

**California State University San Marcos**  
**COLLEGE OF EDUCATION**  
**Mission Statement**

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.

**EDMX 631: Foundations in Law, Ethics, and Procedures of Special Education**  
**(3 credit units)**

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**I. Course Description**

Introduction to state and federal special laws regarding special education, ethical issues in special education; procedures and forms used in California schools to identify and support children and youth eligible for special education; and the Individual Education Program planning, implementation, and evaluation process. Students practice principles of effective collaborative and interdisciplinary teaming and focus on best practices for inclusive educational programming. *Prerequisites: Admission to the Level I Mild/Moderate & Moderate/Severe Disabilities Education Specialist Program*

**II. Content and Performance Goals**

Participants will:

- Goal 1. demonstrate knowledge of relevant and current federal and state laws, regulations, practices and due process procedural safeguards which pertain to California public education, students with disabilities, and their parents and care providers.
- Goal 2. demonstrate knowledge of professional ethical standards of practice (i.e., Council for Exceptional Children Code of Ethics @ [www.cec.sped.org/ps/code.htm](http://www.cec.sped.org/ps/code.htm)) and California Mild/Moderate and Moderate/Severe Education Specialist competencies.
- Goal 3. demonstrate knowledge of the five critical elements of an effective collaborative team (i.e., PIGS Face) and awareness of their effective use of these elements in “base team” and other meetings.
- Goal 4. 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 Act (IDEA), the Americans with Disabilities Act (ADA), and the Vocational Rehabilitation Act of 1973 (Section 504) and related California special education laws and regulations.

- Goal 5. 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 6. demonstrate skills in developing meaningful IEP goals and appropriate accommodations and modifications to enable learner access to the core curriculum
- Goal 7. demonstrate knowledge of and skill in using strategies for working effectively and collaboratively with family members and others (e.g., educators, administrators, paraprofessionals, community agency and related service personnel) to design, implement, and evaluate IEPs for individual learners.

### III. What I Need for Class

California Department of Education, Special Education Division (2003). California special education programs: A composite of laws (25th ed.). Sacramento: Author. (DE)

Choate, J.S. (2000). Successful inclusive teaching: Proven ways to detect and correct special needs (3<sup>rd</sup> ed.). Boston: Allyn and Bacon. (CH)

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)

Rosenberg, M., O'Shea, L. & O'Shea, D. (2002). Student teacher to master teacher: A practical guide for educating students with special needs (3rd ed.). Upper Saddle River, NJ: Merrill. (RO)

Villa, R., & Thousand, J. (2000). Restructuring for caring and effective education: Piecing the puzzle together (2<sup>nd</sup> ed.). Baltimore: Paul H. Brookes. (V&T)

#### **Select Articles, Handouts, and Web Sites including:**

Udvari-Solner, A., Villa, R.A., Thousand, J.S. (2002). Access to the general education curriculum for all: The universal design process. In J. Thousand, R. Villa, & A. Nevin (Eds.), Creativity and collaborative learning: A guide to empowering students, teachers, and parents (2<sup>nd</sup> ed.) Baltimore: Paul H. Brookes.

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

Special education forms for San Diego City Schools and North Coastal Consortium for Special Education (NCCSE) @ [www.preschoolfun.com](http://www.preschoolfun.com)

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

#### 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" to ensure that you receive handouts and information when you must miss class.  
Buddy:  
Telephone: Fax:  
e-mail: Address:

#### **Activities and instructional methods for realizing objectives:**

class discussions	group work	lectures	readings in texts & custom reader
guest speakers	web site access		study guides
demonstrations	"quizzes"	videos	written reflections
"base team" meetings		role plays	observations

#### **Evaluation of attainment of these knowledge bases and skills:**

attendance	punctuality	participation in class
quizzes	collaborative activities	study guide responses
assessment outcomes	role play performance	web site hits
group presentation	"base team" meeting minutes and products	

## V. Scholastic Requirements

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

This course consists of 7, 4-hour (plus break) class sessions and attendance at the Third Annual Summer Leadership Institute on the evening of July 17<sup>th</sup> and the days of July 18<sup>th</sup> and 19<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 four written reading reflections (**10 points**). In addition, a 5 to 6-page 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 **4 points per meeting**. Each team is expected to hold a minimum of 5 meetings of at least one hour in length and follow the prescribed agenda. See each base team agenda to determine the products to be generated.

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

Each class participant creates a "Legal Brief" by reading the Rights and Responsibility manual and reacting to all of the chapters and the additional sections that follow. You also must link to 4 additional web sites and describe in a 1/2-page written summary how each site can assist you as a special educator. Please access the manual and additional directions via the "Legal Brief" button on Dr. Thousand's home page at [www.csusm.edu/thousand](http://www.csusm.edu/thousand). 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. This assignment is due on or before the last day of class. Note that this is an individualistic (versus collaborative) assignment intended to evidence your technology application skills.

<u>Class Date</u>	<u>Topics</u>	<u>Readings Due Today</u>	<u>P&amp;A Chs.</u>	<u>Assignments Due</u>
01 June 16 or June 18	Legal Brief Assignment on the World Wide Web Collaborative Teaming Principles and Processes; Acronym Jargon Busting; Person 1 <sup>st</sup> Language Assign Base Teams and Team #1 Assignments			
02 June 23 or June 25	In-Class Base Team Meeting #1 (JT, AL) Carousel: Hughes Bill, CA Composite of Laws, Authentic Assessment & Universal Design (Assign Base Team #2 – Composite of Laws) Guest: Jan Israel	V&T 10 (Optional: CH 16)	1 & 6	Prep for Base Team #1
03 June 30 or July 02	IDEA '97 Evolution of Legal Rights & Responsibilities Forms: IEP, ITP, Assessment & Beyond (LH, AL, JT) The Agenda: Humanizing the IEP Meeting (Assign Base Team #3 – Forms Analysis)	RO 2, 7 & 9 NCCSE/San Diego forms <a href="http://www.preschoolfun.com">www.preschoolfun.com</a> (Optional: CH 1 & 2)	2 & 3	Base Team #1 Reflection #1
04 July 07 or July 09	Purposes of Assessment & Confidentiality Communication 10 Commandments (LH, AL, JT) (Assign Base Team Meetings #4 & 5)	V&T 9 (Optional: RO 4)	All	Reflection #2 Base Team #2
05 July 14 or July 16	Writing Procedurally Correct Elegant IEP Goals & Objectives to California Standards (AL & JT) Standards-Referenced IEP Goal Setting – CARS+ Guests: Ciria Flahive, Amy Wong)	V&T 1, 8, 12 CARS+ Handbook on web site (Optional: CH 3)	4, 5, & 7	Base Team #3 Reflection #3
06 July 17	Day 1 (Thursday Eve): Summer Leadership Institute	(Optional: V&T 4, pp 129-131)		Reflection #4 (Due Anytime!)
07 July 18	Day 2 (Friday): Summer Leadership Institute	(Optional: V&T 23)		
08 July 19	Day 3 (Saturday): Summer Leadership Institute			

<u>Class Date</u>	<u>Topics</u>	<u>Readings Due Today</u>	<u>P&amp;A Chs.</u>	<u>Assignments Due</u>
09 July 21 July 23	Institute Debriefing (JT, RH, Craig Guerra) IEP Meeting Gone Wrong Practice in "Good" IEP Writing Answers to Base Team #4	...Institute Reflection	All	Base Team Meeting #4 & 5
10 July 28 or July 30	In-Class Base Team Meeting #6 Communicating Information to Others Writing & Interpreting Positive & Proactive Reports Code of Ethics Managing Paperwork (Guest: Deb Teudt) Fall 2003 and Level I Standards Preview Professional Organization Affiliation Course Evaluation	V&T pp. 389-393 & 493-502 Review RO Chapter 7 (Optional: RO 1 & 11) ... RO pp. 389-393 CEC Code of Ethics		<b>Base Team Notebook Legal Brief</b>

**Key to Personnel:**

JT = Jacque Thousand      LH = Lisa Houghtelin  
AL = AL                      J I = Jan Israel

**Base Team Meetings**

Mtg. #1: Norms, Names, & Collaboration  
Mtg. #2: California Code Scenarios  
Mtg. #3: IEP Analysis  
Mtg. #4: Facilitative Team Roles (Fermenting)  
Mtg. #5: Problem Behaviors  
Mtg. #6: In-Class Meeting @ Final Class (Yearbook)

**Social Skills Processing Procedures**

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

## EDMX 631 Reflection Prompts

### Writing Criteria

Four reading reflections are due on the dates indicated in the syllabus schedule. Additionally, a 10-point post-Institute reflection is due on the 9<sup>th</sup> class meet. 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 #1 (2 points)

After reading Chapter 9 of Restructuring for Caring and Effective Education answer the following:

- ⇒ Describe IN YOUR OWN WORDS each of the four methods of assessment described in the chapter AND how each facilitates learner access to the core curriculum.
- ⇒ Why are IEPs “standards-referenced” versus “standards-based”?
- ⇒ What are “access opportunities?” How do they relate to standards-referenced IEPs?
- ⇒ What would you prescribe for policies/practices on grading for students with IEPs?

#### Reflection #2 (4 points)

Chapter 2 and 7 of the Rosenberg et al. text covers a huge amount of information regarding the legal aspects of special education and the procedures and paperwork all special educators must manage. Read Chapters 2 and 7 as if you were a 1<sup>st</sup> year special educator responsible for ensuring that every communication, assessment, eligibility, placement, and IEP-development process occurs in a timely and student-centered manner for Lindsay. As Lindsay’s special education “service coordinator” (versus “case manager” – no child wants to be referred to as a “case”), construct a flowchart, table, mind map or other visual to help you to remember each of the procedural steps in the sequence from “prereferral” to “exit” for which you are or may become responsible. Be as specific as possible; this is your procedural “cheat sheet” for your 1<sup>st</sup> special education procedural experiences

After reading Chapter 9 of Rosenberg et al., carefully reread pages 299 – 310. Based upon your reading of these pages, your web readings, and any personal experiences with transition planning and ITPs, complete the Pause and Reflect 9.5 appearing on page 308. Write one paragraph per consideration from the perspective of “what a 1<sup>st</sup> year middle or high school special educator needs to consider regarding student’s transitions into adult services.”

#### Reflection #3 (3 points)

Read Chapters 1, 2, and 8 of the Restructuring for Caring and Effective Education text. On page 43, Gartner and Lipsky refer to IDEA '97 as the “Inclusion Development and Expansion Act.” From the perspective of a special education leader, identify your “baker’s dozen” (i.e., 13) list of what YOU consider to be the most significant changes in beliefs, practices, policies, and

procedures that have occurred prior to or because of IDEA '97 that promote a “welcoming view of students with disabilities as a condition of human diversity” (page 53). For each of the 13 items in the list, provide a rationale for your selection and cite references to the readings.

Reflection #4 (1 point)

For any of the chapters or pages listed in the Readings Due Today column that you have not yet read or written about, select one chapter or Reflection (those are the personal stories in the Villa & Thousand text) to respond to. This reflection format is intended to encourage you to learn more about somebody or something important for own professional growth, so the reflection format is totally “open” to your creativity.

Summer Leadership Institute Reflection (10 points)

Prepare a 5 to 6-page reaction to the keynotes and sessions attended at the Third Annual San Diego Summer Leadership Institute. Be sure your reflection makes reference to each and every one of the keynotes and sessions 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 you 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.

**GRADING SCALE (in percentages):**

<b>A</b>	<b>94-100</b>	<b>A-</b>	<b>92-93</b>	<b>B+</b>	<b>89-91</b>
<b>B</b>	<b>86-88</b>	<b>B-</b>	<b>84-86</b>	<b>C+</b>	<b>81-83</b>

**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.**

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

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

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<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 Second 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)  
 Institute #6 \_\_\_\_\_ (4)  
 Institute #7 \_\_\_\_\_ (4)  
 Institute #8 \_\_\_\_\_ (4)  
 Class #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 #4	_____ (5)
Base Team Meeting #2	_____ (5)	Base Team Meeting #5	_____ (5)
Base Team Meeting #3	_____ (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**

#1 \_\_\_(2)    #2 \_\_\_(4)    #3 \_\_\_(3)    #4 \_\_\_(1)    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>
_____	<input type="checkbox"/>	_____	_____
_____	<input type="checkbox"/>	_____	_____
_____	<input type="checkbox"/>	_____	_____
_____	<input type="checkbox"/>	_____	_____
_____	<input type="checkbox"/>	_____	_____
_____	<input type="checkbox"/>	_____	_____

<u>Roles:</u>	<u>This Meeting</u>	<u>Next Meeting</u>
Recorder	_____	_____
Timekeeper	_____	_____
Jargonbuster	_____	_____
Equalizer	_____	_____
Coordinator	_____	_____
"But" watcher	_____	_____

**AGENDA**

**SUGGESTED ITEMS**

**SUGGESTED  
TIME  
LIMIT**

- |   |       |
|---|-------|
| 1. Review agenda and assign roles for this and next meeting.  | 2 min |
| 2. Setting Norms for Base Team Meetings:  | 2 min |
| Review 5 norms you consider most critical identified on the Study Guide for <u>Collaborative Teams: A Powerful Tool in School Restructuring</u> |       |
| Round robin sharing of your norms and generation of additional items (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 8 min  
 With the activity or meeting just completed in mind, rate **your team** as a whole, on the Forming Skills on page 1 of the Individual and Group Assessment of Collaborative Skills. Share and discuss your ratings with your team members.  
 Select one of the processing methods from the Collaborative Teaming chapter which is least familiar to the group and use it to process the meeting.

**TOTAL TIME** 60 min

**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 who need to know by: _____		
2.		
3.		

**AGENDA BUILDING FOR NEXT MEETING**

Date: \_\_\_\_\_ Location: \_\_\_\_\_  
 Time Start: \_\_\_\_\_ Time End: \_\_\_\_\_

**Expected Agenda Items:**

**TO BE ASSIGNED IN CLASS**

## 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

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



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

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?

Using the list below, check the items you find to be the most enjoyable and challenging.

#### TEAM TASKS AND FUNCTIONS

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

**Base Team Meeting #2**

<u>Persons Present:</u>	<u>Late:</u>	<u>Absentees:</u>	<u>Others Who Need to Know:</u>
_____	<input type="checkbox"/>	_____	_____
_____	<input type="checkbox"/>	_____	_____
_____	<input type="checkbox"/>	_____	_____
_____	<input type="checkbox"/>	_____	_____
_____	<input type="checkbox"/>	_____	_____
_____	<input type="checkbox"/>	_____	_____

**AGENDA - PART 1**

<b>SUGGESTED ITEMS</b>	<b>SUGGESTED TIME LIMITS</b>
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.  We all came to the base team meeting prepared with answers to the questions that each of us had been assigned..	20 min
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.  After discussing what each of us researched for each question, we integrated our answers into each question.	10 min
3. Agree upon a date prior to Class #4, reconvene to complete all scenarios. Prepare to share in Class #10.	5 min

**AGENDA - PART 2**

BY CLASS #4, reconvene to complete all scenarios.  
 Prepare to share in Class #10.

Roles:

Recorder                      Person who has the most brothers and sisters                      \_\_\_\_\_

Timekeeper  
Jargonbuster  
Equalizer  
Coordinator  
Encourager

First person to the right of the Recorder  
Second person to the right of the Recorder  
Third person to the right of the Recorder  
Remaining Team Member

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|----|---|--------|
| 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 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. | 25 min |
| 3. | Process by following the directions for "Self" and "Group" on the "Functioning" 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                      45 min**

Recorder	Birthday closest to New Year's Eve	_____
Timekeeper	First to the left of Recorder	_____
Jargonbuster	Second to the left of Recorder	_____
Equalizer	Third to the left of the Recorder	_____
Coordinator		_____
Encourager		_____

**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 who need to know by: |                                      |                        |

**AGENDA BUILDING FOR NEXT MEETING**

Date _____	Location: _____
Time _____	Time End: _____

**Expected Agenda Items:**

See "Suggested Team Meeting #3 Agenda"

**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	_____

EDUCATION CODE - PART 30 Legislation (1980 + 119 bills)	CALIFORNIA CODE - TITLE 5 Regulations (1981 + amendments)
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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 the child be reevaluated by a more competent psychologist. 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)?