California State University
SAN MARCOS

SCHOOL OF EDUCATION

Engaging diverse communities through leading and learning for social justice.

333 South Twin Oaks Valley Road, University Hall 468
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www.csusm.edu/education

Course Number	**EDMX 631 Section 2**
Title	**Foundations in Law, Ethics, and Procedures in Special Education**
CRN Number	**CRN #40993**
Days	**Wednesdays**
Time	**5:30 – 8:15 p.m.**
Course Location	**University Hall 444**
Semester / Year	**Fall 2015**
Professor	**Dr. Jodi Robledo and Dr. Rebecca Brooks**
Phone	**760-750-4317 and 760-750-8285**
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Office	**University Hall 468 D and 468 A**
Hours	**By appointment**

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

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.

Credit Hour Policy Statement

Per the University Credit Hour Policy:
- Students are expected to spend a minimum of two hours outside of the classroom each week for each unit of credit engaged in learning.
- The combination of face-to-face time, out-of-class online and field time associated with the course totals to at least the minimum 45 hours per unit of credit.

REQUIRED TEXTS, MATERIALS AND ACCOUNTS

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 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 (2007). *Transition to adult living: An information and resource guide.* (TAL Guide) 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* (RtI^2). Sacramento, CA: Author. (RtI^2)

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

Hood, T. & Thousand, J. (2012) *SST 2012.* Unpublished manuscript.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

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.). Boston: Pearson/Allyn & Bacon. (SPPD) [Chapters 1 & 4] (Posted on Cougar Courses)

Publisher (2014). *The Special EDge: The Common Core State Standards, 27*(2), 1 – 16. Rohner

Park: CA: CalSTAT Project, NAPA County Office of Education. Please retrieve at
www.calstat.org/publications

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)

Turnbull, A., Turnbull, & R. Wehmeyer (2013). *Exceptional lives: Special education in today's schools* (7th
ed.). Boston: Pearson/Allyn & Bacon. TTWS [Ch. 1] (Posted on Cougar Courses)

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 "Chapter
12 - Smart IEPs" link at http://www.wrightslaw.com/bks/feta2/feta2.htm)

**North Coastal Consortium for Special Education (NCCSE) IEP Forms for Base Team #2 and In-Class
Use:** Posted in "IEP Forms" folder on Cougar Courses

Selected Web Sites

http://www.cde.ca.gov/sp/se/lr/ (California Department of Education, Searchable database of special
education-related laws and regulations)

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.cde.ca.gov/sp/se/sr/selinks.asp and www.cde.ca.gov/sp/se/cc/ (CA Dept. of Education
Special Ed. Resources and Common Core Resources & Webinars)

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

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

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)

www.wrightslaw.com (Wrights Law)

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). Enrollment fees are paid by going to www.taskstream.com and registering for at least one year. Concurrent candidates and candidates completing both the Mild/Moderate and Moderate/Severe credentials should enroll for at least two years. After enrolling, access your specially designed Education Specialist program bucket - **Concurrent MMS/ES Program 2014-2015** - by going to your home page, finding the Self-Enrollment area and clicking the *Enter Code* button. Then enter **Concurrent 1415** 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. Add On candidates completing both the Mild/Moderate and Moderate/Severe credentials should enroll for two years. After enrolling, access your specially designed Education Specialist program bucket - Add-On Ed Specialist Credentials 2015-16 - by going to your home page, finding the Self-Enrollment area and clicking the *Enter Code* button. Then enter AddOn1516 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.

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. Candidates successfully completing this program receive a credential with authorization to teach English learners. *(Approved by CCTC in SB 2042 Program Standards, August 02)*

COURSE LEARNING OUTCOMES

Upon successful completion of this course, candidates will demonstrate knowledge and skills in:

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 Cougar Courses)
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 l973 (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 Multi-tiered System of Supports (MTSS)/Response to Intervention (RTI) frameworks 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 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 CTC standards for Preliminary Education Specialist Mild/Moderate 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. The successful candidate will be able to merge theory and practice in order to realize a comprehensive and extensive educational program for all students.

Teacher Performance Assessment

Beginning July 1, 2008 all California credential candidates must successfully complete a state-approved Teacher Performance Assessment (TPA), as part of the credential program of preparation. During the 2015-16 academic year the CSUSM credential programs will use either the CalTPA (California Teacher Performance Assessment) or the edTPA (Educative Teacher Performance Assessment).

Check with your program coordinator to determine which assessment is used for your credential program.

CalTPA

To assist with your successful completion of the CalTPA, a series of informational seminars are offered over the course of the program. TPA related questions and logistical concerns are to be addressed during the seminars. Your attendance to TPA seminars will greatly contribute to your success on the assessment. The CalTPA Candidate Handbook, TPA seminar schedule, and other TPA support materials may be found on the SOE website:
http://www.csusm.edu/education/CalTPA/ProgramMaterialsTPA.html

edTPA

Beginning in fall 2015, for newly entering initial candidates, the CSUSM assessment system is the edTPA. To assist with your successful completion of the edTPA, a capstone class is part of your curriculum. In this class edTPA related questions and logistical concerns are addressed. Additional support materials are available on the edTPA website:
http://www.edtpa.com/PageView.aspx?f=GEN_Candidates.html

Additionally, to support your success in your credential program and with TPA, SOE classes use common pedagogical language, lesson plans (lesson designs), and unit plans (unit designs).

Note: Add-On candidates who already hold a valid basic teaching credential are not responsible for TPAs.

Assessment of Professional Dispositions

Assessing a candidate's dispositions within a professional preparation program is recognition that teaching and working with learners of all ages requires not only specific content knowledge and pedagogical skills, but positive attitudes about multiple dimensions of the profession. The School of Education has identified six dispositions – social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning—and developed an assessment rubric. For each dispositional element, there are three levels of performance - *unacceptable*, *initial target*, and *advanced target*. The description and rubric for the three levels of performance offer measurable behaviors and examples.

The assessment is designed to provide candidates with ongoing feedback for their growth in professional dispositions and includes a self-assessment by the candidate. The dispositions and rubric are presented, explained and assessed in one or more designated courses in each program as well as in clinical practice. Based upon assessment feedback candidates will compose a reflection that becomes part of the candidate's Teaching Performance Expectation portfolio. Candidates are expected to meet the level of *initial target* during the program.

PROGRAM STUDENT LEARNING OUTCOMES

Preliminary Mild/Moderate and Moderate/Severe 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 to maximize communication and instructional quality

GENERAL CONSIDERATIONS

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).*

Students with Disabilities Requiring Reasonable Accommodations

Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled 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.

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 instructor's attention. The instructor 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.

Refer to 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 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.

TurnitIn™

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 making unauthorized copies of copyrighted materials or microcomputer software will receive a failing grade.

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 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.

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

Use of Technology

Candidates are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, Moodle, use of the Internet, and/or multimedia presentations). Specific requirements for course assignments with regard to technology are at the discretion of the instructor. Keep a digital copy of all assignments for use in your teaching portfolio. All assignments will be submitted online, and some will be submitted in hard copy as well. Details will be given in class.

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.

COURSE 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. **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 *prior* to class and bring to class all required resources.

3. **Written Work.** Word-process and keep and 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:

SCHEDULE/COURSE OUTLINE

For each class, see class topic, readings due for the class, and assignments due for that class. Abbreviations for readings are as indicated above. 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 9/02	Course Overview; Collaborative Teaming (PIGS Face); Jargon Busting; Intro to Base Teams & BT #1	Syllabus (Bring a hard copy downloaded from Cougar Courses or access in class via computer/notebook)	
Class #2 9/09	The IEP Process: Starting with the End in Mind – (Co-Teachers: *Jamie Houghtelin & Tim Holt; Beth Gallagher, & Kirk Hinkleman*, Life Works); Language matters - "Guidelines for reporting and writing about people with disabilities"	Bring *Intentional Teaming* 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 9/16	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; Intro to Basic Rights and IEP Process	SST/RTI prereferral readings: 1) *SST* by Hood & 1000 2) *RtI^2* CA Dept. of Ed (In Supplemental Readings file folder on Cougar Courses) 3) *RTI: Co-teaching & differentiated instruction* trifold Who are students with disabilities? The statistics! Read: 1) SPPD, Ch. 1. pp. 6 – 9 2) TTW, pp. 5 – 7 (In Supplemental Readings file folder on Cougar Courses)	Component #2: Assessment and Eligibility
BT #1 9/23 (By 9/30)	**Base Team Meeting #1 – Norms, Names, Roles, and Collaboration**	**Ch. 10 Collaborative Teaming Base Team Meeting Agenda #1**	
Class #4 9/30	IEP Process (continued): Eligibility; Types of IEPs; Timelines; 504; manifestation determination; PLOPS, Areas of Need, Goals; Intro to Procedural Rights	S&B Ch. 3, pp. 112 – 116 SPPD Ch. 4, pp. 105 – 117 (On Cougar Courses)	Component #3: Basic Rights and the IEP Process
Class #5 10/07	Procedural Rights Practice; Introduction to procedurally correct and elegant goal writing (SMART/GLOC); Intro to Component #5: Ethical Dispositions	*SERR* Ch. 6 - Due Process & Compliance Procedures Bring *Intentional Teaming*	Component #4: Baker's Dozen of Procedural Rights
Class #6 10/14	Goal Writing – Practice, Practice! Co-Teacher: *Suzanne Stremel,* Carlsbad; Intro to Component #6: Related Services and Health Management	*SMART IEPs* (in "Supplemental Readings" folder on Cougar Courses and at www.wrightslaw.com)	Component #5: Ethical Dispositions

Session Date	Topics	Supplemental readings to prepare for class in addition to Legal Brief readings	Legal Brief Component or DUE
BT #2 10/21 (By 10/28)	**Base Team Meeting #2 – Elements of IEP in local IEP forms**	**NCSEE IEP forms; IEP Required Content**	
Class #7 10/28	Related Services: Educationally Relevant and Necessary? Application; MTSS – The behavior side; Disciple Procedures; Manifestation Determination; Functional Behavioral Assessment; Behavior Intervention Plans; Confidentiality, Communication (10 Commandments), & Family Diversity and Partnerships Co-Teacher: *Lisa Houghtelin*; Intro to Component #7& #10: IFSP & IDEIA 6 Principles Overview of Base Team #3	Manifestation Determination excerpt (2014). *The Special Edge: Student Behavior and School Success*, *24*(3), *pp. 1, 6, 7, 15.* (in "Supplemental Readings" file folder on Cougar Courses) BRING READING TO CLASS	Component #6: Related Services and Health Management
Class #8 11/04	Transitions from Birth to Adulthood: IFSPs (Co-teachers: Julie Widman, Diana Vega - HOPE Infant Program) ITPs & Workability (Co-teachers: *Erica Dean,Trish Storey*) Introduction to Component #8 Student Interview Jigsaw		Component #7: IFSPs, Part C, and Preschool Services
BT #3 11/11 (By 11/18)	**VETERAN'S DAY Base Team Meeting #3 – Dealing with problem behavior in IEP and other meetings**	*Make this Base Team #3 - ITP*	
Class #9 11/18	Developing ITP Goals and Activities through Student Interviews; Base Team Mtg. #4 Overview (Co-Teachers: *Erica Dean, Trish Storey & high school students*); Intro to Component #9: My Role with Paraeducators	Bring 7 copies of Component #8 Transition Questions to class	Component #8: Transition Student Interview Jigsaw
BT #4 11/25 (By 12/09)	**Base Team Meeting #4 – Writing ITP Goals and Activities from Student Interview**	**Base Team Meeting Materials – Make this a new base team with team making the last class presentation and jigsaw with other teams**	
Class #10 12/02	Fulfilling the Contract: Delivering the IEP – The School House Model Rosa Parks Elementary Co-Teachers: *Michael Norman, Jill Perez, Luisa Alanis*	Villa & Thousand *RTI: Co-teaching & differentiated instruction* trifold	Component #9: My Role in Supporting a Paraeducator in Quality Service Delivery

Session Date	Topics	Supplemental readings to prepare for class in addition to Legal Brief readings	Legal Brief Component or DUE
Class #11 12/09	In-Class Base Team Meeting #5 Celebration Course Evaluation	*SERR* Chapters 1 - 8	**Base Team Notebook Due** Component #10: IDEIA Six Principles

GRADING STANDARDS

<u>Grading Scale (in percentages):</u>

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.

There is no Final Exam in this course

<u>**Late Assignments**</u>

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.

COURSE REQUIREMENTS

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 Cougar Courses.

Base Team Meetings	**Social Skills Processing Procedures**
Mtg. #1: Norms, Names, & Collaboration	(Forming Checklist)
Mtg. #2: IEP Elements in local IEP forms	(Functioning Checklist)
Mtg. #3: Dealing with Problem Behaviors	(Formulating Checklist)
Mtg. #4: Developing ITP Goals and Activities	(Fermenting Checklist)
Mtg. #5: In-Class Final Base Team Meeting	("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 Cougar Courses, 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 *Publications & Resources* tab on the top right corner of the homepage. From the list of Publications by subject, select 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 and the CSUSM **Academic Honesty and Plagiarism Policy** (at the end of 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. See articles of interest at the Special Education publications location. Find and download the *SERR* manual accessed as described above. Examine information at each of the six top tabs. At the "About Us & Contact Us" take a look at the 2013 annual report; see what services it provides individuals with disabilities and their families.
  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 Kids (select Southern CA) found under the Wrightslaw header at the left of the homepage.
  3) www.cec.sped.org - Council for Exceptional Children. Learn more about your profession at this website. Be sure to search around the "Policy and Advocacy," "Standards," "Special Ed Topics," and "Resources." At the "Standards" tab download, save, and study the 12 Special Education Professional Ethical Principles, Practice Standards, and scan the "Special Education Standards for Professional Practice" PDFs. We will be looking more deeply at Ethical Principles for Legal Brief Component #4.
  4) a website of your choosing from the syllabus or from the list of websites on the www.disabilityrightsca.org

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 "Submit Here" location.

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 assessment and eligibility timelines by going to the California Code - Part 30 SPECIAL EDUCATION PROGRAMS [56000. – 56865.] website - http://codes.lp.findlaw.com/cacode/EDC/2/d4/30 . Open Chapter 4 and select Article 1. From here select 56302.1. Next go back and select Article 2 of Chapter 4. Here select and read 56321 with particular attention to section (a). Also in Article 2, select and read 56325 with particular attention to part (a). In Chapter 4 return to Article 3 and select and read 56343.5. Exit Chapter 4 and go to Chapter 5. Here find and read Ed Code 56504. Have fun browsing California special education law and learning about your legal timeline responsibilities!

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 Angles 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 "Submit Here" location. 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)
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 "Readings for Legal Brief Components and Class" Cougar Courses file folder 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. For laws, regulations, or statements that you feel you must quote directly, please cite your source as you would in APA fashion (see APA Writing Guidelines on the face page of this syllabus). 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 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 – (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: My Personal Ethical Principles and Dispositions Alignment (4 points)
The School of Education requires that candidates self examine and "rate" themselves on the six SOE Professional Dispositions. Please find the Professional Disposition statements and rubric at the *Professional Dispositions* heading at the Handbook/Forms for Education Specialist Program site:
http://www.csusm.edu/education/ClinicalPractice/HandbookES.html

Given a reading of the Professional Dispositions statements and rubric, go to the Legal Brief Component #4 file folder on Cougar Courses. 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 this Legal Brief Component is to align the CEC Ethical Principles with the SOE Professional Dispositions. To accomplish this, for each of the CEC principles, first identify which of the SOE dispositions are addressed by the principle. There may be more than one disposition per ethical practice. Next, give yourself a rating for that CEC principle using the same 4-point scale as for the disposition rubric, with the scores of 3 and 4 being the 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 4 on a CEC Ethical Principle, at least one of the two examples should describe an advanced leadership behavior similar to the leadership behaviors described in italics for the *Meets Advanced Target* description. Please post the completed matrix in the Cougar Courses "Submit Here: location for Component #5 and also bring the completed matrix to class or have it accessible to share with classmates.

Component #6: 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 the Snell and Brown, text 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) On pages 22 and 24, Giangreco examines three concepts or values for guiding team decisions regarding related services – a) more is not necessarily better, b) the fallacy of return on investment, and c) only as specialized as necessary. Describe in as much detail as you can, how you would explain these values and establish them as decision-making guidelines within your IEP team.
c) Differentiate in your own words the two concepts – *educationally relevant* and *educationally necessary* - as it relates to related services. Provide your own example (not from the Snell and Brown text) of something that might be proposed and considered *educationally relevant* as a related service, but likely would NOT be judged as *educationally necessary* for a student. Which of the SIX Giangreco questions on page 25 of Snell and Brown did you answer as "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, or the school's role in promoting student health that you did not know before OR that you were reminded was essential for you (and all school staff) to know and remember. Identify at least three new learnings and/or reminders and why they are important.
e) 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 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 Component #6 "Submit Here" location.

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

At the READINGS AND RESOURCES section of Cougar Courses, please find Component #7 and download and read in order from a) to f) the following readings:
a) Turnbull, Turnbull, & Wehmeyer (TTW), Chapter 1, **pages 9-10 ONLY** on Part B and C of IDEIA;
b) the *HOPE Overview and Parent Welcome Packet* for families receiving birth to age 3 services;
c) the *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;
d) the *Special Education for Preschoolers: A Guide for Parents* document which examines Part B services, which start at age 3 for eligible students;
e) the IFSP form for San Diego County 0 - 3 programs; and
f) the IFSP form WITH DIRECTIONS for San Diego County 0 – 3 programs.

Also skim *SERR* Chapters 12 and 13 (Part C & 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, 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 a compare/contrast table or graphic if this helps you described the similarities and differences.

Part 2. When a child's IFSP "transition notification plan" is developed during a child's last year (i.e., from age 2 to 3) of Part C services, what are a) required transition planning activities and timelines and b) essential conversations with the family?

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

Component #8: 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, look in the Legal Brief Component #8 and Base Team Meeting #4 Transition Resources file folder at READINGS AND RESOURCES. The *Quickbook of Transition Assessments* is a comprehensive guide of assessment tools and methods that we recommend you examine before developing your questions.

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

Please post your student interview at the Component "Submit Here" location. 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 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 #4) develop post-secondary ITP goals with "linked" annual IEP goals to facilitate making the student's transition to post-secondary education, training, employment and/or other adult life, recreation, and leisure post-secondary DREAMS come true!

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 Cougar Courses.

Given input from *both* S&B and NVT, 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, Prezi, PowerPoint), create a document to remind you of best practices in paraeducator support and your responsibilities to train and supervise 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: the S&B text identifies 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 (including 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 Cougar Courses "Submit Here" location 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 444. 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 – 19 of Chapter 1 of the Turnbull, Turnbull, and Wehmeyer text (posted on Cougar Courses). 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, a 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 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 "Submit Here" location. Note the Legal Brief Component #10 file folder on Cougar Courses 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   **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   **16 possible points**

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

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 #5 My Personal Ethical Principles and Dispositions   _____(4)
Component #6: SERR Ch. 5   Related Services & Health Management   _____(4)
Component #7: *SERR* Ch. 12 & 13   IFSP, Part C, & Preschool Services   _____(4)
Component #8: *SERR* Ch. 10 Transition Student Interview Jigsaw   _____(3)
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

BASE TEAM MEETING #1

Place of Meeting: _____

Date: _____

Time: _____

Persons Present: Absentees: Others Who Need to Know:

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Roles:	This Meeting	Next Meeting
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

SUGGESTED ITEMS	SUGGESTED TIME LIMIT
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.	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, *Collaborative Teams: A Powerful Tool in School Restructuring*	2 min
"Round robin" share norms of all members (Recorder records publically so all can see.)	7 min
Agree upon at least 5 team norms. Be sure to define each norm, so it is observable and measurable (Recorder records)	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, 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

SUGGESTED ITEMS	SUGGESTED TIME LIMIT

SUGGESTED ITEMS   **SUGGESTED TIME LIMIT**

6. Give your team a name based upon what you have learned about each other in   5 min
    this first team meeting. Go crazy and come up with something fun that represents
    your team personality!

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

<u>**MINUTES OF OUTCOMES**</u>

Action Items:	**Person(s) Responsible?**	**By When?**

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

<u>**AGENDA BUILDING FOR NEXT MEETING**</u>

Date: _____   Location: _____

Time Start: _____   Time End: _____

<u>Expected Agenda Items</u>: **See agenda for Base Team Meeting #2**

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

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								

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 _____