



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

Spring 2013

EDSE 662 001: Consultation and Collaboration

CRN: 15012, 3 - Credit(s)

Instructor: Dr. Margaret Weiss	Meeting Dates: 01/22/13 - 05/15/13
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Office Hours: By appointment	Meeting Location: Fairfax, T L019

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

Course Description

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

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

Co-requisite(s): Teaching licensure, or enrollment in graduate degree program in education

Advising Contact Information

Please make sure that you are being advised on a regular basis as to your status and progress through your program. Mason M.Ed. and Certificate students should contact the Special Education Advising Office at (703)993-3145 for assistance. All other students should refer to their faculty advisor.

Nature of Course Delivery

[Instructors, please revise in accordance with your specific course format]

Learning activities include the following:

1. Class lecture and discussion
2. Application activities
3. Small group activities and assignments

4. Video and other media supports
5. Research and presentation activities
6. Electronic supplements and activities via Blackboard

Evidence-Based Practices

This course will incorporate the evidence-based practices (EBPs) relevant to communication, collaboration, and consultation. These EBPs are indicated with an asterisk (*) in this syllabus' schedule. Evidence for the selected research-based practices is informed by meta-analysis, literature reviews/synthesis, the technical assistance networks which provide web-based resources, and the national organizations whose mission is to support students with disabilities. We address both promising and emerging practices in the field of special education. This course will provide opportunities for 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.

Learner Outcomes

Upon completion of this course, students will 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 in 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.
- Plan activities that implement effective consultation and collaboration techniques.
- Develop an Individualized Education Plan

Required Textbooks

Gibb, G. S., & Dyches, T. T. (2007). *Guide to writing quality individualized education programs* (2nd ed.). Boston: Pearson.

Recommended Textbooks*

Friend, M., & Cook, L. (2013). *Interactions: Collaboration skills for school professionals* (7th ed.). Boston: Pearson.

* You are not required to purchase this text. It is a great resource.

Required Resources

Required readings on Blackboard

Additional Readings

None

Course Relationship to Program Goals and Professional Organizations

This course is part of the George Mason University, Graduate School of Education (GSE), Special Education Programs for teacher licensure in the Commonwealth of Virginia in the special education areas of Special Education: Students with Disabilities who Access the General Curriculum K-12, Visual Impairments PK-12, and Adapted Curriculum K-12. This program complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC), the major special education professional organization. The CEC Standards are listed on the following website:

<http://www.cec.sped.org/Content/NavigationMenu/ProfessionalDevelopment/ProfessionalStandards/>. The CEC standards that will be addressed in this class include Standard 1: Foundations, Standard 2: Characteristics of Learners, Standard 3: Individual Learning Differences, Standard 7: Instructional Planning, Standard 9: Professional and Ethical Practice and Standard 10: Collaboration.

GMU POLICIES AND RESOURCES FOR STUDENTS:

- a.* Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- b.* Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- c.* 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.
- d.* 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/>].
- e.* 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/>].
- f.* Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

g. 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/>].

PROFESSIONAL DISPOSITIONS

Students are expected to exhibit professional behaviors and dispositions at all times.

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. [See <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 Policies & Expectations

Attendance.

This is a unique section of the EDSE 662 course. Class sessions will be held concurrently with EDCI 597, a seminar for general educators in secondary social studies. Given this unique opportunity to practice collaboration skills in a collaborative environment, every student's participation is expected. Specifically, this means students must (a) attend class, (b) arrive on time, (c) stay for the duration of the class time, (d) show evidence of having read/studied material, and (e) complete all in-class assignments. Points may be deducted from a student's final grade at the discretion of the instructor if the student does not participate as described above.

Late Work.

All graded assignments for this course are indicated in the syllabus and their due dates posted in the schedule. If I change the due date for reasons related to student need in the course, the change will be discussed in class, posted on the Blackboard site, and confirmed in an email to all students.

Given that all assignments are stated at the beginning of the course, I will not accept late work. If you are not in class on the day an assignment is due, you are still responsible for submitting the assignment. You may submit an assignment by emailing the assignment to me with a date sent no later than the end of the class on the date due or by having someone bring the assignment to me in hard copy by the same time.

If, for some reason, you are incapacitated on the due date of the assignment (e.g., involved in an accident, admitted to the hospital, one you care for has accident or is admitted to hospital), you or a representative must contact me within 24 hours to discuss assignment submission.

Workload.

Graduate-level work requires in-depth reading, study, and work on course requirements outside of class time. The general expectation is approximately three hours per week for each credit hour of a course. Students are expected to allot class study and preparation time weekly in addition to time spent on papers and assignments.

Written and Oral Language.

APA Style is the standard format for any written work in the College of Education and Human Development. If you are unfamiliar with APA, it would benefit you to purchase the *Publication Manual of the American Psychological Association (6th ed.)* You are required to use APA guidelines for all course assignments. Please use the following website for APA format guidelines: <http://apastyle.apa.org>.

We will use person-first language in our class discussions and written assignments (and ideally in our professional practice). We will also strive to replace the term “Mental Retardation” with “Intellectual Disabilities” in our oral and written communication in accordance with terminology choices in the disability community.

Academic Integrity.

Students in this course are expected to exhibit academic integrity at all times. Be aware that plagiarism is presenting someone else's work as your own. Whether the act is deliberate or unintentional is irrelevant. You must take great care to give credit to an author when you borrow either exact words or general ideas. Generally, if you use four (4) or more words in a row you should use quotation marks and a proper APA citation. Remember that plagiarism is a very serious offense and can result in dismissal from the University. Evidence of plagiarism or any other form of cheating in this class will result in a zero on that assignment and a report of the incident to the Dean's Office.

Blackboard Site.

I will use the Blackboard website for posting of course materials, announcements, and discussion boards. You will be responsible for all material posted on the website. Please check it regularly. An announcement email will be sent to your Mason email account if changes or updates are made to the site.

Communication.

The most efficient way to contact me is through email. I check email daily at least at 9am and 2pm Monday through Friday. If your email has reached me by either of those times, I will respond immediately. Otherwise, I will respond within 24 hours during the week.

Keep in mind that I teach from 4:30-8:30pm. On weekends, I check my Mason account on Sunday evenings around 9pm and will respond to all received then.

Do not email me an hour before an assignment is due and expect a response. If you would prefer to meet with me either before or after class (or at another time during the day/after school), please do not hesitate to contact me.

Feedback and professional learning, together.

This is a graduate level, professional course. Its content is directly related to the teaching required in schools. Therefore, my goal is to help students master the skills taught in the

course, not to assign grades. As such, I am happy to review drafts of assignments, discuss ideas and progress, and generally provide feedback to students on all aspects of the course at any time before an assignment is due or before the end of the course. I provide grading rubrics for all course assignments and encourage students to follow these as they complete their work. If, at any time, you are confused about course material or assignments, or something is not going as you hoped in the course (e.g., our interactions, interactions with other students, difficulty of the work), please contact me FIRST so that we can problem solve together.

TaskStream Submission

For student evaluation, program evaluation, and accreditation purposes, all students are required to submit an NCATE assignment from selected Special Education courses to TaskStream. The NCATE assignment required for this course must be submitted electronically to Mason’s NCATE management system, TaskStream: (<https://www.taskstream.com>).

Note: Every student registered for any EDSE course as of the Fall 2007 semester is required to submit NCATE assignments to TaskStream (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/>. Students who do not submit the required NCATE assignment to TaskStream will receive a grade of Incomplete (IN) in the course. The Incomplete (IN) will change to a grade of (F) if the required signature assignment has not been posted to TaskStream by the incomplete work due date listed in the current semester’s Schedule of Classes.

Grading Scale

Grade	Percentage of total points
A+	99-100
A	93-98
A-	90-92
B+	88-89
B	83-88
B-	80-82
C	70-79
F	69 and Below
IN*	TaskStream assignment not uploaded by end of course OR negotiated with me given an unforeseen difficulty during the semester

*Be advised that all IN that are not changed to a final grade by the middle of the following semester default to an F.

Evaluation

Assignment	Percent of final grade	Date Due
Participation	Discretion of instructor	
Journal	5	See syllabus
Interview	20	3/25
Interview Synthesis	20	4/8
Group Project	35	4/29, 5/6
IEP	20	4/15, 5/6
TOTAL	100	

Assignments

NCATE/TaskStream Assignments.

The NCATE/TaskStream assignment for this course is the completion of an Individualized Education Plan. You can find directions for this assignment in Appendix A.

Common Assignments.

Given the collaborative structure of this course with EDCI 597, the common assignment for this course can be chosen from several options. These options are presented below (see Group Project).

Other Assignments.

Journal (5%)

You will be asked to reflect on your experiences in the course and your thinking about collaboration. Specific questions will be distributed. You will maintain this journal on Blackboard. It is private—only you and the professor can read the entries so be as honest and reflective as possible.

Interview (20%)

During the course, you will be working with pairs and groups of teachers in a collaborative fashion. Your interview group assignment will include several steps.

Step 1: As a group, identify from the list below (others with instructor approval) three school personnel you would like to interview.

Step 2: As a group, determine if you are going to ask the same questions to all personnel or if you will ask different questions to each. Next, develop the questions you hope to ask each individual. The questions should focus on individual's experiences with collaboration, instruction or interactions with students with diverse learning needs, and their thoughts about the skills, contexts, and supports necessary for successful collaboration as a contemporary secondary school professional.

School Professionals

Paraprofessional
SPED Teacher
Gen ed H/SS teacher
Administrator
School Counselor

Speech, Occupational, or Physical Therapist
Department Chairperson

You will approach this interview by giving your interviewees definitions of terms if they ask, or by suggesting when they ask that they reply by using their own perceptions of the terms. Use no names of school personnel, schools, or towns. (It will be helpful to the task to assure interviewees that this is a course assignment, so they do not feel "put on the spot.") *Attach your list of interview questions to the assignment.*

Interview Synthesis (20%)

As a group, you will discuss the results of your interviews. You will develop a synthesis of your data by looking for themes, issues, or other concepts that emerge from the comparison of the interviews. This is a collaborative effort that requires use of your active listening and problem solving skills. Your group will be assessed on the coherence of your ideas, including discussion of topics or concepts that were difficult for the group.

The synthesis should include the following sections:

- Introduction (who was interviewed, basic categories of questioning, rationale for both)
- Summary (brief overview of interviewee responses)
- Synthesis (what commonalities did you find? What differences? What impact do these similarities/differences have on collaboration within schools or classrooms? Were any of these themes or ideas surprising to the group? Why or why not? What do these themes or ideas mean for the preparation of future teachers?)

Once the synthesis is complete, groups will post them to their group wiki for other group comment.

Group Project (35%)*

The research project for this course will also be completed in groups. Each group will have a choice between Option 1, 2, and 3 described below.

Group Project Options:

Option 1 Unit Plan (see Appendix for rubric)

Create a unit plan including a description of a target classroom, unit organizer, three lesson plans, and a description of one assessment component. The lessons should be co-taught lessons that include effective practices and accommodations for students with diverse learning needs. Each lesson should be annotated with notes as to what the effective practice is, why it was chosen, and the instructional needs it addresses. The unit plan will then be posted on the group wiki. See Appendix A for specific directions.

Option 2 Strategy Website (see Appendix for rubric)

Create a website with no fewer than seven research-based strategies for use in the secondary social studies classroom for students with diverse learning needs. For each strategy, the group will need to provide evidence to support its research base (i.e., at least one peer-reviewed study of the strategy in use with secondary students) and a specific example of how the strategy could be used to address a secondary social studies standard.

Option 3 Professional Development Workshop (see Appendix for rubric)

Design a professional development activity. The purpose of this assignment is twofold: (1) to develop a staff development presentation (approximately 25-30 minutes long) which will be presented to the class and (2) to provide students with the opportunity to hone their collaborative skills. This project will provide the opportunity to work in and reflect upon group dynamics and teamwork.

The presentation should deal specifically with some aspect of instruction or an area of need for your group. For example, in the area of instruction, the group might consider a research-based instructional practice or co-teaching configurations. An area of need might be collaboration, communication skills, or participating in an IEP meeting. Your presentation should have clear and specific skill outcomes and include an information packet from each member of the group, an activity or visual presentation, a related reading, an agenda or outline, and definitions of related terms that might be unfamiliar to your audience. All materials and activities should reflect key concepts in the presentation.

EXTRA CREDIT

For groups interested in expanding their project to practice, extra credit will be given if the team chooses one example of a lesson (from Option 1) or a strategy (from Option 2), creates an exemplary practice video where they demonstrate a practice with fellow class members as “secondary students,” and post it on their Wiki or website. For Option 3, the team could develop an online, interactive learning option for their professional development activity.

Schedule

Date	Class Topic	Readings Due	Assignments Due
1/28	Introduction to course/Taskstream		
2/4	Understanding the secondary social studies classroom*	Stearns (1998) Wineburg (1991)	Journal 1 IEP Step 1
2/11	Understanding students with special needs*	HKP (2012) (chp 1) Steele (2008) Gibbs & Dyches (read over one student of interest in “Meet our students” section)	(We will be presenting to social studies students.)
2/18	Collaboration for the classroom	Friend & Cook (2013) (chp1)	IEP Step 2
2/25	Communication skills (guest speakers)	Mostert (1998) (chp 6) Gibbs & Dyches (39-46)	Journal 2
3/4	Collaborative problem solving	Mostert (1998) (chp 8)	IEP Step 3: PLOP
3/18	Co-teaching (Guest Speakers)	Cohen, Lotan, & Whitcomb (2009) Mastropieri, Scruggs, Graetz, Norland, Gardizi, & McDuffie (2005)	
3/25	Concept formation/graphic organizers	Bulgren (2006) Gibbs & Dyches (47-63)	Journal 3 Interview due
4/1	Making group work work	Maheady & Gard (2010) Gibbs & Dyches (65-76)	IEP Step 3: Annual Goals/Short term objectives
4/8	Vocabulary/fact-based, direct instruction Scaffolding inquiry-based instruction	Marshak, Mastropieri, & Scruggs (2011) Okolo et al. (2011) Bouck, Okolo, Englert, & Heutsche (2008)	Interview Synthesis due
4/15	Work on group projects		IEP Step 3 complete
4/22	Role play IEP meetings		Journal 4
4/29	Presentation of final assignments		
5/6	Reflections on the course/other professionals with whom teachers collaborate		Group Project IEP Step 4 and 5 narratives

*All course meetings will be facilitated cooperatively by Drs. Weiss and Pellegrino. Week 2 will be led by Dr. Pellegrino and the H/SS candidates to emphasize history/social studies pedagogy and the nature of the content. Week 3 will be led by Dr. Weiss and the special education candidates to emphasize the nature of the special needs learner.

Appendix

Individualized Education Program Description of Assessment and Its Use in the Program

The purpose of this assessment is to have candidates demonstrate knowledge of the individualized planning process required for the development of educational programs for students with mild to moderate exceptional learning needs. Candidates will demonstrate their ability to develop the critical components of an Individualized Educational Program (IEP) that are legally sufficient and educationally appropriate for the described case study student. Candidates also will also demonstrate an understanding of how these components come together to build a framework for the student's educational program by writing a narrative that includes:

1. justification for their decisions within the IEP,
2. explanation of the collaborative process required, and
3. description of how the assignment connects with CEC Standards 1, 2, 3, 7, and 10.

Throughout the assignment it is critical to incorporate collaborative aspects of developing an IEP with stakeholders, including the student (as appropriate), family members, general educators, related service providers, school administrators, and other relevant parties. In continuously considering the collaborative aspects of the IEP process, candidates will participate in in-class cooperative learning opportunities, such as role-play exercises, and activities designed to prepare for the IEP product and writing of the narratives.

Step One: Choose a Student

For this assignment, the instructor will either (a) assign a case study, (b) allow a candidate to use a student with whom he/she is already working, or (c) allow a candidate to use case study information developed in EDSE 540.

*If the instructor chooses to provide the option of focusing this assignment on a student with whom a candidate is working, the candidate must:

1. Verify with the student's school that the candidate has permission to access the necessary student information files,
2. Provide evidence that the student is a student with a mild/moderate disability,
3. Submit in writing to the instructor a request to use the identified student for the assignment and receive approval in writing from the instructor to do so,
4. Assign a pseudonym for the student, and
5. Register the experience with the GMU GSE field placement office.

<http://cehd.gmu.edu/endorse/ferf>

Step Two: Prepare Your Case

To prepare for this assignment, the candidate will:

- Complete a thorough review of the chosen student's information files or case study.
- After reviewing the files or case study, write a synopsis of factors that the IEP team must consider without regard to disability category. The student will use the synopsis to inform the writing of the Present Levels of Performance of the IEP. The factors included in the synopsis will be:
 1. Student Perspective: The strengths and concerns relevant to enhancing the education of the student as expressed by the student, when appropriate.
 2. Parent/Guardian/Family Member Perspective: The strengths and concerns relevant to enhancing the education of the student as expressed by the parent(s)/guardian(s)/family member(s).
 3. Evaluations: The results of the most recent evaluations of the student (educational, speech/language, psychological, OT/PT, social, etc.).
 4. Assessments: The results of the student's performance on any general state or district-wide assessments, as appropriate.
 5. Needs: The academic, developmental, and functional needs of the student.
 6. Behavior: In the case of a child whose behavior impedes the student's learning or learning by others, consider interventions, support, and strategies to address that behavior (e.g., Positive Behavioral Interventions and Supports [PBIS]; Functional Behavioral Analysis [FBA]).
 7. Limited English Proficiency: In the case of a student with limited English proficiency, consider the language needs of the student as those needs relate to the student's IEP.
 8. Blind or Visually Impaired: In the case of a student who is blind or visually impaired, provide for instruction in Braille and the use of Braille unless the IEP Team determines, after an evaluation of the student's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the student's future needs for instruction in Braille or the use of Braille), that instruction in Braille or the use of Braille is not appropriate for the student.
 9. Communication (Including Deaf or Hard of Hearing): Consider the communication needs of the student and, in the case of a student who is deaf or hard of hearing, consider the student's language and communication mode, academic level, and full range of needs, including opportunities for direction instruction in the student's language and communication mode.
 10. Assistive Technology: Consider whether or not the student needs assistive technology devices and services.

Step Three: Complete the IEP Document

Create the IEP document using the format provided by your instructor and the information prepared in step 2. The IEP document will include Components A-G, described below.

Component A: Present Level of Academic Achievement and Functional Performance (PLOP) CEC/IGC Standards 2 & 3

1. Develop a statement of the student's present levels of performance. The statement must demonstrate respect for the student and an understanding of the similarities and differences between the student's development and typical development. Include:
 - Appropriate and clear links to assessments, including curriculum-based assessment.
 - Educational implications of the student's:
 - Mild to moderate exceptionalities,
 - Sensory impairments (when applicable),
 - Variations in cultural beliefs, traditions, and values.
 - Descriptions of the student's strengths and areas in need of improvement in relation to the appropriate Virginia Standards of Learning (VA SOL).
2. In a separate narrative, respond to the following questions:
 - a. How is the PLOP directly and specifically related to assessment information?
 - b. What are the educational implications of the student's characteristics stated in the PLOP?
 - c. Does the PLOP include descriptions of similarities and differences in the student's development and typical development? In what way(s)?
 - d. Is there curriculum based assessment data to support the PLOP? Explain.
 - e. Do the PLOPs describe the student's strengths as well as the areas that need improvement?
 - f. Are all PLOP statements relevant?

Component B: Measurable Annual Goals CEC/IGC Standards 1 & 7

1. Create 3 annual goals for the student. The goals must reflect models and theories of instruction and are:
 - Based on the present level of performance statements and the student's needs.
 - Age and ability appropriate.
 - Responsive to variations in beliefs, traditions, and values across cultures.
 - Observable and measurable.
 - Prioritized and based on the scope and sequence of the VA SOL.
 - Focused on increasing skills and/or positive behaviors.
2. In a separate narrative, respond to the following questions:
 - a. What models & theories will be related to the instructional planning for this student?
 - b. In what way are these goals responsive to variations in beliefs, traditions, and values across and within cultures?
 - c. How are these goals prioritized and based on scope and sequence of the Va SOLS?
 - d. In what ways do these goals reflect the PLOPs?
 - e. In what ways do these goals show increasing skills and/or positive behavior for the student?

Component C: Short Term Objectives/Benchmarks CEC/IGC Standards 1 & 7

1. Write at least **2 short-term objectives or benchmarks** for each annual goal. The objectives/benchmarks relate to the goal and are derived by breaking the annual goal down into smaller, achievable tasks. The criteria must be appropriate for the student and for performance of the task.
2. In a separate narrative, respond to the following questions:
 - a. In what ways do the short-term objectives or benchmarks reflect understanding of the models and theories related to instructional planning?
 - b. How are these short-term objectives based on sequential age and ability appropriate for individualized learning objectives?
 - c. How do these objectives respond to variations in beliefs, traditions, and values across and within cultures?
 - d. How do these objectives relate to the annual goals?
 - e. In what ways are these objectives measurable?
 - f. How do these objectives include learner criteria that are appropriate to task performance?
 - g. Do the objectives include statements of generalization and maintenance?

Component D: Services, Least Restrictive Environment, Placement CEC/IGC Standards 1 & 7

1. List and describe all appropriate program, primary, and related services that the student needs to appropriately participate in the students' least restrictive environment. Consider if there are any activities in which the student is unable to participate, even with support.
2. In a separate narrative, respond to the following questions:
 - a. How do the program, primary, and related services demonstrate your understanding of continuum of placement and services available?
 - b. How do the primary, program, and related services that are selected consistently align with the areas of need based on the students PLOPs?

For the purposes of this assignment:

- *Related services* include physical therapy, occupational therapy, speech-language pathology, social work, and other services.
- *Assistive Technology* **must** be one of the services considered for this assignment.

Component E: Participation in State Assessments CEC/IGC Standards 1 & 3

1. Describe the student's participation in state assessments and the rationale for the decision based on the student's exceptionalities and present levels of performance. The assessment(s) noted and participation levels described must reflect:
 - The impact that exceptionalities (including auditory and information processing skills) can have on an individual's testing abilities.
 - Consideration of due process rights, assurances, and issues related to assessment.
 - Accommodations, as suitable, and described, if they are needed.

*A quality written rationale includes consideration of the above and discusses how the levels of student participation in the selected state and district-wide assessments relate to present levels of performance. You may use Virginia state assessments as your model.

2. In a separate narrative, respond to the following questions,
 - a. What did you consider in selecting the appropriate levels of student participation in state assessments?
 - b. How are the student's participation levels specifically related to the PLOP, including any issues related to auditory and information process skills (as appropriate)?

Component F: Accommodations and Modifications CEC/IGC Standards 3 & 7

1. Describe the accommodations and/or modifications necessary for the student that:
 - Are based on the present levels of performance and assessment data.
 - Consider the student's exceptionalities, including the student's:
 - Auditory and information processing skills.
 - Test taking abilities.
 - Cultural, linguistic, and gender differences.
 - Allow the student to access the general education curriculum.
 - Assist in providing meaningful and challenging learning experiences for the student.
 - Provide access to educationally related settings, including non-academic and extra-curricular activities.
2. In a separate narrative, respond to the following questions:
 - a. How are appropriate accommodations and/or modifications identified and prioritized, based on the student's PLOPs?
 - b. Do the above provide access to nonacademic and extracurricular activities and are they appropriate to the needs of the student?
 - c. Describe how the above accommodations and/or modifications provide the foundation for individualized learning.
 - d. Describe how the accommodations and/or modifications include appropriate technologies (as needed).
 - e. Explain how the selected accommodations and/or modifications are based on assessment data.

Component G: Legal Compliance of IEP CEC/IGC Standard 1

All components of the IEP must:

- Strongly, directly, and appropriately connect to the statement of present levels of performance.
- Comply with all relevant laws and policies.
- Reflect an understanding of requirements, such as FAPE and LRE (and the history of these points of view) and other human issues that have historically influenced and continue to influence the field of special education.
- Be legible and composed:
 - Using neutral, non-inflammatory language;
 - With clarity, including minimal use of acronyms;
 - With accuracy (e.g., correct spelling).

Additionally, the IEP must include a list of services, including start and end date, frequency, duration, and location.

Step Four: Narrative on IEP Collaboration

CEC/IGC Standard 10

In a separate narrative, describe the collaborative nature of the IEP development process, as well as the roles of individuals with exceptional learning needs, families, and school and community personnel in planning of an individualized program. This includes a discussion of:

- The collaboration activities that should occur prior to development of the IEP.
- Methods of involving students, families, related service providers, and other professionals in the IEP development process.
- Methods for fostering respectful and beneficial relationships between students and their families and professionals throughout the IEP development process.
- Collaboration activities that should occur after the IEP is developed, including next steps for working with general education teachers, the student, and other stakeholders.

Step Five: Narrative on Alignment with CEC Standards

CEC/IGC Standards 1, 2, 3, 7, & 10

In the separate narrative, (or orally, with permission of your instructor), describe how CEC standards 1, 2, 3, 7, and 10 relate to the collaborative effort to create an appropriate IEP. As per your instructor, you may meet this requirement through an oral presentation/discussion.

Name: _____

Targets and Point Allocations for the IEP Plan Project

<p>I. Present Levels of Performance</p> <p>CEC/IGC Standards 2 & 3</p> <p>20 points earned: _____</p>	<ul style="list-style-type: none"> •Candidate writes appropriate present levels of performance with a clear link to assessments and demonstrates an understanding of the educational implications of the characteristics of various mild to moderate exceptionalities, sensory impairments, and variations in beliefs, traditions, and values across and within cultures. •Candidate demonstrates respect for the student and an understanding of the similarities and differences in human development in writing about the present levels of performance. •Candidate justifies present levels of performance through the use of curriculum based assessment data. •Candidate describes strengths and areas in need of improvement in relation to Virginia Standards of Learning.
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<p>II. Measurable Annual Goals</p> <p>CEC/IGC Standards 1 & 7</p> <p>21 points</p> <p>earned: _____</p>	<ul style="list-style-type: none"> •Candidate demonstrates an understanding of the models and theories related to instructional planning by writing age and ability appropriate annual goals which are responsive to issues of human diversity including cultural, linguistic and gender differences, are measurable, prioritized and based upon the scope and sequence of the Virginia Standards of Learning, reflect present levels of performance, and show emphasis on increasing skills or positive behavior. •Goals are stated in observable and measurable terms and are directly related to statement of present level of performance.
<p>III. Short Term Objectives/ Benchmarks</p> <p>CEC/IGC Standards 1 & 7</p> <p>18 points</p> <p>earned: _____</p>	<ul style="list-style-type: none"> •Candidate demonstrates an understanding of the models and theories related to instructional planning by writing sequential age and ability appropriate individualized learning objectives/benchmarks that respond to cultural, linguistic and gender differences and relates all benchmarks directly to an annual goal. •Candidate includes the condition, measurable and observable learner behavior, and verifiable criteria. •Candidate utilizes criteria that are appropriate to task performance.
<p>IV. Services/ Least Restrictive Environment/ Placement</p> <p>CEC/IGC Standards 1 & 7</p> <p>10 points</p> <p>earned: _____</p>	<ul style="list-style-type: none"> •Candidate lists appropriate program and primary services which demonstrate an understanding of the continuum of placement and services available for individuals with mild to moderate exceptional learning needs, and the concept of the least restrictive environment. •Candidate selects primary and related services that align with areas of need based on present levels of performance.
<p>V. Participation in State Assessments: VGLA, VSEP, VAAP, VMAST, and SOL</p>	<ul style="list-style-type: none"> •Candidate considers issues, assurance, and due process rights related to assessment as they select appropriate levels of student participation in state assessments based on present levels of performance and student's exceptional condition(s). •Candidate selects participation levels that reflect the impact an exceptional condition(s) can have on an individual's testing abilities including auditory and information processing skills.

CEC/IGC Standards 1 & 3 10 point earned: _____	
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VI. Accommodation s/ Modifications CEC/IGC Standards 3 & 7 10 points earned: _____	<ul style="list-style-type: none"> •Candidate identifies and prioritizes appropriate accommodations/modifications (including frequency, location, setting, and duration) based on present levels of performance, which provide access to nonacademic and extracurricular activities and educationally related settings. •Candidate describes the accommodations/modifications which provide the foundation upon which special educators individualize instruction to provide meaningful and challenging learning for individuals with mild to moderate learning needs including appropriate technologies (as needed), explicit modeling and efficient guided practice. •Candidate selects accommodations/modifications that are based on assessment data and reflect the candidate’s understanding of the impact disabilities may have on auditory and information processing skills, test taking abilities and cultural, linguistic and gender differences.
VII. Legal Compliance of IEP CEC/IGC Standard 1 1 point earned: _____	<ul style="list-style-type: none"> •Candidate writes a comprehensive IEP which complies with all relevant laws and policies, reflects an understanding of requirements such as FAPE and LRE (and the history of these points of view) and other human issues that have historically influenced and continue to influence the field of special education. •Candidate includes a list of services, including start and end date, frequency, duration and location. •Candidate writes the IEP using neutral, non-inflammatory language, with clarity, minimal use of acronyms, legibility, and accuracy (including spelling). •Candidate writes areas of need, goals, objectives/benchmarks, placements and services with a strong connection to the present levels of performance.

The narratives are submitted individually and separately from the IEP forms.

VIII. Narrative on IEP Collaboration CEC/IGC Standard 10	<ul style="list-style-type: none"> •Candidate writes a narrative which reflects an understanding of the collaborative nature of the IEP development process, as well as the roles of individuals with exceptional learning needs, families, and school and community personnel in planning of an individualized program. •Candidate describes specific methods for fostering respectful and beneficial relationships between families and professionals throughout the IEP development process.
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10 points earned: _____	
IX. Alignment with CEC Standards 5 points earned: _____	<ul style="list-style-type: none"> •Candidate discusses in writing in an extensive and thoughtful manner, the connection between the content of this assignment and CEC Standards 1, 2, 3, 7 and 10.
X. Quality of Communication 10 points earned: _____	<ul style="list-style-type: none"> •Communicates with clarity, precision, accuracy, and engagement. •Reflects written composition abilities of a graduate student and professional educator (conception, sequence and flow, and mechanics). •Uses neutral, non-inflammatory language. •Uses acronyms minimally.

Total Points: _____

Name: _____

Group Project Option 1: Unit Plan Rubric

Item	Points Possible	Points Earned	Requirements
Description of target classroom	2		<ul style="list-style-type: none"> • Narrative • Identification of characteristics of each student with disabilities • Impact of characteristics on instruction
Lesson Plan 1	10		<ul style="list-style-type: none"> • Statement of measurable objective; related SOL • Follows Explicit Instruction Model in co-teaching template (includes all phases) • Includes instructional modifications or specific skill development • Methods/behaviors from course highlighted, explained, fit logically

			<ul style="list-style-type: none"> • Lesson activities fit objective
Lesson plan 2	10		<ul style="list-style-type: none"> • Statement of measurable objective; related SOL • Follows Explicit Instruction Model in co-teaching template (includes all phases) • Includes instructional modifications or specific skill development • Methods/behaviors from course highlighted, explained, fit logically • Lesson activities fit objective
Lesson plan 3	10		<ul style="list-style-type: none"> • Statement of measurable objective; related SOL • Follows Explicit Instruction Model in co-teaching template (includes all phases) • Includes instructional modifications or specific skill development • Methods/behaviors from course highlighted, explained, fit logically • Lesson activities fit objective
Description of assessment example	3		<ul style="list-style-type: none"> • Assesses knowledge of stated objective • Provides variety of modes of response • Gives brief description of how scored
TOTAL	35		

Group Project Option 2: Strategy Website

Item	Points Possible	Points Earned	Requirements
Description of target classroom	2		<ul style="list-style-type: none"> • Narrative • Identification of characteristics of each student with disabilities • Impact of characteristics on instruction
Overall presentation	1		<ul style="list-style-type: none"> • Citations in APA style • No grammar or spelling mistakes • Coherence of components (as evidence of collaboration)
Strategy 1	8		<ul style="list-style-type: none"> • Name of specific instructional strategy (either instructional modification or specific skill instruction); description of strategy (for audience)

			<p>who may not know of it)</p> <ul style="list-style-type: none"> • At least one peer reviewed article supporting strategy summarized • At least two challenges for specific characteristics of students with diverse learning needs identified • Description of incorporation of at least one research-based strategy to address the challenges (including one citation from research base)
Strategy 2	8		<ul style="list-style-type: none"> • Name of specific instructional strategy (either instructional modification or specific skill instruction); description of strategy (for audience who may not know of it) • At least one peer reviewed article supporting strategy summarized • At least two challenges for specific characteristics of students with diverse learning needs identified • Description of incorporation of at least one research-based strategy to address the challenges (including one citation from research base)
Strategy 3	8		<ul style="list-style-type: none"> • Name of specific instructional strategy (either instructional modification or specific skill instruction); description of strategy (for audience who may not know of it) • At least one peer reviewed article supporting strategy summarized • At least two challenges for specific characteristics of students with diverse learning needs identified • Description of incorporation of at least one research-based strategy to address the challenges (including one citation from research base)
Strategy 4	8		<ul style="list-style-type: none"> • Name of specific instructional strategy (either instructional modification or specific skill instruction); description of strategy (for audience who may not know of it) • At least one peer reviewed article supporting strategy summarized • At least two challenges for specific characteristics of students with diverse learning needs identified • Description of incorporation of at least one research-based strategy to address the challenges (including one citation from research base)

TOTAL	35		
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Group Project Option 3: Professional Development Activity

Topic	2	<ul style="list-style-type: none"> • Relevance to the group • Clarity of major concepts, objectives of presentation • Coherence of activities and presentation to objectives
Information packets	5	<ul style="list-style-type: none"> • Unique information • Focus on major concepts (relevance) • Inclusion of research-based, high quality sources
Activities/visual presentation	10	<ul style="list-style-type: none"> • Clarity • Focus on major concepts • Relevance to objectives • Accessibility (terms defined, target audience addressed, variety of modalities)
Related reading provided	3	
Group cohesion	5	<ul style="list-style-type: none"> • All group members actively participated in development of presentation • All group members actively participated in presentation
Presentation	10	<ul style="list-style-type: none"> • Engaging (participants required to actively participate) • Thorough (met objectives and assessed that met objectives) • Provided unique information (not rehash of what had done in class) • Presenters spoke clearly • Presenters were prepared
TOTAL	35	•

Scoring Rubric

Interview

Item	Points Possible	Points Earned	Requirements
Names and roles of group members	3		<ul style="list-style-type: none"> • All group members included • Evidence of collaboration and group participation
Names and roles of interviewees	5		<ul style="list-style-type: none"> • Variety of professionals interviewed • Rationale for inclusion of each (i.e., specific focus or goal of group for interviews)
Interview questions	6		<ul style="list-style-type: none"> • Interview questions relevant and complete • Interview questions focused on group goal or purpose

Summary	6		<ul style="list-style-type: none"> • Responses from each professional included (e.g., not all responses from all interviewees; examples and summary that includes some response from each interviewee) • Summary is organized in coherent manner • Summary is thorough enough to identify and provide evidence for major ideas of interviewees
TOTAL	20		

Scoring Rubric

Interview Synthesis

Item	Points Possible	Points Earned	Requirements
Introduction	5		<ul style="list-style-type: none"> • Names and roles of interviewees • Group focus or purpose for interviews • Description of categories of questions • Coherence of questions to focus or purpose
Summary			<i>From Interview assignment</i>
Synthesis	15		<ul style="list-style-type: none"> • At least two themes from responses identified • Themes described in depth, including examples of responses to support • Description of how these themes have an impact on collaboration in schools or classrooms • Analysis of what themes might mean for teacher preparation and/or professional development • Reflection on how themes matched or differed from group thinking on collaboration
TOTAL	20		

Readings

- Bouck, E. C., Okolo, C. M., Englert, C. S., & Heutsche, A. (2008). Cognitive apprenticeship into the discipline: Helping students with disabilities think and act like historians. *Learning Disabilities: A Contemporary Journal*, 6 (2), 21-40.
- Bulgren, J. A. (2006). Integrated content enhancement routines: Responding to the needs of adolescents with disabilities in rigorous inclusive secondary content classes. *Teaching Exceptional Children*, 33, 54-58.
- Friend, M., & Cook, L. (2013). *Interactions: Collaboration skills for school professionals* (7th Ed.). Upper Saddle River, NJ: Pearson.
- Hallahan, D. P., Kauffman, J. M., & Pullen, P. C. (2012). *Exceptional learners: An introduction to special education* (12th ed.). Upper Saddle River, NJ: Pearson.
- Maheady, L., & Gard, J. (2010). Classwide peer tutoring: Practice, theory, research, and personal narrative. *Intervention in School and Clinic*, 46, 71-78.
- Marshak, L., Mastropieri, M. A., & Scruggs, T. E. (2011). Curriculum enhancements in inclusive secondary social studies classrooms. *Exceptionality*, 19, 61-74.
- Okolo, C. M., Englert, C. S., Bouck, E. C., Heutsche, A., & Wang, H. (2011). The Virtual History Museum: Learning U.S. history in diverse eighth grade classrooms. *Remedial and Special Education*, 32, 417-428.
- Mastropieri, M. A., Scruggs, T. E., Graetz, J., Norland, J., Gardizi, W., & McDuffie, K. (2005). Case studies in co-teaching in the content areas: Successes, failures, and challenges. *Intervention in School and Clinic*, 40, 260-270.

Mostert, M. P. (1998). *Interprofessional collaboration in schools*. Boston: Allyn and Bacon.

Stearns, P.N. (1998). Why study history? *American Historical Society*. Retrieved from

<http://www.historians.org/pubs/free/WhyStudyHistory.htm>

Steele, M. M. (2008). Teaching social studies to middle school students with learning problems.

The Clearing House, 81, 197-200.

Wineburg, S. (2001). *Historical thinking and other unnatural acts: Charting the future of teaching the past*. Philadelphia, PA: Temple University Press.

