



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

Spring 2015

EDSE 662 001: Consultation and Collaboration

CRN: 13047, 3 - Credits

<b>Instructor:</b> Dr. Margaret Weiss	<b>Meeting Dates:</b> 1/20/2015 - 5/13/2015
<b>Phone:</b> 703.993.5732	<b>Meeting Day(s):</b> Mondays
<b>E-Mail:</b> mweiss9@gmu.edu	<b>Meeting Time(s):</b> 7:20 pm-10:00 pm
<b>Office Hours:</b> TBD	<b>Meeting Location:</b> Fairfax Thompson Hall #1020

***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. Hours of Lecture or Seminar per week: 3 Hours of Lab or Studio per week: 0

**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) 993-3670 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**

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). *Co-Teach! Building and sustaining effective classroom partnerships in inclusive schools*. Ashford, CT: Elephant Rock Publication. 978-0-9778503-1-0.

### **Digital Library Option**

The Pearson textbook(s) for this course **may be** available as part of the **George Mason University Division of Special Education and disAbility Research Digital Library**. Please note that not all textbooks are available through this option. Visit the links below before purchasing the digital library to ensure that your course(s) text(s) are available in this format. 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. To register your access code or purchase the Digital Library, visit:

<http://www.pearsoncustom.com/va/gmu/digitallibrary/education/index.html>

- 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.pearsoncustom.com/va/gmu/digitallibrary/education/index.html>

### **Recommended Textbooks**

None

### **Required Resources**

On Blackboard

### **Additional Readings**

On Blackboard

### **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/the-mason-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.

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.

### 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.

### Communication with Dr. Weiss

The most efficient way to contact me is through email. I check email daily at least at 9am and 2pm Monday through Friday. If your email has reached me by either of those times, I will respond immediately. Otherwise, I will respond within 24 hours during the week. Keep in mind that I teach from 4:30-9pm. On weekends, I check my Mason account on Sunday evenings around 9pm and will respond to all received then. Do not email me an hour before an assignment is due and expect a response. If you would prefer to meet with me either before or after class (or at another time during the day/after school), please do not hesitate to contact me.

### 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

A	96-100%
A-	92-95%
B+	89-91%
B	85-88%
B-	80-84%
C	70-79%
F	<70%

## Student Evaluation

Evaluation	Points Possible	Percentage	Type of Assignment
Participation	200	20%	individual
Process Observation account	50	5%	individual
Case study analysis presentation	100	10%	group
PLC Assignment	150	15%	group
IEP Assignment	250	25%	individual
Lesson plan portfolio	250	25%	group
<b>Total</b>	<b>1000</b>	<b>100%</b>	

### Assignments

#### **Performance-based Assessment (TaskStream submission required).**

The required NCATE/TaskStream assignment for this course is an Individualized Education Plan. Specific directions are in Appendix D.

#### **Performance-based Common Assignments (No TaskStream submission required).**

None

#### **Other Assignments.**

#### **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.

#### **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.

#### **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

**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 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.

**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. 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.

**Schedule**

	<b>Date</b>	<b>Topic</b>	<b>Readings</b>	<b>Assignments</b>
<b>Strand I: Group Process</b>	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) <b>Case study presentations</b>
	2/16	Communication skills	Readings on BB (Friend & Cook, chp 3)	<b>Case study presentations</b>
	2/23	Problem solving	Conderman (2010)	Participation: Develop reflective guide for collaboration (in class activity) <b>Case study presentations</b> 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) <b>PLC groups present; Resource documents due</b>
	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 tasks (in historical thinking) Part I	Cognitive Strategy Instruction ALERT; CWPT Alert; Scruggs, Mastropieri, & Marshak (2012); Friend chp. 6	Participation: Lesson Planning and Self-Group Reflective Guide for 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!	<b>Lesson plans/strategies assignment due</b>
	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 <b>IEP assignment due</b> 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).

<b>Process Observation Rubric</b>						
<b>By Russ Christianson, CoopZone member</b>						
<b>1. Listening</b>						
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.
<b>2. Open Communication</b>						
Members are guarded or cautious in discussions.	1	2	3	4	5	Members express thoughts and feelings openly.
<b>3. Mutual Trust and Confidence</b>						
Members are suspicious of one another's motives.	1	2	3	4	5	Members trust one another and do not fear ridicule and reprisal.
<b>4. Attitudes Toward Differences Within the Group</b>						
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.
<b>5. Mutual Support</b>						
Members are defensive about themselves and their functions.	1	2	3	4	5	Members are able to give and receive help.
<b>6. Involvement-Participation</b>						
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.
<b>7. Control Methods</b>						

Subject matter and decisions are controlled by the chairperson.	1	2	3	4	5	All members accept responsibility for productive discussion and decision-making.
<b>8. Flexibility</b>						
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.
<b>9. Use of Member Resources</b>						
Individuals' knowledge and experience are not utilized.	1	2	3	4	5	Each member's abilities, knowledge, and experience are fully utilized.
<b>10. Objectives or Purposes</b>						
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	___/30

	<p>in the group, including:</p> <p>List of action items that are measurable</p> <p>List of persons responsible for each item</p> <p>Due dates for each action item</p>	
Reflection on case discussion	<p>Includes brief discussion of the following:</p> <p>Participation of discussion group members (how happened and how could be changed, if necessary)</p> <p>Ability of group to guide discussion (things done and things should have done)</p> <p>Ability of group to come to meaningful case solution (and how would have change, if necessary)</p> <p>Overall evaluation of group process</p>	____/30
Group process observation rubric		____/10
	<b>TOTAL</b>	____/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 10<sup>th</sup> 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	<ul style="list-style-type: none"> <li>• Includes 5 scholarly readings (e.g., in peer-reviewed journals)</li> <li>• At least 2 readings are studies directly related to issue</li> <li>• References are clear (APA format) for retrieval by others</li> </ul>
PLC Log	___/50	<ul style="list-style-type: none"> <li>• Includes individual questions of each group member</li> <li>• Includes notes of discussion of each question</li> <li>• Provides summary of conclusions of PLC group</li> <li>• Includes note on group dynamics of each meeting</li> <li>• At least 3 meetings held</li> <li>•</li> </ul>
Resource document	___/45	<ul style="list-style-type: none"> <li>• At least 3-5 pages in APA format, correct grammar, correct punctuation</li> <li>• Issue is clearly defined, including relevance to the group</li> <li>• Resources are directly relevant to issue</li> <li>• Includes recommendations and ideas directly related to the issue and evident in discussions and questions included from PLC group log</li> <li>• Includes recommendations and ideas directly related to scholarly readings and any relevant in-class readings</li> <li>• Clearly identifies and addresses audience of peers (other special educators) or others</li> </ul>
Group cohesion evaluation	___/20	<ul style="list-style-type: none"> <li>• Note of group dynamics included in each PLC log entry</li> <li>• Final evaluation of group dynamics completed by each individual in PLC group and turned in with log</li> </ul>
Q&A session	___/10	<ul style="list-style-type: none"> <li>• Issue of concern identified</li> <li>• <i>Summary</i> of discussions and resource document briefly presented</li> <li>• Questions encouraged; responded to directly</li> </ul>
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).**

Item	Points Possible	Requirements
Description of target classroom  (InTASC Standards V & VII)	___/20	<ul style="list-style-type: none"> <li>● Identification of characteristics of each student with disabilities</li> <li>● Impact of characteristics on instruction</li> </ul>
Lesson Plan 1  (InTASC Standards I, II, III, IV & VII)	___/80	<ul style="list-style-type: none"> <li>● Statement of measurable objective; related SOL</li> <li>● Follows Explicit Instruction Model in co-teaching template (includes all phases)</li> <li>● Includes instructional modifications or specific skill development</li> <li>● Methods/behaviors from course highlighted, explained, fit logically</li> <li>● Lesson activities fit objective</li> <li>● Assessment matches objectives and activities</li> </ul>
Lesson plan 2  (InTASC Standards I, II, III, IV & VII)	___/80	<ul style="list-style-type: none"> <li>● Statement of measurable objective; related SOL</li> <li>● Follows Explicit Instruction Model in co-teaching template (includes all phases)</li> <li>● Includes instructional modifications or specific skill development</li> <li>● Methods/behaviors from course highlighted, explained, fit logically</li> <li>● Lesson activities fit objective</li> <li>● Assessment matches objectives and activities</li> </ul>
Narrative Reflection	___/40	<ul style="list-style-type: none"> <li>● Includes collaborative process and specific collaborative strategies and activities used</li> <li>● Includes discussion of the evidence-based instructional strategies employed in the lessons and how these meet the needs of diverse learners</li> </ul>
Presentation	___/30	<ul style="list-style-type: none"> <li>● Includes coteaching strategy</li> <li>● Includes evidence of coplanning</li> </ul>

<b>TOTAL</b>	<b>—/250</b>	
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## Appendix D IEP Assignment

### IEP Assignment

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 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, and
3. description of how the assignment connects with CEC Standards.

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.

#### Step One: Choose a Student

For this assignment, the instructor will assign a case study.

#### Step Two: Prepare and Write Your Case

Using the information available to you about your student, create a summary with the components identified below. Use the summary sheet distributed in class.

#### 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.

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>• ____/75</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>• ____/60</li> </ul>

Component	Criteria	Points
<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>• ____/45</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> <li>○ Setting</li> <li>○ Duration</li> <li>○ Start and end dates</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• ____/25</li> </ul>
<p><b>Participation in State Assessments</b></p> <p>CEC/IGC Standards 1 &amp; 3</p>	<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>• ____/15</li> </ul>
<p><b>Accommodations and Modifications</b></p> <p>CEC/IGC Standards 3 &amp; 7</p>	<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</li> </ul>	<ul style="list-style-type: none"> <li>• ____/25</li> </ul>

Component	Criteria	Points
	educationally related settings.	
<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>• ____/5</li> </ul>
<b>TOTAL</b>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• ____/250</li> </ul>