



SCHOOL OF EDUCATION

Engaging diverse communities through leading and learning for social justice.

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Course Number	EDMX 631 Section 1 and Section 2
Title	Foundations in Law, Ethics, and Procedures in Special Education
CRN Numbers	Section 1 40291, Section 2 40292
Days	Wednesdays
Time	5:30 – 8:20 p.m.
Course Location	University Hall 444
Semester / Year	Fall 2019
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Hours	By appointment

COURSE DESCRIPTION

Foundations in Law, Ethics, and Procedures of Special Education

Introduction to state and federal special laws regarding special education, ethical issues in special education; procedures and forms used in California schools to identify and support children and youth eligible for special education; and the Individual Education Program planning, implementation, and evaluation process. Students practice principles of effective collaborative and interdisciplinary teaming and focus on best practices for inclusive educational programming.

SCHOOL OF EDUCATION MISSION & VISION STATEMENT

(Adopted by SOE Governance Community, January 2013)

Vision

To serve the educational needs of local, regional, and global communities, the School of Education advances innovative practice and leadership by generating, embracing, and promoting equitable and creative solutions.

Mission

The mission of the School of Education community is to collaboratively transform education. We:

- Create community through partnerships
- Promote and foster social justice and educational equity
- Advance innovative, student-centered practices
- Inspire reflective teaching and learning
- Conduct purposeful research
- Serve the school, college, university, and community

BASIC TENETS OF OUR CONCEPTUAL FRAMEWORK

- Student centered education
- Research and theory specific to the program field inform practice
- Connections and links between coursework and application
- Strong engagement between faculty and candidates
- Co-teaching clinical practice
- Culturally responsive pedagogy and socially just outcomes

Table of Contents

COURSE DESCRIPTION.....	1
Foundations in Law, Ethics, and Procedures of Special Education.....	1
SCHOOL OF EDUCATION MISSION & VISION STATEMENT	1
BASIC TENETS OF OUR CONCEPTUAL FRAMEWORK	1
COURSE STUDENT LEARNING OUTCOMES.....	3
PROGRAM STUDENT LEARNING OUTCOMES.....	3
COURSE REQUIREMENTS	4
REQUIRED TEXTS AND WEBSITES.....	4
Selected Web Sites	5
SCHEDULE/COURSE OUTLINE	6
GRADING STANDARDS.....	8
Grading Scale (in percentages):.....	8
Late Assignments	Error! Bookmark not defined.
Course Requirements.....	8
EDMX 631 TRACKING FORM	15
EDUCATION SPECIALIST CREDENTIAL PROGRAM REQUIREMENTS	16
Taskstream Enrollment and Postings.....	16
Authorization to Teach English Learners.....	16
Preliminary Education Specialist Standards.....	16
Teacher Performance Expectation (TPE) Competencies.....	16
Expected Dispositions for the Education Profession	17
Course requirements and graded course components	17
Course Assignments	17
Grading Standards.....	17
Final Exam Statement.....	17
School of Education Attendance Policy.....	17
Policy on Late/Missed Work.....	17
Student Collaboration Policy.....	17
CSUSM Academic Honesty Policy	18
Plagiarism	18
Students with Disabilities Requiring Reasonable Accommodations	18
Credit Hour Policy Statement	18
All University Writing Requirement.....	18
Graduate Writing Requirements	18
Course Format.....	19
Necessary Technical Competency Required of Students	19
Contact Information for Technical Support Assistance	19
Electronic Communication Protocol.....	19
BASE TEAM MEETING #1	20
STUDY GUIDE	22
AGENDA ITEM #1	24
AGENDA ITEM #3 (BASE TEAM MEETING #1)	25
AGENDA ITEMS #4 (BASE TEAM MEETING #1).....	26
AGENDA ITEM #5 (BASE TEAM MEETING #1)	27
MEETING AGENDA ITEM #7 (BASE TEAM MEETING #1).....	28

COURSE STUDENT LEARNING OUTCOMES

Upon successful completion of this course, candidates will know and apply:

- Goal 1. relevant and current federal and state laws, regulations, practices and due process procedural safeguards that pertain to California public education, students with disabilities, and their parents and care providers.
- Goal 2. professional ethical standards of practice, including the Council for Exceptional Children Special Education Professional Ethical Principles and the California Commission on Teacher Credentialing's Education Specialist teaching credential standards.
- Goal 3. The five critical elements of an effective collaborative planning team (i.e., PIGS Face) and awareness of their effective use of these elements in "base team" and other meetings.
- Goal 4. collaborative teaming and co-teaching strategies for effectively collaborating with family members and others (e.g., educators, administrators, paraeducators, community agency and related service personnel) to (a) design, implement, and evaluate Individual Education Programs (IEPs); (b) facilitate student inclusion in general education and the core curriculum; and (c) maximize communication and coordination of services.
- Goal 5. roles, rights, and responsibilities of special educators, related services personnel, classroom teachers, administrators, parents and students with disabilities in implementing the Individuals with Disabilities Education Improvement Act (IDEIA), the Americans with Disabilities Act (ADA), Section 504 of the Vocational Rehabilitation Act, and related California special education laws and regulations.
- Goal 6. IFSP/IEP/ITP development and implementation processes (i.e., screening; nonbiased and family-centered assessment; eligibility determination using California eligibility criteria) to identify needed student supports and services, make placement decisions, and ensure student access to the core general education curriculum and inclusive communities.
- Goal 7. processes for developing and monitoring meaningful, measurable, standards-based IEP goals and learning objectives.
- Goal 8. Multi-Tiered System of Supports (MTSS) and Response to Intervention (RTI) frameworks for proactively intervening to meet student needs and reduce special education referral.

PROGRAM STUDENT LEARNING OUTCOMES

Preliminary Education Specialist Program

Upon successful program completion, Preliminary Education Specialist teacher candidates will demonstrate proficiencies in:

1. applying current disability-related federal and state laws, procedures, and ethics pertaining to special education referral and eligibility and Individual Education Program plan development, monitoring, and implementation.
2. using various formal and informal assessment data from multiple sources to a) develop IEP goals based upon individual students' assessed needs and b) monitor student progress toward IEP goal achievement.
3. using knowledge of the characteristics of various disabilities and their effects on learning, skill development, and behavior to develop and deliver appropriate instruction to advance student progress toward IEP goal attainment and meaningful participation and progress in the curriculum.
4. differentiating instruction through (a) knowledge and application of a variety of instructional and positive behavior support methodologies and (b) use of technology inclusive of augmentative and alternative communication systems, applications, and devices.

5. collaborating, coordinating, consulting, and co-teaching effectively with general educators, special education and related service providers, paraeducators, students' families, and community agency personnel

COURSE REQUIREMENTS

1. **Person-First Language.** "Person-first" language (e.g., "Student with Down syndrome" rather than "Down syndrome student") must be used in all written assignments and oral discussions.
2. **Cougar Courses Use and Class Preparation.** Examine the course Cougar Courses website at least twice weekly for messages and newly posted materials and resources. Download materials needed for each class or Base Team meeting *prior* to the class or meeting. Bring to class and meetings all required resources.
3. **Written Work.** Word process and keep an electronic copy of all written work. You will want these for your records and to use as professional portfolio entries.
4. **Timeliness.** Complete and submit each assignment on the due date for full credit. If you have extraordinary circumstances that impact completion of an assignment or have questions or concerns, please contact the instructor(s) immediately.
5. **Participation.** Participate actively in class discussions and group activities and demonstrate positive interpersonal skills with classmates, instructors, and guest co-teachers.
6. **Peer Buddy.** Select at least two class "buddies" who can ensure that you receive materials and information if you miss class or have questions on assignments.
Buddy's Name: Phone: e-mail:
Buddy's Name: Phone: e-mail:

REQUIRED TEXTS AND WEBSITES

- American Psychological Association (2010). *Publication manual of the American Psychological Association* (6th ed.) Washington, DC: American Psychological Association. [APA]
- Brown, F., McDonnell, J., & Snell, M. (2016). *Instruction of students with severe disabilities* (8th ed.). Boston: Pearson. [BMS]
- Turnbull, A., Turnbull, R., Wehmeyer, M., & Shogren, K. (2016). *Exceptional lives: Special education in today's schools* (8th ed.). Boston: Pearson/Allyn & Bacon. [TTWS]
- Villa, R. A., & Thousand, J. S. (2016). *The inclusion education checklist: A self-assessment of best practices*. Naples Publishing: Dude Publishing. [VT] [Purchase in Class #1 for \$10.00. Make check payable to Richard Villa.]

Conversations That Matter video website: <http://conversationsthatmatter.org/user>

Please subscribe by first clicking on the SUBSCRIBE NOW button and then on the STUDENT SUBSCRIPTION button. The page will show student registration as \$20. Select CSUSM, provide your Student ID #, and select Jacque Thousand as the instructor. Click on the CONTINUE TO NEXT STEP button, which takes you to the ADD TO CART button. Click on the ADD TO CART button. A page appears which requests your e-mail and billing information. Complete all fields and then click on CONTINUE TO NEXT STEP. You then are directed to PAYPAL where you can either pay through your PAYPAL account or with a credit card. After paying, PAYPAL will show you a page saying your transaction has been successful. **You must click on the link provided on this page** to return to the Conversations that Matter website. This step will activate your account. You will then receive an e-mail with a link that will allow you to immediately access the site with a temporary password. If you don't receive an e-mail, check your junk mail folder. If you still can't find the e-mail, go to the Conversations That Matter login page at <http://conversationsthatmatter.org/user> and click on the "Get Login Help" link.

Enter your email address in the form that is loaded. This will send another e-mail to you. The first assignment in this class requires you to registration, so register right away and have some fun discovering and listening to the words of internationally known disability rights advocates and celebrities.

Free Text on Paraeducators as Co-Teachers Posted on Cougar Courses at <https://cc.csusm.edu/>

Nevin, A., Villa, R., & Thousand, J. (2009). *A guide to co-teaching with paraeducators: Practical tips for K-12 educators*. Thousand Oaks, CA: Corwin Press. [NVT]

Free Readings Accessible Online or Posted on Cougar Courses at <https://cc.csusm.edu/>

California Department of Education (2009). *Determining specific learning disability eligibility using Response to Instruction and Intervention [RtI²]*. Sacramento, CA: Author.

Disability Rights of California (2011, September). *Special Education Rights and Responsibilities*. Sacramento: Author. Accessible at www.disabilityrightsca.org [SERR]

Research and Training Center on Independent Living, University of Kansas. (2008). *Guidelines for reporting and writing about people with disabilities* (7th ed.). Lawrence KS: Author. (Posted on Cougar Courses)

Smith, T. E.C., Polloway, E. A., Patton, J. R., & Dowdy C. A. (2008). *Teaching students with special needs in inclusive settings* (5th ed., Ch. 4). Boston: Pearson/Allyn & Bacon. [SPPD] (Posted on Cougar Courses)

Thousand, J. (2016) *SST Basics* Unpublished manuscript. (Posted on Cougar Courses)

Thousand, J., & Villa, R. (2000). Chapter 10 - Collaborative teaming: A powerful tool in school restructuring. In R. Villa, & J. Thousand (Eds.) *Restructuring for caring and effective education: Piecing the puzzle together* (2nd ed.). Baltimore: Paul H. Brookes. [TV, Ch. 10] (Posted on Cougar Courses)

North Coastal Consortium for Special Education (NCCSE) IEP Forms: Posted in "IEP Forms" folder on Cougar Courses

Selected Web Sites

<http://leginfo.legislature.ca.gov/faces/codes.xhtml> (California searchable legislation website)

www.calstat.org (CalSTAT - California Services for Technical Assistance & Training, find *The SpecialEdge* link for current and past journal issues)

<http://www.cde.ca.gov/ci/cr/ri/> www.cde.ca.gov/sp/se/sr/selinks.asp and www.cde.ca.gov/sp/se/cc/ (CA Dept. of Education MTSS, Special Ed. Resources, and Common Core Resources & Webinars)

www.cec.sped.org (Council for Exceptional Children website)

<http://idea.ed.gov> (U.S. Department of Education IDEA Part B and C website; full text of law and regulations and training materials from NICHCY)

www.interventioncentral.org (Response to Intervention and other resources, go to RTI_WIRE and download links)

www.ncset.org (National Center on Secondary Education and Transition)

www.rtinetwork.org (RTI Action Network)

<https://www.wrightslaw.com> (Wrights Law)

SCHEDULE/COURSE OUTLINE

For each class session, see topics, supplemental readings and assignments due. Abbreviations for readings are indicated above on page 4. Topics and timelines may be adjusted based upon class needs.

Session Date	Topics	Base Team Meeting Materials or Readings and material to prepare for class	Legal Brief Component or Base Team Mtg. DUE
Class #1 8/28	Collaborative Teaming (PIGS Face) Jargon Busting Introduction to Base Teams Base Team Meeting #1 Overview Introduction to Legal Brief Component #1	Syllabus – Retrieve from Cougar Courses to examine in class	
Base Team Meeting #1	Base Team Meeting #1 – Norms, Names, Roles, and Collaboration	Base Team Meeting Agenda #1 Ch. 10 Collaborative Teaming <i>The Inclusive Education</i> Checklist, Ch. 5 Collaboration (pp. 47 – 51)	BT Mtg. #1 (Meet before 9/11)
Class #2 9/11	The IEP Process: Starting with the End in Mind & Your Advocacy Role Co-Teachers: <i>Mikel & “Aunt” Mary Falvey</i> Language Matters - “Guidelines for reporting and writing about people with disabilities” Introduction to Legal Brief Component #2	<i>The Inclusive Education</i> Checklist, Ch. 7 Student-centered strengths-based assessment (pp. 57 – 60) Optional: BMS Ch. 16 – The Dimensions of Adulthood (p. 554 - p. 566 and pp. 579 – 585 “Living the Promise”)	Component # 1: Web Search of Important Sites and Class #2 Preview on Ethics via Conversations That Matter Videos
Class #3 9/18	The Special Education Cycle & IEP Process Pre-referral processes – MTSS/Rtl ² & SST Non-discriminatory assessment & eligibility determination Disability categories Base Team Mtg. #2 Overview Introduction to Legal Brief Component #3	<i>SERR</i> Chs. 2, 3, & 4 Evaluations & Assessments, Eligibility Criteria, & IEP Process SST & MTSS/Rtl ² readings: 1) SST by 1000 (Cougar Courses) 2) <i>The Inclusive Education Checklist</i> Ch. 11 MTSS/Rtl ² (pp. 77 – 80) Ch. 12 PBS (pp. 81 – 85) Who are students with disabilities? TTWS (pp. 4 – 8)	Component #2: Assessment and Eligibility
Class #4 9/25	The IEP Process (continued): Eligibility Types of IEPs Timelines; Section 504 PLOPS, Areas of Need, & Goals Introduction to Legal Brief Component #4	<i>SERR</i> Chs.1 & 4 Basic Rights & IEP Process SPPD Ch. 4, pp. 105 – 117 (Posted on Cougar Courses)	Component #3: Basic Rights and the IEP Process
Class #5 10/02	Procedural Rights Practice Writing procedurally correct and elegant (GLOC) IEP goals Introduction to Legal Brief Component #5	<i>SERR</i> Ch. 6 - Due Process & Compliance Procedures	Component #4: Baker’s Dozen of Procedural Rights
Class #6 10/09	Goal Writing – Practice, Practice! Introduction to Legal Brief Component #6	<i>The Inclusive Education Checklist</i> , Ch. 13 (pp. 87 – 92) <i>SERR</i> Ch. 5 Related Service	Component #5: Related Services and Health Management

Session Date	Topics	Base Team Meeting Materials or Readings and material to prepare for class	Legal Brief Component or Base Team Mtg. DUE
Class #7 10/16	Confidentiality, Communication, & Family Diversity and Partnerships Co-Teacher: <i>Lisa Houghtelin</i> The 10 commandments of communication Introduction to Legal Brief Component #7 Reminder of Legal Brief Component #6	VT <i>The Inclusive Education Checklist</i> Ch. 2 Home-School Collaboration (pp. 29 – 32) <i>SERR</i> Ch. 6 Due Process	
Base Team Meeting #2	Base Team Meeting #2 – Mandated IEP Components in Local IEP Forms	Base Team Meeting Agenda #2 NCSEE IEP forms (on CC) Mandated IEP Components [SMB, pp. 17 & 18]	BT Mtg. #2 (Meet before 10/30)
Class #8 10/30	A Journey Toward Excellence and Equity for All: The Past, Present, and Future Co-teacher: <i>Dr. Richard Villa, Bayridge Consortium</i> Location: USU Ballroom (not UH 444)	VT <i>The Inclusive Education Checklist</i> Introduction & Chs. 1 & 4 (pp. 9 – 27; 39 – 48)	Component #6: Inclusive Education – Redefining Roles and Responsibilities
Class #9 11/06	Transitions from Birth to Adulthood IFSPs, Part C, and Preschool Services Co-teacher: <i>Diana Vega, HOPE Infant Program</i> ITPs Co-teacher: <i>Chas Beam, Health Science High and Middle College</i> Introduction to Legal Brief Component #8	<i>SERR</i> Chs. 10, 12, & 13 Transition, Early Intervention, & Preschool Services VT <i>The Inclusive Education Checklist</i> Ch. 14 (pp. 93 – 98)	Component #7: IFSPs, Part C, and Preschool Services
Class #10 11/13	Developing ITP Goals and Activities through Student Interviews Co-teachers: <i>Health Science High and Middle College Special Education High School Students & Chas Beam</i> Base Team Mtg. #3 Overview IDEIA Six Principles Introduction to Legal Brief Component #9	<i>SERR</i> Chs. 9 & 10 Interagency and Transition Services	Component #8: Transition - Student Interview Jigsaw Bring 8 copies of Component #8 Transition Questions to class
Base Team Meeting #3	Base Team Meeting #3 – Writing ITP Goals and Activities from Student Interview	Base Team Meeting Agenda #3 and Materials	BT Mtg. #3 (Meet before 12/04)
11/27	THANKSGIVING HOLIDAY		
Class #11 12/04	In-Class Base Team Meeting #4 IDEIA Six Principles Course Evaluation Celebration!	<i>SERR</i> Chapters 1 – 7 (Refer to chapters that relate to your assigned IDEIA principle)	Base Team Notebook Component #9: IDEIA Six Principles

GRADING STANDARDS

Grading Scale (in percentage points):

A: 93-100 A-: 90-92 B+: 87-89 B: 83-86 B-: 80-82 C+: 78-79

NOTE: The minimum acceptable grade for a course in the professional education credential sequence is C+. A “B” average must be maintained for continuation in the program.

There is no Final Exam in this course

COURSE REQUIREMENTS

Weekly Class Attendance and Participation	(44 points)
Base Team Meetings	(19 points)
SERR Legal Brief	(37 points)
Total Maximum Points:	100 points

Class Attendance and Participation (11 classes at 4 maximum points/class = 44 points)

Regular and punctual attendance is required. This class is interactive in nature, and the in-class experiences and discussions are difficult if not impossible to recreate. Additionally, each class member is expected to practice exemplary collaborative teaming and participatory behavior. To reinforce the program’s commitment to the development of professional interpersonal skills, students earn points each class for (a) arriving on time; (b) returning from breaks on time; (c) staying for all of the class; d) fully participating and cooperating with classmates, instructors, and guests in accordance with agreed-upon “base team” and class norms; and (e) completing and sharing weekly reflections. Participants who arrive late, depart early, engage in “non-collaborative” behavior, or fail to have assignments/reflections prepared on time can expect to receive less than the maximum points for a class or an assignment.

Base Team Meetings (3 “out of class” meetings at 6 or 7 points = 19 maximum points)

Base Teams, formulated at the beginning of the course, meet regularly and use the “Team Meeting Worksheet” format to practice collaborative teaming skills, complete assignments, and generally support one another. Each team is required to create a Base Team Notebook (i.e., 3-ring binder with dividers) that compiles Team Meeting worksheets, team products, and group processing outcomes.

Participation in base team meetings is mandatory; no team can meet without all members present. Documented attendance and participation in the prescribed agenda (via team meeting minutes and products) is worth **6 to 7 points per meeting** for each of the three out-of-class meetings. See each base team agenda to determine the products to be generated and the group processing to be conducted. Base Team Meeting #4 involves in-class instruction of key IDEA ideas and a celebration! Base Team agendas and needed materials are posted on Cougar Courses.

Base Team Meetings

Mtg. #1: Norms, Names, & Collaboration (6 points)
Mtg. #2: Mandated IEP Components in Local IEP Forms (6 points)
Mtg. #3: Developing ITP Goals and Activities (7 points)
In-Class Mtg. #4: In-Class Final Base Team Meeting

Social Skills Processing

Forming Checklist
Functioning Checklist
Formulating Checklist
“Are We Really a Team?” Checklist

Special Education Rights & Responsibilities “Legal Brief” (9 entries for 37 maximum points)

Each class participant creates a 9-component special education rights and responsibilities “Legal Brief” by examining websites, laws, and regulations and by reading the course texts, chapters and books posted on Cougar Courses, and selected chapters of the updated version of the parent-friendly *Special Education Rights and Responsibilities* (SERR) manual. To access the *SERR* document, go to the Disability Rights

California (DRC) website (www.disabilityrightsca.org) homepage and select the *Publications* tab on the homepage. Next select the *Special Education* and find the *Special Education Rights and Responsibilities Manual* (SERR), which is the 3rd box down from the available languages on the right hand side of the page. Download the PDF of the “Index to whole manual” the PDFs of all 14 chapters and the Appendices. For laws, regulations, or statements that you feel you must quote directly, cite sources fully, with quotations for direct quotes. In all cases, abide by APA guidelines and the **CSUSM Academic Honesty Policy and Plagiarism** statement (included in this syllabus) for crediting sources.

Legal Brief Component #1: Web Search of Important Sites and Class #2 Preview on Ethics (5 points)

Part A: Web Search (4 points)

For Part 1 of this first Legal Brief Component, you will produce a site review of four websites:

- 1) www.disabilityrightsca.org - Disability Rights California. At the top of the home page, there are six tabs. Examine information at each of the six tabs. At the “Who We Are” tab, be sure to take a look at the 2018 annual report. See what services this organization provides individuals with disabilities and their families.
- 2) <https://www.wrightslaw.com> – the Wrights Law resource site. This is a HUGE, very BUSY, yet extremely useful website. Please search it as if you are a parent whose child has just been identified as eligible for special education and who is hungry for resources. Be sure to click on the **IDEA 2004** link on the top, right-hand corner of the home page. Also click on the **Advocacy Library** and **Law Library** links at the “Being your search in the Advocacy Libraries and Law Libraries” sentence near the top of the home page. Finally, find the “Topics from A-Z” link on the left-hand scroll bar. Search topics related to special education and advocacy and topics of interest to you, including RTI.
- 3) www.cec.sped.org - Council for Exceptional Children. Learn more about your profession at this website. Be sure to search the “Policy and Advocacy,” “Standards,” “Special Ed Topics,” and “Resources” tabs. At the “Standards” tab, click on the *Ethical Principles and Practice Standards* tab, which will take you to the *Ethical Principles and Professional Practice Standards for Special Educators*. Please download, carefully study, and save the “PDF version” of the 12 standards, as these are the ethical principles that guide your practice as a special educator.
- 4) a website of your choosing from page 6 of this syllabus.

For EACH website, compose a 1-page, double-spaced review of the website that includes:

- a) the website name, URL, and originator/author;
- b) a description of the information about ethics, law, and procedures in special education and your responsibilities as a special educator that is included at the site;
- c) a description of the resources that are useful to students and parents on advocacy and rights accessible at or from the site; and
- d) any additional resources and/or web links that would benefit special educators, general educators, parents, students, administrators, or the general public. (Who would benefit? How?)

Part B: Class #2 Preview on Ethics (1 point)

Websites are great. Real stories are even better! In order to access the stories for this part of the reflection, complete your subscription to *Conversations that Matter* located at <http://conversationthatmatter.org/user>. This is your first introduction to this amazingly rich collection of videos of internationally-known disability rights advocates and experts. To see videos, click on the VIDEOS BY PRESENTER tab, which is the 4th tab on the right. Scroll through presenters and select Norman Kunc, who is on page 2 of the presenters. Select and watch the TWO videos: *Fostering Ability through Opportunity – Part 1* and *Fostering Ability through Opportunity – Part 2*. After watching BOTH videos, please answer the following three questions:

1. What \ are the three or four most salient points that Norman Kunc makes in **each** of the two videos (i.e., a total 6 – 8 salient points)? Why do these points stand out for you?
2. Based upon Norman’s words and experiences, what thoughts, feelings, and/or opinions about *your* ethical role as a special educator come to mind?
3. As you work to advocate for educational *opportunity* for your students with IEPs, what will be the top *four* ethical principles that will guide your work? Why?

For Part B of Legal Brief Component #1, compose a 1 to 2-paged, double-spaced reflection that addresses all three questions. Post the Part A and B responses on Cougar Courses in the Component #1 “Submit Here” location. Have both Parts A and B “available” (online or in hard copy) to share in Class #2.

Component #2: Assessment and Eligibility (4 points)

PREPARATION:

Please read *SERR* Ch. 2 (Evaluation & Assessment) and *SERR* Ch. 3 (Eligibility Criteria).

Next read in SPPD Ch. 4, *The Special Education Process* on pages 102 – 106 and *Legal Requirements for Assessment* on pages 125 – 129 Also read the *Los Angeles Unified School District Eligibility Determination (Revised 3.12.18)* PDF to learn about the 13 + 1 CA disability categories and eligibility criteria. Note that both of these documents are posted in the *Legal Brief Component #2 Assessment and Eligibility Resources* folder on Cougar Courses. To get to know more about the *particular disabilities* (i.e., ED & SLD) about which the parent in this assignment is concerned, use your 2016 TTWS 8th edition text.

Also find assessment and eligibility timelines by searching California Code - Part 30 SPECIAL EDUCATION PROGRAMS [56000. – 56865.] To access this, go to <http://leginfo.ca.gov/faces/codes.xhtml>. Give this site some time, as it takes a while for links to come up. Here you will find in the top right corner two boxes. The one on the left is for the Code you will select: EDC. The one on the right is where you enter the number of the section of EDC you are seeking. First enter for Section, 56302.1 and read what it says about timelines. Next select and read 56321 with particular attention to section (a). Also enter and read 56325 with particular attention to part (a). Next enter and read 56343.5 regarding IEP timelines. Finally, enter and read 56504 regarding procedural safeguards. Have fun browsing California special education law and learning about your legal timeline responsibilities. There will be a quiz!

SCENARIO:

Given this input, compose your “advice” for the following scenario. A good friend approaches you for information about assessment and eligibility in special education. Recently, the head of special education services at her son’s school contacted her to request permission to conduct assessments for possible qualification for special education services. Your friend wants to know what to expect in the *referral, assessment, and eligibility determination process – the steps, timelines, and so forth*. In addition, your friend has done some preliminary research on the Internet and wants to know more about what a *Specific Learning Disability and Emotional Disturbance qualification* would be in schools. Your friend lives in the Los Angeles Unified School District.

ASSIGNMENT: Based upon your readings, summarize your advice to your friend as a letter to the family. Be sure to include a summary of the referral, assessment, and eligibility process. Note timelines, highlight parental rights, and describe the eligibility criteria (and possible behaviors. Use a jargon term only if you have already defined the jargon term previously; and summarize information so a naïve reader (someone who knows absolutely nothing about special education) can easily and readily understand the information.

Please post your advice in the Component #2 “Submit Here” location.

Component #3: Basic Rights and the IEP Process (4 points)

Please read Chapter 1 - Basic Rights and Chapter 4 - IEP Process of the *SERR* manual as well as pages 105 – 117 of Chapter 4 of Smith, Polloway, Patton, & Dowdy (SPPD) posted in the “Supplemental Readings for Class Sessions and Legal Brief Components Not Found Elsewhere” Cougar Courses file folder. These readings examine basic rights and components of the Individual Education Program (IEP) plan and the IEP development process. For this reflection, create a Double Baker’s Dozen (that would be 26 items) “list” of new or deeper learnings and understandings about the IEP process and student and family rights that you want to remember and have at your fingertips.

- Be sure to include enough information in each item in the list, so you know what it is you are trying to “recall.”
- Please summarize your learnings in your own words.
- When possible, integrate information from multiple sources (e.g., *SERR* and SPPD) in an item
- For laws, regulations, or statements that you feel you must quote directly, please cite your source in APA fashion. (For examples of APA-style citations and references, see the APA Writing Guidelines on the EDMX 631 Cougar Courses face page and in your *APA Manual 6th ed.* text.)

- Please post your Double Baker's Dozen in the Component #3 "Submit Here" location on Cougar Courses.

Component #4: Baker's Dozen of Procedural Safeguards (4 points)

As you skim Chapter 6 - Due Process/Compliance Procedures of the *SERR* manual, likely you will feel overwhelmed by its length, complexity, and detail. That is O.K. It is all good information on parental and student safeguards. This information actually is translated into a more compact, yet still very lengthy, document - the Notice of Procedural Safeguards - which all parents, legal guardians, surrogate parents, and students who are not conserved and who reach the age of majority (18) must be given at strategic points during the assessment and IEP process. To help you "digest" IDEA's procedural safeguards, often also referred to as "parental rights," this Legal Brief Component #4 has three parts or steps:

Step 1. Read carefully the latest California *Notice of Procedural Safeguards*. As you read, please highlight (literally) all of the information that you consider important to remember and to highlight (verbally) in an IEP meeting for students and their families.

Step 2. Realizing that you cannot go over all of the content of the safeguards with a parent/guardian or student in a meeting, select 20 of your highlighted items that you believe are important to explain using lay (versus jargon) language to a student and family members. *Create a hard copy of your explanations of these 20 safeguards.*

Step 3. From this list of 20, select the top 13 (yes, another Baker's Dozen) to include on a small "5 X 7 card" type of document that you can use as your procedural safeguards "*pocket cheat sheet*" as you explain these key safeguards to students and parents/guardians. Note: Please word process this content; just cut it down to size, as if it were a 5 X 7 card.

Please bring to class all 3 documents – (1) the highlighted safeguards, (2) your list of 20 safeguard points explained in lay language, and (3) your shrunken "pocket cheat sheet" of 13 of these 20 items. We will exchange cards in class and practice delivering safeguards to parents and students. You do not need to post anything at the Component #4 "Submit Here" location.

Component #5: Related Services and Health Management (4 points)

As special educators, we collaborate with a variety of related service professionals including health professionals. This Legal Brief component examines related services and health issues (e.g., universal precautions).

Readings:

1. Read Chapter 13 (pp. 87 – 91) of Villa and Thousand's *The Inclusive Education Checklist*.
2. Study Figure 1.4 of the Turnbull, Turnbull, Wehmeyer, & Shogren (TTWS) text.
3. In the Brown, McDonnell, and Snell (BMS) text carefully read pages 22 - 25 and pages 270 - 275 & 282 - 285.
4. Skim Chapter 5 - Related Services of the *SERR* manual.
5. Skim pages 7 through 21 of the Health Framework for California Public Schools.

Given this input, please respond to the following prompts in 3-4 double-spaced pages.

- (a) What are related services? Why would a child receive related services? What are related services of which you were unfamiliar prior to reading this material?
- (b) Villa and Thousand (in Chapter 13 of *The Inclusive Education Checklist*) preview and Giangreco (on pages 22 through 25 of Brown, McDonnell, and Snell) deeply examine three concepts or values for guiding team decisions regarding related services:
 - 1) more is not necessarily better,
 - 2) the fallacy of return on investment, and
 - 3) only as specialized as necessary.

Describe in as much detail as you can a) how you would *explain* each of these three values to your IEP teammates and b) how you would *establish* them as *decision-making guidelines* within your IEP team.

- (c) In your own words, *differentiate* the two concepts – *educationally relevant* and *educationally necessary* - as it relates to related services. Provide your *own example* (not from the Brown, McDonnell, & Snell text) of a related service that might be proposed and considered *educationally relevant*, but likely would NOT be judged as *educationally necessary* for a student. To which of the SIX Giangreco questions on page 24 of BMS did you answer “yes”? Why?
- (d) What do you now know about the health and safety procedures for which you are responsible, the role of the school nurse, and/or the school’s role in promoting student health that you did not know OR that you were reminded was essential for you (and all school staff) to know. Identify at least three new learnings and/or reminders and why they are important.
- (e) Pages 270 - 275 & 282 - 285 of BMS examine basic care and emergency preparedness. You are the school nurse charged with creating an emergency preparedness checklist for your school’s staff. In one page or the equivalent, create a comprehensive checklist that ensures that “all bases are covered” for an individual child and the school in general.

Please post your responses in the Cougar Courses “Submit Here” location for Component #5.

Component #6: Inclusive Education: Redefining Roles and Responsibilities (4 points)

As an Education Specialist, one of your important legal obligations is to ensure that personnel who work with students are clear about their roles. Education Specialists are particularly responsible for ensuring that *paraeducators* know what they are to do and know how to do it with quality. For this Legal Brief Component #6, read:

1. Brown, McDonnell, & Snell (BMS) Chapter 5, pages 137 (starting with Collaborative Teaming) through 138 (ending at Schedule for Instruction)
2. Chapters 2 and 6 of the Nevin, Villa & Thousand (NVT) *Co-Teaching with Paraeducators* FREE text posted on Cougar Courses
3. Villa and Thousand *The Inclusive Education Checklist*, Ch. 1 (pp. 17 - 27); and Ch. 4 (pp. 39 - 45)

Given input from *all three sources*, in the equivalent of two to three double-spaced pages, use any medium you wish (e.g., checklist, brochure, action plan, job description for yourself, Prezi, PowerPoint) to create documents that remind you of best practices in paraeducator support and your responsibilities to train and supervise paraeducators. Create at least the following:

- 1) YOUR OWN “best practices checklist” of how a paraeducator *best provides support to students* with disabilities. Note that the BMS text identifies several best practices. Examples in the NVT chapters directly and indirectly suggest others. Items 28 – 32 on page 45 of the *Checklist* are examples of best practices in supporting students. Go beyond these (i.e., resist cutting and pasting). If you wish to create a checklist similar to those in the VT text, a blank checklist template is posted in the “Readings for Legal Brief Components and Class” Cougar Courses file folder for you to use.
- 2) YOUR action plan for **training** paraeducators, which includes *priority training topics* and method(s) for imparting this information; and
- 3) YOUR job responsibilities and action plan for **supervising** paraeducators including how you would arrange for observations and coaching from you and others who co-teach with a paraeducator.

Note that this document is not only for you but also for *your paraeducators* as well as *other educators*, such as general educators, with whom your paraeducator likely will co-teach. Keep this in mind as you think about the best format for presenting the above information in a clear and useful way.

Please post your product(s) in the Cougar Courses “Submit Here” location for Component #6.

Component #7: IFSPs, Part C, and Preschool Services (4 points)

First please read in your Turnbull, Turnbull, Wehmeyer, & Shogren (TTWS) text, Chapter 1, pp. 10 - 11 ONLY on Part B and C of IDEIA.

Now, at the READINGS AND RESOURCES section of Cougar Courses, please find Component #7 and download and read in order from a) to e) the following readings:

- a) *Early Start Transition: A Guide for Parents* document, which gives an overview of the transition process that occurs from Part C to Part B services between the ages of 2 to 3 years;
- b) *HOPE Overview and Parent Welcome Packet* for families receiving birth to age 3 services;
- c) IFSP form for San Diego County 0 - 3 programs;

- d) IFSP form WITH DIRECTIONS for San Diego County 0 – 3 programs;
- e) IFSP Transition Plan (Note: In 2016, the transition plan was removed from the IFSP)
- c) IFSP transition parent guide entitled *Special Education for Preschoolers: A Guide for Parents* This guide examines Part B services, that start at age 3 for eligible students.

Also skim *SERR* Chapters 12 and 13 (Early Intervention & Preschool Services) for further clarification. Then respond to the following Part 1 and 2.

Part 1. Based upon an examination of these materials and the NCCSE IEP pages, compare and contrast the *purpose of* and the *elements required* in an Individual Family Service Plan (Part C, ages 0 to 3) versus an Individual Education Program (Part B, starting with age 3) plan. Feel free to construct compare/contrast tables or graphics, if this helps you describe similarities and differences.

Part 2. Review items #1 - #7 of the *IFSP Transition Plan*. Assume you are your school district's representative on a toddler's transition team. Describe the timeline(s) you must meet. What topics must you discuss with the family? What are your other responsibilities?

Your responses in combination (Part 1 and 2) should be the equivalent of 1.5 to 2 double-spaced pages and be posted at the Cougar Courses Component #7 "Submit Here" location.

Component #8: Transition - Student Interview Jigsaw (4 points)

In preparation for this assignment, read *SERR* Chapter 10: Transition Services, including Vocational Education at least through Question #15. Also, starting at "Indicator 13 Requirements" heading on page 514 of the Brown, McDonnell, & Snell text, read through page 518 to learn about the legally required elements of an ITP, good versus bad ITP goals, and characteristics of good transition assessments.

In class, you will interview and collect data from a high school student with an IEP, so that you can develop the most relevant and meaningful ITP transition goals and activities for that student. To be prepared for this experience, **for this Legal Brief Component, you will redesign a transition survey and transform it into a student-friendly student interview.** You will be assigned one section of a survey to redesign into a student interview. Do not ask "yes/no" questions and use direct and jargon free language.

Please post your student interview at the Component #8 "Submit Here" location. Also, please **bring to class 8 hard copies** of your student interview questions for your assigned section. Place one in your class file folder for your instructors to use during your interview. The other copies will be used by you and your teammates to take notes during the interview. The high school student being interviewed may want the questions as well. You will use your interview questions to interview a student in class and be observed by classmates and your instructor(s) as you interview. Based upon the student's answers to your questions and the questions of other interviewers, you will then (in Base Team Meeting #3) develop post-secondary ITP goals to facilitate making the student's transition to post-secondary education, training, employment and other adult life, recreation, and leisure post-secondary DREAMS come true!

Component #9: IDEIA Six Principles (4 points)

The Scenario:

Assume that you, a new Education Specialist at a new school site, have been assigned to prepare and deliver a brief 8-minute informational in-service at the beginning-of-the-year school site orientation. Your task is to familiarize teachers with ONE (or 2) of the "Six Principles" that are the ethical and legal underpinnings of IDEIA (i.e., FAPE or appropriate education, LRE, nondiscriminatory evaluation, procedural due process, parent and student participation, zero reject). You are to create an informational handout and assessment checklist that the teachers can use to examine their own and the schools' practices regarding the principle.

You want to impress your new colleagues not only with your knowledge, but your engaging way of communicating and actively involving them in learning what otherwise might be considered "dry" legal information. The orientation is being held at 8 a.m. in the new library/media center, which WILL have state of the art technology, but now is equipped similarly to CSUSM's University Hall 444. So, any media or

Internet access needed should be accessible on your personal iPad, laptop, or other technological device you use.

The Readings and Other Possible Input:

To prepare, first read about the Campbell and Gonzales families on pages 27 – 29 of Chapter 2 of the Brown, McDonnell, & Snell text and study Figure 2-1 on page 30 of the same text. Then read about and take notes on YOUR assigned principle(s) included within a) pages 30 – 36 of Chapter 2 of the Brown, McDonnell, & Snell text and b) pages 12 – 21 of Chapter 1 of the Turnbull, Turnbull, Wehmeyer, & Shogren text. Additionally, consider reviewing class notes and PowerPoints, exploring Chapters 1 through 7 of the *SERR* manual relevant to your principle(s) as well as other websites. And recall what you already know about your principle from previous Legal Brief entries and your own professional experiences.

Checklist Product (2 points):

Given your readings and research on the assigned principle(s), create a brief (1- to 2-paged) narrative summary of the principle(s) similar to the introduction of each of the chapters in the Villa and Thousand *The Inclusive Education Checklist*. This summary should answer at least the following three questions:

- (1) What is the principle? What does it mean?
- (2) What important assurances does the principle provide a child and family for a child eligible for special education?
- (3) How does the principle impact the work of general educators and others who teach and work with students eligible for special education and their families?

Next, create a *Best Practice Checklist Assessment* similar to the checklists in *The Inclusive Education Checklist* chapters. Include at least 10 to 12 items stated in active, positive language that describe what school personnel, students, or others DO or what the practice “looks and sounds like” when ideally implemented. Use any checklist chapter as a model. Find in the Legal Brief Component #9 file folder under READINGS AND RESOURCES a blank and sample template for you to use to complete the narrative and checklist parts of the assignment.

Note: If you are assigned two best practices, create two checklists with shorter descriptions and fewer (e.g., 5 to 7) assessment checklist items.

Bring a copy for each member of your Base Team and your course instructors to take away.

Preparation of Teaching Materials and Methods (1 point) AND Presentation of Product (1 point):

Given your research on the assigned principle(s) and the narrative and checklist you created for your assigned principle, create a presentation to teach your principle and introduce your Checklist Assessment. As you prepare, keep the following two success criteria in mind:

Criterion #1: Given your 8-minute instruction and checklist introduction, a naïve teacher will have a basic understanding of the principle, be able to answer each of the three questions above and know what the principle looks and sounds like in action. (1 point)

Criterion #2: Your instruction is engaging, meaningful, and memorable for a teacher at an 8 a.m. meeting. Make your 8 minutes interactive - include manipulatives, predictions, mnemonics, visual representations and symbols, a pre-test/post-test quiz, a case study or story, actual application of checklist items, and so forth. (1 point)

You have eight (8) minutes to teach your principle to other base team members (as rehearsal for teaching it to your “general education” audience), so bring to class and/or have available for **each** teammate as well as your instructors the materials you have prepared. Please also post your products in the Component #9 “Submit Here” location.

Under RUBRICS FOR LEGAL BRIEF COMPONENTS, please find two rubrics – (1) the rubric for assessing the Component #9 in-service *content and materials*, and (2) the rubric teammates and instructors will use to assess the effectiveness of the instruction on the IDEIA principle. Posted here again is the template for your *Best Practice Checklist Assessment*.

EDMX 631 TRACKING FORM

NAME: _____ BASE TEAM NAME & MEMBERS: _____

Weekly Class Attendance, Punctuality & Participation

44 possible points

- Class #1 _____ (4)
- Class #2 _____ (4)
- Class #3 _____ (4)
- Class #4 _____ (4)
- Class #5 _____ (4)
- Class #6 _____ (4)
- Class #7 _____ (4)
- Class #8 _____ (4)
- Class #9 _____ (4)
- Class #10 _____ (4)
- Class #11 _____ (4)

Base Team Meetings & Notebook

19 possible points

- Base Team Meeting #1 _____ (6)
- Base Team Meeting #2 _____ (6)
- Base Team Meeting #3 _____ (7)

Rights and Responsibilities Legal Brief (SERR Chapters)

37 possible points

- Component #1: Web Search & Conversations That Matter Videos _____ (5)
- Component #2: Assessment & Eligibility Criteria (SERR Chs. 2, 3 & 4) _____ (4)
- Component #3: Basic Rights & IEP Process (SERR Chs. 1 & 4) _____ (4)
- Component #4: Baker's Dozen of Procedural Safeguards (SERR Ch. 6) _____ (4)
- Component #5: Related Services & Health Management (SERR Ch. 5) _____ (4)
- Component #6: Inclusive Education – Redefining Roles and Responsibilities _____ (4)
- Component #7: IFSP, Part C, & Preschool Services (SERR Chs. 10 & 12 & 13) _____ (4)
- Component #8: Transition Student Interview Jigsaw (SERR Chs. 9 & 10) _____ (4)
- Component #9: IDEIA Six Principles (SERR Chs. 1 – 7) _____ (4)

A: 93-100 A-: 90-92 B+: 87-89 B: 83-86 B-: 80-82 C+: 78-79

EDUCATION SPECIALIST CREDENTIAL PROGRAM REQUIREMENTS

TaskStream Enrollment and Postings

The School of Education uses *TaskStream* to manage candidates' TPE, clinical practice, signature assignment, and disposition assessments. Candidates must be enrolled in *TaskStream* throughout the Mild/Moderate and Moderate/Severe Education Specialist program(s) and the Master's degree EDEX 602 course and EDUC 698 thesis/project. Enrollment fees are paid by going to www.watermarkinsights.com and clicking on the Login/Sign Up button, which brings you to the *TaskStream* logo. Click the logo and you will be taken to a purple box where you can create or renew an account at the Create/Renew Account button. You will be given a choice of 1 or 7-year account.

Concurrent candidates completing both the Mild to Moderate and Extensive Support Needs Education Specialist credentials and/or the Master's degree should enroll for *seven years*, as you must be enrolled until you finish your last credential and the master's degree, which will be more than one year. Concurrent candidates should already be enrolling, and able to access your specially designed Education Specialist program bucket - **Concurrent MS/ES Program 2018-2019** - by going to your home page. If you are not enrolled, find the Self-Enrollment area and clicking the *Enter Code* button. Then enter **Concurrent1819** as the program code. If this is the correct program, click the *Enroll* button. The Education Specialist program now will show up on your *TaskStream* home page when you log in. Be sure to remember your own exact enrollment name and password and name of your program "bucket."

Within the first semester of the Add On program, Add On candidates completing both the Mild to Moderate and Extensive Support Needs Education Specialist credentials and/or the Master's degree should select the *seven year* enrollment option. Candidates completing only the Mild to Moderate Support Needs credential and neither the Extensive Support Need credential or the Master's degree may enroll for one year. After enrolling, access your specially designed Education Specialist program bucket - **Add-On Ed Specialist Credentials 2019-20** - by going to your home page, finding the Self-Enrollment area and clicking the *Enter Code* button. Then enter **AddOn1920** as the program code. If this is the correct program, click the *Enroll* button. The Education Specialist program now will show up on your *TaskStream* home page when you log in. Be sure to remember your own exact enrollment name and password and name of your program "bucket."

Should your credential or Master's program extend beyond your sign up period, you will need to reenroll in order to be assessed and recommended for program completion.

Authorization to Teach English Learners

The Concurrent credential program has been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is met through the infusion of content and experiences within the credential program. Concurrent candidates successfully completing this program receive a credential with authorization to teach English learners. (*Approved by CCTC in SB 2042 Program Standards, August 2002*). Add On candidates must hold or obtain the English Language Authorization before completing the course of study and clinical practice for the Education Specialist credential(s).

Preliminary Education Specialist Standards

The course objectives, assignments, and assessments are aligned with the CCTC standards for the Preliminary Mild/Moderate and Moderate/Severe Education Specialist Teaching credential and the Education Specialist Teaching Performance Expectations. This course is especially focused upon candidates' ability to demonstrate TPE 12 Professional, Legal, and Ethical Obligations.

Teacher Performance Expectation (TPE) Competencies

The course objectives, assignments, and assessments have been aligned with the CCTC standards for the Education Specialist Mild to Moderate Support Needs teaching credential and the Education Specialist Extensive Support Needs teaching credential. This course is designed to help teachers seeking a California

teaching credential to develop the skills, knowledge, and attitudes necessary to assist schools and district in implementing effective programs for all students. A successful candidate will be able to merge theory and practice in order to realize a comprehensive and extensive educational program for all students.

Expected Dispositions for the Education Profession

Education is a profession that has, at its core, certain dispositional attributes that must be acquired and developed. Teaching and working with learners of all ages requires not only specific content knowledge and pedagogical skills, but also positive attitudes about multiple dimensions of the profession. The School of Education has identified six dispositions that must be evident in teacher candidates: social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning. These dispositions have observable actions that will be assessed throughout the preparation program. For each dispositional element, there are four levels of performance - *unacceptable*, *approaches target*, *meets target*, and *meets advanced target*. The rubric for the four levels of performance offers measurable behaviors and examples. The assessment is designed to provide candidates with ongoing feedback and opportunities to reflect upon their growth in professional dispositions. The dispositions and rubric are presented, explained and assessed in one or more designated courses in each program as well as in clinical practice. Candidates are expected to meet the level of *meets target* level during the program.

COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS

Course Assignments

Weekly Class Attendance and Participation	(44 points)
Base Team Meetings	(19 points)
Rights and Responsibilities Legal Brief	(37 points)
Total Maximum Points:	100 points

Grading Standards

A: 93-100 A-: 90-92 B+: 87-89 B: 83-86 B-: 80-82 C+: 78-79

NOTE: The minimum acceptable grade for a course in the professional education credential sequence is C+. A “B” average must be maintained for continuation in the program.

Final Exam Statement

There is no Final Exam in this course.

School of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all candidates are expected to attend all classes and participate actively. At a minimum, candidates must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the candidate have extenuating circumstances, s/he should contact the instructor as soon as possible. (*Adopted by the COE Governance Community, December, 1997*).

Policy on Late/Missed Work

All assignments are expected to be completed by the assigned due date. If you have extraordinary circumstances that impact completion of your assignments or have questions or concerns, please contact the instructor(s) immediately. As a general rule, late assignments will receive a reduction in point value and will only be accepted within 2 weeks of the original due date.

Student Collaboration Policy

Students are to complete work individually and independently unless there is an agreement prior to the submission of the assignment with the course instructor(s). Students will work collaboratively with their Base Team members, where all students will be active participants.

GENERAL CONSIDERATIONS

CSUSM Academic Honesty Policy

Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All assignments must be original work, clear and error-free. All ideas/material that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated accordingly.

Academic Honesty and Integrity: Students are responsible for honest completion and representation of their work. Your course catalog details the ethical standards and penalties for infractions. There will be zero tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the attention of the instructor(s). The instructor(s) reserves the right to discipline any student for academic dishonesty, in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

Find the full Academic Honesty Policy at:

http://www.csusm.edu/policies/active/documents/Academic_Honesty_Policy.html

Plagiarism

As an educator, it is expected that each candidate (course participant) will do his/her own work and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website <http://library.csusm.edu/plagiarism/index.html>. If there are questions about academic honesty, please consult the University catalog.

All work in this course must be the original work of the credential candidate. Scanning of student work via Turnitin™ software may be used to verify student authorship and accurate citation of copyrighted materials or thoughts, ideas, and/or work of others. The instructor may require that some assignments in the course be submitted using the built in Turnitin™ software feature.

Students with Disabilities Requiring Reasonable Accommodations

Students with disabilities who require reasonable accommodations must seek approval for services by providing appropriate and recent documentation to the Office of Disability Support Services (DSS). This office is in Craven Hall 4300 and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

Credit Hour Policy Statement

Per the University Credit Hour Policy, this hybrid course is a combination of face-to-face class time, Base Team meeting time associated with class sessions, and on-line work totaling at least 45 hours per unit of credit.

All University Writing Requirement

This course ensures that the university's minimum 2,500-word per course writing requirement is met through the course assignments, reflections, and postings for Education Specialist standards assigned to this course.

Graduate Writing Requirements

The California State University maintains a Graduation Writing Assessment Requirement (GWAR) for master's candidates. This requirement must be achieved prior to Advancement to Candidacy. A master's

candidate will satisfy the graduate writing requirement by receiving a passing score on a written product assessed with the GVAR rubric. Toward the goal of providing opportunity for graduate students in the School of Education to satisfy the writing requirement, papers in graduate classes are expected to adhere to writing and format style guidelines described in the sixth edition of the *Publication Manual of the American Psychological Association* (aka, *APA Manual*). This manual is a required text in all graduate-level (600-level) courses.

Course Format

Per the CSUSM Online Instruction Policy, EDMX 631 is considered primarily as traditional (FT) instruction.

Necessary Technical Competency Required of Students

Candidates are required to have the technical expertise to use online browsers (e.g., Firefox) to access information, use the Cougar Courses platform to access and download course content posted at Cougar Courses and submit assignments, and use various forms of technology (e.g., word processing, CSUSM electronic mail, presentation tools such as PowerPoint) to produce course assignments and instruct others for assignments requiring in-class instruction by candidates.

Please save a digital copy of all assignments for your use in your teaching portfolio. Most assignments are submitted online at Cougar Courses; some are submitted both online and in class; at least two assignments are submitted only in class. Details will be given for each assignment in class.

Contact Information for Technical Support Assistance

For technical support assistance, please contact the CSUSM Help Desk. See information on the various ways in which students may get technical support at <http://www.csusm.edu/sth/support/index.html>

Electronic Communication Protocol

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the School of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

Things to consider:

- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

BASE TEAM MEETING #1

Place of Meeting: _____
 Date: _____
 Time: _____

<u>Persons Present:</u>	<u>Absentees (Not an option):</u>	<u>Others Who Need to Know:</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

<u>Roles:</u>	<u>This Meeting</u>	<u>Next Meeting</u>
Recorder	_____	Assigned at start of Base Team Mtg. #2
Timekeeper	_____	Assigned at start of Base Team Mtg. #2
Jargon buster	_____	Assigned at start of Base Team Mtg. #2
Equalizer	_____	Assigned at start of Base Team Mtg. #2
"But" watcher	_____	Assigned at start of Base Team Mtg. #2
Encourager	_____	Assigned at start of Base Team Mtg. #2

AGENDA

TOPICAL ITEMS	SUGGESTED TIME LIMITS
1. Round robin quickly share one positive per person about your professional development becoming a credentialed Education Specialist. Review agenda and assign roles for this and next meeting.	5 min
2. Set Norms for Base Team Meetings: Review the 5 norms you consider most critical identified on the Study Guide for Ch. 10, <i>Collaborative Teams: A Powerful Tool in School Restructuring</i> "Round robin" share norms of all members (Recorder records publicly so all can see) Agree upon at least 5 team norms. Be sure to define each norm, so it is observable and measurable (Recorder records)	2 min 7 min 10 min
3. Individually, complete the "Individual Assessment of Functions of Effective Team Members"	3 min
4. As a team, complete one composite "Team Summary Chart." The reader reads each function and team members raise hands for functions that are strengths. When complete, based upon an analysis of the Team Summary Chart, identify one functioning goal that teammates agree to strive to develop. Add this "functioning goal" to the bottom of your list of team norms.	15 min
5. As a team, COMPLETE QUESTIONS 3-8 OF THE STUDY GUIDE	25 min
6. Given what you have learned about each other in this first team meeting, give your Base Team a name. Come up with something fun that represents your team's personality!	5 min

TOPICAL ITEMS

SUGGESTED TIME LIMITS

7. Group Processing:

8 min

With the activity or meeting just completed in mind, rate **your team** as a whole, on the **Forming Skills** of the *Individual and Group Assessment of Collaborative Skills*. Share and discuss your ratings with team members.

Select one processing method from Table 1 of the Ch. 10 *Collaborative Teaming* chapter that is least familiar to the group and use it to process the meeting.

TOTAL TIME

80 min

MINUTES OF OUTCOMES

Action Items:

Person(s) Responsible?

By When?

1. Read about the required contents of the IEP on the handout received in class and on page 17 and the top of page 18 of Turnbull, Turnbull, Wehmeyer, & Shogren [TTWS]
2. Carefully study the agenda for Base Team Meeting #2.
3. Bring to Meeting #2 pages 17 & 18 of TTWS and/or the handout provided in class on the required components of an IEP.
4. Bring to Meeting #2 at least one hard copy of the IEP and ITP forms that are posted on Cougar Courses. You will be highlighting and writing on the hard copy pages.

AGENDA BUILDING FOR NEXT MEETING

Date: _____

Location: _____

Time Start: _____

Time End: _____

Expected Agenda Items:

See agenda for Base Team Meeting #2

STUDY GUIDE
for
Thousand & Villa, Chapter 10
Collaborative Teams: A Powerful Tool in School Restructuring

Directions:

Please read *Collaborative Teams: A Powerful Tool in School Restructuring* prior to Class #2 and your first base team meeting. Based upon your reading of this chapter, answer the following questions. All questions must be completed in writing **INDIVIDUALLY BEFORE YOUR FIRST BASE TEAM MEETING**. Please bring the collaborative teaming chapter and this study guide to your first Base Team meeting.

Base team members will collaborate in the first Base Team meeting to agree upon questions #1 and #2 and generate team answers to questions #3 through #8. ONE group study guide will be created by **each Base Team** and archived in the team's binder of minutes and products.

Name: _____ Team Name: _____

COMPLETE BY BASE TEAM MEETING #1:

1. Identify 5 team "norms" (i.e., rules not to be broken) that you consider most critical for you and your teammates to practice. Justify your selections.

2. Of the 13 suggested methods for processing presented in Table 1, identify the 2 that you find the most appealing or most challenging and that you would like to use to evaluate team functioning following in-class or out-of-class meetings or group activities.

FOR THE FOLLOWING QUESTIONS (#3 - #8), JOT DOWN IDEAS AS YOU READ, SO THAT YOU HAVE SOMETHING TO CONTRIBUTE WHEN YOUR BASE TEAM MEETS TO GENERATE A TEAM ANSWER TO EACH QUESTION. BRING YOUR NOTES TO THE FIRST TEAM MEETING

3. What does "parity" mean within a collaborative team?

4. Identify 3 strategies for promoting *parity* among members of a team.

5. In what ways does the distribution of leadership roles among team members promote healthy team functioning?

6. Aside from the roles of Recorder and Timekeeper, what 3 roles do you consider most helpful in promoting productive team functioning? Why?

7. Identify 2 ways the *Collaborative Meeting Worksheet* (Figure 3) structures face-to-face interaction.

8. Identify 5 of your favorite questions on *The 'Are We Really a Team?' Worksheet* (Figure 4) for prompting team members to focus upon improving their "good team member" behaviors. What is your rationale for selecting these 5 questions?

AGENDA ITEM #1

Collaborative Team Roles and Role Definitions

Recorder	Reads the questions. Records all contributions on lined paper. Records agreed upon answer on answer sheet. Secures signatures within the time limit.
Timekeeper	Notifies the group of approaching time limits. Moves the group along to the next question or activity.
Jargon Buster	Signals (with a noisemaker) whenever a specialized “jargon” term that might not be understood or known by someone on the team is used. Prompted a jargon user to define the term or uses an analogous familiar lay term. Once defined, a jargon term then can be used.
Equalizer	Regulates the flow of communication to prompt equal airtime or all team members by encouraging participation of “quiet” members.
But Watcher	Helps the team defer judgment when generating ideas by monitoring and signaling members’ use of blocking or judgmental language such as, “Yes, but...”
Reader	Reads material out loud to the group as many times as needed and requested by group members.
Checker	Checks to make certain each member understands or agrees with agreements. Checks at any time during a discussion.

AGENDA ITEM #3 (BASE TEAM MEETING #1)
INDIVIDUAL SELF-ASSESSMENT OF
“FUNCTIONS OF EFFECTIVE TEAM MEMBERS”

Directions: Check off the team functions that you consider strengths or preferences.
 Team Member Name:

MY STRENGTHS	FUNCTIONS OF EFFECTIVE TEAM MEMBERS
	Assuming Leadership
	Being the Decision Maker
	Record Keeping
	Accepting Criticism
	Staying on the Topic
	Brainstorming Creatively
	Sharing Turf and Control
	Compromising
	Listening Quietly
	Summarizing
	Planning Specifics and Details
	Dealing with Conflict
	Being Diplomatic
	Analyzing Problems
	Doing Research
	Expressing Opposing Ideas
	Staying Positive when Disliking the Task
	Organizing
	Following Through on Group Decisions
	Trusting in People to Do a Quality Job
	Following Routines and Procedures
	Changing the Way to Do Things
	Delegating Tasks and Decisions
	Giving Others Recognition and Credit
	Weighing Pros and Cons
	Working with Open-Ended Activities
	Staying Aware of the Group's Feelings
	Tolerating Delays
	Meeting Deadlines
	Serving as a Spokesperson
	Setting Goals
	Evaluating Results

AGENDA ITEMS #4 (BASE TEAM MEETING #1)

TEAM SUMMARY CHART

Put the names of your team members across the top of the grid and have each member identify his/her areas of strength. If there are areas with no checks, decide how this function will be fulfilled. Use the results to establish a team goal.

FUNCTIONS OF EFFECTIVE TEAM MEMBERS	CHECK OFF STRENGTHS BY FUNCTION						
TEAM MEMBER NAMES							
Assuming Leadership							
Being the Decision Maker							
Record Keeping							
Accepting Criticism							
Staying on the Topic							
Brainstorming Creatively							
Sharing Turf and Control							
Compromising							
Listening Quietly							
Summarizing							
Planning Specifics and Details							
Dealing with Conflict							
Being Diplomatic							
Analyzing Problems							
Doing Research							
Expressing Opposing Ideas							
Staying Positive when Disliking the Task							
Organizing							
Following Through on Group Decisions							
Trusting in People to Do a Quality Job							
Following Routines and Procedures							
Changing the Way to Do Things							
Delegating Tasks and Decisions							
Giving Others Recognition and Credit							
Weighing Pros and Cons							
Working with Open-Ended Activities							
Staying Aware of the Group's Feelings							
Tolerating Delays							
Meeting Deadlines							
Serving as a Spokesperson							
Setting Goals							
Evaluating Results							
Encouraging Others to Participate							

AGENDA ITEM #5 (BASE TEAM MEETING #1)
Collaborative Teams: A Powerful Tool in Restructuring
(CONTINUED)

COMPLETE AS A TEAM

Our Names _____ Team Name _____

3. What does "parity" mean within a collaborative team?
4. Identify 3 strategies for promoting parity among members of a team.
5. In what ways does the distribution of leadership roles among team members promote healthy team functioning?
6. Aside from the roles of Recorder and Timekeeper, what 3 roles do you consider most critical to team functioning? Why?
7. Identify 3 ways the Collaborative Team Meeting Worksheet (Figure 2 at the very end of the chapter) structures face-to-face interaction.
8. Identify 5 of your favorite questions on *The 'Are We Really a Team?' Worksheet* (Figure 4) for prompting team members to focus upon improving their "good team member" behaviors. Why did you select these as a team?

MEETING AGENDA ITEM #7 (BASE TEAM MEETING #1)

Individual and Group Assessment of Collaboration Skills: Forming Skills

Name: _____ Team Name: _____

Directions for Individual Assessment

Reflect on your behavior while working as a member of your team. On a 5-point scale (1 = I never do; 5 = I always do), rate yourself on the following skills. Select and place a star next to the 2 to 4 skills that you wish to improve.

Directions for Group Assessment

Reflect on your team's functioning. On a 5-point scale (1 = We never do; 5 = We always do), rate your entire team on the following skills. Compare your ratings with those of your teammates and jointly select 2 - 4 skills to improve. Place an arrow next to the skills your team has selected.

Forming Skills
(Trust Building)

SELF

GROUP

_____	I/we arrive at meetings on time	_____
_____	I/we stay for the duration of the meeting	_____
_____	I/we participate(d) in the establishment of the group's goals	_____
_____	I/we shared individual personal goals	_____
_____	I/we encourage everyone to participate	_____
_____	I/we use member's names	_____
_____	I/we look at the speaker	_____
_____	I/we do not use "put-downs"	_____
_____	I/we use an appropriate volume and voice tone	_____