



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

Fall 2013

EDSE 662 691: Consultation and Collaboration

CRN: 81751, 3 - Credits

<b>Instructor:</b> Dr. Suzanne Jimenez	<b>Meeting Dates:</b> 9/3/2013 - 11/5/2013
<b>Phone:</b> 571- 252 1022	<b>Meeting Day(s):</b> Tuesdays
<b>E-Mail:</b> <a href="mailto:sjimene4@gmu.edu">sjimene4@gmu.edu</a>	<b>Meeting Time(s):</b> 4:30 pm-9:00 pm
<b>Office Hours:</b> after class and by appointment	<b>Meeting Location:</b> Off-campus: Loudoun County Public Schools Administration Building

**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):** None

**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**

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**

Friend, M. & Cook, L. (2013). *Interactions: Collaboration skills for school professionals* (7<sup>th</sup> ed.). Upper Saddle River, NJ: Merrill

Hentz, S.M. & Jones, P.M. (2011). *Collaborate smart: Practical strategies and tools for educators*. Arlington, VA: Council for Exceptional Children. (provided by Instructor)

Gibb, G.S. & Dyches, T. T. (2007). *Writing quality individualized education programs*. Boston: Allyn and Bacon.

American Psychological Association (2009). *Publication manual (6<sup>th</sup> ed., 2<sup>nd</sup> printing)*. Washington, DC: Author.

### **Digital Library Option**

The Pearson textbook(s) for this course is available as part of the **George Mason University Division of Special Education and disAbility Research Digital Library**. The division and Pearson have partnered to bring you the Digital Library; a convenient, digital solution that can save you money on your course materials. The Digital Library offers you access to a complete digital library of **all Pearson textbooks** and MyEducationLabs used across the Division of Special Education and disAbility Research curriculum at a low 1-year or 3-year subscription price. Access codes are available in the school bookstore. Please visit <http://gmu.bncollege.com> and search the ISBN.

- 1 year subscription \$200 ISBN-13: 9781269541411
- 3 years subscription \$525 ISBN-13: 9781269541381
- Individual e-book(s) also available at the bookstore link above or at <http://www.pearsonhighered.com/>. Search by author, title, or ISBN.

### **Recommended Book**

none

### **Required Resources**

Blackboard site: articles, websites, resources, *Special Ed Connection*, *e-Connections*, *IEP Trainer*.

### **Additional Readings**

Students are expected to access and complete any readings provided in the weekly folder in the course content section of the course Blackboard site available at <http://courses.gmu.edu>

### **Course Relationships 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 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://oai.gmu.edu/honor-code/>].
- b. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- 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.

Attendance is required since this is a 9-week course and the content is compacted into fewer sessions than on-campus courses. Therefore, class discussions, presentations, activities, and full participation are essential to complete course requirements. Students will not be excused for any reason. Students are expected to (a) attend **all** classes during the course, (b) arrive on time, (c) stay for the duration of the class time, (d) show evidence of having read/studied material, (e) exhibit professional behavior (see Professional Disposition Criteria), and (f) complete all in-class assignments with professional quality in a timely manner to earn full points for class participation. Be aware that points will be deducted for any class absence and cannot be reclaimed.

### Late Work.

Points will be deducted for work submitted late (up to 10% per day). This includes any items that are not submitted upon request due to class absence or tardiness. This includes items initiated or modified during class as well as those listed in the syllabus.

### TaskStream Submission

Every student registered for any Special Education course with a required performance-based assessment is required to submit this assessment, Individualized Education Program (Spec Ed General) OR Collaborative Team Improvement Project (Adapted/VI) to TaskStream (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete(IN). Unless the IN grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

If you have never used TaskStream before, you **MUST** use the login and password information that has been created for you. This information is distributed to students through GMU email, so it is very important that you set up your GMU email. For more TaskStream information, go to <http://cehd.gmu.edu/api/taskstream>

### Grading Scale

95-100%	A
90-94%	A-
85-89%	B
80-84%	B-
70-79%	C
<69%	F

## OVERVIEW OF COURSE REQUIREMENTS

### Student Evaluation

<b>Evaluation</b>	<b>Points</b>
Participation	15
IEP Assignment*	30
Team Professional Development Activity	20
Interview and Self-Reflection Paper	15
Team Chapter Presentation: Topic Sharing/Activity	20
<b>Total points possible</b>	<b>100</b>

\*This is the “signature” assignment for the course. As such, students are required to post the signature assignment to TaskStream. See TaskStream section for more details.

### **Participation (10 points)**

Participation during each class session is required. Participation takes many forms and does not mean always raising a hand and speaking in the class. Engagement with the material, participation in activities, and quality discussion with peers and/or professor constitute participation as well. Such engagement can occur in electronic settings as well. Therefore, requisite participation is expected during both face-to-face and online sessions, as appropriate. You must arrive on time and stay for the duration of the class session to earn full participation points. If you are not in class, you do not earn points.

### **Assignments**

#### **NCATE/TaskStream Assignments.**

### **IEP Assignment \*\*signature assignment\*\* (30 points)**

In this assignment/project, you will demonstrate your ability to develop an Individualized Education Program (IEP) for a hypothetical student with a mild to moderate exceptional learning need. You will be presented with a case study and the Virginia Department of Education Sample IEP Form. Using the information in your selected case study, you will write an IEP that thoroughly and appropriately addresses the needs of the student. Subsequently, you will reflect upon the IEP process and connections to the CEC Standards. See the Appendix and Blackboard for specific directions and the TaskStream rubric.

## **Common Assignments.**

### **Team Professional Development Activity (20 points)**

This assignment addresses CEC Standard #10 - Common Core: Collaboration.

Design a professional development experience for your classmates. The purpose of this team assignment is twofold: (1) to develop a 30 minute staff development activity to be presented at the last class meeting; and (2) to provide students with the opportunity to improve their collaborative skills. This project will introduce the staff development process, effective practices, and provide the opportunity to work in and reflect upon group dynamics and teamwork. The activity should deal specifically with **conducting an IEP meeting**. Your activity should include handouts, PowerPoint, a related reading and/or list of references, an agenda or outline, and definitions of related terms that might be unfamiliar to your audience. All materials and activities, such as simulations, should reflect effective communication and collaborative strategies. Finally, you will need to prepare an evaluation form to be distributed to the group at the end of your presentation.

Your team will need to conduct significant research to obtain information about not only effective communication strategies, but the appropriate process for an IEP meeting. The parent/family/child IEP scenario will be distributed to each team by the course professor. An evaluation rubric for this assignment is included in the Appendix.

## **Other Assignments.**

### **Interview and Self-Reflection Paper (15 points)**

Interview at least three (3) school professionals, such as a general education teacher, a special education teacher, related services professional (e.g., speech/language, occupational therapy, vision), or instructional assistant. The focus of the interview should be to find out their views about and experiences with consulting personnel in schools, collaboration among school educators, teamwork among educators, and inclusive education. Use no names of school personnel, schools, or towns. Attach your list of interview questions as an appendix to the assignment. Summarize and synthesize what you learned from your interviews.

Reflect upon the interviews, readings, materials, and course activities to date. Contextualize what you have learned in the interviews by applying your own lens to the narrative. Include a self-assessment regarding the strengths you bring to consultation and collaboration opportunities in your setting. Add comments on the challenges you face and how you can help address the problems that may exist in your setting. Refer to course content and other readings to support your position. See Blackboard for specific directions.

### **Team Chapter Presentation: Topic Sharing/Activity (20 points)**

Each team will present the content for assigned chapters in the two required texts on Collaboration and Consultation themes through a team-based, activity oriented approach to engage class participants in their own learning and provide opportunities for the application of key concepts. Each student is responsible for reading the chapters and then working as an effective team member to develop the team presentation on the content of the chapters. Presenters will convey information in explicit terms, involve class participants and promote interaction among class members through creative, substantive activities. Participants will reflect on the team process and assess their performance based on a self-assessment guide. A one hour presentation to include a multi-media format and related activities with all team members participating in the delivery is expected. Team members are also encouraged to utilize suggested chapter activities to ensure application and evaluate group learning. A grading rubric for this assignment is included in the appendix.

**Team 1: Teamwork Presentation Chapters 2 (H/J) & 6 (F/C):** September 17, 2013

**Team 2: Collaboration Presentation Chapters 3 (H/J) & 1 (F/C):** October 1, 2013

**Team 3: Consultation Presentation Chapters 4 (H/J) & 8 (F/C):** October 15, 2013

**Team 4: Co-Teaching Presentation Chapters 5 (H/J) & 7 (F/C):** October 22, 2013



## Schedule

### Tentative Class Schedule Fall 2013

Date	Topics	Assignments due
Week 1 Sept 3	Course Overview/Syllabus/Assignments CEC Standards (10) <b>Collaborative Practices to Improve Student Outcomes and Teacher Success</b> Group Work/Assignments Fundamentals of Collaboration	<b>Fundamentals</b> Friend & Cook (F & C): Chapter:1 Hentz & Jones (H & J): Chapter 1
Week 2 Sept. 17	Child Study Team Process: A Problem Solving Model for Consultation, Collaboration and Effective Teamwork <b>Team 1: Teamwork Presentation</b>	IEP Book (Gibb & Dyches) <b>Teamwork</b> F & C: Chapter 6; H & J: Chapter 2 BB Site
Week 3 Sept.24	IEP Development, Standards-Based IEP, Collaborative Team Process Guest Speaker	IEP Book (G & D) BB Site
Week 4 Oct.1	RTI Elementary: Framework for Collaboration <b>Team 2: Collaboration Presentation</b>	BB site <b>Collaboration</b> F & C: Chapter 5; H & J: Chapter 3 <b>Assignment Due: Interview/Reflection</b>
Week 5 Oct. 7	<b>CEC Co -Teaching Institute</b> <b>Dr. Marilyn Friend</b>	<b>Co-Teaching</b> F & C: Chapters7; H & J: Chapter 5 Reflections BB Site
Week 6 Oct. 15	RTI Secondary: Professional Learning Communities: Collaborative Learning Teams at Work <b>Team 3: Consultation Presentation</b>	<b>Consultation</b> F & C: Chapter 8; H & J: Chapter 4 Reflections of the Co-Teaching Institute BB Site
Week 7 Oct. 22	Early Intervention Team Process: A Child Centered Approach <b>Team 4: Co-Teaching Presentation</b>	<b>Assignment Due: IEP</b>
Week 8 Oct. 29	Effective Negotiation Paraeducators	F & C: Chapter 9, 10 <b>Assignment Due: Professional Development</b>
Week 9 Nov. 5	Team Presentations: Professional Development Activity Wrap-Up/Evaluation	

## APPENDIX

### IEP Assignment

#### Instructions

#### Develop an Individualized Education 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 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 and Write Your Case

Using the information available to you about your student, create a narrative with the components identified below. Head each section of the document with the corresponding component. Within each indicated section or heading, include the component and a separate subheading for your rationale.

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

1. Using all documentation available, identify information about the student that is relevant to the following areas:
  - a. Student Perspective: The strengths and concerns relevant to enhancing the education of the student as expressed by the student, when appropriate.
  - b. 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).
  - c. Evaluations: The results of the most recent evaluations of the student (educational, speech/language, psychological, OT/PT, social, etc.).
  - d. Assessments: The results of the student's performance on any general state or district-wide assessments, as appropriate.
  - e. Needs: The academic, developmental, and functional needs of the student.
  - f. 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]).
  - g. 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.
  - h. 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.
  - i. 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.
  - j. Assistive Technology: Consider whether or not the student needs assistive technology devices and services.
2. Develop a statement of the student's present levels of performance. Include:
  - Description of the student's strengths with evidence from evaluations, assessments, and student/family member's perspectives,

- Description of areas in need of improvement (needs/behavior) with evidence from evaluations, assessments, and student/family member's perspectives AND how performance differs from peers,
- Educational implications of the student's:
  - Mild to moderate exceptionalities,
  - Sensory impairments (when applicable),
  - Variations in cultural beliefs, traditions, and values.

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

1. Create 3 annual goals for the student. The goals must be:
  - Based on the present level of performance statements and the student's needs.
  - Observable and measurable.
  - Age and ability appropriate.
  - Prioritized and based on the scope and sequence of the VA SOL.
  - Focused on increasing skills and/or positive behaviors.
  - Responsive to variations in beliefs, traditions, and values across cultures.
2. Rationale: Respond to the following questions:
  - a. How are these goals prioritized and age appropriate?
  - b. In what ways do these goals reflect the PLOPs?
  - c. In what ways do these goals show increasing skills and/or positive behavior for the student?
  - d. In what way are these goals responsive to any variations in beliefs, traditions, and values of the student or his/her family?

**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. Each objective/benchmark should include:
  - Task,
  - Condition, and
  - Criterion.
3. Rationale: Respond to the following questions:
  - a. How are these short-term objectives based on sequential age and ability appropriate for individualized learning objectives?
  - b. How do these objectives relate to the annual goals?
  - c. How do these objectives include learner criteria that are appropriate to task performance? Justify your criteria.
  - d. Do the objectives include statements of generalization and maintenance?

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

1. Identify and describe the student's placement on the continuum of services.
2. List and describe all appropriate program, primary, and related services\* that the student needs to appropriately participate in the students' least restrictive environment. Include a statement of:
  - What the service is (e.g., individual/small group instruction in 7<sup>th</sup> grade social studies; individual occupational therapy)
  - How often the services will occur (e.g., every day for 50 mins.; once a month for 30 mins.)
  - Duration of services, with start and end date (e.g., duration: 6 months; start date: 9/3/2013; end date: 2/3/2014)
  - Location of the service (e.g., XYZ school; Fairfax Hospital)
  - Setting of the service (e.g., self-contained classroom with special educator and assistant; occupational therapy room at local hospital)
  - Who will deliver the service (e.g., special educator; occupational therapist)
3. Indicate if there are any activities in which the student is unable to participate, even with support.
4. Rationale: Respond to the following questions:
  - a. Why did you choose the program and services you describe?
  - b. How do the primary, program, and related services consistently align with the areas of need based on the students PLOP?

\*For the purposes of this assignment:

- *Related services* include physical therapy, occupational therapy, speech-language pathology, social work, and other services.
- *Assistive Technology* may 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. 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.
2. Rationale: 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)?

\*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.

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

1. Describe the accommodations and/or modifications necessary to individualize instruction to provide meaningful and challenging learning for the student that:
  - are based on the present levels of performance and assessment data and (2) consider the student's exceptionalities
  - 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. Rationale: Respond to the following questions:
  - a. How did the student's PLOP relate to the choice of accommodations?
  - b. How do the above provide access to nonacademic and extracurricular activities and are they appropriate to the needs of the student?
  - c. Explain how the selected accommodations and/or modifications are based on assessment data.
  - d. In what ways did you consider the student's exceptionality?

### **Step Three: Narrative on IEP Collaboration**

#### *CEC/IGC Standard 10*

Under a separate heading in the document, 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 collaborative 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.
- Collaborative activities that should occur after the IEP is developed, including next steps for working with general education teachers, the student, and other stakeholders.

In addition, include a short description of how this assignment aligns with CEC standards 1, 2, 3, and 7. You may do this orally with your instructor or in writing.

## EVALUATION OF PROFESSIONAL DEVELOPMENT REQUIREMENT

### TOPIC: Conducting an IEP Meeting

Team: \_\_\_\_\_

**Possible Points:** 250 points

Criteria	Less Than					More
	Quality					
1. Five sources in APA style	0	5	10	15	20	
2. Presentation no more than 30 minutes	0	5	10	15	20	25 30
3. Content – timely, research-based with references to the literature	0	15	20	25	30	35 40
4. Useful product (handouts, glossary of terms), sent via email on time, for colleagues...clear, concise, quality	0	5	10	15	20	25 30
5. Effective use of multi-media and multiple strategies (PowerPoint, video, web-based, simulations, role playing, resources, etc.) (no more than 10 slides)	0	15	20	25	30	35 40
6. Evaluation Tool aligned to the content.	0	5	10	15	20	25 30
7. Team's record of meetings received weekly via email and documents the progress of the team; the work of the team.	0	5	10	15	20	25 30
8. Evidence of shared responsibility, shared commitment, shared level of effort.	0	5	10	15	20	25 30

\_\_\_\_\_ **Total points earned** (250 total points for each participant)

Comments:

### BENCHMARKS FOR EVALUATING WRITTEN WORK

#### Demonstrated Competence (A, A-)

- Conforms to all requirements in topics, sources, and format.
- Rationale and methodology are sound and thorough:
  - methods of collecting data to address questions are consistent; and
  - data collected from different sources.

- Descriptions and summaries are thorough.
- Analysis and reflection are thoughtful for all areas:
  - includes synthesis and analysis (summation, metaphor, relationships);
  - metacognitive evaluation of perceptions (why am I thinking this way?);
  - references to literature, interview, and class content; and
  - generation of relevant questions and ideas.
- Conclusions and recommendations flow logically from results and reflection.
- Applies knowledge to future professional situations.
- Writes clearly with few stylistic and grammatical errors.

### **Competent (B, B+)**

- Conforms to most requirements in topics, sources, and format.
- Rationale and methodology are basically thorough.
- Descriptions and summaries are basically thorough, with minor omissions.
- Analysis and reflection are thoughtful for all areas.
- Conclusions and recommendations basically flow logically from results and reflection.
- Applies knowledge to future professional situations.
- Writes clearly with few stylistic and grammatical errors.

### **Minimal (C)**

- Conforms to some requirements in topics, sources, and format.
- Rationale and methodology are not thorough, with major omissions.
- Summaries are minimal, additional information can be supplied.
- Surface analysis/reflection does not contemplate many possibilities.
- Conclusions and recommendations do not flow logically from results and reflection.
- Does not apply knowledge to future professional situations.
- Writes with stylistic and grammatical errors.

### **Unsatisfactory (F)**



## RUBRIC: Individualized Education Program Assignment

Component	Criteria	Points
<p><b>Present Levels of Performance</b></p> <p>CEC/IGC Standards 2 &amp; 3</p>	<ul style="list-style-type: none"> <li>• Candidate writes appropriate, relevant present levels of performance statement with:               <ul style="list-style-type: none"> <li>○ clear links to evaluations and assessments (such as interviews, observations, standardized tests),</li> <li>○ description of educational implications of the characteristics of various mild to moderate exceptionalities, sensory impairments (as applicable), and</li> <li>○ description of variations in beliefs, traditions, and values across and within cultures (as applicable).</li> </ul> </li> <li>• Candidate uses unbiased and objective language.</li> <li>• Candidate includes description of the similarities and differences between the student’s development and typical human development.</li> </ul>	<ul style="list-style-type: none"> <li>• ____/45</li> </ul>
<p><b>Measurable Annual Goals</b></p> <p>CEC/IGC Standards 1 &amp; 7</p>	<ul style="list-style-type: none"> <li>• Candidate demonstrates an understanding of the models and theories related to instructional planning by writing age and ability appropriate annual goals that:               <ul style="list-style-type: none"> <li>○ are measurable,</li> <li>○ reflect present levels of performance and</li> <li>○ show direction for student growth.</li> </ul> </li> <li>• Candidate writes goals that focus on both decreasing and/or increasing learner behaviors.</li> <li>• Candidate demonstrates consideration of variations in beliefs, traditions, and values across and within cultures.</li> </ul>	<ul style="list-style-type: none"> <li>• ____/30</li> </ul>
<p><b>Short Term Objectives or Benchmarks</b></p> <p>CEC/IGC Standards 1 &amp; 7</p>	<ul style="list-style-type: none"> <li>• Candidate demonstrates an understanding of the models and theories related to instructional planning by writing individualized learning objectives/benchmarks that               <ul style="list-style-type: none"> <li>○ relate to an annual goal AND</li> <li>○ are sequential age and ability appropriate AND</li> <li>○ include the condition, measurable and observable learner behavior, and verifiable criteria.</li> </ul> </li> <li>• Candidate demonstrates consideration of variations in beliefs, traditions, and values across and within cultures (as appropriate).</li> </ul>	<ul style="list-style-type: none"> <li>• ____/30</li> </ul>
<p><b>Services, Least Restrictive Environment, Placement</b></p> <p>CEC/IGC Standards 1 &amp; 7</p>	<ul style="list-style-type: none"> <li>• Candidate lists appropriate program and primary services and related services (as appropriate) that:               <ul style="list-style-type: none"> <li>○ 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 and</li> <li>○ consistently align with areas of need based on present levels of performance.</li> </ul> </li> <li>• Candidate includes a description of the following:               <ul style="list-style-type: none"> <li>○ Location</li> <li>○ Frequency</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• ____/5</li> </ul>

Component	Criteria	Points
	<ul style="list-style-type: none"> <li>○ Setting</li> <li>○ Duration</li> <li>○ Start and end dates</li> </ul>	
<b>Participation in State Assessments</b>  CEC/IGC Standards 1 & 3	<ul style="list-style-type: none"> <li>• Candidate selects appropriate levels of student participation in state assessments based on present levels of performance and student’s exceptional condition(s), indicating consideration of issues, assurance, and due process rights related to assessment.</li> <li>• Candidate lists and justifies all accommodations for state assessments suggested.</li> </ul>	<ul style="list-style-type: none"> <li>• ____/5</li> </ul>
<b>Accommodations and Modifications</b>  CEC/IGC Standards 3 & 7	<ul style="list-style-type: none"> <li>• Candidate describes the accommodations and/or modifications to individualize instruction to provide meaningful and challenging learning for individuals with mild to moderate learning needs including appropriate technologies (as needed).</li> <li>• Candidate identifies and prioritizes appropriate accommodations and/or modifications based on present levels of performance, to provide access to nonacademic and extracurricular activities in educationally related settings.</li> </ul>	<ul style="list-style-type: none"> <li>• ____/20</li> </ul>
<b>Legal Compliance of IEP</b>  CEC/IGC Standard 1	<ul style="list-style-type: none"> <li>• Candidate writes a complete IEP that complies with all relevant laws and policies, reflects an understanding of requirements such as FAPE and LRE (and the history of these points of view) and other human issues that have historically influenced and continue to influence the field of special education.</li> <li>• Candidate writes the IEP using neutral, objective, non-inflammatory language, with clarity, minimal use of acronyms, legibility, and accuracy (including spelling).</li> </ul>	<ul style="list-style-type: none"> <li>• ____/5</li> </ul>
<b>Narrative on IEP Collaboration</b>  CEC/IGC Standard 10	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Candidate discusses, orally or in writing, the connection between the content of this assignment and CEC Standards 1, 2, 3, 7 and 10.</li> <li>• Candidate writes using APA style, correct grammar, correct punctuation</li> </ul>	<ul style="list-style-type: none"> <li>• ____/10</li> </ul>
<b>TOTAL</b>		<ul style="list-style-type: none"> <li>• ____/150</li> </ul>

**RUBRIC: Team Chapter Presentation**

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

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

	<b>Exemplary</b>	<b>Good</b>	<b>Acceptable</b>	<b>Inadequate</b>	<b>Unacceptable</b>
<p><b>Background (4 points)</b></p> <p>Student has clearly completed the reading activity prior to developing presentation.</p>					
<p><b>Quality (6 points)</b></p> <p>Addresses all aspects of the chapter.</p>					
<p><b>Presentation (6 points)</b></p> <p>Demonstrates knowledge and summarizes content, insights, thoughts about chapter topic, highlights key concepts/information, 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> <li>• Presentation materials (e.g., handouts, PowerPoint) are appropriate and well-organized.</li> </ul>					
<p><b>Collaboration (4 points)</b></p> <p>All group members participated in the presentation and there is evidence of collaboration among group members.</p>					