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

Spring 2016
EDSE 662 001: Consultation and Collaboration
CRN: 12608, 3 - Credits

Instructor: Dr. Margaret Weiss	**Meeting Dates:** 01/19/16 - 05/11/16
Phone: 703.993.5732	**Meeting Day(s):** Monday
E-Mail: mweiss9@gmu.edu	**Meeting Time(s):** 7:20 pm-10:00 pm
Office Hours: By appointment	**Meeting Location:** 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.
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

Effective summer 2015, the Division of Special Education and disAbility Research will discontinue the use of the Pearson Digital Library. No further registrations will be accepted. Students who hold current subscriptions will continue to have access to the library for the remainder of their subscription time. However, no further updates will be made to the digital library. During this time, should a textbook be revised or a new book is adopted for a class where the text is included in the digital library, Pearson will have options available to you and will provide you with an individual e-text or, if there is no e-text, a printed copy. Students, who have purchased a 3-year subscription directly through Pearson Education, will also have an option to obtain a prorated refund. However, 3-year subscription access cards purchased via the GMU bookstore will need to speak with a George Mason Bookstore Representative. Please be aware that the issuance of a refund, in this case, is at the discretion of the George Mason bookstore. Concerns or questions may be directed to Molly Haines at Molly.Haines@pearson.com.

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: Learner development and individual learning differences; Standard 3: Curricular content knowledge; Standard 5: Instructional planning and strategies; Standard 6: Professional learning and ethical practice; Standard 7: 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 George Mason University Disability Services and inform their instructor, in writing, as soon as possible. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor. 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. <u>We will not accept late work</u>. 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 7pm 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.

Tk20 Performance-Based Assessment Submission Requirement

Every student registered for any Special Education course with a required performance-based assessment is required to submit the *Individualized Education Program (Spec Ed General) OR Collaborative Team Improvement Project (Adapted/VI)* to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a onetime course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through 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 Tk20 submission, the IN will convert to an F nine weeks into the following semester.

Grading Scale

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

Evaluation	Points Possible	Percentage	Type of Assignment
Participation	200	27%	individual
Process Observation account	50	7%	individual
Case study analysis presentation	100	13%	group
PLC Assignment	150	20%	group
IEP Assignment	250	33%	individual
Total	**750**	**100%**	

Assignments

Performance-based Assessment (TK20 submission required).

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

Performance-based Common Assignments (No TK20 submission required).

None

Other Assignments.

PARTICIPATION

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

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

Throughout the course, we will be using case studies to provide opportunities for interaction and dialogue. We will form groups of at least three candidates. 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. Specific directions are in Appendix A

PROFESSIONAL LEARNING COMMUNITY (PLC) PROJECT

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.

See Appendix B for further details.

Schedule

	Date	Topic	Readings	Assignments due
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	Friend & Cook, chp 2	
	2/15	Communication skills	Friend & Cook, chp 3 Assigned case studies	**Case study presentations**
	2/22	Problem solving	Conderman (2010) Scruggs et al., (2007) Assigned case studies	**Case study presentations**
	2/29	Coteaching	Friend chps. 1 & 3 Weiss & Lloyd (2003)	PLC groups form and discuss routines
	3/7	Spring Break		
Strand II: Lessons and Applications	3/14	Organizing ideas and concepts	Graphic organizer ALERT; Smith & Girod (2003); Friend chp. 4	PLC groups meet
	3/21	Vocabulary acquisition	Vocabulary ALERT; mnemonic ALERT; Friend	PLC groups meet

			chp. 5	
	3/28	Textbook structure, close reading, argumentation from text	Reading Comprehension ALERT; Berkeley et al. (2011)	PLC groups meet
	4/4	Strategic approaches to tasks (in historical thinking) Part I	Cognitive Strategy Instruction ALERT; CWPT ALERT; Scruggs, Mastropieri, & Marshak (2012); Friend chp. 6	PLC groups meet
	4/11	Strategic approaches to tasks (in historical thinking) Part II	SRSD ALERT; Friend chp. 8	PLC groups meet and finalize assignments
Strand III: IEP Development	4/18	IEP: PLOP, annual goals, STO	Bateman & Linden chps 3 & 5 (p. 89-93) Bring book to class!	**PLC assignment due**
	4/25	IEP: Services, LRE, Placement, state tests	Bateman & Linden chp 5 (p. 93-end); chp 7 Bring book to class!	
	5/2	IEP completion	Bateman & Linden chp 1	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 an expert group responsible for discussing and developing an action plan for a chosen case during one class session. The expert group will develop a detailed case summary and specific case questions for discussion. Each member of the expert group will use the case questions in a discussion with a case study group to develop a case solution. For evaluation, each student will submit the case summary and case questions developed by the expert group, a description of the case solution developed by the case study group, and a personal reflection on the case study group discussion. The following rubric will be used for individual 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	____/30
Reflection on case discussion	Includes brief discussion of group performance in each area of the group process observation rubric.	_____/40
	TOTAL	_____/100

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	• 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	• Includes instructional objectives based on student work analysis • Includes instructional strategy (ies) appropriate to topic and student work analysis
Reflection 1	___/15	• Includes description on how lesson met individual student needs • Includes evaluation of group process and dynamics
Professionalism	___/10	• 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	• 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	• Includes instructional objectives based on student work analysis • Includes instructional strategy (ies) appropriate to topic and student work analysis
Reflection 2	___/15	• Includes description on how lesson met individual student needs • Includes evaluation of group process and dynamics
Professionalism	___/10	• 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 develop the critical components of an Individualized Educational Program (IEP) that are legally sufficient and educationally appropriate for the described case study student. Candidates also will also demonstrate an understanding of how these components come together to build a framework for the student's educational program by writing a narrative that includes:

1. justification for their decisions within the IEP,
2. explanation of the collaborative process required.

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

Step One: Choose a Student

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

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

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

Step Two: Prepare and Write Your Case

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

Component A: Present Level of Academic Achievement and Functional Performance (PLAAF/PLOP)

1. Using all documentation available, gather 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:
     o Mild to moderate exceptionalities,
     o Sensory impairments (when applicable),
     o Variations in cultural beliefs, traditions, and values.

Component B: Measurable Annual Goals
1. Create 3 measurable 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
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
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 7th 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
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
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?

e.

f.

g. **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.

Individualized Education Program (IEP) Assignment Grading Rubric

	Expectations	Points

Present Levels of Performance
 	
CEC/IGC Standards 1 & 4 Candidate understands how exceptionalities may interact with development and learning and uses this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities. Candidate uses multiple methods of assessment and data sources in making educational decisions.
	• Candidate interprets information from formal and informal assessments to write appropriate, relevant present levels of performance statement with:
	  o clear links to evaluations and assessments (such as interviews, observations, standardized tests),
	  o description of educational implications of the characteristics of various exceptionalities, sensory impairments (as applicable), and
	  o description of variations in beliefs, traditions, and values across and within cultures (as applicable).
	• Candidate uses unbiased and objective language.
	• Candidate includes description of the similarities and differences between the student's development and typical human development.
		• _____/75

Measurable Annual Goals
 	
CEC/IGC Standard 3 Candidate uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.
	• Candidate demonstrates an understanding of the models and theories related to instructional planning by writing age and ability appropriate annual goals that:
	  o are measurable,
	  o reflect present levels of performance and
	  o show direction for student growth.
		• _____/60

	Expectations	Points
	• Candidate writes goals that focus on both decreasing and/or increasing learner behaviors. • Candidate demonstrates consideration of variations in beliefs, traditions, and values across and within cultures (as appropriate) while integrating affective, social, and life skills with academic curricula.	

Short Term Objectives or Benchmarks
 	
CEC/IGC Standard 3
Candidate uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.
	• Candidate demonstrates an understanding of the models and theories related to instructional planning by writing individualized learning objectives/benchmarks that
	  o relate to an annual goal AND
	  o are sequential age and ability appropriate AND
	  o include the condition, measurable and observable learner behavior, and verifiable criteria.
	• Candidate demonstrates consideration of variations in beliefs, traditions, and values across and within cultures (as appropriate) while integrating affective, social, and life skills with academic curricula.
		• _____/45

Services, Least Restrictive Environment (LRE), Placement
 	
CEC/IGC Standard 1
Candidate understands how exceptionalities may interact with development and learning and uses this knowledge to provide meaningful and challenging learning experiences for individuals with
	• Candidate lists appropriate program and primary services and related services (as appropriate) that:
	  o demonstrate an understanding of the continuum of placement and services available for individuals with exceptional learning needs, and the concept of the least restrictive environment and
	  o consistently align with the individual's areas of need based on present levels of performance as well as the supports needed to be successful in the LRE.
	• Candidate includes the following:
	  o Location
	  o Frequency
	  o Setting
	  o Duration
	  o Start and end dates
		• _____/25

Participation in State Assessments CEC/IGC Standard 3 Candidate uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.	• 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. • Candidate lists and justifies all accommodations for state assessments suggested.	• _____/15
Accommodations and Modifications CEC/IGC Standard 3	• Candidate identifies and prioritizes areas of the general curriculum and the accommodations and/or modifications to individualize instruction to provide meaningful and challenging learning for	• _____/25

	Expectations	Points
Candidate uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.	individuals with exceptional learning needs including appropriate technologies (as needed). • Candidate identifies and prioritizes appropriate accommodations and/or modifications based on present levels of performance, to provide access to nonacademic and extracurricular activities in educationally related settings.	
Narrative on IEP CEC/IGC Standard 6 Candidate uses foundational knowledge of the field and his/her ethical principles and practice standards to inform special education practice, to engage in lifelong learning, and to advance the profession.	• Candidate writes a complete IEP that complies with all relevant laws and policies, reflects an understanding of requirements such as FAPE and LRE (and the history of these points of view) and other human issues that have historically influenced and continue to influence the field of special education. • Candidate writes the IEP using neutral, objective, non-inflammatory language, with clarity, minimal use of acronyms, legibility, and accuracy (including spelling). • Candidate writes areas of need, goals, objectives/benchmarks, placements and services with a strong connection to the present levels of performance.	• _____/5
	• **TOTAL**	• _____/250