

### **Mission Statement of the College of Education, CSUSM**

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

### **Senate Bill (SB) 2042**

This 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 addressed by SB 2042. The competencies needed to teach these students are met through the infusion of content and experiences within the Multiple Subject Program, as well as additional coursework.

<b>Instructor</b>	<b>Office</b>	<b>Office Phone</b>	<b>E-mail Address</b>
Anne René Elsbree, Ph.D. & Erika Daniels, D T in R	University Hall 417	(760) 750-4384	<a href="mailto:aelsbree@csusm.edu">aelsbree@csusm.edu</a>

**Office Hours for Anne René:** Thursday 4-5 pm, 30-min. before/after class, & by appointment.

### **Course Description**

This course requires participation in public schools and other education-related contexts.

This course is designed:

- to extend preservice candidates' understandings about numerous philosophies of teaching and learning;
- to inform preservice candidates about key concepts and procedures (not covered in semester one) as they relate to special education;
- to encourage further infusion of technology into curriculums.

### **Course Objectives**

The purposes of this course are threefold:

- to expand preservice candidates knowledge about general learning theories and experiences with a range of pedagogical practices;
- to enhance preservice candidates' awareness of the multiple perspectives and learning styles that exist in diverse classrooms and other education-related settings;
- to provide a safe environment for preservice candidates' discussion of, and experimentation with, a variety of techniques and methods of instruction.

### **Required Text**

- Tomlinson, Carol Ann. (1999). The Differentiated Classroom: Responding to the needs of all learners. Alexandria, VA: Association for Supervision and Curriculum Development. ISBN # 0-87120-342-1 (Available as an e-book online.)

- Pierangelo, Roger, & mGiuliani, George A. (2001). What Every Teacher Should Know about Students with Special Needs: Promoting Success in the classroom. Champaign, IL: Research press. (You must buy this one. Around \$20)
- Choate, J. S. (2000) Successful inclusive teaching (3<sup>rd</sup> ed.). Needham, MA: Allyn & Bacon. (Already purchased from last semester.)
- Electronic Reserve Materials from Kellogg Library (password: knowledge)

### **Accommodation for Disabilities**

Please discuss your needs with the instructor within the first week of the semester & contact Disabled Student Services, 5025A Craven Hall, (760) 750-4905 or (760) 750-4909 (TDD).

### **Plagiarism**

All work submitted for this course should reflect students' efforts. When relying on supporting documents authored by others, cite them clearly and completely. Failure to do so may result in failure of the course.

### **Readings**

Reading requirements are critical to productive class discussion and assignments and will need your time and attention.

The dates the readings and homework assignments are listed on the calendar indicate the date the readings and homework assignments are due.

### **Course Load**

In all credential course work, it is expected that for every one hour of contact time, you will complete approximately one hour of work outside of class. Please plan accordingly.

### **Grading Policy**

All students will come prepared to class; readings and homework assignments are listed on the dates on which they are due.

All required work is expected to be on time. One grade level will be deducted for each class meeting for which it is late (e.g., an "A" assignment that is submitted one class session late will be marked down to a "B"). Unless prior instructor approval is secured, assignments will not be accepted three class sessions after which they are due. Life and death situations will be handled on a case-by-case basis, as determined by the instructors.

It is expected that students will proofread and edit their assignments prior to submission. Students will ensure that the text is error-free (grammar, spelling), and ideas are logically and concisely presented. Refer to American Psychological Association (APA) manual, 5<sup>th</sup> edition, for guidance. Neglecting to do the above will impact the instructors' abilities to read and understand the text; the assignment's grade will be negatively affected as a result of this oversight.

Grading will also include a component of “professional demeanor.” Students will conduct themselves in ways that are generally expected of those who are entering the education profession. This includes but is not limited to the following:

- On-time arrival to all class sessions;
- Advance preparation of readings and timely submission of assignments;
- Respectful participation in all settings (e.g., whole group, small group, in/outside of class);
- Carefully considered, culturally aware approaches to solution-finding.

**Please note assignments are due whether or not you are present in class that day.**

**Different types of rubrics have been provided assignments**

**While this syllabus is carefully planned, it may be modified at any time in response to the needs and interests of the class.**

**Our first day of class we will make class decisions concerning assignments, assignment assessments, and assignment due dates.**

**College of Education Attendance Policy**

Due to the interactive nature of courses in the COE, and the value placed on the contributions of every student, students are expected to prepare for, attend, and participate in all classes. For extenuating circumstances contact the instructors **before** class is missed, and make arrangements to make up what was missed. At minimum, a student must attend more than 80% of class time, or s/he may not receive a passing grade for the course. If a student misses two class sessions or is late (or leaves early) for more than three sessions, the highest possible grade earned will be a "C". **Notification of absences does not allow students to assume they are automatically excused from class or making up missed class.**

student's name printed	Spring placement
signature	date
home telephone	cell phone
	email

**Attendance/participation/quiz & homework grade (14%)**

1/21pm _____	1/27 pm _____	2/9 am _____	Total Points _____ / 28%
1/22pm _____	1/30 am _____	2/20 am _____	(1 free absence or 2% bonus for perfect attendance)
1/23pm _____	1/30 pm _____	2/25 pm _____	
1/26 am _____	2/2 am _____	2/27 am _____	
1/26pm _____	2/2 pm _____	3/2 am _____	

**Professional Demeanor** \_\_\_\_\_ 10 %

<u>Group Assignments (15 %)</u>	<u>Percentage</u>	<u>Due Dates</u>
Curriculum Year (in class)	_____ / 5 %	1/23
SST Simulations (in class)	_____ / 5 %	2/9
IEP Preparation (in class)	_____ / 5 %	2/20

<u>Individual Assignments (33 %)</u>	<u>Percentage</u>	<u>Due Dates</u>
EDMS 512 Spring 2004	Anne René Elsbee, Ph.D.	

Philosophy Statement	_____ / 10 %	1/26 & 1/27
Lesson Plan	_____ / 10 %	2/2 & 2/9
Disability Matrix	_____ / 10 %	2/2 & 2/9
Final	_____ / 2 %	2/25
Letter to Parent	_____ / 10 %	3/2
Relevant Learner Profile	_____ / 15 %	3/8
<b>Total</b>	<b>_____ / 100 % = _____</b>	<b>Grade</b>

**Course Grading & Evaluation** (no plus or minus grades)  
**90-100 pts = A    80-89 pts = B    70-79 pts = C    0-69 pts = No Credit**

Date	Class Topics	Readings & Assignments Due
1/21 pm Anne René	Introductions, Email List, Educational Philosophy, & Snack Sign Up	<b>Read In Class:</b> 1. Syllabus 2. Educational Philosophies  <b>Do by 1st class:</b> Bring Texts to Class Set Up Email List with Anne René
1/22 pm Erika	Kid-watching	<b>Read:</b> TBA
1/23 am Anne René	Curriculum Planning for a Year	<b>Read:</b> Sleeter & Stillman (2003) Visit: <a href="http://www.cde.ca.gov/standards/index.html">http://www.cde.ca.gov/standards/index.html</a> <b>Due:</b> Bring standards, curriculum framework, and curriculum materials (text books & other resources) for your subject area.
1/26 am & pm Anne René	Educational Philosophy & Identity and its effect on pedagogy  (Observe in Classroom)	<b>Read:</b> 1. Philosophy Survey (email) 2. Philosophy Paper (email) 3. Management Readings (e-reserves) 4. Parker Palmer (1997). <i>Courage to Teach: Exploring the inner landscape of a teacher's life</i> , p. 9-33. (email) 5. Peggy McIntosh, <i>White Privilege</i> (email) <b>Due:</b> Identify educational philosophy and management approach that represents you. Write your privilege list Bring Philosophy Paper Draft
1/27 pm Anne René	Universal Access Begin Disability Matrix	<b>Have Read:</b> 1. Pierangewlo & Giuliani (2001) (e-reserves) 2. Thomlinson, Carol Ann. (2001) (e-reserves) <i>How to Differentiate Instruction</i> <b>Due:</b> Differentiation Quiz Philosophy Statement/Letter of Application
1/30 am & pm Erika	Peer Coaching	<b>Read:</b> TBA
2/2 am & pm Anne René	Differentiated Classrooms  (Observe in Classroom)	<b>Have Read:</b> 1. Pierangewlo & Giuliani (2001) (e-reserves) 2. Thomlinson, Carol Ann. (2001) (e-reserves) <i>How to Differentiate Instruction</i> <b>Due:</b> Disability Matrix Draft
2/9 am Anne René	Student Study Team (SST) Simulation	<b>Read:</b> Student Study Team Lecturette (email) <b>Due:</b> Lesson Plan Disability Matrix Bart Simpson Info Sheet for SST
2/20 am Anne René	Individual Education Plan (IEP) Meeting Preparation	<b>Read:</b> IEP Lecturette (email) IDEA Survival guide via NEA website <b>Due:</b> IEP Info
2/25 pm Anne René	Final Class Potluck Course Feedback	<b>No Readings</b> <b>Due:</b> Final Potluck Food to share with class.
2/27 pm Erika	Standardized Testing	<b>Read:</b> <a href="http://www.cde.cd.gov/statetests">www.cde.cd.gov/statetests</a> <a href="http://www.cde.cd.gov/api">www.cde.cd.gov/api</a>

3/2 am Erika	"I won't learn from you."	<b>Read:</b> <a href="http://www.education-world.com/a_curr/curr/97.shtml">www.education-world.com/a_curr/curr/97.shtml</a>
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Grading Guideline for Philosophy Statement/Letter of Application (10 points)

**Introduction & Conclusion** **2 points**

Tell the reader what you will be addressing in this letter. Make sure you identify what educational philosophy, management approach, and instructional strategies frame your teaching practice.

Contextually describe the student populations you are prepared to teach (culture, language, gender, ability, and social economic status). You can refer to district, school and classroom experiences.

How do your philosophy, management, and instructional approach create a democratic and socially just classroom?

Why are you a strong candidate for this position?

Why are you interested in this job?

**Your educational philosophy** **1 points**

Identify you educational philosophy and describe what you believe about students as learners, the learning process, and how to meet student needs

**Your management approach** **1 points**

Describe how you will create a supportive learning environment for this diverse population of students to promote educational equity and positive intercultural relationships within the classroom and specify why these practices contribute to the creation of a democratic classroom.

Describe your primary methods, approaches, and strategies and how you organize instruction to promote educational equity and positive intercultural relationships within the classroom and specify why these practices contribute to the creation of a democratic classroom. (Charles, 2000)

**Your instructional approach** **1 points**

Describe the first and second language and special education challenges you anticipate the students in this class will face. In your response, reference theories of first and second language, inclusion strategies, and literacy development.

**Your personal identity** **3 points**

How do your own personal values and biases affect the teaching and learning of students?

How does your identity and experiences influence your responses for numbers

1. your educational philosophy
2. your management approach
3. your instructional approach, including differentiation for students with special needs and English Language Learners

**Citations from at least two sources** **2 point**

Honor work of others within paragraph writing:

One of the most valuable components I try to implement from Alfie Kohn's *Beyond Discipline* (1996) is his belief that individuals misbehave when their basic needs have not been met.

If you use a quote make sure you include the following: author, date, page of quote

<b>Total</b>	<b>10 points</b>
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1. Bring in a lesson you are doing for another class on 2/2/04.

Make sure you use the CSUSM Lesson Format.

Bring in any resources necessary for revising the lesson, i.e. text book, overheads, worksheet, rubric ...

We will figure out how to make the lesson better, focusing on instructional strategies and assessment to meet the needs of all students. The revised lesson is due 2/9/04.

2. Identify what you need to considerations before the lesson

(4 points)

Facts about the learners and their context

What information does the reader need to know to understand how this lesson will unfold?

ie. grade level, characteristics of the school or students, resources, etc.

You are required to design a lesson for a class with at least three students with special needs and three English language learners at varying levels of language acquisition.

Content

What are the goals, objectives, and standards you will address?

What materials will you use?

Product/assessments

What types of assessment did you use to evaluate whether or not the students achieved the objectives of the unit? Why did you choose those assessments? How will you assess your own teaching of this lesson? Provide a rubric for communicating expectations to the students.

Management/discipline considerations

Identify preventative and reactive measures you will use for classroom management.

3. Universal Access Page

Include Strategies & Assessment for all students that address differentiation for content, process, and product.

Instructional Strategies (3 points)

Make sure you have included how to meet a variety of learning styles, language, and academic abilities, and cultural perspectives. Note modifications for second language learners and students with special needs.

Assessment Strategies (3 points)

Make sure you have assessment plan for each stage of the learning process, with a description of how you will assess the learning as well as a clear criteria.

**Student Study Team (SST) Process**

**(10 points)**

**Learner Outcomes:** Knowledge and skill in conducting and participating in the Student Study Team general education pre-referral process

**Assessment:** Teacher candidates apply their knowledge of the SST processes for avoiding special education referral by participating in a simulation of an SST meeting regarding a child with a selected classroom challenge.

Teacher candidates create an annotated bibliography of articles and Web sites that provide information about the student’s challenge and strategies for supporting the student to be successful in the class

<b>Resource(s):</b>	<b>Title and necessary information:</b>
Textbook/pages	Choate, J.S. (2000) <u>Successful inclusive teaching: Proven ways to detect and correct special needs</u> (3 <sup>rd</sup> ed.), pp 1-17. Boston: Allyn & Bacon. (ISBN 0-205-30621-7)  Chapter 16
Supplemental Print Material	SST Lecturette by Jacqueline Thousand, Professor, CSUSM, College of Education
Video/segment	Video Segment # 1 “Promoting Success for All Students” <u>The Inclusion Series</u> (1998) Weland Prods/KCET and Allyn & Bacon. (ISBN 0-205-29111-2)  Video Segment # 3 “Working Together – The Collaborative Process” <u>The Inclusion Series</u> (1998) Weland Prods/KCET and Allyn & Bacon. (ISBN 0-205-29111-2)
Internet Site(s)	<a href="http://www.dssc.org/frc/frcl.htm">www.dssc.org/frc/frcl.htm</a> This Federal Resource Center for Special Education site provides general information about and news pertaining to special education as well as special technical assistance information.  <a href="http://www.ed.gov/offices/OSERS/IDEA">www.ed.gov/offices/OSERS/IDEA</a> This OSERS IDEA Home Page site provides a detailed explanation of IDEA.  <a href="http://www.pitsco.com/pitsco/specialed.html">www.pitsco.com/pitsco/specialed.html</a> This Pitsco’s Launch site to special education resources links you to many useful special education and disability related sites.  <a href="http://www.hood.edu/seri/serihome.htm">www.hood.edu/seri/serihome.htm</a> This Special Education Resources on the Internet site is a collection of internet-accessible information resources of interest to those involved in fields related to special education.

## **TASK AND GUIDELINES**

### **Context**

The Student Study Team (SST) process is a general education function and general education teacher responsibility. It is a state-mandated prevention and intervention process and structure that must exist at every California school. The SST process is designed to address students' learning needs PRIOR to even thinking about referral for special education assessment. Some disabilities are more obvious and present themselves prior to school entry. Other high incident disabilities such as learning disabilities (e.g., language, mathematics, written expression) often develop in response to academic demands. Further, there are a great many children without disabilities who struggle in school because English is not their first language or because the instructional approaches used by their teachers do not match their learning styles (i.e., preferred areas of Multiple Intelligences). Most students respond positively when their classroom teachers seeks ideas and support from professional peers through the SST process.

### **Objectives**

The objectives of having you participate in a mock SST meeting are to give you the opportunity to:

- demonstrate effective use of the SST model
- demonstrate the various roles of the SST members
- examine support options for students based upon their unique individual characteristics
- demonstrate the use of prereferral strategies as the preferred response (over formal special education referral) to resolve problems
- clarify the initial procedures involved in identifying students for special education support
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### **Preparation**

- Read the SST Lecturette and Chapter 16 of Choate.
- Visit the Web site
- Study the examples of the SST format provided in class
- Watch the video segments #1 and #3 of the Inclusion Series that models the SST process and the elements of effective collaborative teaming.

### **Assignment Description**

Each class member will be assigned to an SST team of 5 members. Each member of the group will fulfill one of the following roles and the corresponding assigned tasks.

<b><u>Role</u></b>	<b><u>Extra Task</u></b>
PREVIOUS TEACHER	SST SUMMARY SHEET
PARENT	DISABILIT DATA SHEET
CURRENT TEACHER	TEAM BINDER & COVERSHEET
RESOURCE SPECIALIST	FACILITATOR
ADMINISTRATOR	RECORDER

The task of the team is to "create" a child and circumstance in that child's life that would lead up to a Student Study Team meeting. Following the reading of article related to the suspected disability or challenge experienced by the child, your team will plan and rehearse for an SST meeting that will be presented to the entire class.

This presentation will be a “process” evaluation presentation. This means that the team will receive additional instruction and feedback during the presentation, as needed. It is expected that by participating in and observing others performing a mock SST meeting that you will be better prepared to participate in them as a professional.

Your SST team will also create a binder that will be presented to the instructor at the time of the presentation. Included in the binder will be the following:

- Cover page with the SST title that suggests the student’s area of difficulty or suspected disability along with the team members’ names with assigned roles.
- Data page observed characteristics of the student’s behavior and learning or behavioral challenges, how the child’s characteristics affects school performance, and possible strategies for supporting the student.
- A copy of the SST Summary Sheet with each column filled out in items that will be covered in the of SST roleplay
- Five annotated bibliographies per team member of articles and web sites that provide information about the challenging student characteristic and strategies for supporting the student. Bind the bibliographies by team member, alphabetically ordering the clusters of five annotations by team members’ last name’s first letter. Each annotation is to include a starting paragraph the briefly summarizes the article. A second paragraph will summarize your reaction (e.g., interesting new information, conflicting perspectives, challenging point) to the article. Use APA format in referencing the article or web site.

As an example:

Kluth, P., Villa, R., & Thousand, J. (Dec. 2001/Jan 2002) ‘Our school doesn’t offer inclusion’ and other legal blunders. Educational Leadership, 59 (4), 24 – 27.

**Student Study Team (SST) Simulation Rubric**

<b>Element</b>	<b>Developing (0.2)</b>	<b>Meets Expectations (0.35)</b>	<b>Exceeds Expectations (0.5 )</b>	<b>Total</b>
<b>Know School Families (Student Data Sheet, Intervention Plan and Meeting Interactions)</b>	No indication that the school took the time to know the family and their needs.	Some of the needs of the family were understood, i.e. family members, language, literacy, family dynamics.	There is a description of the family (in Data Sheet) and the family's needs are taken into consideration in planning the student's intervention plan.	
<b>Knows Student (As Indicated on Student Data Sheet, Intervention Plan and Meeting Interactions)</b>	Some of the student's strengths, needs, language, and culture are understood.	The student's strengths, needs, language, and culture are understood and addressed in plan.	The student's strengths, needs, language, and culture are understood so well that the team can incorporate the child's life outside of school into the plan.	
<b>Development of Interventions</b>	The intervention plan is brief and vague.	The intervention plan demonstrates an understanding of the student's uniqueness and addresses the student's strengths and needs.	The intervention plan demonstrates an understanding of student's uniqueness and addresses the student's strengths and needs for cognitive, affective and psychomotor objectives.	
<b>Implementation and Monitoring Interventions</b>	There is no clear plan how interventions will be implemented or monitored.	There is a clear plan for implementing and monitoring interventions.	There is a clear plan for implementing and monitoring interventions. A plan is set to communicate progress of interventions to all school and family members.	
<b>Use of Resources</b>	No resources were mentioned in the intervention plan.	School resources were identified in the intervention plan.	School, community, and family resources were considered and identified in the intervention plan.	
<b>Continued on next page</b>				

<b>Element</b>	<b>Developing (0.2)</b>	<b>Meets Expectations (0.35)</b>	<b>Exceeds Expectations (0.5)</b>	<b>Total</b>
<b>Role Representations</b>	Minimum of 5 SST roles were represented.	More than 5 SST roles were represented and modeled the responsibilities of each member.	More than 5 SST roles were represented with a detailed description of each member in SST Binder addressing relationship w/ student, unique talents, background, interests, and experiences that make this individual an invaluable member of team.	
<b>Facilitation</b>	Facilitator keeps team focused on student's needs and developing and intervention plan.	& facilitator is accountable for time, encourages input from all members, and diffuses emotionally charged statements, making corrections non-defensively.	& facilitator goes above and beyond to help team find win/win solutions.	
<b>Recording</b>	The recorder listens carefully for key words and ideas, organizes and records input into appropriate categories.	& a visual aid is created for participants to see key issues for student and the proposed interventions. A seat recorder transfers the visual model to regular- sized paper as a record of meeting.	& the seat recorder clarifies information documented on regular-sized paper and how it represents the visual aid and what was discussed at the meeting.	
<b>Follow SST Steps (Student Summary Sheet &amp; Meeting Interactions)</b> 1. Pre-SST intervention 2. SST referral 3. Family invited & meeting arranged 4. Team meets and follow up date set 5. Interventions implemented and monitored 6. Follow up meeting	75 % of SST Summary Sheet completed & 5 or less SST steps implemented.	90% of SST Summary Sheet completed & all 6 steps implemented.	100% of SST Summary Sheet completed & all 6 steps implemented.	
<b>SST Binder</b> 1. SST Summary Sheet 2. Student Data Sheet 3. Binder 4. Cover Sheet 5. Annotated bibliographies for each team member	Completes 4 or less.	Completes all 5.	Completes all 5 with detail & professionalism.	
<b>Total</b>				<u>5</u>

**The Teacher’s Role in Special Education – The IEP Process**

**Learner Outcomes:** Knowledge of nondiscriminatory assessment, processes for making a child eligible for special education, and the teacher’s role in developing IEPs

**Assessment:** Students apply their knowledge of nondiscriminatory assessment, processes for making a child eligible for special education, and the teacher’s role in developing IEP by

- 1) creating their own “Best Practices in the IEP Process Checklist” and use the checklist to assess the IEP process employed in the student’s school;
- 2) creating a resource list of the special education and related services personnel in the school and in the school district upon whom they can call.
- 3) Evaluating the assessment process in their school relative to assessment team member responsibilities, identifying learnings about the school’s assessment processes and suggestions for improvement, if appropriate.
- 4) Evaluating an IEP meeting in terms of team communication, creative problem solving, and family centeredness.

<b>Resource(s):</b>	<b>Title and necessary information:</b>
Textbook/pages	Gable, R.A. and Hendrickson, J.M. (2000). Teaching all the students: A mandate for educators. In J.S. Choate (Ed.) <u>Successful inclusive teaching: Proven ways to detect and correct special needs</u> (3 <sup>rd</sup> ed.), pp 1-17. Boston: Allyn & Bacon. (ISBN 0-205-30621-7)  Chapter 1
Supplemental Print Material	Lecturette by Jacqueline Thousand, Professor, CSUSM, College of Education
Video/segment	Video Segment # 2 “Working Together: The IEP <u>The Inclusion Series</u> (1998) Weland Prods/KCET and Allyn & Bacon. (ISBN 0-205-29111-2)
Internet Site(s)	<a href="http://www.dssc.org/frc/frcl.htm">www.dssc.org/frc/frcl.htm</a> This Federal Resource Center for Special Education site provides general information about and news pertaining to special education as well as special technical assistance information.  <a href="http://www.ed.gov/offices/OSERS/IDEA">www.ed.gov/offices/OSERS/IDEA</a> This OSERS IDEA Home Page site provides a detailed explanation of IDEA.  <a href="http://www.pitsco.com/pitsco/specialed.html">www.pitsco.com/pitsco/specialed.html</a> This Pitsco’s Launch site to special education resources links you to

many useful special education and disability related sites.

[www.hood.edu/seri/serihome.htm](http://www.hood.edu/seri/serihome.htm)

This Special Education Resources on the Internet site is a collection of internet-accessible information resources of interest to those involved in fields related to special education.



## **TASK and GUIDELINES**

As a classroom teacher, you will have students with identified disabilities in your classroom. You will be asked to be part of the process for identifying the needed supports to ensure students' success; and you may be the first one to refer a student for study by the Student Study Team, in an effort to meet the student's needs without a special education referral. There will be occasions when the problem solving that occurs through the SST process will not yield the kind of success that satisfies you, the SST members, the family of the student, or the student. In those cases, you will be involved in the special education assessment and program development process. The purpose of the following lecturette, the video, and the activities that follow the reading of the lecturette and the viewing of the video is to make you comfortable with the special education assessment and Individual Education Program (IEP) development process for a student. You are an absolutely critical person in the educational life of students who do become eligible for special education for you are their access to the general education curriculum and their lifeline to the mainstream of educational and social life in school.

The Education Law and Diversity activities in which you engaged in your EDUC 350 class (for those of you who attended CSUSM briefly introduced you to legislation (i.e., IDEA) and court cases as well as critical components of effective special education support. Feel free to go back and examine the legal aspects that are the foundation of the special education process. The Student Study Team activities in which you engage as part of your Teaching and Learning course illustrates the first steps of the special education process; that is, the demonstration that accommodations and modifications been tried PRIOR to considering referral for special education assessment. The focus of this lecturette is on how educators implement two fundamental principles of the federal law, the Individuals with Disabilities Act (IDEA), namely, 1) nondiscriminatory evaluation and 2) appropriate education.

You will be using all of the information in the lecturette to assess eligibility and IEP development practices at your school site. As you read the following, create a personal list of "Best Practices in Assessment and IEP Development."

## Individual Education Plan Assignment Rubric

Element	Needs Development	Meets Expectations	Exceeds Expectations	Total
<b>Best Practices in the IEP Checklist</b>	Identify 1-3 best practices in IEP.  (0.1)	Identify 4-7 best practices in IEP.  (0.25)	Identify 8 or more best practices in IEP.  (0.5)	
<b>Create Resources List of Special Education and Related Service Personnel.</b>	Identify names of some of the personnel and their roles.  (0.5)	Identify names of all personnel, their roles and responsibilities, and one way to contact them.  (1)	Identify names of all personnel, their roles and responsibilities, and more than one way to contact them.  (1.5)	
<b>Evaluate Assessment Process: breadth, administration, timing, family notification, and interpretation</b>	Address 1-3 areas of the assessment.  (0.5)	Address all areas with detail except interpretation.  (1)	Address all 5 areas of evaluation with detail.  (1.5)	
<b>Evaluate IEP Meeting with Best Practice Checklist</b>	Address 1-2 of the following areas: communication, creative problem solving, and family centered.  (0.5)	Address communication, creative problem solving, and family centered.  (1)	Address with detail communication, creative problem solving, and family centered.  (1.5)	
<b>Total</b>				<hr style="width: 20px; margin: 0 auto;"/> 5

## Disability Matrix Assignment

**Learner Outcomes:** Knowledge of different student needs, based on 13 categories under IDEA, populations served under Voc Rehab 504, and other difference that warrant universal design.

**Assessment:** Students apply their knowledge of modifications for students based on their different needs by creating an strategy matrix identify different learning profiles and strategies to accommodate those differences. See rubric for more details.

<b>Resource(s):</b>	<b>Title and necessary information:</b>
Textbook/pages	<p>Tomlinson, Carol Ann. (1999). <u>The Differentiated Classroom: Responding to the needs of all learners</u>. Alexandria, VA: Association for Supervision and Curriculum Development. ISBN # 0-87120-342-1 Available as an e-book online.</p> <p>Pierangelo, Roger, &amp; mGiuliani, George A. (2001). <u>What Every Teacher Should Know about Students with Special Needs: Promoting Success in the classroom</u>. Champaign, IL: Research press.</p> <p>Choate, J. S. (2000) <u>Successful inclusive teaching (3<sup>rd</sup> ed.)</u> Needham, MA: Allyn &amp; Bacon.</p>
Internet Site(s)	<p><a href="http://www.dssc.org/frc/frcl.htm">www.dssc.org/frc/frcl.htm</a> This Federal Resource Center for Special Education site provides general information about and news pertaining to special education as well as special technical assistance information.</p> <p><a href="http://www.ed.gov/offices/OSERS/IDEA">www.ed.gov/offices/OSERS/IDEA</a> This OSERS IDEA Home Page site provides a detailed explanation of IDEA.</p> <p><a href="http://www.pitsco.com/pitsco/specialed.html">www.pitsco.com/pitsco/specialed.html</a> This Pitsco's Launch site to special education resources links you to many useful special education and disability related sites.</p> <p><a href="http://www.hood.edu/seri/serihome.htm">www.hood.edu/seri/serihome.htm</a> This Special Education Resources on the Internet site is a collection of internet-accessible information resources of interest to those involved in fields related to special education.</p>

**Table 1: Disability Characteristics Matrix**

<b>Element</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaching Expectations</b>	<b>Total</b>
Identify disability categories under IDEA, Voc Rehab 504, and other differences	All 13 disability categories under IDEA, minimum of 3 differences under Voc Rehab 504 and 4 other differences 4 points	All 13 disabilities under IDEA, minimum of 1 differences under Voc Rehab 504 and 1 other difference 3 points	All 13 disability categories under IDEA  2 points	
Description of learning and/or social/behavioral characteristics for each named disability	Detailed description of characteristics, incidence, and educational implications 1 point	Description of characteristics, incidence, and educational implications 0.75 points	Description of 1-2 of the following three: characteristics, incidence, and educational implications 0.5 points	
Assessment to determine presence/degree of each disability named	Detailed description of formal and informal assessment procedures. 1 point	Description of formal and informal assessment procedures. 0.75 points	Description of formal or informal assessment procedures. 0.5 points	
Modification in curriculum, materials or goals for each disability named	5 or more modifications in content (curriculum, materials or goals) for each disability named 1 point	3-4 modifications in content (curriculum, materials or goals) for each disability named 0.75 points	1-2 modifications in content (curriculum, materials or goals) for each disability named 0.5 points	
Modification in classroom environment for each disability named	5 or more modifications in classroom environment for each disability named 1 point	3-4 modifications in classroom environment for each disability named 0.75 points	1-2 modifications in classroom environment for each disability named 0.5 points	
Modification in teaching practice/process for each disability named	5 or more modifications in teaching practice/process assessment for each disability named 1 point	3-4 modifications in teaching practice/process for each disability named 0.75 points	1-2 modifications in teaching practice/process for each disability named 0.5 points	
At least one modification in learning assessment for each disability named	5 or more modifications in learning product assessment for each disability named 1 point	3-4 modifications in learning product assessment for each disability named 0.75 points	1-2 modifications in learning product assessment for each disability named 0.5 points	
<b>Total</b>				