are identified which <b>do not align</b> with areas of need based on Present Levels of Performance (PLPs)	-Appropriate program & primary services are listed  -Program & primary services demonstrate understanding of continuum of placement & services available  -Primary & related services selected <b>inconsistently</b> align with areas of need based on PLPs	-Appropriate program & primary services are listed  -Program & primary services demonstrate understanding of continuum of placement & services available  -Primary & related services selected <b>consistently</b> align with areas of need based on PLPs	<b>1</b>
5	<b>Participation in State &amp; Other Assessments</b>  (1 & 3)	-Fails to consider issues, assurance, & due process rights related to assessment  -Selects inappropriate levels of student participation in state assessments based on PLPs & student's needs	-Considers issues, assurance, & due process rights related to assessment in selecting appropriate levels of student participation in state assessments based on PLPs and the student's needs	Considers issues, assurance, & due process rights related to assessment in selecting appropriate levels of student participation in state assessments based on PLPs and the student's needs  -Selects participation levels that reflect impact of student's disability on testing abilities including auditory & information processing skills.	<b>2</b>

	<b>IEP &amp; Related CEC/IGC Standards</b>	<b>Does Not Meet Expectations</b>  <b>1</b>	<b>Meets Expectations</b>  <b>2</b>	<b>Exceeds Expectations</b>  <b>3</b>	<b>Score</b>
6	<b>Accommodations</b>  <b>and/or</b>  <b>Modifications</b>  (3 & 7)	<p>-Inappropriate accommodations and/or modifications are identified</p> <p>-Fails to describe accommodations and/or modifications that provide foundation on which individualized instruction is to be provided</p> <p>-Fails to identify appropriate technologies (as needed) or explicit modeling or efficient guided practice</p> <p>-</p>	<p>-Identifies &amp; prioritizes appropriate accommodations/modifications (including frequency, location, setting, &amp; duration) based on PLPs</p> <p>-These (above) provide access to nonacademic &amp; extracurricular activities &amp; educ related settings &amp; are appropriate to the needs of the student</p> <p>-Describes accommodations/modifications that provide the foundation for individualized learning</p> <p>-These accommodations, etc. include appropriate technologies (as needed), explicit modeling &amp; efficient guided practice</p>	<p>-Identifies &amp; prioritizes appropriate accommodations/modifications (including frequency, location, setting, &amp; duration) based on PLPs</p> <p>-These (above) provide access to nonacademic &amp; extracurricular activities &amp; educ related settings &amp; are appropriate to the needs of the student</p> <p>-Describes accommodations/modifications that provide the foundation for individualized learning</p> <p>-These accommodations, etc. include appropriate technologies (as needed), explicit modeling &amp; efficient guided practice</p> <p><b>-Selects accommodations, etc based on assessment data</b></p> <p><b>-Decisions regarding accommodations reflect understanding of the impact disability may have on auditory &amp; information processing skills, test taking abilities &amp; cultural, linguistic &amp; gender differences.</b></p>	<b>2</b>



7	<p><b>Legal Compliance of IEP</b></p> <p>(1)</p>	<ul style="list-style-type: none"> <li>- IEP is incomplete &amp;/or fails to comply with all relevant laws &amp; policies</li> <li>-IEP does not reflect an understanding of requirements such as FAPE &amp; LRE</li> <li>-Does not reflect human issues that have historically influenced field of special education</li> <li>-Fails to include list of services, including start &amp; end date, frequency, duration &amp; location</li> <li>-IEP is written using biased, inflammatory language; lacks clarity; numerous acronyms; is illegible; and/or contains inaccuracies</li> </ul>	<ul style="list-style-type: none"> <li>- IEP is comprehensive, complies with all relevant laws &amp; policies</li> <li>-Reflects understanding of FAPE &amp; LRE (&amp; history of these) and other human issues that have historically influenced &amp; continue to influence the field of spec education</li> <li>-A list of services, including start &amp; end date, frequency, duration &amp; location is included</li> <li>-IEP is written using neutral, non-inflammatory language, with clarity, minimal use of acronyms, legibility, &amp; accuracy (including spelling))</li> </ul>	<ul style="list-style-type: none"> <li>- IEP is comprehensive, complies with all relevant laws &amp; policies</li> <li>-Reflects understanding of FAPE &amp; LRE (&amp; history of these) and other human issues that have historically influenced &amp; continue to influence the field of spec education</li> <li>-A list of services, including start &amp; end date, frequency, duration &amp; location is included</li> <li>-IEP is written using neutral, non-inflammatory language, with clarity, minimal use of acronyms, legibility, &amp; accuracy (including spelling))</li> <li><b>-A strong connection is evident in the areas of need, goals, objectives/benchmarks, placements &amp; services</b></li> </ul>	<b>2</b>
8	Narrative on IEP Collaboration	<ul style="list-style-type: none"> <li>-Fails to reflect understanding of the collaborative nature of the IEP development process</li> <li>-Fails to understand roles of students with ELNs, families, &amp; school &amp; community personnel in planning an IEP</li> <li>*ELNs (exceptional learning needs)</li> </ul>	<ul style="list-style-type: none"> <li>-Reflects understanding of the collaborative nature of the IEP development process</li> <li>-Reflects understanding of the roles of students with ELNs, families, &amp; school &amp; community personnel in planning an IEP</li> </ul>	<ul style="list-style-type: none"> <li>-Reflects understanding of the collaborative nature of the IEP development process</li> <li>-Reflects understanding of the roles of students with ELNs, families, &amp; school &amp; community personnel in planning an IEP</li> <li>-Describes specific methods for fostering respectful &amp; beneficial relationships between families &amp; professionals throughout the IEP development process</li> </ul>	<b>4</b>
9	Alignment with CEC Standards 1. 2. 3. 7 & 10	-Fails to discuss verbally or in writing the connection between the content of this assignment & CEC standards		-Discusses, verbally or in writing, the connection between content of this assignment & CEC standards	<b>1</b>
	Total Points	11 – 13 = B- 14 – 17 = B	18 – 20 = A	21 – 22 = A+	

## INTERVIEW REPORT RUBRIC (Copy & Include with Assignment)

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Content	Benchmarks				Pts
	Unsatisfactory	Minimal	Competent	Outstanding	
Interviewed the 3 school professionals (general, special, administrative) identified them in introductory paragraph	Omitted or did not interview at least 3 professionals	<u>Very little</u> information is presented from one or more (of the 3) interviews that reflects the interviewees' opinions of consultation/collaboration at their school	<u>Adequate</u> information is presented from one or more (of the 3) interviews that reflects the interviewees' opinions of consultation/collaboration at their school  Analysis of information is presented  Insights are evident	-Descriptions are thorough.  -Analysis of information is in-depth and insightful	0-3
Includes interviewees' views on: 1) consulting personnel in schools; 2) collaboration among school personnel; 3) teamwork among educators with <b>relevant references to text &amp; literature</b> infused into this section of <b>analysis (&amp; discussion)</b>	Omitted or . Very few topics are discussed	Surface analysis.  Reflection does not contemplate many possibilities  Few insights are presented  Few or no references to <b>class text</b> or literature are included	Analysis and reflection are thoughtful for all topic areas.  Insights are presented  Some references are made to the <b>class text</b> and/or independent readings	Analysis & reflection are thoughtful for all areas:  -Includes synthesis & analysis (summation and relationships)  - evaluation of perceptions  -references to literature & <b>class text</b>  -generation of relevant questions/ideas.	0-3
Summary of Interviews (can be presented in a table form)	Omitted or does not minimally developed	Summaries are minimal;  More information is needed.	Summaries are basically thorough with minor omissions.	Summaries are thorough.	0-2
<b>Other Criteria</b>					
Included list of interview questions & responses (can be summarized in a table)	Omitted or Unclear	Questions/answers are minimal  Additional information is needed.	Questions/answers are basically thorough with minor omissions.	Questions/answers are thorough.	1
Submitted on time	Not submitted on due date.	Submitted as soon as possible.	Emailed on due date; hard copy to follow.	Submitted on due date in class.	.5
APA, 6 Ed is used	Not used or numerous errors	Minor errors	Few errors	No errors	.5
<b>Total points</b>	C or less	B (3 – 4)	A (7 – 8) pts A- (5 – 6 pts)	A+ 9 – 10 points	

**Comments:**

## CO-TEACHING RUBRIC

Names: \_\_\_\_\_ & \_\_\_\_\_

Date: \_\_\_\_\_

Title of Presentation \_\_\_\_\_

**Purpose:** The purpose of this co-teaching assignment is 1) to give students an experience in co-planning and 2) to give students an experience in co-teaching. **Directions:** With a partner, plan and present a 15- 20 minute co-teaching activity. The activity should demonstrate the steps of the Instructional Process and teach your “students” a new skill. Be as **creative and entertaining** as possible! A co-planning worksheet will be submitted from each group.

	Criteria	Inadequate	Marginal	Adequate	Exemplary
1	Time & Style of Presentation	Time limit was under or over and/or  Weak overall presentation that reflected little understanding of the concept of co-teaching	Time was a problem and/or The co-teachers provided relevant information but demonstrated a limited understanding of the concept of co-teaching. Didn't appear to have practiced presentation	The <b>co-teachers</b> did not abide by the time constraints.  Were <b>less</b> polished or poised	The <b>co-teachers</b> kept within the 15- 20 minute time limit and <b>reflect poise, clarity,</b> knowledge and interest in the content being presented
2	Co-planning	There was little evidence of planning and/or preparation  The co-teaching planning <b>worksheet</b> was perfunctory	Co-teaching <b>worksheet</b> lacked detail &/or organization	Co-planning <b>worksheet</b> was vague or disorganized	The co-planning <b>worksheet</b> was detailed and there was <b>evidence</b> that roles and responsibilities were shared.
3	Logical steps were followed in the presentation	The presentation did not follow the logical, sequential steps.	Logical, sequential steps were not evident in the presentation	Steps did not seem logical or were missing	
4	True partnership evident	Roles not evident and/or Partners not supportive of each other	Roles not clearly evident Presenters were only somewhat supportive of each other &/or One took more time not leaving enough for the other	Roles not evenly dispersed	Both “teachers” were active participants and supportive of each other. Logical, sequential steps were followed.
5	Effective Use of Media, Instructional Props, PPT	Use of overheads, handouts, demonstrations, media, etc. were not effective	Overheads, handouts, or use of media were not very effective  Planning for these was not evident	Overheads, handouts, or use of media were not as effective as they should be	The <b>co-teachers</b> made effective use of overheads, handouts, demonstrations, media, etc.
6	Audience Appeared Completely Engaged	The presentation did not engage the audience	Presentation did not engage the audience Activities may not have enhanced the presentation.	Presentation was boring or did not engage audience Activities failed to engage	<b>Co-teachers</b> kept the audience engaged and entertained
<b>Total Points Circled</b>		<b>0 – 5 = F, D, C</b>	<b>6 – 7 pts = B-</b>	<b>8 – 9 pts = B</b>	<b>10 pts = A</b>

**Comments:**

Suggested Topics  
for  
**PROFESSIONAL DEVELOPMENT ACTIVITY (PDA)**

To insure that **accurate, correct information** is presented in these PDA presentations, **sources must be documented** (VDOE or the local school system) and reviewed with the course professor prior to finalization and presentation.

There should be no more than three students per small group. These presentations should be approximately 30 – 40 minutes in length (but may vary based on class size) --- should:

- Be directed to an “audience” who are *beginning special education teachers*.
- Include a brief quiz based on the chapter questions in the **IEP** text.
- Employ creative methods of presentation, such as short role plays that demonstrate important points of the **IEP process**.
- Be based on “authentic” resources such as, the **required IEP text**, the Standards-Based IEP Manual from VDOE, as well as, the local school system’s guidelines (possibly compare & contrast these resources).
- Be related to the assigned *case study* (whenever possible).

More specific details and case study are on the course Blackboard site.

**Topic #1: How Do I Prepare for and Conduct an Eligibility Meeting?**

In addition to the resources cited above, “A Tale of Two Conversations” (see CADRE resource under “Required Texts” section of this syllabus) should be reviewed so that tips about how to conduct effective meetings can be included. What agenda is suggested by the school system? What aspects of the case study could possibly be a part of this eligibility meeting?

**Topic #2: How Should I Prepare for and Conduct the IEP Meeting**

Both the Virginia Department of Education (VDOE) and the student’s local school system have guidelines that are relevant in the preparation of this inservice. Infuse both, as well as, other resources so that the “audience” is prepared. A short role play might demonstrate how to greet the parents (helping them feel at ease) and professionals as they enter the meeting. Also included could be a review of the meeting agenda, how to begin the meeting, and an example or two of what to do in “difficult” situations with parents in these meetings. The assigned case study selected for this activity should be used.

**Topic #3: How Do I Prepare the Student’s Present Levels of Academic Achievement & Functional Performance (PLAAFP)?**

This topic is based on chapter 1 of the IEP text.

The required IEP text for this course offers answers to a number of questions related to PLAAFP. What’s the difference between academic achievement & functional performance? Where do I get the information to develop these statements? What direction does the VDOE’s Standards-Based IEP

guidelines advise and how does it compare to the required IEP text? Using the assigned case study, VDOE & local school system guidelines, the presentation should focus on how to develop the Present Level of Performance narratives required by the IEP. What, from the assigned case study, should be included in the PLAAFP?

**Topic #4: How Do I Write Measurable Annual Goals?**

This topic is based on chapter 2 of the IEP text.

Using the required IEP text, guidelines from VDOE’s Standards-Based IEPs, as well as, the local school system, explain how these resources are in concert and where they may differ. If possible, determine what the local school system may advise. In demonstrating how to develop measurable annual goals, include other mini-examples (both good and not-so-good) that could help inexperienced professionals write measurable statements. What rubric could be developed for the annual goal, the benchmarks, and the short term objectives? This presentation could include hands-on activities in writing and assessing annual goals, benchmarks, and short term objectives. Consider what would be appropriate annual goals, etc. for the assigned case study?

**Topic #5: How Do I Measure Student Progress?**

This topic is based on chapter 3 of the IEP text.

Collecting data to determine and report student progress is often a challenging task for beginning special educators. Often, each school system has its own guidelines about how student progress is to be measured. What is good advice from the local school system’s guidelines and practices? To what extent is this advice in line with the VDOE’s Guidelines for Standards-Based IEPs? How could this be applied to writing the IEP for the assigned case study?

**Topic #6: How Do I State the Services Needed to Achieve Annual Goals?**

This topic is based on the first half of chapter 4 (pages 65 – 69) in the required IEP text for this course.

One of the VDOE’s compliance questions, asked, but often missed by beginning teachers is the answer to the question, “Who determines placement for a student with a disability?” It’s often one of the areas that parents want to discuss first at the IEP meeting. How do you redirect parents’ focus if this is the case? At what point in the IEP development process is it appropriate to discuss placement? What are the various categories of services to be included in the IEP? What are the related services that could be included? What are the various ways in which services can be written in the IEP? What services are applicable to the assigned case study?

**Topic #7: What Supplementary Aids & Services, Program Modifications & Supports Should Be Considered and What Should I Know about Making these Decisions?**

This topic is based on the second half of Chapter 4 (pages 70 - 76) in the required IEP text for this course.

What are the supplementary aids and services that should be considered? What are program modifications or supports? What are special factors that should be considered? How does the IEP

team decide what services the student needs? What advice does the local school system provide and how does it compare to the VDOE Standards-Based IEP guidelines? Examples of these types of decisions should be presented via demonstration as well as a hands-on activity. How does this advice relate to the assigned case study?

Topic #8: **How Do I Explain the Extent, if any, to Which the Student Will Not Participate with Non-disabled Students in the Regular Class, in Extracurricular and Other Nonacademic Activities?**

This topic is based on chapter 5 of the IEP text.

Why is it important to include students with disabilities in the regular school program? What are considered extracurricular activities? How does the IEP team determine if a student will not participate in some aspects of the school program? How is this decision addressed in the IEP? What is the advice from the various resources? How does it apply to the assigned case study?

Topic #9: **Explain Accommodations Necessary to Measure Academic Achievement & Functional Performance on State and District-wide Assessments**

This topic is based on chapter 6 of the IEP text.

Some school systems employ very specific guidelines, forms, and procedures for determining accommodations. They are not identified without very careful consideration. Compare and contrast the best advice from the various resources (the required IEP text, VDOE Standards Based Guidelines for IEPs, guidelines from the local school system, etc). How does the best advice apply to the assigned case study?

## PROFESSIONAL DEVELOPMENT ACTIVITY (PDA) PRESENTATION RUBRIC

Name(s): \_\_\_\_\_ Date: \_\_\_\_\_

**Purpose:** The purpose of this team assignment is twofold: (1) to develop a 30 minute staff development activity to be presented during the last few class sessions; and (2) to provide the opportunity to improve your **collaborative** and **communication** skills. This project will allow you to participate in the staff development process, apply effective practices for teaching adult learners and reflect upon group dynamics and teamwork.

Criteria	Inadequate	Marginal	Adequate	Exemplary
<b>Time &amp; Style of Presentation</b>	<p><b>Time</b> limit was under or over and</p> <p>Weak overall presentation that reflected little understanding of the topic</p>	<p><b>Time</b> was a problem and/or</p> <p>Provided relevant information but demonstrated a limited understanding of the topic</p> <p>Didn't appear to have practiced presentation</p>	<p>Group members did not abide by the <b>time constraints, but just a few minutes "off"</b>.</p> <p>Were <b>less</b> polished or poised</p>	<p>Group members kept within the 30 minute time limit and</p> <p><b>Reflected poise, clarity, knowledge and interest in the content being presented</b></p>
<b>Co-planning</b>	<p>There was little evidence of planning and/or preparation</p> <p>The co-teaching planning <b>worksheet</b> was perfunctory</p>	<p>Co-planning seemed to lack detail &amp;/ or organization was not as tight as it should be</p>	<p>Co-planning <b>was evident</b> but could have presented more information</p>	<p>The co-planning <b>was obvious</b> and there was <b>evidence</b> that roles and responsibilities were shared.</p>
<b>Sequential steps were followed in the presentation</b>	<p>The presentation did not follow the logical, sequential steps.</p>	<p>Logical, sequential steps were not evident in the presentation</p>	<p>Steps were somewhat logical &amp; sequential</p>	<p>Presentation was "seamless"</p> <p>Concepts were presented in a sequential, logical manner</p>
<b>True partnership evident</b>	<p>Roles not evident and/or Partners not supportive of each other</p>	<p>Roles not evident Presenters were only somewhat supportive of each other &amp;/ or One took more time not leaving enough for the other</p>	<p>Roles were not completely evenly dispersed (some presenters had larger "parts" than others)</p>	<p>All group members were active participants and supportive of each other.</p>
<b>Effective Use of Media, Instructional Props, PPT</b>	<p>Use of overheads, handouts, demonstrations, media, etc. were not effective</p>	<p>Overheads, handouts, or use of media were not very effective</p> <p>Planning for these was not evident</p>	<p>Overheads, handouts, or use of media were not as effective as they should be</p>	<p>Group members made effective use of overheads, handouts, demonstrations, media, etc.</p>
<b>Audience Appeared Completely Engaged</b>	<p>The presentation did not engage the audience</p> <p>Few if any activities were initiated</p>	<p>Presentation did not engage the audience</p> <p>Activities did not enhance the presentation.</p>	<p>Presentation did not fully engage audience</p> <p>Activities were not as well planned</p>	<p>Group members kept the audience <b>engaged</b> and interested</p>
<b>Total Points Circled</b>	<b>0 – 10 = F, D, C</b>	<b>11 – 14 pts = B-</b>	<b>15 – 18 pts = B</b>	<b>19 – 20 pts = A</b>

**PROFESSIONAL DEVELOPMENT ACTIVITY (PDA)  
GROUP Self- Evaluation**

(improve & copy for use with group members)

**List All Team Members:**

**Topic Presented:** \_\_\_\_\_

**On a scale of 1-4, rate your team's collaborative effort.**

- \_\_\_\_\_ Team members worked to identify mutually-convenient planning times and met that commitment.
- \_\_\_\_\_ The team used time productively.
- \_\_\_\_\_ Each member **actively contributed** to the presentation.
- \_\_\_\_\_ Each team member **followed through on their commitment** and met group-established timelines.
- \_\_\_\_\_ **Communication** was accomplished in an efficient manner.
- \_\_\_\_\_ The team respected and utilized the varying learning styles of each member.
- \_\_\_\_\_ This project was valuable to my understanding of the collaborative process.

**Comments:**



Suggested  
**PROFESSIONAL DEVELOPMENT ACTIVITY (PDA)**  
**“Sample” RUBRIC FOR WHOLE CLASS EVALUATION**

(Presenters should expand on this rubric so that it is relevant to their content. Improve & copy for use with whole class during PDA presentation)

**Your Name:** \_\_\_\_\_

**Names of Team Members:** \_\_\_\_\_

**Topic:** \_\_\_\_\_

**Date:** \_\_\_\_\_

- \_\_\_\_\_ Presenters keep within **time limits** (roughly 30 minutes + or -\_ )
- \_\_\_\_\_ Presenters reflect **poise, clarity, knowledge & interest** in content
- \_\_\_\_\_ Each member **actively contributes** to the presentation
- \_\_\_\_\_ Presenters demonstrate a **high level of preparation**
- \_\_\_\_\_ Presenters keep audience **engaged via hands-on activity(ies)** or other means
- \_\_\_\_\_ Presenters make effective use of **media**
- \_\_\_\_\_ Presenters provide information of **interest and value** to audience
- \_\_\_\_\_ Presenters demonstrate a high level of **creativity**

Total Points: \_\_\_\_\_/20 points

**Comments:**

**PROFESSIONAL DEVELOPMENT ACTIVITY (PDA) Rubric**  
(Copy & submit with assignment)

Name: \_\_\_\_\_

Date: \_\_\_\_\_

	<b>4</b> Exemplary	<b>3</b> <i>GOOD</i>	<b>2</b> Accept- able	<b>1</b> In- adequate	<b>0</b> Un- acceptable
<b>Cover (if relevant to handout packet)</b> Reflects the topic of the in-service and will catch attention & interest of audience 1 point					
<b>Agenda</b> Reflects good organization, creativity & planning 1 point					
<b>QUALITY OF CONTENT</b> Assignment is well written, reflects all requirements in syllabus description, reflects excellent knowledge of the topic, as well as, realistic in-service capabilities 5 points					
<b>Use of Media</b> Power point, overheads, video clips and/or other media is part of the presentation plan and is appears to be professional quality 2 points					
<b>Resources</b> References and linkages to other resources for further readings, teaching, and learning in general 2 pts					
<b>Overall Potential for Engaging Audience</b> Is planned & organized in such as way as to actively engage the audience in the topic via role play and/or hands-on activity(ies) that help put “theory into practice” 3 points					
<b>Evaluation Form</b> A session <u>evaluation form</u> has been developed that reflects knowledge of the subject by audience at completion of the in-service, as well as, the effectiveness of the presentation 1 point					

**Total:** \_\_\_\_/15 possible points

## CHAPTER PRESENTATION Rubric

Each group will sign up for and read one of five book chapters. Working as a group, they will develop a **30 minute content presentation** plus a 30 minute **discussion/activity** period regarding the chapter content. All students in class are responsible for reading the chapters in preparation for each presentation. Presenters should prepare a brief quiz.

Criteria	Inadequate	Marginal	Adequate	Exemplary
<b>Time</b>	Timeline was not followed (too short or too long)	Time was a problem Group members did not abide by the <b>time constraints</b> .	The presentation was not “off” by not more than a few minutes	Group members kept within the <b>30 minute</b> time limit for content & <b>30 minutes</b> for activities
<b>Style of Presentation</b>	Weak overall presentation that reflected little understanding or <b>knowledge</b> of the assigned chapter	Provided relevant information but demonstrated a <b>limited understanding</b> of the topic . Didn’t appear to have practiced presentation	Presenters reflected solid knowledge of the chapter  Should be more polished or poised in speaking style	Group members <b>reflected poise, clarity, knowledge, and interest</b> in the content being presented
<b>Co-planning</b>	There was <b>little evidence</b> of co-planning and/or preparation	Co-planning seemed inadequate because the overall presentation seemed to lack detail &/or organization	Co-planning was evident because the presentation went smoothly and presenters were prepared	The co-planning was effective because there was <b>evidence</b> that roles and responsibilities were shared. Delivery was seamless
<b>Logical steps were followed in the presentation</b>	The presentation did not follow the logical, sequential steps.	Logical, sequential steps were not evident in the presentation	Several steps did not seem logical or were missing	The presentation was presented in a logical and sequential manner
<b>A True Team Collaboration Was Evident</b>	Roles not evident and/or Partners not supportive of each other	Roles not clearly evident Presenters were only somewhat supportive of each other &/or One took more time not leaving enough for the other	Roles were, for the most part, evenly dispersed  Should be less hesitant in presentation style  Should be more seamless	Group members were active participants and supportive of each other.  Presentation appeared “seamless”
<b>Effective Use of Media, Instructional Props, PPT</b>	Use of overheads, handouts, demonstrations, media, etc. were not effective	Overheads, handouts, or use of media were not very effective  Planning for these was not evident	Overheads, handouts, or use of media were not as effective as they should be	Presenters made effective use of overheads, handouts, demonstrations, media, etc.
<b>Audience Appeared Completely Engaged</b>	The presentation did not engage the audience	Presentation did not engage the audience  Activities may not have enhanced the presentation.	Presentation did not fully engage audience Activities were not as interesting	Audience fully engaged and informed  Activities were very interesting
<b>Total Points Circled</b>	<b>1 – 3 = C or below</b>	<b>4 – 5 pts= B-</b>	<b>6 - 8 pts = B</b>	<b>9 – 10 pts = A</b>

## BLACKBOARD ONLINE DISCUSSION RUBRIC

Student: \_\_\_\_\_

Blackboard Assignment #: \_\_\_\_\_

	4 Exemplary	3 GOOD	2 Acceptable	1 Inadequate	0 Unacceptable
<p><b>Background</b> Student has clearly completed the discussion prompt or activity prior to developing written response (.5 pt)</p>					
<p><b>Quality</b> Addresses all aspects of discussion starter/prompt. Reacts both to prompt and classmates' responses (.5pt)</p>					
<p><b>Reflection</b> Summarizes thoughts about articles read or information received and includes rationales for the statements made.</p> <ul style="list-style-type: none"> <li>• Depth of reflection &amp; depth of linkages to other course readings, teaching, and learning in general.</li> </ul> <p>(1.3 pts)</p>					
<p><b>Collaboration</b> Student incorporates classmates' responses into own response. Acknowledges differences of opinion appropriately. Recognizes and validates multiple viewpoints. (.5pt.)</p>					
<p><b>Writing (on Bb) reflects</b> graduate-level standards and there are <u>very few</u> writing or printing errors. (.5 pt)</p>					

**Total: /3.5possible points (per Bb assignment)**

**TENTATIVE CALENDAR** – (may change based on student & course needs)

Note: In the table of contents for the customized text, chapters 1-5 are identified, but when you turn to the chapter, note that it also has **another number** indicated. So please identify the chapters by **TITLE** and double numbers

	<b>DATE</b>	<b>TOPIC</b>	<b>Subtopics</b>	<b>WHAT'S DUE</b>	<b>ASSIGNMENTS</b> (chapters listed should be read by next class session)
1	<b>1/10</b>	-Introductions	<ul style="list-style-type: none"> <li>- -Syllabus Overview, Expectations &amp; Assignments</li> <li>-Review of interview questions</li> <li>-What makes an “inservice” effective?</li> <li>-Sign-up for various small Topic presentations</li> <li>-Small Topic meetings</li> <li>-Planning Co-Teaching Lessons</li> </ul>	<ul style="list-style-type: none"> <li>Info Sheets</li> <li>Sign-up Sheets</li> </ul>	<p>Read:</p> <ul style="list-style-type: none"> <li>- Text: Chapter 1 – <b>Differences in Perspectives &amp; Preferences among Co-Educators &amp; introduction including chapters 1 &amp; 2 of IEP text</b></li> <li>-submit a page indicating people you will interview, scheduled dates of face to face meetings &amp; a list of the questions you will be using.(should be the same for each person)</li> </ul>
2	<b>1/17</b>	<p><b>Required for this Session: Both Texts</b>  <b>Small Group Meetings</b> to plan presentations (co-teaching; chapter; PDAs)                      Students will meet in the small groups that may differ per presentations (dyads for co-teaching) to collaboratively plan the research &amp; strategies for the required course presentations.</p>			<p>A one page report will be developed summarizing the results of these meetings.</p> <p><b>Read chapters 1 &amp; 2 in the IEP text</b></p>
3	<b>1/24</b>	Possible quiz on IEP chapter &:  -- <b>Chapter 1/2 Topic Presentation:</b>  <b>Differences in Perspectives &amp; Preferences among Co-Educators</b>	Professionalism Describing Collaborative School Consultation Roles & Responsibilities Key Elements Differences Among Adults in School Environments  <b>#PDA Topic #1</b> <b>Relation to case study</b>	Session Reflection	<p><b>Chapter 2/3- Foundations &amp; Frameworks for Consultation, Collaboration, &amp; Teamwork &amp; chapter 3 &amp; 4 of IEP text</b></p> <ul style="list-style-type: none"> <li>-Continue <b>interviews</b></li> <li>-</li> <li>-Locate &amp; read at least <b>one article</b> regarding consultation identified in the summary of new IDEA law &amp; many other resources can be viewed at <a href="http://www.ideapartnership.org">www.ideapartnership.org</a></li> </ul>

	DATE	TOPIC	Subtopics	WHAT'S DUE	ASSIGNMENTS (chapters listed should be read by next class session)
4	1/31	<p>Possible quiz on IEP chapter &amp;:</p> <p><b>Chapter 2/3- Topic Presentation:</b></p> <p><b>Foundations &amp; Frameworks for Consultation, Collaboration, &amp; Teamwork</b></p>	<p>School Improvement Issues History of Consultation Research Bases of Collaboration Structural Elements of Collaborative School Consultation Development &amp; Application</p> <p><b>PDA Topic #2 &amp; #3 Relation to case study</b></p>	<p>Course Requirement: <b>Code of Ethics</b></p>	<p>Chapter 3,4 <b>Communication Processes in Collaborative School Consultation &amp; Co Teaching</b></p> <p><b>&amp; Chapters 5 &amp; 6 in IEP text</b></p> <p>Continue interviews</p> <p>Prepare <b>Quiz/Bb #2 due next session</b> in session 5</p>
	2/7	No class (792 mtg)			
5	2/14	<p>Possible quiz on IEP chapter &amp;:</p> <p><b>Chapter 3, 4:</b></p> <p><b>Communication Processes in Collaborative School Consultation &amp; Co Teaching</b></p>	<p>Effective Communication &amp; Efficient Problem Solving School consultation components</p> <p>-Verbal &amp; nonverbal Communication</p> <p>-Active &amp; reflective Listening</p> <p>-Dealing with Resistance</p> <p>-Conflict Resolution</p> <p><b>PDA Topics # 4 &amp; #5 Relation to case study</b></p>	<p>Session Reflection</p>	<p>-Finalize <b>interviews &amp; prepare report due next class session (4/30)</b></p> <p><b>Chapter 4,5 – Problem Solving Strategies for Collaborative Consultation &amp; Teamwork &amp; Chapters 7 in IEP text</b></p>

	<b>DATE</b>	<b>TOPIC</b>	<b>Subtopics</b>	<b>WHAT'S DUE</b>	<b>ASSIGNMENTS</b> (chapters listed should be read by next class session)
6	<b>2/21</b>	Possible quiz on: IEP chapter &:  <b>Chapter 4,5 – Topic Presentation:</b>  <b>Problem Solving Strategies for Collaborative Consultation &amp; Teamwork</b> Discussion of Interview Results &	Process for Problem-Solving  50-Step Process  Tools for Topic Problem Solving  Themes That Can Interfere  <b>PDA Topics # 6 &amp; #7</b> <b>Relation to case study</b>	Session Reflection   <b>Course Requirement: Interview Paper Due</b>	<b>Chapter 5,7 –Collaborating &amp; CoTeaching for Students Who Have Special Needs</b>
7	<b>2/28</b>	Possible quiz on: <b>Chapter 5,7 – Collaborating &amp; CoTeaching for Students Who Have Special Needs</b>	Home School Collaborations  Discussion of Interview “Findings”		<b>Case Study &amp; IEP project due</b> (this is the signature assignment for this course)
8	<b>3/6</b>	<b>Co-Teaching Activities</b>	<b>Co-Teaching Activities</b>		
9	<b>3/13</b>	Final Reflections  Course Evaluations	<b>Co-Teaching Activities</b>	Course Reflection & Evaluations	Celebration!

## Suggested Survey Questions on Consultation & Collaboration

Date \_\_\_\_\_ Interviewer's Name \_\_\_\_\_

Position of Person Being Interviewed \_\_\_\_\_

Code Name for paper (not interviewee's real name; Ms. Sped; Mr. Admin; Ms. PT, etc.):  
\_\_\_\_\_

1. What is your **definition** of consultation and collaboration and how do you utilize it within the scope of your job?
  - a. **consultation** –
  - b. **collaboration** –
  - c. **how used on job** -
2. Identify and elaborate on a **positive experience** you have encountered in consultation or collaboration in your school?
3. Identify and elaborate on a **negative aspect and/or obstacle** you encountered in consultation or collaboration in your school?
4. **Who** would you choose to collaborate with **when you are having difficulty** with ...
  - a. **Behavior**
  - b. **Learning difficulties**
  - c. **Transition** questions (vertical teaming)
  - d. Issues with **parents**
  - e. Implementing the **IEP** goals
  - f. **Conflicts with staff** members
  - g. **Paperwork** and other school administration
  - h. Other
5. Under what **conditions** do you think collaboration is most effective?
6. What **qualities and attributes** do you think make an effective educational consultant?



7. a. Does your **administration create the necessary time** for consultation and/or collaboration?

\_\_\_\_ Yes \_\_\_\_No

b. If so, is the amount of time provided **adequate**? \_\_\_\_Yes \_\_\_\_No

c. Why or why not?

d. How do you **personally incorporate** consultation and/or collaboration into your schedule?

8. If you are in a **team teaching** relationship

a. What is your **role**? and

b. **How** was it determined?

9. Would your team be interested in learning about additional, effective techniques or training to maximize the team's efficiency? \_\_\_\_Yes \_\_\_\_No

a. If yes, and you had the power to improve your team's efforts, in ways could it be improved?



**Student Information Sheet EDSE 662, 623, Fairfax #21**

\_\_\_\_\_, \_\_\_\_\_  
Last Name First Name

GMU Email (please print this it can be easily read): \_\_\_\_\_

This email will inform you of announcements, class cancellations, and other relevant issues. Please check it regularly and have it forwarded to your most used address.

Additional Email address: \_\_\_\_\_

What is a **positive** one-word descriptor of yourself? \_\_\_\_\_

Your favorite thing to do? \_\_\_\_\_

Today's Date: \_\_\_\_\_

1. Home phone: \_\_\_\_\_

2. Place of work: \_\_\_\_\_ Work phone: \_\_\_\_\_

Cell: \_\_\_\_\_

3. Type of teacher: \_\_\_\_\_ Grade Level: \_\_\_\_\_

4. Number of years teaching: \_\_\_\_\_

5. Briefly summarize your experience in collaboration and consultation.

6. What is your honest opinion about the reality of collaboration in your school?

7. Please indicate what you personally hope to gain from your experience in this course.

8. How are you challenged intellectually in terms of a graduate level course? A question often asked on course evaluations.

9. What else would you like me to know about you?