



- Goal 5. demonstrate knowledge of co-teaching approaches to facilitate student inclusion in general education and learning of the core curriculum from highly qualified teachers
- Goal 6. demonstrate understanding 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. demonstrate knowledge of and competence in the Individual Education Program (IEP) development and implementation process (i.e., screening; nonbiased and family-centered assessment; eligibility determination; IEP development to access the core general education curriculum; development of goals and measurable objectives; identification of necessary modifications and accommodations to curriculum, instruction, and assessment; identification of needed supports and services, placement decision making; determination of accommodations for participation in school-wide, district-wide, and state assessments.
- Goal 8. demonstrate knowledge of the Response to Intervention (RtI) framework for proactive interventions to reduce special education referral
- Goal 9. demonstrate skills in developing meaningful standards-based IEP goals to enable learner access to the core curriculum

### III. What I Need for Class

California Department of Education, Special Education Division (2007). California special education programs: A composite of laws (29th ed.). Sacramento: Author. (CDE)

Community Alliance for Special Education and Protection and Advocacy, Inc. Special Education Rights and Responsibilities. San Francisco: Author. Accessible on the web from Jacqueline Thousand's web site: <http://www.csusm.edu/thousand> (P & A)

Mandlawitz, M. (2007). What every teacher should know about IDEA 2004 laws and regulations. Boston: Pearson. (MM)

Rosenberg, M., O'Shea, L. & O'Shea, D. (2006). Student teacher to master teacher: A practical guide for educating students with special needs (4th ed.). Upper Saddle River, NJ: Merrill. (RO)

Chapter: Thousand, J., & Villa, R. (2000). Collaborative teaming: A powerful tool in school restructuring. In R. Villa, & J. Thousand (Eds.) Restructuring for caring and effective education: Piecing the puzzle together (2<sup>nd</sup> ed.). Baltimore: Paul H. Brookes. (V&T)

#### Web Sites including:

CalSTAT technical assistance center @ [www.calstat.org](http://www.calstat.org)

CARS+ website @ [www.carsplus.org](http://www.carsplus.org)

Code of Ethics: [www.cec.sped.org/ps/code.htm](http://www.cec.sped.org/ps/code.htm)

Response to Intervention and other resources: [Interventioncentral.org](http://Interventioncentral.org), then go to RTI\_WIRE and download links

National Information Center for Children and Youth with Disabilities @ [www.nichcy.org](http://www.nichcy.org)

Rosenberg text website: [www.prenhall.com/rosenberg](http://www.prenhall.com/rosenberg) (Jump to Topics)

Special education forms for San Diego City Schools (Hard copy provided) and North Coastal Consortium for Special Education (NCCSE)

Wrights Law website: [www.wrightslaw.com](http://www.wrightslaw.com)

#### **IV. Professional and Administrative Requirements**

1. Attend all class sessions. Be on time. Please call the instructor when you are unable to attend class or when you will be late. It is the policy of the CSUSM College of Education that any student who misses 20% or more of class time or class sessions may not receive a passing grade for a course.
2. "Person-first" language (e.g., "Student with Down Syndrome" rather than "Down Syndrome student;" "Johnny who happens to have Down Syndrome" rather "My Down Syndrome student") must be used throughout all written and oral assignments and discussions.
3. Word process all written documents. Keep a copy of all of your work. You will want these copies for your records and for potential future use as professional portfolio entries.
4. Complete and hand in all assignments on the due dates for full credit. If you have extraordinary circumstances that impact completion of your assignments, please let the instructor(s) know. Any time that you have questions or concerns, please contact the instructor(s) immediately.
5. Participate in class discussions and group activities and demonstrate positive interpersonal skills with classmates and guests.
6. Select a class "buddy" or two (e.g., Base Team teammates) to ensure that you receive handouts and information when you must miss class.  
Buddy:  
Telephone: \_\_\_\_\_ Fax: \_\_\_\_\_  
e-mail: \_\_\_\_\_ Address: \_\_\_\_\_
7. Task Stream Electronic Portfolio. Students must register online for TaskStream access for a minimum of one year. Fees are paid online at [www.TaskStream.com](http://www.TaskStream.com). This is a requirement of every credential candidate. Candidates learn how to use this site in EDUC 422. Students will post selected assignments and make reflective comments in response to the Teacher Performance Expectations and/or the Education Specialist Level I Preliminary standards identified by the instructors. Once you have an account,

you must enroll in one or more of the “buckets.” For those who already have a credential, on the TaskStream main page, click on “My Programs.” Under the list on the top of the page is “Self-Enrollment Options.” Click here. A box comes up asking for a program code. The Education Specialist Level I Auto Enrollment Code is 2FSA56. If you also are concurrently earning your Multiple Subject credential, also enroll in the Multiple Subject bucket. The Auto Enrollment Code for this is ZNJ5MR.

8. Academic Honesty Policy and Plagiarism. 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 accordingly. 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 to the assignment or the class as a whole.

## **V. Course Features**

### **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.

### **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 5205, 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.

### **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 TaskStream postings for the Teacher Performance Expectation (TPE) competencies and Level I Education Specialist standards assigned to this course.

### **Teacher Performance Expectation (TPE) Competencies and Level I Education Specialist Standards**

The course objectives, assignments, and assessments have been aligned with the CTC standards for the Mild/Moderate and Moderate/Severe Level I Education Specialist Credentials and the Teacher Performance Expectations for the Multiple Subjects credential listed below. This course is responsible for ensuring that candidates demonstrate competence for Level I Standards 10, 11, and 16. For those concurrently seeking both the Education Specialist and Multiple Subjects credentials, this course also is responsible for ensuring candidates demonstrate competence for Multiple Subject TPEs 12 and 13. The posting of the indicated artifacts and the composition of an essay regarding competence on TaskStream demonstrate competence.

## Education Specialist Level I Preliminary Mild/Moderate Standards

Standard 10: Professional, Legal, and Ethical Practices

**(TaskStream – Legal Brief & Reflection #1a)**

Standard 11: Educational Policy and Perspectives

**(TaskStream – Institute Reflection & Reflection #2)**

Standard 16: Effective Communication and Collaborative Partnerships

**(TaskStream – Base Team Meetings)**

Standard 25: Characteristics and Needs of Individuals with Mild to Moderate Disabilities

## TPEs

TPE 6D: Special Education

Articulating rationale for inclusive education for all students

Collaborating with others to plan, teach, and assess students with special characteristics

TPE 12: Professional, Legal, and Ethical Obligations – **(TaskStream – Legal Brief)**

Taking responsibility for student academic learning outcomes

Knowing and applying professional and ethical obligations

Knowing and applying legal obligations

TPE 13: Professional Growth **(TaskStream – Institute Reflection)**

Reflection and feedback to improve teaching practice and subject matter knowledge

TPE 15: Social Justice

Valuing socially equitable teaching, learning, and schooling in a variety of organizational settings

Incorporating pluralism and divergent perspectives on educating diverse students

Democratizing public education to achieve social justice and equity

## Guidelines for TaskStream Submission

The purpose of a Level I (and Multiple Subject) portfolio is to assess how you meet each of the Level I standards and Multiple Subject TPEs. Although all of the artifacts you place in your portfolio have been assessed/graded by your professors, the connection between the artifacts and your understanding of how your course and field experiences evidence your competence is not demonstrated until you make those connections in your Level I (and Multiple Subject) portfolio in TaskStream. Your task is to write a cogent reflective essay for each Level I standard about how the artifacts you post provide evidence that you have met each Level I standard.

Level I standards (and Multiple Subject TPEs) are threaded *throughout* your credential program and are addressed multiple times within and across courses. Even though a number of standards or TPEs are addressed in each course, you are specifically responsible for writing a reflective statement for a given subset of standards and/or TPEs identified in course's syllabus. You are expected to reflect upon these standards and TPEs through TaskStream postings by the end of each course.

Each time you submit a response, you will request and receive feedback from the course instructor. (Never request "Evaluation" or you will disappear from TaskStream view.) The instructor will ask for revision or state that you are done. Please continue to check your

TaskStream portfolio until the instructor states that you are done with the response to each assigned standard or TPE. You cannot get course credit without having all of the assigned standards and TPEs indicated as completed by the instructor.

*Each narrative must include at least the following components.*

You must attach a minimum of one artifact for each standard. This artifact may be designated by the course syllabus or it may be an artifact of your choice. You also are encouraged to attach and write about more than one evidence.

To assist you in writing of the reflective essay for each standard, the faculty have agreed upon a paragraph structure for TaskStream responses. Please be succinct in your writing. State your ideas clearly, and ground them in the evidence represented by your artifact(s).

**1. Required 1<sup>st</sup> paragraph:** Introduce the reader to this Level I standard. DO NOT restate the standard. Instead, reflect upon and summarize the significance of your overall learning and developing abilities related to the standard.

**2a. Required 2<sup>nd</sup> paragraph:** Explain how **one attached artifact** evidences your learning related to the Level I standard. Tell the reader in what ways this artifact illustrates what you have learned or are able to do relative to the standard.

**2b. If a second artifact is requested:** Explain how **one attached artifact** evidences your learning related to the Level I standard. Tell the reader in what ways this artifact illustrates what you have learned or are able to do relative to the standard.

**3. Required last paragraph:** Describe what from your **field experiences** (e.g., student teaching, internship, observations) has enabled you to demonstrate competence with regard to this Level I standard. You may include an illustrative artifact from your field experience. If you do so, explain how it illustrates your competence with regard to the standard.

## **VI. Scholastic Requirements**

### **GRADING SCALE (in percentages):**

**A = 94-100    A- = 92-93    B+ = 89-91    B = 86-88    B- = 84-86    C+ = 81-83**

### **Criteria for Grading:**

A (Excellent): Performance at the highest level, showing sustained excellence in meeting all course requirements and exhibiting an unusual degree of intellectual initiative.

B (Good): Performance at a high level, showing consistent and effective achievement in meeting course requirements.

C (Satisfactory): Performance at an adequate level, meeting the basic requirements of the course.

**NOTE: The minimum acceptable grade for a course in the professional education sequence is C+, and a B average must be maintained.**

### **Class Attendance and Participation (40 maximum points)**

This course consists of 7, 4-hour (plus break) class sessions and attendance at the Annual San Diego Summer Leadership Institute on the evening of July 26<sup>th</sup> and the days of July 27<sup>th</sup> and 28<sup>th</sup>. Attendance at and active participation in each of the **7 classes and 3 institute days** is worth a maximum of **4 points per class/day**.

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 a "non-collaborative" behavior, or fail to have assignments/reflections prepared on time can expect to receive less than the maximum points for a class.

### **Summer Leadership Institute and Weekly Reading Reflection (20 maximum points)**

Participants will prepare three written reading reflections (**10 points**). In addition, a written reaction to each of the keynotes and sessions attended at the institute is due the 9<sup>th</sup> class meeting (**10 points**). The quality of this and all written work for this course will be judged according to at least the following criteria:

- a) use of respectful, professional, "person first" (i.e., Jacque who has Cerebral Palsy versus "the CP kid") language;
- b) correctness of spelling, punctuation, and grammatical usage of language;
- c) organization, comprehensiveness, and professional appearance of the product;
- d) evidence of higher order thinking (e.g., analysis, synthesis, application, evaluation); and
- e) connection with other readings, lectures, workshops, discussions, and experiences.

### **Base Team Meetings (20 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. Documented attendance and participation (via team meeting minutes and products) is worth **5 points per meeting**. Each team is expected to hold a minimum of 4 meetings of at least one hour in length outside of class time and follow the prescribed agenda. See each base team agenda to determine the products to be generated and the group processing to be conducted.

### **Rights & Responsibilities Legal Brief via the World Wide Web (20 maximum points)**

Each class participant creates a "Legal Brief" by reading the Special Education Rights and Responsibility (SERR) manual, which is accessed via the Protection and Advocacy, Inc. home page ([www.pai-ca.org](http://www.pai-ca.org)). From there you select "publications" at the "quick links" drop down. Scroll down the "Publications Listed by Issue" list and select "Special Education." Here you will find the New, Revised, Updated SERR manual as well as a) YIKES! My Child with a Disability Is Being Considered for Expulsion! b) 18 Tips for Getting Quality Special Education Services for your Child, and c) Special Education Rights & Responsibilities for Children with ADD/ADHD.

Your brief is comprised of three parts.

**First**, for 12 points, compose reactions to each of the 12 chapters of the SERR. For each chapter, select two questions, which you find to be the most compelling. For each of these two questions, describe why it is compelling. You may take the perspective of an educator, parent, community member, or a child with a disability. Your reaction to each question should be 1/2 page in length.

**Second**, for 3 points, scroll down, download, save and read each of the following publications: a) YIKES! My Child with a Disability Is Being Considered for Expulsion! b) 18 Tips for Getting Quality Special Education Services for your Child, and c) Special Education Rights & Responsibilities for Children with ADD/ADHD. Compose a 1/2-page reaction to each of the three links. Please see all of the other links here and download and save those that are of most interest to you for future use.

**Third**, for 4 additional points, return to Quick Links on the front page of the site and select "Links" which will provide you an alphabetical listing of "Links to Other Resources." You may also access additional professional websites via your Rosenberg text site: [www.prenhall.com/rosenberg](http://www.prenhall.com/rosenberg) by "jumping" to the eight topical options at the top of the home page. Select **four** web sites to analyze. Of the four, you must analyze at least **one** of the following websites:

- 1) [www.interventioncentral.org](http://www.interventioncentral.org) - be sure to examine RTI\_WIRE
- 2) [www.tash.org](http://www.tash.org) - be sure to go to governmental affairs ([www.tash.org/govaffairs](http://www.tash.org/govaffairs))
- 3) [www.nichy.org](http://www.nichy.org) - be sure to go to [nichcy.org/resources/IDEA2004resources.asp](http://nichcy.org/resources/IDEA2004resources.asp)
- 4) [www.calstat.org](http://www.calstat.org) - be sure to go to CalSTAT publications and pod casts

For each of the four websites, the reaction/reflection should be approximately one page in length. The reaction/reflection at a minimum should summarize a) how each site can assist you as a special educator, b) what you found about the implications of the 2004 IDEIA reauthorization and RtI options for school systems, and c) any other thoughts, opinions, feelings or learnings that resulted from your site review.

For a final point, the quality of writing (i.e., use of correct spelling and grammar, clear organizational structure) will be evaluated, so present your written work with care.

Course enrollees are assigned CSUSM e-mail accounts and have computer use privileges on campus. Participants also are encouraged to use home computers to access the web and download the Protection and Advocacy publications as well as other documents you wish to save. This assignment is due by Class #6, so be sure to read and respond to two or three of the SERR chapters each week, so you are finished on time. Note that this is an individualistic (versus collaborative) assignment intended to evidence your technology application skills as well as develop your knowledge regarding special education law.

## **EDMX 631 Reflection Prompts**

### **Writing Criteria**

The following reading reflections are due on the dates indicated in the syllabus schedule. The "Reflection Prompt" for each reflection is presented below.

The quality of reflections will be judged based upon at least the following criteria:

- use of respectful and professional “person first” language (i.e., “Rich who has Cerebral Palsy” versus “the CP child”);
- word processed with accuracy in spelling, punctuation, and grammar;
- organization, comprehensiveness, and professional appearance of the product
- connection with readings, class discussions, findings on the web, and;
- use of higher order thinking skills of application, analysis, synthesis, and evaluation.

## **Reflection Prompts**

### Reflection #1a (4 points)

Chapter 4 of the Ed Code of the Composite of Laws (CDE) updates eligibility and IEP process requirements due to IDEIA. Pages 38 – 56 of Chapter 2 and ALL of Chapter 7 of Rosenberg et al. covers a huge amount of information regarding the legal aspects of special education and the procedures and paperwork all special educators must manage. Read Chapter 4 of the Ed Code and pages 38 – 56 of Chapter 2 and ALL Chapter 7 of Rosenberg from the perspective of a brand new special educator responsible for ensuring that every communication, assessment, eligibility, placement, and IEP-development step occurs in a timely and student-centered manner for Sara. As the newly hired special educator at Sara’s school site, you want to make sure that you do not miss a single step in the referral and IEP process with Sara or any other student. Your assignment for Reflection #1a is to construct a detailed graphic organizer - flowchart, table, outline, mind map, or other visual - to help you remember each of the procedural steps in the sequence from “prereferral” to “exit” for which you are responsible. Be very specific and include as much of the information from Chapter 7 as you can, as this is your personal “cheat sheet” to keep you out of “hot water” procedurally as a new special educator. A hard copy of this reflection must be brought to class for public presentation in the second class.

### Reflection #1b (1 point)

Before class, please read: 1) pp. 1 – 5 of Vol. 19(2) of The Special EDge provided by instructors; 2) the section of Chapter 4 of Rosenberg on Curriculum-Based Assessment (pp. 107 – 112); and 3) the section of Mandlawitz on the new eligibility requirements for Learning Disabilities concerning Response to Intervention (Rtl) (pp. 75 – 80). Be prepared to write responses to the following IN CLASS.

Part 1: With your Reflection #1a graphic organizer, where does the Response to Intervention approach and curriculum-based ways of intervening and tracking Sara’s performance fit? Please revise your graphic organizer to include Rtl components.

Part 2: Please look at Figure 1 on page 4 of the Special Edge. Where do you believe Sara falls? Provide a written rationale.

Part 3: Thinking about Curriculum-Based Assessment (pp. 107 – 112 of Rosenberg), generate and describe in writing one strategy not yet identified by Sara’s team to proactively intervene to accelerate her literacy performance.

### Reflection #2 (3 points)

Read Chapter 2 of the Rosenberg text (including pages 32 – 37 not read for Reflection #1). Read pp. 1 – 5 of Vol. 19 (2) of The Special Edge provided by instructors. Also, look through the Mandlawitz book that compares pre-IDEA 2004 with IDEA 2004. Finally, look at your notes from class lecture on IDEA 1997, IDEIA 2004, and Rtl. First, from the perspective of a special education leader, identify your “baker’s dozen” (i.e., 13) list of

changes in beliefs, practices, legislation, policies, and procedures that occurred prior to IDEIA 2004 that promoted a welcoming view of students with disabilities as a condition of human diversity. Then, again from this leadership perspective, compose a second “baker’s dozen” (i.e., 13) list of what YOU consider to be the most significant components of and changes resulting from the IDEIA 2004 reauthorization. For each item in these two lists, a) provide a rationale for your selection and b) indicate where you found the information by making reference to pages in the readings, websites, or lectures. Be prepared to defend your two lists in class.

### Reflection #3 (2 points)

You will be assigned to read one section of Chapter 9 of Rosenberg et al. (pp. 296 – 304 + Figure 9.1 on pages 305 & 306, 305 -312, or 313-319). Carefully study your section’s text, Boxes, Figures and Pause and Reflects. Based upon your reading, prepare a 1-page visual representation of the most salient points in your section. Bring 5 copies of your visual to the last class. Be prepared to teach this content (in 7 minutes or less) to a small group of classmates who have read other sections of Chapter 9. When teaching, you may direct your pupils to the text for illustrations of checklists, forms, and so forth.

### Summer Leadership Institute Reflection (10 points)

Prepare a 5 to 6-page reaction to the keynotes and sessions attended at the San Diego Summer Leadership Institute. Be sure your reflection makes reference to each and every one of the keynotes and sessions you attended, as this is an “authentic” attendance check. More importantly, this reflection is an opportunity for you to synthesize your experience of the institute with course and other past learnings and experiences. It also is an opportunity for you to formulate instructional and organizational strategies for your own future as a special education or classroom teacher. So, make connections and be creative in your analysis, synthesis, and evaluations. Make the experience count for you. Other than these instructions and the general writing criteria articulated above, you have free reign to express yourself in this culminating reflection.

## VII. Schedule of Classes, Readings, Activities, and Assignments

<u>Class Date</u>	<u>Topics</u>	<u>Readings Due Today</u>	<u>P&amp;A Chs.</u>	<u>Assignments Due</u>
01 June 04 or June 06	Legal Brief Assignment on the World Wide Web Collaborative Teaming Principles and Processes; Acronym Jargon Busting; Person 1 <sup>st</sup> Language Formulate Base Teams; Meeting #1 & #2 Assignments Assign Reflection #1a	www.pai-ca.org		Formulate Base Teams
02 June 11 or June 13	Carousel: Hughes Bill, CA Composite of Law & The IEP Cycle (Share Reflection #1a) Base Team #3 & #4 Preparation Jargon Busting California Style Guests: Jan Israel, Marysue Glynn	RO Ch. 2 & 7, CDE Ch 4 NCCSE/SDUSD IEP forms www.pai-ca.org	3, 4, & 8	Reflection #1a
03 June 18 or June 20	IDEIA 2004, Assign Reflection #1b Procedurally Correct & Elegant IEP Goals Types of IEPs; Timelines & State Eligibility Criteria	V&T, Ch. 10 (BT #1)	6, 7 11, & 12	Base Team #1 Final Reflection #1a
04 June 25 or June 27	Line Dancing the Law RTI & Reflection #1b Practicing Writing Elegant Goals to the CA Standards – CARS+ Assign Reflection #2 IEP Meeting Gone Wrong Guest: Steve Gennaro – SDUSD Internships	Mandlawitz pp. 75 – 80 RO pp. 107 – 112 CDE Ch 4 Special Edge, 1- 5	2 & 5	Prep for Reflection #1b Base Team #2

**NOTE: Class times for all classes but the Summer Institute are from 4:00 – 8:15 p.m.**

**NO CLASS ON JULY 2<sup>nd</sup> or July 4<sup>th</sup>  
NO CLASS ON JULY 9<sup>TH</sup> or July 11<sup>th</sup>**

Base Team #3  
Base Team #4

<u>Class Date</u>	<u>Topics</u>	<u>Readings Due Today</u>	<u>P&amp;A Chs.</u>	<u>Assignments Due</u>
05 July 16 or July 18	Reflection #2 Report Out Purposes of Assessment & Confidentiality Family-Centered Assessment, MAPs The 10 Commandments The D.I.E. Process Assign Reflection #3	Special Edge, 1-5 Mandlawitz (All) RO Ch. 2 Class Notes & ppts	1, 2, & 5	Reflection #2 Base Team Notebook TaskStream Posting (Level I Standard 16)
06 July 23 or July 25	Institute Preparation Guidelines for Report Writing Writing & Interpreting Positive, Proactive Reports Managing the Paperwork War (Guest: Deb Teudt) TaskStream Postings – Base Teams, Legal Brief, & Institute Reflections		9 & 10	Legal Brief TaskStream Postings (Level I Standard 10 & PTE 12)
07 July 26	Day 1 (Thursday Evening): Summer Leadership Institute	(4:45 a.m. - 9:00 p.m.)		
08 July 27	Day 2 (Friday All Day): Summer Leadership Institute	(8:00 a.m. - 4:00 p.m.)		
09 July 28	Day 3 (Saturday All Day): Summer Leadership Institute	(8:00 a.m. - 4:00 p.m.)		
10 July 30 or Aug. 1	Co-Teaching for Rtl and Differentiation In-Class Base Team Meeting #5 Communicating Information to Others: Report Analysis “Give One – Get One” Transition Planning Guests: Jamie Houghtelin and support team Course Evaluation TaskStream Final Postings – Institute Reflection	RO Ch. 9 (Jigsaw)		Reflection #3 Jigsaw Institute Reflection (Level I Standard 11)

### Base Team Meetings

Mtg. #1: Norms, Names, & Collaboration  
Mtg. #2: Problem Behaviors  
Mtg. #3: IEP Analysis  
Mtg. #4: California Code Scenarios  
Mtg. #5: In-Class Meeting @ Final Class

### Social Skills Processing Procedures

(Forming Checklist)  
(Functioning Checklist)  
(Formulating Checklist)  
(Fermenting Checklist)  
("Are we really a team?" Checklist; Yearbook)

**CROSSCULTURAL, LANGUAGE, AND ACADEMIC DEVELOPMENT (CLAD)**  
**COMPETENCIES**

COMPETENCIES ADDRESSED BY THIS COURSE ARE ITALICIZED, SHADED AND INDICATED WITH \*\*\*

<b>PART 1: LANGUAGE STRUCTURE &amp; FIRST- AND SECOND-LANGUAGE DEVELOPMENT</b>	<b>PART 2: METHODOLOGY OF BILINGUAL, ENGLISH LANGUAGE DEVELOPMENT, CONTENT INSTRUCTION</b>	<b>PART 3: CULTURE AND CULTURAL DIVERSITY</b>
<b>I. Language Structure and Use: Universals and Differences (including the structure of English)</b>	<b>1. Theories and Methods of Bilingual Education</b>	<b>I. The Nature of Culture</b>
<b>A.</b> The sound systems of language (phonology)	<b>A.</b> Foundations	<b>A.</b> Definitions of culture
<b>B.</b> Word formation (morphology)	<b>B.</b> <i>Organizational models: What works for whom? ***</i>	<b>B.</b> Perceptions of culture
<b>C.</b> Syntax	<b>C.</b> <i>Instructional strategies ***</i>	<b>C.</b> Intragroup differences (e.g., ethnicity, race, generations, and micro-cultures)
<b>D.</b> Word meaning (semantics)	<b>II. Theories and Methods for Instruction In and Through English</b>	<b>D.</b> Physical geography and its effects on culture
<b>E.</b> <i>Language in context ***</i>	<b>A.</b> <i>Teacher delivery for both English language development and content instruction ***</i>	<b>E.</b> <i>Cultural congruence ***</i>
<b>F.</b> <i>Written discourse ***</i>	<b>B.</b> <i>Approaches with a focus on English language development ***</i>	<b>II. Manifestations of Culture: Learning About Students</b>
<b>G.</b> <i>Oral discourse ***</i>	<b>C.</b> <i>Approaches with a focus on content area instruction (specially designed academic instruction delivered in English) ***</i>	<b>A.</b> <i>What teachers should learn about their students **s</i>
<b>H.</b> <i>Nonverbal communication *** </i>	<b>D.</b> <i>Working with paraprofessionals ***</i>	<b>B.</b> <i>How teachers can learn about their student ***</i>
<b>II. Theories and Factors in First- and S Language Development</b>	<b>II. Language and Content Area Assessment</b>	<b>C.</b> <i>How teachers can use what they learn about their students (culturally responsive pedagogy) ***</i>
<b>A.</b> Historical and current theories and models of language analysis that have implications for second-language development and pedagogy	<b>A.</b> <i>Purpose ***</i>	<b>III. Cultural Contact</b>
<b>B.</b> <i>Psychological factors affecting first- and second-language development ***</i>	<b>B.</b> <i>Methods ***</i>	<b>A.</b> Concepts of cultural contact
<b>C.</b> Socio-cultural factors affecting first- and second-language development	<b>C.</b> <i>State mandates ***</i>	<b>B.</b> Stages of individual cultural contact
<b>D.</b> <i>Pedagogical factors affecting first- and second-language development ***</i>	<b>D.</b> <i>Limitations of assessment ***</i>	<b>C.</b> <i>The dynamics of prejudice ***</i>
<b>E.</b> <i>Political factors affecting first- and second-language development ***</i>	<b>E.</b> <i>Technical concepts ***</i>	<b>D.</b> <i>Strategies for conflict resolution ***</i>

**EDMX 631 TRACKING FORM**

NAME: \_\_\_\_\_

BASE TEAM NAME & MEMBERS: \_\_\_\_\_

**I. Attendance, Punctuality & Participation - 40 possible points**

Class #1 \_\_\_\_\_ (4)  
Class #2 \_\_\_\_\_ (4)  
Class #3 \_\_\_\_\_ (4)  
Class #4 \_\_\_\_\_ (4)  
Class #5 \_\_\_\_\_ (4)  
Class #6 \_\_\_\_\_ (4)  
Institute #7 \_\_\_\_\_ (4)  
Institute #8 \_\_\_\_\_ (4)  
Institute #9 \_\_\_\_\_ (4)  
Class #10 \_\_\_\_\_ (4)

Sub-Total I. \_\_\_\_\_ (40 maximum)

**II. Base Team Meetings & Notebook – 20 possible points**

Base Team Meeting #1 \_\_\_\_\_ (5)  
Base Team Meeting #2 \_\_\_\_\_ (5)  
Base Team Meeting #3 \_\_\_\_\_ (5)  
Base Team Meeting #4 \_\_\_\_\_ (5)  
Base Team Notebook \_\_\_\_\_

Sub-Total II. \_\_\_\_\_ (20 maximum)

**III. Rights and Responsibilities Legal Brief – 20 possible points**

Sub-Total III. \_\_\_\_\_ (20 maximum)

**IV. Reading Reflections – 20 possible points**

#1a \_\_\_(4) #1b \_\_\_(1) #2 \_\_\_(3) #3 \_\_\_(2) Summer Institute \_\_\_\_\_ (10)

Sub-Total V. \_\_\_\_\_ (20 maximum)

**GRAND TOTAL (100 POSSIBLE POINTS) = \_\_\_\_\_**

Place of Meeting: \_\_\_\_\_  
 Date: \_\_\_\_\_  
 Time: \_\_\_\_\_

**Base Team Meeting #1**

<u>Persons Present:</u>	<u>Late:</u>	<u>Absentees:</u>	<u>Others Who Need to Know:</u>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

<u>Roles:</u>	<u>This Meeting</u>	<u>Next Meeting</u>
Recorder	_____	_____
Timekeeper	_____	_____
Jargon buster	_____	_____
Equalizer	_____	_____
"But" watcher	_____	_____
Encourager	_____	_____

**AGENDA**

<b>SUGGESTED ITEMS</b>	<b>SUGGESTED TIME LIMIT</b>
1. Review agenda and assign roles for this and next meeting.	2 min
2. Setting Norms for Base Team Meetings: Review 5 norms you consider most critical identified on the Study Guide for <u>Collaborative Teams: A Powerful Tool in School Restructuring</u>	2 min
“Round robin” share norms of all members (Recorder records)	7 min
Agree upon at least 5 norms. Be sure to define so they are observable and measurable (Recorder records)	5 min
3. Individually, complete the bottom section of "What preferences do you have?"	3 min
4. As a team, complete the team summary chart and identify a personal and team growth goal.	10 min
5. COMPLETE QUESTIONS 3-8 OF THE STUDY GUIDE	20 min
6. Give your team a name (Go crazy!)	3 min
7. Group Processing: With the activity or meeting just completed in mind, rate <b>your team</b> as a whole, on the Forming Skills of the <u>Individual and Group Assessment of Collaborative Skills</u> . Share and discuss your ratings with team members. Select one processing method from Table 1 of the <u>Collaborative Teaming</u> chapter that is least familiar to the group and use it to process the meeting.	8 min
<b>TOTAL TIME</b>	<b>60 min</b>



## Individual and Group Assessment of Collaboration 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

- \_\_\_\_\_ 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

#### GROUP

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



GENERATE A TEAM ANSWER TO EACH QUESTION.

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 2 ways the Collaborative Team Meeting Worksheet prompts team members to focus upon improving their "good team member" behaviors.

**Study Guide  
for  
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 2 ways the Collaborative Team Meeting Worksheet prompts team members to focus upon improving their "good team member" behaviors.

Team Member: \_\_\_\_\_

**WHAT PREFERENCES DO YOU HAVE?**

What jobs do you prefer when you work with a team?

When working with a team, what jobs do you dislike?

Check, the team roles and tasks you find to be the most enjoyable and challenging.

*I enjoy  
this*

*I find this  
difficult*

Being the Leader  
Following the Agenda  
Sharing My Turf and Control  
Listening  
Getting to the Specifics  
Being Diplomatic  
Analyzing Problems  
Expressing My Ideas When I Don't Agree  
Staying Positive When I Dislike the Task  
Organizing Meetings and Follow-Through Activities  
Following Through on Group Decisions  
Developing Trust in People to Do a Quality Job  
Following Routines and Procedures  
Changing the Way I Do Things  
Delegating Tasks and Decisions to Others  
Giving Others Recognition and Credit  
Weighing Pros and Cons Before Making a Decision  
Working with Open-Ended Activities  
Staying Aware of the Group's Feelings  
Being the Decision Maker  
Accepting Criticism of My Ideas  
Brainstorming  
Compromising  
Summarizing  
Dealing With Disagreements  
Being Creative

**TEAM SUMMARY CHART**

Here are functions of an effective team. List team members' names across the top of the grid. Have each member identify his/her areas of strength. If there are functions with no checks, decide how to fulfilled these functions. Use these results to establish both personal and team growth goals.

**TEAM MEMBERS**

<b>FUNCTIONS OF EFFECTIVE TEAM MEMBERS</b>						
Assuming Leadership						
Being a 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						

Place of Meeting: \_\_\_\_\_  
 Date: \_\_\_\_\_  
 Time: \_\_\_\_\_

**Team Name:** \_\_\_\_\_  
**Base Team Meeting #2**

<u>Persons Present:</u>	<u>Late:</u>	<u>Absentees:</u>	<u>Others Who Need to Know:</u>
_____		_____	_____
_____		_____	_____
_____		_____	_____
_____		_____	_____
_____		_____	_____

Rotating Roles:

Summarizer #1	Birthday closest to today	_____
Recorder #1	First to the left of Summarizer	_____
Timekeeper #1	Second to the left of Summarizer	_____
But Watcher #1	Third to the left of Summarizer	_____
Encourager #1	Fourth to the left of Summarizer	_____

**AGENDA**

**SUGGESTED ITEMS**

**SUGGESTED TIME LIMITS**

- |   |        |
|---|--------|
| 1. <b>Prior to Meeting #2 go to from WebCT Resource page. Go to Base Teams. Go to Meeting #2. Go to "Ten Common Problems....." Download and print off this PDF file. Bring pdf and agenda to Base Team Meeting #2</b> | 3 min  |
| 2. Review the agenda for today and assign roles. Be sure to review the definition and function of each role.  |        |
| 3. Complete the "Working Through Group Problems Activity"<br>(See the Steps on the next page.)  | 60 min |

**STEPS** (12 minutes per behavior):

1. Circle problems #1,5,6,8 and 10 (1 min)
2. As a team, silently read #1. STOP at "How a Team Leader Can Deal With ... (2 min)
3. Describe what behavior sound or looks like on a team you have been on. (2 min)
4. Brainstorm at least 4 strategies to deal with the problem. Recorder # 1 records ideas (4 min)
5. Silently read "How a Team Leader Can Deal With ..." (2 min)
6. Each member completes the phrase "One strategy I am committed to using is ... (2 min)
7. Rotate roles clockwise. Repeat steps 2 - 7 for circled problems.  
Problems    Activity

3. OTHER?

4. Group Processing

Process by completing the "Functioning" Checklist as a group.

**TOTAL TIME**

7 minutes  
70+ min

**MINUTES OF OUTCOMES**

**Action Items:**

**Person(s) Responsible?**

**By When?**

1. We will communicate outcomes to absent members and others who need to know by:
- 2.
- 3.

**Individual Homefun:**

**Download and print Base Team Meeting #3 agenda and group processing. Bring district IEP and Transition forms to Base Team Meeting #3.**

**Team Homefun:**

**AGENDA BUILDING FOR NEXT MEETING**

Date: \_\_\_\_\_

Location: \_\_\_\_\_

Time Start: \_\_\_\_\_

Time End: \_\_\_\_\_

**Expected Agenda Items:** See Base Team Agenda #3

**Individual and Group Assessment of Collaboration Skills**  
**Functioning Skills**  
**(Communication & Distributed Leadership)**

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.

<b>SELF</b>		<b>GROUP</b>
_____	I/we share ideas	_____
_____	I/we share feelings when appropriate	_____
_____	I/we share materials and resources	_____
_____	I/we volunteer for roles which help the group accomplish the task (e.g., timekeeper)	_____
_____	I/we volunteer for roles which help to maintain a harmonious working group (e.g., encourage everyone to participate)	_____
_____	I/we clarify the purpose of the meeting	_____
_____	I/we set or call attention to time limits	_____
_____	I/we offer suggestions as to how to effectively accomplish the task	_____
_____	I/we ask for help, clarification, or technical assistance when needed	_____
_____	I/we praise team members' contributions	_____
_____	I/we ask team members' opinions	_____
_____	I/we use head nods, smiles, and other facial expressions to show interest/approval	_____
_____	I/we offer to explain or clarify	_____
_____	I/we paraphrase other team members' contributions	_____
_____	I/we energize the group with humor, ideas, or enthusiasm when motivation is low	_____
_____	I/we relieve tension with humor	_____
_____	I/we check for others' understanding of the concepts discussed	_____
_____	I/we summarize outcomes before moving to the next agenda item	_____

Place of Meeting: \_\_\_\_\_  
 Date: \_\_\_\_\_  
 Time: \_\_\_\_\_

**Base Team Meeting #3**

<u>Persons Present:</u>	<u>Late:</u>	<u>Absentees:</u>	<u>Others Who Need to Know:</u>
_____		_____	_____
_____		_____	_____
_____		_____	_____
_____		_____	_____
_____		_____	_____

Roles:

- |               |                                    |       |
|---------------|------------------------------------|-------|
| Recorder      | Birthday closest to New Year's Eve | _____ |
| Timekeeper    | First to the left of Recorder      | _____ |
| Jargon buster | Second to the left of Recorder     | _____ |
| Equalizer     | Third to the left of the Recorder  | _____ |
| Encourager    | Fourth to the left of the Recorder | _____ |
|               |                                    | _____ |

**AGENDA**

<b>SUGGESTED ITEMS</b>	<b>SUGGESTED TIME LIMITS</b>
1. Review agenda and assign roles. Identify the social skill(s)/norms that the team wishes to focus upon/practice at this meeting.	5 min
2. Review pages 236 – 245 of the Rosenberg et al. text. Examine the San Diego or North Coastal Consortium for Special Education (NCCSE) IEP form and identify where required components of an IEP (identified on pages 236-238) appear in this IEP format. Highlight and label the components on the form itself.	15 min
3. Determine how the NCCSE, San Diego, or your team's district IEP plan form <u>ensures</u> that a) the following topics are discussed and b) family/child input is solicited and considered. Highlight the prompt on the form in a different color and label it with the letters below (e.g., 3a, 3b, 3d). If the form does not prompt the IEP team to discuss a topic, what would you do (e.g., add to the form) to assure attention to the topic? Write a paragraph explaining your actions in a meeting to prompt discussion of each topic NOT addressed on the IEP. Include these written responses with the highlighted forms in your base team notebook for Base Team Meeting #3.	30 min

- a) Participation in district & statewide assessments
  - b) Transition from early childhood to school-age programs
  - c) Transition planning and services from age 16
  - d) Plan for behavior, if IEP team has a concern
  - e) Extended school year services, if determined as needed
  - f) Assistive technology
  - g) Frequency of progress reports to parents
  - h) IEP participation of general education teacher (who knows the child)
  - i) Assessments are done in the child's primary language
  - j) Parents/guardians provided translation in primary language in the meeting
  - k) For English learners, are goals and objectives "linguistically appropriate" (i.e., at the learner's level of English language development)
  - l) Inclusion of students as members and advocates on the IEP team
  - m) Discussion of continuum of options with IEP team members
  - n) Access to the core curriculum through provision of accommodations, adaptations, and modifications
  - o) Communication of supports and services and accommodations and modifications to the general education teachers
  - p) Parent concerns and desires regarding student education and extra curricular activity participation
4. With this entire meeting in mind, AS A GROUP rate your team, as a whole, on the **Formulating Skills** (Creativity Skills) using the Individual and Group Assessment of Collaborative Skills form. Describe in writing each of your individual creativity behaviors that helped you to accomplish the tasks assigned in this meeting 5 min
5. Assign roles for next meeting. Be sure each person has a role they have not yet tried. 5 min

**TOTAL TIME** **60 min**

**MINUTES OF OUTCOMES & HOMEFUN**

<b><u>Action Items:</u></b>	<b><u>Person(s) Responsible?</u></b>	<b><u>By When?</u></b>
1. We communicate outcomes to absent mem		
<b><u>Individual Homefun:</u></b>	<b>Download agenda and materials for Team Meeting #4. Bring Composite of Laws book and notes for your assigned dilemma to the meeting.</b>	
<b><u>Team Homefun:</u></b>		

**AGENDA BUILDING FOR NEXT MEETING**

Date: \_\_\_\_\_ Location: \_\_\_\_\_

Time Start Items:  
**SEE AGENDA FOR MEETING #4**

**Individual and Group Assessment of Collaboration Skills**  
**Formulating Skills**  
**(Decision-Making & Creative Problem Solving)**

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.

SELF

GROUP

_____	I/we seek accuracy of information by adding to or questioning summaries	_____
_____	I/we seek elaboration by relating to familiar events or asking how material is understood by others	_____
_____	I/we ask for additional information or rationale	_____
_____	I/we seek clever ways of remembering ideas and facts (e.g., posters, visuals, notes, mnemonic devices, public agendas)	_____
_____	I/we ask other members why and how they are reasoning	_____
_____	I/we encourage the assigning of specific roles to facilitate better group functioning (e.g., process observer)	_____
_____	I/we ask for feedback in a non-confrontational way	_____
_____	I/we help to decide the next steps for the group	_____
_____	I/we diagnose group difficulties regarding tasks	_____
_____	I/we diagnose group difficulties regarding interpersonal problems	_____
_____	I/we encourage the generation and exploration of multiple solutions to problems through the use of creative problem-solving strategies	_____

Place of Meeting: \_\_\_\_\_  
 Date: \_\_\_\_\_  
 Time: \_\_\_\_\_

**Base Team Meeting #4**

<u>Persons Present:</u>	<u>Late:</u>	<u>Absentees:</u>	<u>Others Who Need to Know:</u>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

**AGENDA – PART 1**

**SUGGESTED ITEMS**

**SUGGESTED TIME LIMITS**

- |  |               |
|--|---------------|
| <p>1. The focus of this meeting is to learn to maneuver your way through the "California Special Education Program: a Composite of Laws." By using this book, each team member will become familiar with the information that is contained within. Please use the index and table of contents to find the necessary information to answer the scenarios. Take the first scenario and locate the sections in the law that relate to and help determine the answer to the question posed by the scenario.</p> <p>We all came to the base team meeting prepared with answers to the questions that each of us had been assigned..</p> | <p>20 min</p> |
| <p>2. The remaining scenarios should be divided evenly among base team members. Each person is to locate the sections in the California State Law that address this particular scenarios issue or problem. Record the reference and page number so that you can easily locate and share with your other base team members.</p> <p>After discussing what each of us researched for each question, we integrated our answers into each question.</p>   | <p>10 min</p> |
| <p>3. Agree upon a date prior to Class #4, reconvene to complete all scenarios. Prepare to share in Class #10.</p>   | <p>5 min</p>  |

**AGENDA – PART 2**

Reconvene to complete all scenarios. Prepare to share in Class #10.

Roles:

Recorder	Person who has the most brothers and sisters	_____
Timekeeper	First person to the right of the Recorder	_____
Jargon buster	Second person to the right of the Recorder	_____
Equalizer	Third person to the right of the Recorder	_____
Encourager	Remaining Team Member	_____
Other?		

- |  |        |
|--|--------|
| 1. Review the agenda and assign roles. Identify 2 to 3 social skill(s)/norms for the team to focus upon or practice during this meeting.   | 5 min  |
| 2. For each scenario, the "discovery" of the relevant sections of the Composite is lead by the team member(s) responsible for locating information for that scenario. If a member was unable to locate all the sections to provide an adequate answer to the scenario, the team as a whole must locate the information. Team members must come to consensus as to responses. | 60 min |
| 3. Process by following the directions for "Self" and "Group" on the "Fermenting" checklist. Discuss how well the team members fulfilled their roles and social skills the group set at the beginning of the meeting.  | 10 min |
| 4. Assign and create roles for the next meeting<br>Be sure that each person has a role that they have not yet experienced.   | 5 min  |

**TOTAL TIME PART 2                      80 min**

Recorder	Birthday closest to New Year's Eve	_____
Timekeeper	First to the left of Recorder	_____
Jargon buster	Second to the left of Recorder	_____
Equalizer	Third to the left of the Recorder	_____
Encourager	Fourth to the left of the Recorder	_____

**MINUTES OF OUTCOMES**

<b><u>Action Items:</u></b>	<b><u>Person(s) Responsible?</u></b>	<b><u>By When?</u></b>
1. We will communicate outcomes to absent members and others by:		

**Individual and Group Assessment of Collaboration Skills**  
**Fermenting Skills**  
**(Conflict Management)**

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.

**SELF**

**GROUP**

_____	I/we communicate the rationale for ideas or conclusions.	_____
_____	I/we ask for justification of others' conclusions and ideas	_____
_____	I/we extend or build on other members' ideas or conclusions	_____
_____	I/we generate additional solutions or strategies	_____
_____	I/we test the "reality" of solutions by planning and assessing the feasibility of their implementation	_____
_____	I/we see ideas from other persons' perspective	_____
_____	I/we criticize ideas without criticizing people	_____
_____	I/we differentiate differences of opinions when there is a disagreement	_____

**AGENDA BUILDING FOR NEXT MEETING**

Date: Last Class

Location: Course Classroom

Time Start: TBD by Instructor

Time End: TBD by Instructor

**Expected Agenda Items:**

- Are we really a team? Checklist completion
- Yearbook signing
- Secrets to our Name and Success

CALIFORNIA SPECIAL EDUCATION PROGRAMS:  
A COMPOSITE OF LAWS

**CASE SCENARIOS**

**Directions:** For each question, use the Table of Contents and the Index (Section M) at the back of the Composite of Laws to locate relevant sections and pages of legislation (Ed Code 30) and regulations (Title 5) that offers answers to the questions posed. You will want to formulate and search for some key terms and concepts (e.g. continuum of services, FAPE) that relate to the question and then search for them in the Table of Contents and Index. If nothing seems to emerge, thumb through each of the two sections of the Composite for language that addresses the question. Identify the relevant sections and page numbers for each question and also answer in narrative any questions that ask for your suggestions, opinion, advice, or decisions based on the legislation and regulations. Word process your responses on a separate document, perhaps creating for each question a table such as modeled above along with a narrative for questions that require a narrative response. Be prepared to share this with classmates in class and to teach the content to those who did not study your sections of the Scenario assignment.

**Sample Items A & B:**

A. A potential new resident of the district requests assurance that the district schools will provide an appropriate special education program and related services to his middle school child who has some identified disabilities.

What in the laws and regulations helps the district provide such assurances?  
Where did you find the information? Which sections? Which page(s)?

B. A district psychologist completes an evaluation on a child and decides the student should be eligible for and receive special education services because of serious emotional disturbance. He asks the child's team members individually to sign off on the statement of eligibility on the evaluation team report.

Is this the correct procedure? Why or why not?  
Where did you find the information? Which sections? Which page(s)?

**Homefun Items:**

1. There is a question as to whether a surrogate parent should be at an IEP meeting.

Under what conditions is a school required to have a surrogate parent at a meeting?  
Where did you find the information? Which sections? Which page(s)?

2. A parent of a child eligible for special education calls the Board of Education and asks to have her child's records, including all medical and psychological records, sent to the new school district where their family is moving.

What should be the school district's response?

Where did you find the information? Which sections? Which page(s)?

3. A parent walks into the school and demands to review all of the school's records on her child that day.

Which records must the district provide? In what time frame?

Where did you find the information? Which sections? Which page(s)?

4. Upon hearing that their 18-month old is experiencing developmental delays the child's parents call the school district for further evaluation and services.

How should the district respond? What services should the district provide?

Where did you find the information? Which sections? Which page(s)?

5. A child's parents read an Evaluation Team Report and disagree strongly with the section that describes the family's background. The parents insist that a more competent psychologist reevaluate the child. The parents also insist that the district fire the psychologist who evaluated their son and hire a new, more competent psychologist.

What can the school district offer the parent in place of this request?

Where did you find the information? Which sections? Which page(s)?

6. The mother of a preschool-aged child who attends a preschool in the community and asks for special education services for her child. She says that she was told by her preschool that her child would probably qualify for special education services because of his disability. The mother does not want her son to be moved from the preschool since he has made such a good adjustment there and because he has great difficulty making transitions.

What can you do for this mother?

Where did you find the information? Which sections? Which page(s)?

7. A school's Student Study Team is interested in initiating a comprehensive evaluation for a student. Without any other communication with the parents, a Parent Consent Form is sent home to be signed ASAP.

How does this procedure comply or not comply with the laws and regulations?

Where did you find the information? Which sections? Which page(s)?

8. During Kindergarten pre-registration, a five-year-old child is noticed as having significant delays in several areas of development.

What should the district personnel do regarding this child?

Where did you find the information? Which sections? Which page(s)?

9. An initial IEP meeting for placement of a child, a parent indicates he believes his child needs an extended school year.

What should be done about the extended year "request?"

Where did you find the information? Which sections? Which page(s)?

10. A parent calls the building principal and asks for an impartial due process hearing tomorrow.

What should be done, by whom, and when?

Where did you find the information? Which sections? Which page(s)?

11. A parent and recent new resident of the district expresses to a teacher at a PTA meeting that her two children seem to be having difficulty in school. One of the children is a preschooler and the other is a third grader. The parent requests help for both of her children.

How should the school respond to this request?

Where did you find the information? Which sections? Which page(s)?

12. After receiving a written request for a due process hearing, the school district's superintendent responds in writing that a hearing will be held but only after a face to face conference with the parents and, if necessary, mediation with a State Department of Education-appointed mediator.

Is this procedure correct? Why or why not?

Where did you find the information? Which sections? Which page(s)?

13. A child who has been receiving preschool special education services for the past two years will be turning six in August.

What must her school district do for her?

Where did you find the information? Which sections? Which page(s)?

14. At an assessment team meeting one of the team members disagrees with the eligibility determination.

Can such disagreements be handled? How?

What impact does this have on the ultimate determination of eligibility?

Where did you find the information? Which sections? Which page(s)?