

George Mason University
Graduate School of Education
EDUC 592.001: Effective Collaboration for Teaching Diverse Learners in Secondary Social Studies
(Scheduled concurrently with EDSE 662: Collaboration and Consultation)
Three (3) Credits, Spring 2016



Instructor: Anthony Pellegrino, PhD, Assistant Professor
Office/hours: Thompson 1806, Fairfax campus; hours by appointment
Email: apelleg2@gmu.edu (Typical email response: < 24hrs.)
Phone: 904.377.3428 (mobile)
Mail: George Mason, College of Education and Human Development, MS 4B3, Fairfax, VA 22030

Class Meeting Times/Location

Mondays, 7:20-10:00PM
Thompson Hall, Room 1020

Course Description EDUC 592 provides teacher candidates in secondary education with knowledge and skills necessary to meet the needs of diverse learners in the history-social studies classroom. Emphasizes teacher collaboration between general and special education teachers as an authentic model of practice.

Note: There are no pre- or co-requisites for this course.

Relationship to Program Goals and Professional Organizations

Through course assignments and formal and informal commentary, Collaboration in Secondary Social Studies emphasizes George Mason University's College of Education and Human Development Core Values and follows standards developed by the Interstate Teacher Assessment and Support Consortium (InTASC):

InTASC: An effective teacher must be able to integrate content knowledge with the specific strengths and needs of students to assure that *all* students learn and perform at high levels.

1. The teacher understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and can create learning experiences that make these aspects of subject matter meaningful to students.
2. The teacher understands how students learn and develop and can provide learning opportunities that support a student's intellectual, social, and personal development.
3. The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
4. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
6. The teacher uses knowledge of effective verbal, non-verbal, and media communication techniques and appropriate technology to foster active inquiry, collaboration, and supportive interaction in the classroom.
9. The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others and who actively seeks out opportunities to grow professionally.

Rationale/Student Outcomes

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

At the conclusion of EDUC 592, students will be able to:

- Define collaboration, consultation, and teamwork and explain the essential characteristics of each; (CEHD Core Values: Collaboration, Ethical Leadership, Research-Based Practice and Innovation), (InTASC Standards 2, 3, 6)
- Identify variables that may facilitate or constrain participation in collaboration, consultation, or teamwork settings; (CEHD Core Values: Collaboration, Ethical Leadership, and Innovation), (InTASC Standards 3, 6)
- Demonstrate communication skills of listening, avoiding communication roadblocks, dealing with resistance, being appropriately assertive, and resolving conflicts; (CEHD Core Values: Collaboration, Ethical Leadership), (InTASC Standards 3, 4, 6)
- Apply problem-solving techniques in collaborating with professional colleagues, parents, and related and ancillary personnel to provide for students' learning and behavioral needs; (CEHD Core Values: Collaboration, Ethical Leadership, Research-Based Practice and Innovation), (InTASC Standards 2, 3, 4, 6)
- Develop self-assessment techniques for improving consultative and collaboration skills; (CEHD Core Values: Collaboration, Ethical Leadership, Research-Based Practice and Innovation), (InTASC Standard 9)
- Plan activities that implement effective consultation and collaboration techniques; (CEHD Core Values: Collaboration, Ethical Leadership, Research-Based Practice and Innovation), (InTASC Standards 2, 3, 6)

- Identify how and with whom collaboration occurs in public school settings; (CEHD Core Values: Collaboration, Research-Based Practice)
- Collaboratively develop a student’s Individualized Education Plan. (CEHD Core Value: Collaboration), (InTASC Standards 2, 3)
- Describe the unique instructional needs of diverse learners; (CEHD Core Value: Research-Based Practice), (InTASC Standards 2, 3)
- Provide a rationale for differentiation of instruction to meet the needs of diverse learners; (CEHD Core Value: Collaboration, Research-Based Practice and Innovation), (InTASC Standards 2, 3)
- Express, in general terms, the impact of learner characteristics on instruction; (CEHD Core Value: Research-Based Practice), (InTASC Standards 2, 3, 4)
- Identify evidence-based practices to differentiate instruction for diverse learners; (CEHD Core Value: Collaboration, Research-Based Practice), (InTASC Standards 2, 3, 4)
- Create a complete lesson plan that includes the active involvement of a co-teacher (CEHD Core Value: Collaboration, Ethical Leadership, Research-Based Practice and Innovation), (InTASC Standards 2, 3, 6)

Nature of Course Delivery

Experiential, observational, and interactive strategies are used to facilitate fulfillment of the outcomes established for the course. Course sessions may include a variety of formats and integrate instructional technology with lecture, discussion, guest presenters, small group activities, and student presentations.

General Course Expectations

This is a graduate level course for professional educators. As such, please be advised of the following expectations for all participants.

Attendance

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, and (e) complete all in-class assignments to earn points for class participation.

Workload

Graduate-level courses require 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

American Psychological Association (APA) Style is the standard format for any written work in the College of Education. If you are unfamiliar with APA, it will 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, 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 or more words in a row you should use quotation marks and a proper APA citation. If you use facts, statistics, and/or ideas from any source, give the author credit. 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 the class will result in a zero on that assignment and a report of the incident to the Dean's Office.

George Mason University College of Education and Human Development Student Expectations

All expectations of the University apply to this course. For further information about each, please see the indicated website.

Students must adhere to the guidelines of the George Mason University Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>)

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. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).

Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.edu.edu/policies/responsible-use-of-computing/>).

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, program, and instructor will be sent to students solely through their Mason email account.

Students must follow the university policy stating that all sound-emitting devices shall be turned off during class unless otherwise authorized by the instructor. Students are expected to exhibit professional behaviors and dispositions at all times.

Campus Resources/Procedures

Emergency Procedures

You are encouraged to sign up for emergency alerts by visiting <https://alert.gmu.edu>. There are emergency posters in each classroom explaining what to do in the event of crises. Further information about emergency procedures exists on <http://www.gmu.edu/service/cert>

Campus Resources

The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a

wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance (see <http://caps.gmu.edu/>).

The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing (see <http://writingcenter.gmu.edu/>).

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 the website at <http://gse.gmu.edu/>.

IMPORTANT INFORMATION FOR LICENSURE COMPLETION

Student Clinical Practice: Internship Requirements

Testing

Beginning with Spring 2015 internships, **all** official and passing test scores must be submitted and in the Mason system (i.e. Banner/PatriotWeb) by the internship application deadline. Allow a minimum of six weeks for official test scores to arrive at Mason. Testing too close to the application deadline means scores will not arrive in time and the internship application will not be accepted.

Required tests:

- Praxis Core Academic Skills for Educators Tests (or qualifying substitute)
- VCLA
- Praxis II (Content Knowledge exam in your specific endorsement area)

For details, please check <http://cehd.gmu.edu/teacher/test/>

Endorsements

Please note that ALL endorsement coursework must be completed, with all transcripts submitted and approved by the CEHD Endorsement Office, prior to the internship application deadline. Since the internship application must be submitted in the semester prior to the actual internship, please make an appointment to meet with the Endorsement Specialist and plan the completion of your Endorsements accordingly.

CPR/AED/First Aid

Beginning with spring 2015 internships, verification that the Emergency First Aid, CPR, and Use of AED Certification or Training requirement must be submitted and in the Mason system (i.e. Banner/PatriotWeb) by the application deadline. Students must submit one of the "acceptable evidence" documents listed at <http://cehd.gmu.edu/teacher/emergency-first-aid> to CEHD Student and Academic Affairs. In order to have the requirement reflected as met in the Mason system, documents can be scanned/e-mailed to CEHDacad@gmu.edu or dropped-off in Thompson Hall, Suite 2300.

Background Checks/Fingerprints

All local school systems require students to complete a criminal background check through their human resources office (not through George Mason University) **prior to beginning**

the internship. Detailed instructions on the process will be sent to the student from either the school system or Mason. Students are **strongly advised** to disclose any/all legal incidents that may appear on their records. The consequence of failing to do so, whether or not such incidents resulted in conviction, is termination of the internship.

Please Note

Your G-Number must be clearly noted (visible and legible) on the face of the document(s) that you submit.

Application

The internship application can be downloaded at
<http://cehd.gmu.edu/teacher/internships-field-experience>

Deadlines

Spring internship application:

- Traditional: September 15
- On-the Job: November 1

Fall internship application:

- Traditional: February 15
- On-the Job: May 1

Course Specific Expectations and Requirements

This course will incorporate the evidence-based practices (EBPs) relevant to collaboration and consultation in schools and instruction for diverse learners. 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 all students.

Textbook/Required Readings

Bateman, B.D. & Linden, M.A. (2006). Better IEPs: How to Develop Legally Correct and Educationally Useful Programs. New York: Attainment Company ISBN# 978-1578615682

Friend, M (2013). Coteach: Building and sustaining effective classroom partnerships in inclusive schools. Ashford, CT: Elephant Rock Publication. 978-0-9778503-1-0.

This book can be purchased from

http://www.forumoneducation.org/catalogstore/coteach_ebook.shtml

Additional Readings will be available on Blackboard

Blackboard

We will use the Blackboard website for posting of course materials, readings, announcements, discussion boards, journals, and grades. You will be responsible for all material posted on the website. Please check it regularly.

Late Work

Assignments are due on the date indicated in the syllabus. If we 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.

We 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.

Student Evaluation

| Evaluation | Points Possible | Percentage | Assignment Type |
|---|-----------------|------------|-----------------|
| I. Participation | 200 | 27% | Individual |
| II. Process Observation Account | 50 | 7% | Individual |
| III. Case Study Analysis Presentation | 100 | 13% | Group |
| IV. Professional Learning Community (PLC) Project | 150 | 20% | Group |
| VI. Individualized Educational Plan | 250 | 33% | Individual |
| Total | 750 | 100% | |

GRADING SCALE

96-100% = A

92-95% = A-

89-91% = B+

85-88% = B

80-84% = B-

70-79% = C

< 70% = F

Major Course Assignments

What follows is a summary list of the major course assignments. Further details for each assignment and assessment rubrics are included as appendices to this syllabus and will be discussed in class.

I. PARTICIPATION (20%)

This course is based on the idea that we are learning together to work together. Each student is a valuable part of the collaborative learning environment and, therefore, must be engaged in class sessions and activities. To that end, one component of student evaluation in this course is participation. This may take many forms, including journal entries, in class activities and responses, exploratory activities in preparation for class, reflection on class content, and others. We will identify the required participation activity each week either on the class schedule or in communication in class or on Blackboard. If you do not attend a class session, you will not be able to earn participation credit. However, we understand that, in real life, issues come up that may prevent you from attending. Missing one class session will not sink your grade. Missing several class sessions will.

II. PROCESS OBSERVATION ACCOUNT (5%)

Each individual student will complete one process observation account during class sessions. The account will include a rubric evaluation of the functioning of the group as well as written commentary to support the evaluation and description of the feedback process. **Specific directions and scoring guide are in Appendix A**

III. CASE STUDY ANALYSIS PRESENTATION (10%)

Throughout the course, we will be using case studies to provide opportunities for interaction and dialogue. We will form groups of at least three students. Each group will be responsible for a case summary, case questions, and guiding a case study group session. The group will submit the case summary, case questions, and a reflection on the case study group session for a grade. The group will also be assessed on how they managed the discussion by Drs. Weiss and Pellegrino. **Specific directions and scoring guide are in Appendix A**

IV. PROFESSIONAL LEARNING COMMUNITY (PLC) PROJECT (15%)

This assignment provides candidates with the opportunity to refine their collaboration skills while learning about instructional strategies and continuous improvement as they participate in a simulated Professional Learning Community.

Even though this is a group assignment, each student will be responsible for compiling and submitting: (1) PLC student work sample analysis report, (2) co-taught lesson plan, and (3) individual reflection for any TWO (2) topics of the five provided (submitted to the Assignments folder in Blackboard).

PLC student work sample analysis reports will include a description of the strengths and needs of each of the individual students for whom you have data in the topic area. The co-taught lesson plan will include an instructional objective(s) and complete lesson description using the Co-teaching Lesson Planning template provided. Finally, the individual reflection will include a description of how the lesson met individual student needs and how your PLC and co-teaching teams functioned. **See Appendix B for further details and scoring guide.**

V. INDIVIDUALIZED EDUCATIONAL PLAN (IEP) DEVELOPMENT PROJECT (25%)

The purpose of this assignment 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 work collaboratively with special educators 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 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

Throughout the assignment it is critical to employ collaborative practices; critical when 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. Details, scoring

guide and specific steps for this assignment will be discussed in class and can be found in **Appendix D.**

Assessment Note: Every student registered for any Secondary Education course with a required performance-based assessment is required to submit designated performance-based assessments to our Learning Management System, Tk20, through Blackboard (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). For this course, the IEP Development Project is the designated assessment. Evaluation of the performance-based assessment by the course instructor(s) will also be completed in Blackboard. Failure to submit the assessment to Blackboard will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Blackboard submission, the IN will convert to an F nine weeks into the following semester.

Tentative Calendar

| | Date | Topic | Readings | Classwork & Assignments |
|-------------------------|------|---|---|---|
| Strand I: Group Process | 1/25 | Introductions Overview & Getting to know the other group | None | Concept maps |
| | 2/1 | Framing Collaboration | Grossman et al., (1999) Case study Reluctant Collaborator | Case study groups formed |
| | 2/8 | Communication skills | Readings on BB (Friend & Cook, chapters 1 & 2) | |
| | 2/15 | Communication skills | Readings on BB (Friend & Cook, chapter 3) | Case study presentations Groups 1-3 |
| | 2/22 | Problem solving | Conderman (2010) Scruggs et al., (2007) | Case study presentations, Groups 4-6 |
| | 2/29 | Coteaching | Friend chapters 1 & 3 Weiss & Lloyd (2003) | PLC groups formed and discuss routines and norms |
| | 3/7 | Spring Break | | |
| and Applicati ons | 3/14 | Organizing ideas and concepts | Graphic organizer ALERT; Smith & Girod | PLC Meeting |

| | | | | |
|-----------------------------|------|--|--|---|
| | | | (2003); Friend chapter 4 | |
| | 3/21 | Vocabulary acquisition and concept formation | Vocabulary ALERT; mnemonic ALERT; Friend chapter 5 | PLC Meeting |
| | 3/28 | Textbook structure, close reading, argumentation from text | Reading Comprehension ALERT; Berkeley et al. (2011) | PLC Meeting |
| | 4/4 | Strategic approaches to tasks (in historical thinking) Part I | Cognitive Strategy Instruction ALERT; CWPT Alert; Scruggs, Mastropieri, & Marshak (2012); Friend chapter 6 | PLC Meeting |
| | 4/11 | Strategic approaches to tasks (in historical thinking) Part II | SRSD Alert; Friend chapter 8 | PLC Meeting and finalization of assignments |
| Strand III: IEP Development | 4/18 | IEP: PLOP, annual goals, STO | Bateman & Linden chapters 1 & 3 Bring book to class! | PLC Assignments Due |
| | 4/25 | IEP: Services, LRE, Placement, state tests | Bateman & Linden chapters 5 & 7 Bring book to class! | |
| | 5/2 | IEP completion | None | IEP draft complete IEP Meeting Course Evaluations |
| | 5/9 | No Class Meeting | None | IEP assignment due |

Appendix A Process Observation Account

To complete the Process Observation Account, each student will observe one case study presentation and evaluate it using the group process rubric given out in class and taking relevant notes. The student will discuss the observation with the group and provide feedback on the process. Each student will then turn in three components: (1) process observation rubric (10 points), (2) brief commentary/notes related to the items scored on the rubric (20 points), and (3) reflection on the feedback process (20 points). Reflection on the feedback process should include comment on what you chose to discuss and why, the reactions of the group (e.g., body language, comments, responses), and your thinking/feeling during the feedback process (e.g., nervous, feeling heard, understanding concerns, etc.).

Case Study Presentation

Each student will be part of a group responsible for presenting and discussing a chosen case during one class session. The group will develop a detailed case summary and specific case questions for discussion and then will use those case questions in a discussion with other class members to develop a case solution. For evaluation, the group will submit the case summary, case questions, a description of the developed case solution, and a reflection on the case discussion for evaluation. In addition, Drs. Weiss and Pellegrino will use the group process observation form to evaluate the group's handling of the discussion during class. The following rubric will be used for evaluation.

| Item | Description | Points |
|-------------------------------|---|----------|
| Case summary | Relevant details of the case are summarized in bullet form. Included details have direct link to case questions. | ____/10 |
| Case questions | One overall case solution question given Minimum of 4 questions developed to guide discussion to case solution One to two probing/clarifying questions included for each discussion question | ____/20 |
| Case solution | Brief description of case solution derived in the group, including: List of action items that are measurable List of persons responsible for each item Due dates for each action item | ____/30 |
| Reflection on case discussion | Includes brief discussion of the following: Participation of discussion group members (how happened and how could be changed, if necessary) Ability of group to guide discussion (things done and things should have done) Ability of group to come to meaningful case solution (and how would have change, if necessary) Overall evaluation of group process | ____/40 |
| | TOTAL | ____/100 |

Appendix B

PLC Assignment Description: Evaluating Data and Developing Co-taught Lessons

Many schools have implemented a Professional Learning Community (PLC) model in which teams of teachers review student performance on selected assessments, determine areas of strength and need, and then plan instruction to match these. To be effective, the PLC model requires participants to use their effective collaboration skills, as well as their individual areas of expertise, to develop plans for instruction that meet students' needs. This assignment provides candidates with the opportunity to refine their collaboration skills while learning about instructional strategies and continuous improvement as they participate in a simulated Professional Learning Community.

PLC Group Development

PLC Groups will consist of approximately four members. You may form your own PLC groups, but ideally each group should have two SEED and two SPED candidates. Everyone will play a role in these groups, so be prepared to contribute.

PLC Activities

For the next five class periods, you will meet with your PLC groups to evaluate data, determine learning objectives, and plan lessons based on data analysis, using strategies we will discuss. Each class session will run in a similar fashion:

- Introduction to the topic
- Time for PLC groups to review data related to the topic
- Instruction on effective strategies to address the topic
- Time for PLC groups to develop a co-taught lesson using the strategy to address identified student need

For example, the topic for one session is "organizing ideas and concepts". We will have a brief whole group discussion to define and develop understanding of the topic. PLC groups will convene to look at student performance data related to organizing ideas and concepts. In this case, PLC groups will look for evidence of pulling concepts together into a coherent whole in student work samples such as essay questions from tests or project information. The PLC group will identify individual student strengths and areas where further instruction is necessary. We will reconvene as a group to discuss instructional strategies for organizing ideas and concepts. Finally, each PLC group will split into co-teaching teams to develop a co-taught lesson to address student needs, using strategies discussed.

PLC Assignment

Even though this is a group assignment, each student will be responsible for compiling and submitting: (1) PLC student work sample analysis report, (2) co-taught lesson plan, and (3) individual reflection for any TWO (2) topics of the five provided.

PLC student work sample analysis reports will include a description of the strengths and needs of each of the individual students for whom you have data in the topic area. The co-taught lesson plan will include an instructional objective(s) and complete lesson description using the Co-teaching Lesson Planning template provided. Finally, the individual reflection will include a description of how the lesson met individual student needs and how your PLC and co-teaching teams functioned.

PLC Assignment Grading Rubric

| Item | Points | Requirements |
|--------------------------------|----------------|---|
| Student Work Sample Analysis 1 | ___/25 | <ul style="list-style-type: none"> • Includes identification of what to evaluate in student work samples for the specific topic (i.e., vocabulary acquisition, close reading) • Includes description of evidence found in student work samples • Includes description of specific strategies to address identified needs |
| Co-taught Lesson Plan, Topic 1 | ___/25 | <ul style="list-style-type: none"> • Includes instructional objectives based on student work analysis • Includes instructional strategy(ies) appropriate to topic and student work analysis |
| Reflection 1 | ___/15 | <ul style="list-style-type: none"> • Includes description on how lesson met individual student needs • Includes evaluation of group process and dynamics |
| Professionalism | ___/10 | <ul style="list-style-type: none"> • Includes thorough description in each section; free of grammatical and other writing errors • Connection between work sample analysis, lesson plan, and reflection evident |
| Student Work Sample Analysis 2 | ___/25 | <ul style="list-style-type: none"> • Includes identification of what to evaluate in student work samples for the specific topic (i.e., vocabulary acquisition, close reading) • Includes description of evidence found in student work samples • Includes description of specific strategies to address identified needs |
| Co-taught Lesson Plan, Topic 2 | ___/25 | <ul style="list-style-type: none"> • Includes instructional objectives based on student work analysis • Includes instructional strategy(ies) appropriate to topic and student work analysis |
| Reflection 2 | ___/15 | <ul style="list-style-type: none"> • Includes description on how lesson met individual student needs • Includes evaluation of group process and dynamics |
| Professionalism | ___/10 | <ul style="list-style-type: none"> • Includes thorough description in each section; free of grammatical and other writing errors • Connection between work sample analysis, lesson plan, and reflection evident |
| TOTAL | ___/150 | |

Appendix C

Individualized Education Program (IEP) Assignment

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 work collaboratively with special educators 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 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 and (2) explanation of the collaborative process required.

Throughout the assignment it is critical to incorporate collaborative aspects of developing an IEP with stakeholders, including the student (as appropriate), family members, general and special 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 Partner

For this assignment, each SEED teacher candidate will work with at least one Special Education candidate to develop an IEP for an individual student. Please note that the Special Education candidate will have to select either a student with whom they are working or a case study student to use for this assignment. Your role is to offer support and perspective from the general education program.

Step Two: Prepare and Write Your Case

Using the information available to you about your student, create a narrative with your partner that includes 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

Questions and Consultations

1. Read the entire case study.
2. Make a list of the questions that you have about any of the information included in the case study. Work with your partner to answer those questions. Include your questions and the answers.
3. Provide information about the general education classroom and social studies, in particular, to help your partner craft the Present Level of Performance (PLOP) statement. Describe your participation in this development process.

Component B

The relationship between student characteristics and social studies curriculum

1. Identify the grade level and course of the student
2. Secure a list of the VA Standards of Learning for that grade level and course.
3. Identify and explain the impact that the student's characteristics (as outlined in your partner's PLOP) may have on him/her being able to master specific content standards. Provide the standard and a description of the specific student characteristic and its impact. These characteristics should be directly taken to your partner's PLOP and include how the student's characteristics are different from his/her peers.

Component C

Making the content accessible

Using the information from Component A and assistance from your partner, describe and explain the accommodations and adaptations that the student would require to meet the content standards identified. Provide specific examples of when the accommodations would be used. For example, do not say, "Student needs electronic text." Rather, state under what circumstances and objectives, "Given the assignment to develop a persuasive essay as to why it was appropriate for the Southern States to secede from the Union, the student will need the following accommodations:

- a. for completing research on the Internet,
- b. For using the textbook as a referenced source,
- c. Etc.

Component D

Additional skills necessary

In addition to the accommodations you would recommend for this student, identify and describe any additional skills that you believe the student should be taught. For example, would the student benefit from instruction in note taking, close reading, or self-regulation? Determine and state whether these are skills that you would directly teach in your classroom or would they be skills you would expect students to already have mastered. Also, make a recommendation, given the student characteristics and the content expectations, as to what the least restrictive environment (LRE) for social studies learning would be. Provide a rationale.

Step Three: Narrative on IEP Collaboration

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.

IEP Rubric

| Item | Points Possible | Requirements |
|---|-----------------|---|
| List of questions/responses | ___/30 | <ul style="list-style-type: none"> • List of questions and responses that demonstrates knowledge of student |
| Present Level of Performance (PLOP) and General Education Classroom Information | ___/25 | <ul style="list-style-type: none"> • A comprehensive Present Level of Performance and information regarding the general education classroom |

| | | |
|---|---------|---|
| VA Standards and General Education Curriculum | ___/20 | <ul style="list-style-type: none"> • List of relevant standards • Explanation of how student characteristics will impact mastery of selected standards • Explanation of how student's characteristics are different from peers |
| Accommodations and Adaptations | ___/25 | <ul style="list-style-type: none"> • Description and explanation of accommodations and adaptations appropriate for student • Detailed inclusion of circumstances under which these accommodations and adaptations are appropriate |
| Additional Skills Necessary | ___/25 | <ul style="list-style-type: none"> • List and description of additional skills this student needs to be successful in your h/ss course • Explanation of how (and to what extent) these skills could/should be taught in your classroom |
| Recommendations for Least Restrictive Environment (LRE) | ___/50 | <ul style="list-style-type: none"> • List of recommendations for LRE • Rationale for recommendations |
| Overall Evidence of Collaboration | ___/50 | <ul style="list-style-type: none"> • Narrative evidence of collaboration in PLOP discussions • Evidence of collaboration in Accommodations, Adaptations and facets of LRE |
| Total | ___/250 | |

Additional 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.
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- Hallahan, D. P., Kauffman, J. M., & Pullen, P. C. (2012). *Exceptional learners: An introduction to special education* (12th ed.). Upper Saddle River, NJ: Pearson.
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the past. Philadelphia, PA: Temple University Press.