

California State University San Marcos
SCHOOL OF EDUCATION

EDMX 631

Foundations in Law, Ethics, and Procedures of Special Education (3 credit units)

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I. COURSE DESCRIPTION and MISSION STATEMENT

Courses Description

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. Prerequisite: Admission to the Education Specialist Credential Program.

School of Education Mission Statement

The mission of the School of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research, and ongoing service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance.

II. STUDENT LEARNING OUTCOMES

Candidates demonstrate:

- Goal 1. knowledge of 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. knowledge of professional ethical standards of practice (i.e., 2010 Council for Exceptional Children Special Education Professional Ethical Principles @ www.cec.sped.org and posted on Moodle) and California Mild/Moderate and Moderate/Severe Education Specialist competencies.
- Goal 3. knowledge of 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. knowledge of and skill in using strategies to effectively collaborate with family members and others (e.g., educators, administrators, paraeducators, community agency

and related service personnel) to design, implement, and evaluate IEPs for individual learners.

- Goal 5. knowledge of co-teaching approaches to facilitate student inclusion in general education and learning of the core curriculum from highly qualified teachers.
- Goal 6. knowledge of the 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), and the Vocational Rehabilitation Act of 1973 (Section 504) and related California special education laws and regulations.
- Goal 7. knowledge of and competence in a) the IFSP/IEP/ITP development and implementation process (i.e., screening; nonbiased and family-centered assessment; eligibility determination, given California eligibility criteria); b) IEP development to ensure student access to the core general education curriculum; c) development and monitoring of meaningful, measurable, standards-based goals and objectives/benchmarks; d) identification of necessary modifications and accommodations to curriculum, instruction, and assessment; e) identification of needed supports and services; f) placement decision making; and g) determination of accommodations for participation in school-wide, district-wide, and state assessments.
- Goal 8. knowledge of the Response to Intervention (RTI) framework for proactive interventions to reduce special education referral and as an alternative method for identification of learning disabilities.

Preliminary Education Specialist Standards

The course objectives, assignments, and assessments are aligned with the CCTC standards for the Preliminary Mild/Moderate 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.

III. SCHOLASTIC REQUIREMENTS

School of Education Attendance Policy

Due to the dynamic and interactive nature of courses, all students are expected to attend and actively participate in all classes. Students must attend at least 80% of class and online session time in order to receive a passing grade for the course (at the discretion of the instructor). Should there be extenuating circumstances, notify the instructor immediately.

(Adopted by the Governance Community, December 1997).

Grading Scale (in percentages):

A: 93-100 A-: 90-92 B+: 78-89 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.

IV. BOOKS, WEB SITES, AND OTHER MATERIALS NEEDED FOR CLASS

Required Texts and Publications to Purchase

Gallagher, B. & Hinkleman, K. (2012). *Intentional teaming: Shifting organizational culture*. Toronto, ON: Inclusion Press. (Text sold in Class #1 for \$17.50. Make check out to Life Works.)

Snell, M. E. & Brown F. (2011). *Instruction of students with severe disabilities* (7th ed.). Boston: Pearson. (S&B) [Selected sections of Chapters 1, 2, 3, 4, 5, 15, 16]

Villa, R., & Thousand, J. (2011). *RTI: Co-teaching & differentiated instruction*. Port Chester, NY: National Professional Resources. (Sold in Class #1 for \$10.00. Make check payable to Richard Villa.) Note: Concurrent candidates already have purchased this laminated trifold.

Free Text on Paraeducators as Co-Teachers Posted on Moodle

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 Required Readings Accessible Online

California Department of Education (2007). *Transition to adult living: An information and resource guide*. (TAL Guide) Accessible at www.calstat.org/publications/pdfs/transition_guide_07.pdf

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

Disability Rights of California (www.disabilityrightsca.org). *Special Education Rights and Responsibilities (Sept. 2011 Revision)* Accessible by selecting “3. Education - special education at the Resources & Publications button of the www.disabilityrightsca.org website. (SERR)

Hood, T. & Thousand, J. (2012) *SST 2012*. Unpublished manuscript. (Posted on Moodle)

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 Moodle)

Rosenberg, M.S., O’Shea, L.J., & O’Shea, D.J. (2006). Chapter 9 – Student and family transitions. *Student teacher to master teacher: A practical guide for educating students with special needs*. Upper Saddle River, NJ: Pearson. (ROO) (Posted on Moodle)

Smith, T. E.C., Polloway, E. A., Patton, J. R., & Dowdy C. A. (2008). *Teaching students with*

special needs in inclusive settings (5th ed.). Boston: Pearson/Allyn & Bacon. (SPPD)
[Chapters 1 & 4] (Posted on Moodle)

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 Moodle)

Wright, P. & Wright, P. (2005). Smart IEPs (Chapter 12). In *Wright's law - From emotions to advocacy: A special education survival guide*. Harbor House Press, Inc. (Accessible at the "Smart IEPs Chapter 12" link at www.harborhouselaw.com/bks/feta/feta.htm)

IEP Forms for Base Team #2 and In-Class Use:

IEP forms for San Diego Unified School District and North Coastal Consortium for Special Education (NCCSE) [Found in "IEP Forms" folder on Moodle]

Selected Web Sites:

<http://codes.lp.findlaw.com/cacode/EDC/2/d4/30> (Part 30 of CA Code of Regulations, see Chapters 1, 4 – 4.7, 5 – 5.5 for CA interpretation of federal IDEA 2004 law)

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

www.carsplus.org (CARS+ website with goals and objectives related to Essential CA content)

www.cde.ca.gov/sp/se/sr/selinks.asp (California Dept. of Education Special Ed. Resources)

www.cde.ca.gov/sp/se/sr/ideawebcast.asp (Art Cernosia's 2006 webcast on IDEIA changes)

www.cec.sped.org (Council for Exceptional Children website; find Special Education Professional Ethical Principles, Practice Standards, and the Red Book at the "Professional Standards" link)

<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.nichcy.org (National Information Center for Children and Youth with Disabilities)

www.rtinetwork.org (RTI Action Network)

www.sdcoe.net/rti/?loc=home (San Diego County Office of Education RtI² home page)

www.wrightslaw.com (Wrights Law)

<http://www9.scoe.net/specedlawsregs/default.aspx> (California Department of Education Laws and Regulations: A Composite of Special Education and Related Laws)

V. SCHEDULE OF CLASSES, TOPICS, READINGS, AND ASSIGNMENTS

For each class, see class topic, readings due for the class, and assignments due for that class. Abbreviations for readings are as indicated above in section IV. Topics and timelines may be adjusted based upon class needs.

Session Date	Topics	Supplemental readings to prepare for class in addition to Legal Brief readings	Legal Brief Component or DUE
Class #1 8/29	Course Overview of – Law, Ethics, and Procedures; Collaborative Teaming (PIGS Face); Jargon Busting; Intro to Base Teams and BT #1	Syllabus (Bring a hard copy downloaded from Moodle or access in class via computer/notebook)	
BT #1 9/5 (By 9/11)	Base Team Meeting #1 – Norms, Names, Roles, and Collaboration	Ch. 10 Collaborative Teaming Base Team Meeting Agenda #1	
Class #2 9/12	The IEP Process: Starting with the End in Mind – (Co-Teachers: <i>Jamie & Tim Holt, Beth Gallagher, & Kirk Hinkleman</i> , Life Works); Language matters - “Guidelines for reporting and writing about people with disabilities”	Bring <i>Intentional Teaming</i> to class. S&B Ch. 16 - Promise of Adulthood, pp. 616 – 622	Component # 1: Web Search of Important Sites and Class #2 Preview on Ethics
Class #3 9/19	The Special Education Cycle: Part 1: Pre-Referral Processes - RTI, SST; Non-discriminatory assessment; Eligibility determination; Disability categories; Ethics: Overview of Base Team #2 – Mandated IEP Components	SST/RTI prereferral readings: 1) <i>SST</i> by Hood & 1000 2) <i>RtI²</i> CA Dept. of Ed (In Supplemental Readings file folder on Moodle) 3) <i>RTI: Co-teaching & differentiated instruction</i> trifold Who are students with disabilities? The statistics! readings: (In Supplemental Readings file folder on Moodle) 1) SPPD, Ch. 1. pp. 6 – 9 2) TTW, pp. 5 – 7	Component #2: Assessment and Eligibility
Class #4 9/26	The IEP Process (cont.): Eligibility; Types of IEPs; Timelines; 504 Plans; PLOPS, Areas of Need, Goals; Introduction to Baker’s Dozen Procedural Rights assignment	S&B Ch. 3, pp. 112 – 116 SPPD Ch. 4, pp. 105 – 117 (On Moodle)	Component #3: Basic Rights and the IEP Process

BT #2 10/3	Base Team Meeting #2 – Elements of IEP in local IEP forms	NCSEE or SDUSD IEP forms; IEP Required Content (SPPD pp. 106-111 & S&B, pp. 37- 39)	
Class #5 10/10	Procedural Rights Practice IEP Meetings: The good, the bad, and... Base Team Mtg. #3 Overview	<i>SERR</i> Ch. 6 - Due Process & Compliance Procedures	Component #4: Baker’s Dozen of Procedural Rights
Class #6 10/17	Procedurally correct and elegant goal writing (SMART/GLOC)	<i>SMART IEPs</i> (in the “Supplemental Readings” file folder on Moodle)	Component #5: Related Services & Health Management
Class #7 10/24	Goal Writing – Practice, Practice, Practice Discipline & Manifestation Determination Co-Teacher: <i>Jan Israel</i>	Bring <i>Intentional Teaming</i> to class (Measurable goals that make sense for a lifetime, pp. 39 - 43) <i>SERR</i> Chapter 8 - Discipline	
BT #3 10/31	Base Team Meeting #3 – Dealing with problem behavior during IEP and other meetings	Base Team Meeting Materials	
Class #8 11/7	Transitions from Birth to Adulthood IFSPs (Co-teacher: <i>Rosemary Stein</i> , HOPE Infant Program) ITPs & Workability (Co-teachers: <i>Erica Dean</i> , <i>Trish Brown</i>) Component #7 Jigsaw assignment	Rosenberg <i>Chapter 9: Student and Family Transition</i> (in “Supplemental Readings” file folder on Moodle)	Component #6: IFSPs, Part C, and Preschool Services
Class #9 11/14	Developing ITP Goals and Activities through Student Interviews; Overview of Base Team Mtg. #4 (Co-Teachers: <i>Erica Dean</i> , <i>Trish Brown</i> & students)	Preview reading for Legal Brief Component #7	Component #7: Transition Student Interview Jigsaw

BT #4 11/21	Base Team Meeting #4 – Writing ITP Goals and Activities from Student Interview	Base Team Meeting Materials	
Class #10 11/28	Confidentiality; Communicating Descriptively (DIE) and Respectfully (10 Commandments) Co-Teacher: <i>Lisa Houghtelin</i>		Component #8: Ethical Dispositions
Class #11 12/5	Fulfilling the Contract: Delivering the IEP – The School House Model in Action Rosa Parks Elementary Co- Teachers: <i>Michael Norman, Jill Perez, Luisa Alanis and students</i>	Villa & Thousand <i>RTI: Co- teaching & differentiated instruction</i> trifold	Component #9: My Role in Supporting a Paraeducator in Quality Service Delivery
Class #11 12/12	Base Team Meeting #5 Celebration; Course Evaluation	<i>SERR</i> Chapters 1 - 8	Base Team Notebook Due Component #10 IDEA Six Principles

VI. ASSIGNMENTS

Weekly Class Attendance and Participation	(36 points)
Base Team Meetings	(24 points)
SERR PLUS Legal Brief	(40 points)

Total Maximum Points: 100 points

Class Attendance and Participation (12 classes at 3 maximum points/class = 36 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 (4 “out of class” meetings at 6 points = 24 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 team notebook (e.g., 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 points per meeting** for each of the four 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 #5 is an in-class review of key IDEA ideas and a celebration! Base Team agendas and needed materials are posted on Moodle.

Base Team Meetings

Mtg. #1: Norms, Names, & Collaboration
Mtg. #2: IEP Elements in local IEP forms
Mtg. #3: Dealing with Problem Behaviors
Mtg. #4: Developing ITP Goals and Activities
Mtg. #5: In-Class Final Base Team Meeting

Social Skills Processing Procedures

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

Special Education Rights & Responsibilities “Legal Brief” (10 entries for 40 maximum points)

Each class participant creates a 10-component special education rights and responsibilities “Legal Brief” by reading the text and examining websites, laws and regulations, chapters and books posted on Moodle, and selected chapters of the September 2011 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 *Resources & Publications* button. From here select the *3. Education - Special Education* button to find the *Special Education Rights and Responsibilities* (SERR) manual. For laws, regulations, or statements that you feel you must quote directly, cite sources fully, with quotations for direct quotes. In all cases, follow APA guidelines the **CSUSM Academic Honesty and Plagiarism Policy** (presented 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 conduct a web search and produce a site review of the following four websites:

- 1) www.disabilityrightsca.org - Disability Rights California. Search the *SERR* manual accessed as described above as well as each of the 9 “buttons” on the left of the site, inclusive of the 2011 annual report at the “About Us & Contact Us” button.
- 2) <http://wrightslaw.com> – the Wrights Law resource site. This is a HUGE and busy website, so 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 look at the Special Education and Advocacy links and search A-Z on topics of interest to you, including RTI. Also see the Yellow Pages (for Southern CA) website that is linked to the Wrights Law website.
- 3) www.cec.sped.org - Council for Exceptional Children. Learn more about your profession at this website. Be sure to download and review the Special Education Professional Ethical Principles, Practice Standards, and the Red Book at the “Professional Standards” link. We will be looking more deeply at Ethical Principles for Legal Brief Component #8.
- 4) a website of your choosing from the 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! Please read “Tim’s Story of Intentional Teaming” on pages 82 through 93 of your *Intentional Teaming* text. What thoughts, feelings, and/or opinions about your ethical role as a special educator come to mind as you read Tim’s story? As you work to advocate for educational opportunity for your students with IEPs, what will be the 3 or 4 ethical principles that will guide your work? Given this story, what do you think “Intentional Teaming” means? What might Intentional Teaming look like and sound like in an IEP meeting for a student you serve? (Please compose the equivalent of a 1-paragraph, double-spaced reflection for this part of Legal Brief Component #1)

Note: To learn more about the Essential Lifestyle Planning and PATH person-centered planning processes that Tim’s team used, read about, watch videos, and see examples at <http://www.helensandersonassociates.co.uk/reading-room/how/person-centred-planning.aspx>.

Bring your four site reviews and your responses to Tim’s Story to class to share with classmates. Also bring your *Intentional Teaming* book to class. Please also post your Part A and B responses in the Component #1 drop box.

Component #2: Assessment and Eligibility (4 points)

Please read *SERR* Ch. 2 (Evaluation & Assessment) and *SERR* Ch. 3 (Eligibility Criteria); SPPD Ch. 4, pages 102 – 106 and 125 – 129; and familiarize yourself with the 13 + 1 CA disability categories/eligibility criteria from Los Angeles 2007 (pp. 169-180), Vista & San Diego Procedures Manuals. Also, find timelines by going to the Laws and Regulations website - www9.scoe.net/specedlawsregs/search.aspx – and, at the Search button, type in the numbers (excluding the 30EC prefix) to find Education Code sections 30EC 56043, 30EC 56302.1, and 30EC 56321.

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 notified her that her son is being referred for special education and they would like to begin assessments. She wants to know what to expect in the referral, assessment, and eligibility determination process – steps, timelines, and so forth. In addition, she wants to know more about the eligibility criteria for Other Health Impaired, Autism, Emotional Disturbance, and Speech and Language Impairment. She lives in the Los Angeles Unified School District. Based upon your readings, summarize your advice to your friend (i.e., answer her questions) in approximately 3 or more double spaced pages as a letter to the family. Be sure to include a summary of the assessment process highlighting parent rights, and a description of the eligibility criteria for each of the suspect eligibility categories from the Los Angeles Unified School District. Be sure to communicate this information in a “parent-friendly” fashion. Namely, avoid using jargon, unless you have already defined the jargon term previously; and summarize information so a naïve reader can easily understand the information.

Please post your advice in the Component #2 drop box. Also bring a hard copy of your advice to class or have it accessible on your computer/notepad in order to share with classmates.

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

Chapter 1 - Basic Rights and Chapter 4 - IEP Process of the *SERR* manual and Chapter 4, pages 105 – 117 of Smith, Polloway, Patton, & Dowdy (SPPD) posted in the “Readings for Legal Brief Components and Class” Moodle file folder examine basic rights and components of the Individual Education Plan (IEP) and the IEP development process. For this reflection, create a Double Baker’s Dozen (that would be 26) “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. For law, regulations, or statements that you feel you must quote directly, please cite your source. Please post your Double Baker’s Dozen in the Component #3 drop box.

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 it’s length, complexity, and detail. That is O.K. It is all good information on parental and student safeguards, AND it actually is translated into a more compact 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 local NCCSE *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 or to 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 – the highlighted safeguards, your list of 20 safeguard points explained in lay language, and 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.

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

As special educators, we collaborate with a variety of related service professionals in including health professionals. This Legal Brief component examines related services and health issues (e.g., universal precautions). Read Chapter 5 - Related Services in the *SERR* manual. Also read in Snell and Brown, pages 22 through 26 and pages 308 through 314 up to the "Routine Prevention Procedures" heading. Finally, skim pages 7 through 21 of the Health Framework for California Public Schools. Given this input, please respond to the following prompts in 2-3 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) Articulate your interpretation of the two concepts - *only as specialized as necessary* and *educational necessity* - as it relates to related services. Provide your own example (not from the Snell and Brown text) of something that might be proposed as a related service, but likely would be judged as NOT educationally necessary for a student. Which of the Giangreco questions on page 25 of Snell and Brown did not get answered as "yes" and why?
- c) What do you now know about the health and safety procedures for which you are responsible, the role of the school nurse, or the school's role in promoting student health that you did not know before OR that you were reminded was essential for you (an all school staff) to know and remember. Identify at least three new learnings and/or reminders and why they are important.
- d) Pages 311 – 314 of Snell and Brown examine emergency care and emergency preparedness. As the school nurse, you have been charged with creating an emergency preparedness

checklist for your school's staff. In a page, create a checklist that ensures that "all bases are covered" for an individual child and the school in general.

Please post your responses in the Component #5 drop box.

Component #6: IFSPs, Part C, and Preschool Services (4 points)

Please read *SERR* Chapters 12 and 13 (Part C & Preschool services); ROO, pages 295-306; and TTW, pages 9-10. ROO and TTW are posted in the "Readings for Legal Brief Components and Class" file folder on Moodle. Then examine the HOPE IFSP and the explanation of the parts of the IFSP. In the equivalent of 2 double-spaced pages, respond to the following 2-part prompts.

Part 1. Based upon an examination of these materials, compare and contrast the *purpose of* and the *elements required* in an Individual Family Service Plan versus an Individual Education Program plan. Feel free to construct a compare/contrast table or graphic if this helps you described the similarities and differences.

Part 2. What are the goals and activities that should be addressed in transition planning when a child's IFSP transitions to an IEP?

Please post your Part 1 and Part 2 products in the Component #6 drop box.

Component #7: Transition - Student Interview Jigsaw (3 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 576 of the Snell and Brown text, read through page 580 to learn about the legally required elements of an ITP, good versus bad ITP goals, and characteristics of good transition assessments. Finally, familiarize yourself with the California Department of Education *Transition to Adult Living: An Information and Resource Guide* (TAL), which is found on Moodle in the Transition Resources file folder and at the following url: www.calstat.org/publications/pdfs/transition_guide_07.pdf. Skim through all of the Sections and Appendices. Then carefully read pages 24 through 46 of Section 2 to learn of the steps of the transition planning process. The text is a little "busy," but the roles of the student, family, and teacher are nicely spelled out. Pay special attention to Step 3: Develop Measurable Postsecondary Goals on pages 33 – 39 as well as Appendix F to see the kind of goals and *measurable activities* (referred to as *measures* in the text) a student might have in his or her ITP.

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 #7, 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. Avoid "yes/no" questions; and use direct and jargon free language.

Please post your student interview at the Component #7 drop box. Also, please **bring to class 7 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 student 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 a student. Based upon the student's answers to your questions and the questions of other interviewers, you will then (in Base Team Meeting #4) develop ITP goals and measurable activities to advance the student's transition to future education, vocational, recreation and leisure, and other adult life opportunities.

Component #8: My Personal Ethical Principles and Dispositions Alignment (4 points)

Beginning in the fall of 2012, the CSUSM School of Education (SOE) requires that candidates self examine and "rate" themselves on the six SOE Professional Disposition elements. Please find the Professional Disposition statements and rubric at the *Professional Dispositions Rubric* link at the Education Specialist clinical practice site:

<http://www.csusm.edu/education/ClinicalPractice/HandbookSPED.html>.

Given a reading of the CSUSM SOE Dispositional Elements and accompanying rubrics, go to the Legal Brief Component #8 file folder on Moodle. Here you will find a matrix of the 12 CEC Ethical Principles that will guide your practice as an Education Specialist. For your convenience, the SOE Professional Dispositions Rubric is also reproduced following the matrix.

Your task for Legal Brief Component #8 is to align the CEC ethical principles with the SOE credential candidate dispositions. To accomplish this, for each of the CEC principles, first identify which of the SOE dispositions are addressed by a principle. There may be more than one disposition per ethical practice. Next, give yourself a rating for that practice using the same 5-point scale as for the disposition rubrics, with scores of 3 and 4 being target scores. Finally, provide two observable and measurable examples of behaviors you exhibit or actions you have taken that illustrate how you demonstrate the principle in your work as an educator. Please make each example as specific and detailed as you possibly can. Note that if you choose to give yourself a rating of 5 on an ethical principle, at least one of the two examples should describe an advanced leadership behavior similar to the leadership behaviors described in italics on the Professional Dispositions rubric. Please post the completed matrix in the Moodle drop box for Component #8 and also bring the completed matrix to class or have it accessible to share with classmates.

Component #9: My Role in Supporting a Paraeducator in Quality Service Delivery (4 points)

As an Education Specialist, one of your most important jobs and legal obligations in serving students eligible for special education is to ensure that those who work with students, particularly paraeducators, know what they are to do and do it with quality. For this Legal Brief Component #9, please read (1) Snell and Brown (S&B), Chapter 4, page 131 (starting with Collaborative Teaming) through 133 (ending at Schedule for Instruction); and (2) **Chapters 2 and 6** of the Nevin, Villa & Thousand (NVT) *Co-teaching with paraeducators* FREE text posted on Moodle.

Given input from *both* the S&B and NVT readings, in the equivalent of at least two to three double-spaced pages using any medium you wish (e.g., checklist, brochure, action plan, job description for yourself, PowerPoint, Prezi), create a document that will remind you of your

responsibilities in clarifying the roles of and providing training and supervision to your paraeducators. Your document must include at least the following:

- 1) a 10 to 12-item “best practices checklist” of how a paraeducator best provides support to students with disabilities (Note: S&B identify several best practices. The examples in Chapters 2 and 6 of NVT directly and indirectly suggest others);
- 2) your own job responsibilities and/or action plan for *training* paraeducator (inclusive of what would be among the training topics and methods for imparting this information); and
- 3) your own job responsibilities and/or action plan for *supervising* paraeducators (inclusive of how you might arrange for observation, feedback 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. So, 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 in the Moodle drop box for Component #9 and bring your product to class or have it accessible on your computer/notebook in order to share it with classmates.

Component #10: IDEA 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 inservice 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 IDEA (i.e., FAPE, LRE, nondiscriminatory evaluation, procedural due process, parent and student participation, zero reject). **NOTE: YOU WILL BE ASSIGNED YOUR PRINCIPLE(S) EARLY ON IN THE COURSE, SO THAT YOU WILL HAVE PLENTY OF TIME TO PREPARE.**

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 373. So, any media or Internet access needed to deliver the inservice should be accessible on your personal iPad, laptop, or other technological device you may use.

The Readings and Other Possible Input:

To prepare, first read about the Campbell and Gonzales families on pages 31 – 33 of Chapter 2 of the Snell and Brown text and study Figure 2-1 on page 34 of the same text. Then read about and take notes on **YOUR** assigned principle(s) included within a) pages 33 – 43 of Chapter 2 of the Snell and Brown text and b) pages 11 – 21 of Chapter 1 of the Turnbull, Turnbull, and Wehmeyer text (Posted on Moodle). Additionally, consider reviewing class notes and

PowerPoints, exploring Chapters 1 through 8 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.

The Product and Delivery:

Given your readings and research on the assigned principle(s), create a “teaching tool” for the inservice. Since it is impossible to teach everything about a principle, as you prepare, keep the following two success criteria in mind:

Criterion #1: Given your instruction and materials, a naïve teacher will have a basic understanding of the principle. Namely, be sure your instruction answers the following questions:

What is the principle? What does it mean?

What important assurances does the principle provide a child and family of a child eligible for special education?

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?

Criterion #2: Your materials and instruction are engaging, meaningful, and memorable for a teacher at an 8 a.m. meeting. So consider including manipulatives, a pre-test/post-test quiz, a PowerPoint presentation, an engaging handbook such as an “IDEA Principle Quick Reference Guide,” a web quest, a case study or story, a YouTube video, and so forth.

You will 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 product in the Component #10 drop box. Note that there is a Legal Brief Component #10 file folder posted on Moodle that includes the rubric for this component and a presentation rubric for teammates to use to provide feedback to one another in class.

EDMX 631 Tracking Form

NAME: _____ BASE TEAM NAME & MEMBERS: _____

Weekly Class Attendance, Punctuality & Participation

36 possible points

- Class #1 _____ (3)
- Class #2 _____ (3)
- Class #3 _____ (3)
- Class #4 _____ (3)
- Class #5 _____ (3)
- Class #6 _____ (3)
- Class #7 _____ (3)
- Class #8 _____ (3)
- Class #9 _____ (3)
- Class #10 _____ (3)
- Class #11 _____ (3)
- Class #12 _____ (3)

Base Team Meetings & Notebook

24 possible points

- Base Team Meeting #1 _____ (6)
- Base Team Meeting #2 _____ (6)
- Base Team Meeting #3 _____ (6)
- Base Team Meeting #4 _____ (6)

Rights and Responsibilities Legal Brief

40 possible points

- Component #1: Web Search & Prep for Class #2 Ethics _____ (5)
- Component #2: *SERR* Chs. 2 & 3 Evaluation/Assessment; Eligibility Criteria _____ (4)
- Component #3: *SERR* Chs. 1 & 4 Basic Rights & IEP Process _____ (4)
- Component #4: *SERR* Ch. 6 Baker's Dozen of Procedural Safeguards _____ (4)
- Component #6: *SERR* Ch. 12 & 13 IFSP, Part C, & Preschool Services _____ (4)
- Component #5: *SERR* Ch. 5 Related Services & Health Management _____ (4)
- Component #7: *SERR* Ch. 10 Transition Student Interview Jigsaw _____ (3)
- Component #8: My Personal Ethical Principles and Dispositions _____ (4)
- Component #9: My Role in Paraeducator Service Delivery _____ (4)
- Component #10: *SERR* Chs. 1 – 8 IDEA Six Principles _____ (4)

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

VII. COURSE FEATURES AND PROFESSIONAL REQUIREMENTS

1. **Person-First Language.** “Person-first” language (e.g., “Student with Down syndrome” rather than “Down syndrome student”) must be used throughout all written and oral assignments and discussions.
2. **Moodle Use and Class Preparation.** Examine the course Moodle website at least twice weekly for messages and newly posted materials and resources. Download materials needed for each class *prior* to class and bring to class 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 use as professional portfolio entries.
4. **Timeliness.** Complete and submit all assignments on the due dates for full credit. If you have extraordinary circumstances that impact completion of your assignments 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, the instructors, and guests.
6. **Peer Buddy.** Select at least two class “buddies” ensure you receive handouts and information if you miss class.
Buddy’s Name: Phone: e-mail:
Buddy’s Name: Phone: e-mail:
7. **Authorization to Teach English Learners.** This 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, as well as additional coursework. Students successfully completing this program receive a credential with authorization to teach English learners.
8. **Academic Honesty and Plagiarism Policy.** Students are 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 (i.e., in quotations with source and page) accordingly. The instructor reserves the right to discipline any student for academic dishonesty, in accordance with the general rules and regulations of the university. All incidents of Academic Dishonesty are reported to the Dean of Students. Disciplinary action may include the lowering of grades and/or the assignment or a failing grade to the assignment or the class as a whole.
9. **University Academic 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.

10. 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 as assessed with the GWAR 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 across all graduate-level (600-level) courses.

11. Students with Disabilities Requiring Reasonable Accommodations. Students must be approved for services by providing appropriate and recent documentation to the Office of Disable Student Services (DSS). This office is located 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.

12. Electronic Communication Protocol. Electronic correspondence is a form of professional interaction, with its own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typographical errors, or slang may communicate something other than what the sender intended. So, please be mindful that all e-mail and on-line discussion messages to classmates and university faculty are crafted with professionalism and care. When composing an electronic message, as yourself:

- 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?

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: _____

Persons Present:

Absentees:

Others Who Need to Know:

Roles:

This Meeting

Next Meeting

Recorder		<u>Assigned at start of Base Team Mtg. #2</u>
Timekeeper		<u>Assigned at start of Base Team Mtg. #2</u>
Jargon buster		<u>Assigned at start of Base Team Mtg. #2</u>
Equalizer		<u>Assigned at start of Base Team Mtg. #2</u>
"But" watcher		<u>Assigned at start of Base Team Mtg. #2</u>
Encourager		<u>Assigned at start of Base Team Mtg. #2</u>

AGENDA

SUGGESTED ITEMS

SUGGESTED TIME LIMIT

- | | |
|---|----------------------------------|
| <p>1. Round robin quickly share a positive per person about your professional development becoming a credentialed special educator.
Review agenda and assign roles for this and next meeting.</p> | 5 min |
| <p>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 publically 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)</p> | 2 min

7 min

10 min |
| <p>3. Individually, complete the “Individual Assessment of Functions of Effective Team Members”</p> | 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, identify one functioning goal for your team based upon an analysis of the Team Summary Chart. 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. Give your team a name based upon what you have learned about each other in this first team meeting. Go crazy and come up with something fun that represents your team personality! | 5 min |
| 7. Group Processing:
With the activity or meeting just completed in mind, rate your team as a whole, on the Forming Skills of the <i>Individual and Group Assessment of Collaborative Skills</i> . Share and discuss your ratings with team members.
Select one processing method from Table 1 of the Ch. 10 <i>Collaborative Teaming</i> chapter that is least familiar to the group and use it to process the meeting. | 8 min |
| TOTAL TIME | 80 min |

MINUTES OF OUTCOMES

<u>Action Items:</u>	<u>Person(s) Responsible?</u>	<u>By When?</u>
1. Read Smith et al., Ch. 4 before Meeting #2 Bring pages 106 – 110 of Smith et al., Ch. 4 to Meeting #2. Bring district IEP and Transition forms to Meeting #2.		
2. Carefully study the agenda for Base Team #2		

AGENDA BUILDING FOR NEXT MEETING

Date: _____ Location: _____
 Time Start: _____ Time End: _____

Expected Agenda Items: See agenda for Base Team Meeting #2

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	_____