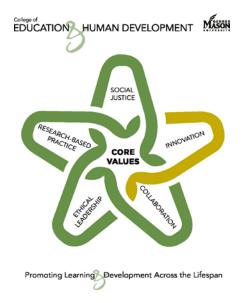**George Mason University**
Graduate School of Education
EDUC 592: Effective Collaboration for Teaching Diverse Learners in Secondary Social Studies
(Scheduled concurrently with EDSE 662: Collaboration and Consultation)

Promoting Learning Development Across the Lifespan

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Spring 2015 Class Meeting Times

Mondays, 7:20-10:00PM

Course Description EDUC 592 provides history-social studies 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.

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://academic integrity.gmu.edu/honorcode/)
   Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester (see http://ods.gmu.edu/).
   Students must follow the university policy for Responsible Use of Computing (see http://universitypolicy.gmu.edu/1301gen.html).

Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, 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/.

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Course Specific Expectations and Requirements
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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.

TaskStream
Every student registered for any Secondary Education course with a required performance-based assessment (PBA) is required to submit this assessment to TaskStream (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). In this course, the Group Project (see description below) is your PBA. Evaluation of your performance-

based assessment will also be provided using TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete (IN). Unless this grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.
TaskStream information is available at http://cehd.gmu.edu/api/taskstream

Student Evaluation

Evaluation	Points Possible	Percentage	Assignment Type
I. Participation	200	20%	Individual
II. Process Observation Account	50	5%	Individual
III. Case Study Analysis Presentation	100	10%	Group
IV. Professional Learning Community (PLC) Project	150	15%	Group
V. Lesson Plan Portfolio	250	25%	Group
VI. Individualized Educational Plan	250	25%	Individual
Total	1000	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 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 are in Appendix A**

IV. PROFESSIONAL LEARNING COMMUNITY (PLC) PROJECT (15%)
For this assignment, you will choose up to three topics from the case studies you wish to investigate further. You will form a "Professional Learning Community" around one of these topics for the purpose of researching strategies and actions aimed at addressing the challenge(s) from your topic. **The main artifact for this assignment will be a 3-5 page resource document (submitted to the Blackboard Assignments folder),** which defines the issue, provides the list of readings, and gives guidance addressing the issue, as determined in the PLC group discussions. **See Appendix B for further details.**

V. LESSON PLAN PORTFOLIO (25%)
In the second strand of the course, we will focus on developing lesson plans and strategies based on content you learned in the course. As such, you will develop a series of 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. You will also develop a narrative explaining the collaborative processes you undertook in developing these lessons. You will also select one lesson activity to share with the class. **The artifacts for this assignment include the lesson plans and brief (1 page) reflective narrative on the collaborative process and instructional strategies (submitted to the Blackboard Assignments folder). See Appendix C for further details.**

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

Tentative Calendar

	Date	Topic	Readings	Assignments
Strand I: Group Process	1/26	Introductions Overview	None	Participation: Concept map (in class)
	2/2	Getting to know the other group	Readings and videos on BB; case study Reluctant Collaborator	Case study presentation model Case study groups formed
	2/9	Communication skills	Readings on BB (Friend & Cook, chp 2)	Participation: Active listening and problem solving strategies (in class) **Case study presentations**
	2/16	Communication skills	Readings on BB (Friend & Cook, chp 3)	**Case study presentations**
	2/23	Problem solving	Conderman (2010)	Participation: Develop reflective guide for collaboration (in class activity) **Case study presentations** Issues/themes discussion; PLC groups formed
	3/2	Coteaching	Friend chps. 1 & 3	Participation: Complete self-group reflective guide for collaboration in PLCs PLC groups meet
	3/9	Spring Break		
Strand II: Lessons and Applications	3/16	Organizing ideas and concepts	Graphic organizer ALERT; Smith3& Girod (2003); Friend chp. 4	Participation: Lesson Planning and Self-Group Reflective Guide for Collaboration (completed based on your role in your Lesson Planning assignment) PLC groups meet
	3/23	Vocabulary acquisition	Vocabulary ALERT; mnemonic ALERT; Friend chp. 5	Participation: Lesson Planning and Self-Group Reflective Guide for Collaboration (completed based on your role in your Lesson Planning assignment) **PLC groups present; summaries due**
	3/30	Textbook structure, close reading	Reading Comprehension ALERT; Berkeley et al. (2011)	Participation: Lesson Planning and Self-Group Reflective Guide for Collaboration (completed based on your role in your Lesson Planning assignment)
	4/6	Strategic approaches to	Cognitive Strategy	Participation: Lesson Planning and Self-Group Reflective Guide for

		tasks (in historical thinking) Part I	Instruction ALERT; CWPT Alert; Scruggs, Mastropieri, & Marshak (2012); Friend chp. 6	Collaboration (completed based on your role in your Lesson Planning assignment)
	4/13	Strategic approaches to tasks (in historical thinking) Part II	SRSD Alert; Friend chp. 8	Lesson plan narrative
Strand III: IEP Development	4/20	IEP: PLOP, annual goals, STO	Bateman & Linden chps 3, chp 5 p. 89-93 Bring book to class!	**Lesson plans/strategies assignment due**
	4/27	IEP: Services, LRE, Placement, state tests	Bateman & Linden chp 5 p. 93-end; chp 7 Bring book to class!	Participation: Self-group reflective guide for collaboration on IEP
	5/4	IEP completion	Bateman & Linden chps 1	Participation: IEP draft complete
	5/11	IEP meeting		Participation: IEP meeting **IEP assignment due** Evaluations

Appendix A Process Observation Account and Case Study Presentation

       To complete the Process Observation Account, each student will observe one case study presentation and evaluate it using the below group process rubric 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).

Process Observation Rubric By Russ Christianson, CoopZone member						
1. Listening						
Members don't really listen to one another, often they interrupt and don't try to understand others	1	2	3	4	5	All members really listen and try hard to understand.
2. Open Communication						
Members are guarded or cautious in discussions.	1	2	3	4	5	Members express thoughts and feelings openly.
3. Mutual Trust and Confidence						
Members are suspicious of one another's motives.	1	2	3	4	5	Members trust one another and do not fear ridicule and reprisal.
4. Attitudes Toward Differences Within the Group						
Members avoid arguments, smooth over differences and suppress or avoid conflicts.	1	2	3	4	5	Members respect and accept differences of opinion and work through them openly without pressure to conform.
5. Mutual Support						
Members are defensive about themselves and their functions.	1	2	3	4	5	Members are able to give and receive help.
6. Involvement-Participation						
Discussion is dominated by a few members.	1	2	3	4	5	All members are involved and free to participate in any manner they choose.
7. Control Methods						
Subject matter and decisions are controlled by the chairperson.	1	2	3	4	5	All members accept responsibility for productive discussion and decision-making.
8. Flexibility						
The group is locked into established rules and procedures that members find hard to change.	1	2	3	4	5	Members readily change procedures in response to new situations.
9. Use of Member Resources						
Individuals' knowledge and experience are not utilized.	1	2	3	4	5	Each member's abilities, knowledge, and experience are fully utilized.

10. Objectives or Purposes						
Objectives are unclear or misunderstood, resulting in no commitment to them.	1	2	3	4	5	Objectives are clear, understood, and receive full commitment from members.

Reflection on the feedback process should include comment on what the student chose to discuss, 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	_____/30
Group process observation rubric		_____/10
	TOTAL	_____/100

Appendix B PLC Group Assignment

The Professional Learning Community (PLC) assignment allows students to form groups around issues related to collaboration that are relevant to their interests and to explore those issues. This project will provide the opportunity for students to work in and reflect upon group dynamics and teamwork as they address areas of concern or need.

PLC Group Development

First, students will complete their case study assignments. Based on the themes that emerge from these case studies, new groups of students will form PLCs to investigate topics and develop resources and strategies to address the challenge(s) therein.

PLC Activities

The PLC group will complete the following before 3/23: (All activities must be documented in a PLC log/journal.)

1. Compile a group of at least five (5) readings of scholarly articles on the topic (must be at least 2 peer-reviewed research studies, others can be non-research).
2. After individually reading each article, each PLC group member should generate at least 3 questions about each article.
3. PLC Groups will meet to discuss the articles and the related questions of each group member. You will be given some opportunity in class to meet as a group, but plan for additional time outside of class to meet as a group.
4. The PLC group will keep a journal of questions, responses, discussion, etc. (essentially minutes of the PLC meeting) and submit this on 3/23 with Item 5. This should be an electronic document that can be uploaded to Blackboard.
5. The PLC group will develop a 3-5 page resource document geared toward peers that defines the issue, provides the list of readings, and gives guidance addressing the issue, as determined in the PLC group discussions. The resource document can be focused on the specific group characteristics (e.g., teachers in 10th grade, special educators in a middle school, etc.) or can be broad.
6. Each PLC group member will evaluate the group collaborative process using an assessment form provided (or its revision, as discussed in class).
7. On 3/23, the PLC group will provide a summary of the resource document to the class and answer any related questions.

Note: Though one student in the group may be designated as the resource keeper or collector, EACH student in the group will submit a copy of the PLC journal, the resource document, and an individual group evaluation form in the Blackboard assignment.

PLC Group Rubric

Item	Points	Requirements
Readings	___/25	• Includes 5 scholarly readings (e.g., in peer-reviewed journals) • At least 2 readings are studies directly related to issue • References are clear (APA format) for retrieval by others
PLC Log	___/50	• Includes individual questions of each group member • Includes notes of discussion of each question • Provides summary of conclusions of PLC group • Includes note on group dynamics of each meeting • At least 3 meetings held •
Resource document	___/45	• At least 3-5 pages in APA format, correct grammar, correct punctuation • Issue is clearly defined, including relevance to the group • Resources are directly relevant to issue • Includes recommendations and ideas directly related to the issue and evident in discussions and questions included from PLC group log • Includes recommendations and ideas directly related to scholarly readings and any relevant in-class readings • Clearly identifies and addresses audience of peers (other special educators) or others
Group cohesion evaluation	___/20	• Note of group dynamics included in each PLC log entry • Final evaluation of group dynamics completed by each individual in PLC group and turned in with log
Q&A session	___/10	• Issue of concern identified • *Summary* of discussions and resource document briefly presented • Questions encouraged; responded to directly
TOTAL	**___/150**	

Appendix C, Lesson Plan/Strategies Portfolio

In the second strand of the course, we will focus on developing lesson plans and strategies based on content you learned in the course. As such, you will develop a series of 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. You will also develop a narrative explaining your collaborative process. And finally, during a course meeting, you will select one lesson plan activity to present to the class. This activity should demonstrate effective coteaching and evidence of coplanning. **The artifacts for this assignment include the lesson plans and brief (1 page) reflective narrative (submitted to the Blackboard Assignments folder). See Appendix C for further details.**

Item	Points Possible	Requirements
Description of target classroom (InTASC Standards V & VII)	___/20	● Identification of characteristics of each student with disabilities ● Impact of characteristics on instruction
Lesson Plan 1 (InTASC Standards I, II, III, IV & VII)	___/80	● 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 ● Assessment matches objectives and activities
Lesson plan 2 (InTASC Standards I, II, III, IV & VII)	___/80	● 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 ● Assessment matches objectives and activities
Narrative Reflection	___/40	● Includes collaborative process and specific collaborative strategies and activities used ● Includes discussion of the evidence-based instructional strategies employed in the lessons and how these meet the needs of diverse learners
Presentation	___/30	● Includes coteaching strategy ● Includes evidence of coplanning
TOTAL	**___/250**	

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 History/Social Studies 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	• **List of questions and responses that demonstrates knowledge of student**
Present Level of Performance (PLOP) and General Education Classroom Information	___/25	• **A comprehensive Present Level of Performance and information regarding the general education classroom**
VA Standards and General Education Curriculum	___/20	• **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**	• **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**	• **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**	• **List of recommendations for LRE** • **Rationale for recommendations**
Overall Evidence of Collaboration	**___/50**	• **Narrative evidence of collaboration in PLOP discussions** • **Evidence of collaboration in Accommodations, Adaptations and facets of LRE**
Total	**___/250**	

Additional Readings

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