

George Mason University
Graduate School of Education
EDUC 592: Effective Collaboration for Teaching Diverse Learners in Secondary Social Studies
(Scheduled concurrently with EDSE 662: Collaboration and Consultation)



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Spring 2013 Class Meeting Times

Mondays, 7:20-10:00PM

Course Description EDUC 592 provides history-social studies candidates in secondary education with knowledge and skills necessary to meet the needs of diverse learners in the history-social studies classroom. Emphasizes teacher collaboration between general and special education teachers as an authentic model of practice.

Relationship to Program Goals and Professional Organizations

Through course assignments and formal and informal commentary, Collaboration in Secondary Social Studies emphasizes George Mason University's College of Education and Human Development Core Values and follows standards developed by the Interstate Teacher Assessment and Support Consortium (InTASC):

InTASC: An effective teacher must be able to integrate content knowledge with the specific strengths and needs of students to assure that *all* students learn and perform at high levels.

1. The teacher understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and can create learning experiences that make these aspects of subject matter meaningful to students.
2. The teacher understands how students learn and develop and can provide learning opportunities that support a student's intellectual, social, and personal development.
3. The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
4. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
6. The teacher uses knowledge of effective verbal, non-verbal, and media communication techniques and appropriate technology to foster active inquiry, collaboration, and supportive interaction in the classroom.
9. The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others and who actively seeks out opportunities to grow professionally.

Rationale/Student Outcomes

The expectations for professionals who work in schools have changed dramatically over the past decade. All teachers routinely collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways. Few educators, however, can be effective unless they (a) develop and refine skills for interacting effectively with other professionals and parents, and (b) understand the context, process, and content of collaborative consultation.

At the conclusion of EDUC 592, students will be able to:

- Define collaboration, consultation, and teamwork and explain the essential characteristics of each; (CEHD Core Values: Collaboration, Ethical Leadership, Research-Based Practice and Innovation), (InTASC Standards 2, 3, 6)
- Identify variables that may facilitate or constrain participation in collaboration, consultation, or teamwork settings; (CEHD Core Values: Collaboration, Ethical Leadership, and Innovation), (InTASC Standards 3, 6)
- Demonstrate communication skills of listening, avoiding communication roadblocks, dealing with resistance, being appropriately assertive, and resolving conflicts; (CEHD Core Values: Collaboration, Ethical Leadership), (InTASC Standards 3, 4, 6)
- Apply problem-solving techniques in collaborating with professional colleagues, parents, and related and ancillary personnel to provide for students' learning and behavioral needs; (CEHD Core Values: Collaboration, Ethical Leadership, Research-Based Practice and Innovation), (InTASC Standards 2, 3, 4, 6)
- Develop self-assessment techniques for improving consultative and collaboration skills; (CEHD Core Values: Collaboration, Ethical Leadership, Research-Based Practice and Innovation), (InTASC Standard 9)
- Plan activities that implement effective consultation and collaboration techniques; (CEHD Core Values: Collaboration, Ethical Leadership, Research-Based Practice and Innovation), (InTASC Standards 2, 3, 6)

- Identify how and with whom collaboration occurs in public school settings; (CEHD Core Values: Collaboration, Research-Based Practice)
- Collaboratively develop a student's Individualized Education Plan. (CEHD Core Value: Collaboration), (InTASC Standards 2, 3)
- Describe the unique instructional needs of diverse learners; (CEHD Core Value: Research-Based Practice), (InTASC Standards 2, 3)
- Provide a rationale for differentiation of instruction to meet the needs of diverse learners; (CEHD Core Value: Collaboration, Research-Based Practice and Innovation), (InTASC Standards 2, 3)
- Express, in general terms, the impact of learner characteristics on instruction; (CEHD Core Value: Research-Based Practice), (InTASC Standards 2, 3, 4)
- Identify evidence-based practices to differentiate instruction for diverse learners; (CEHD Core Value: Collaboration, Research-Based Practice), (InTASC Standards 2, 3, 4)
- Create a complete lesson plan that includes the active involvement of a co-teacher (CEHD Core Value: Collaboration, Ethical Leadership, Research-Based Practice and Innovation), (InTASC Standards 2, 3, 6)

Nature of Course Delivery

Experiential, observational, and interactive strategies are used to facilitate fulfillment of the outcomes established for the course. Course sessions may include a variety of formats and integrate instructional technology with lecture, discussion, guest presenters, small group activities, and student presentations.

General Course Expectations

This is a graduate level course for professional educators. As such, please be advised of the following expectations for all participants.

Attendance

Students are expected to (a) attend all classes during the course, (b) arrive on time, (c) stay for the duration of the class time, (d) show evidence of having read/studied material, and (e) complete all in-class assignments to earn points for class participation.

Workload

Graduate-level courses require in-depth reading, study, and work on course requirements outside of class time. The general expectation is approximately three hours per week for each credit hour of a course. Students are expected to allot class study and preparation time weekly in addition to time spent on papers and assignments.

Written and Oral Language

American Psychological Association (APA) Style is the standard format for any written work in the College of Education. If you are unfamiliar with APA, it will benefit you to purchase the *Publication Manual of the American Psychological Association* (6th ed.) You are required to use APA guidelines for all course assignments. Please use the following website for APA format guidelines: <http://apastyle.apa.org>.

We will use person-first language in our class discussions, written assignments, and ideally in our professional practice. We will also strive to replace the term "Mental Retardation" with

“Intellectual Disabilities” in our oral and written communication in accordance with terminology choices in the disability community.

Academic Integrity

Students in this course are expected to exhibit academic integrity at all times. Be aware that plagiarism is presenting someone else's work as your own. Whether the act is deliberate or unintentional is irrelevant. You must take great care to give credit to an author when you borrow either exact words or general ideas. Generally, if you use four or more words in a row you should use quotation marks and a proper APA citation. If you use facts, statistics, and/or ideas from any source, give the author credit. Remember that plagiarism is a very serious offense and can result in dismissal from the University. Evidence of plagiarism or any other form of cheating in the class will result in a zero on that assignment and a report of the incident to the Dean's Office.

George Mason University College of Education and Human Development Student Expectations

All expectations of the University apply to this course. For further information about each, please see the indicated website.

Students must adhere to the guidelines of the George Mason University Honor Code (see oai.gmu.edu/honor-code/)

Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester (see <http://ods.gmu.edu/>).

Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/1301gen.html>).

Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, program, and instructor will be sent to students solely through their Mason email account.

Students must follow the university policy stating that all sound-emitting devices shall be turned off during class unless otherwise authorized by the instructor.

Students are expected to exhibit professional behaviors and dispositions at all times.

Campus Resources

The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance (see <http://caps.gmu.edu/>).

The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing (see <http://writingcenter.gmu.edu/>).

Core Values Commitment

The College of Education & Human Development is committed to collaboration, ethical

leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles (see <http://cehd.gmu.edu/values/>). For additional information on the College of Education and Human Development, Graduate School of Education, please visit the website at <http://gse.gmu.edu/>.

Course Specific Expectations and Requirements

This course will incorporate the evidence-based practices (EBPs) relevant to collaboration and consultation in schools and instruction for diverse learners. This course will provide opportunities for students to take an active, decision-making role to thoughtfully select, modify, apply, and evaluate EBPs in order to improve outcomes for all students.

Textbook/Required Readings

Bateman, B.D. & Linden, M.A. (2006). *Better IEPs: How to Develop Legally Correct and Educationally Useful Programs*. New York: Attainment Company ISBN# 978-1578615682

Recommended Textbook

Friend, M., & Cook, L. (2013). *Interactions: Collaboration skills for school professionals*. Boston: Pearson.

Additional Readings will be available on Blackboard

Blackboard

We will use the Blackboard website for posting of course materials, readings, announcements, discussion boards, journals, and grades. You will be responsible for all material posted on the website. Please check it regularly.

Late Work

Assignments are due on the date indicated in the syllabus. If we change the due date for reasons related to student need in the course, the change will be discussed in class, posted on the Blackboard site, and confirmed in an email to all students.

We will not accept late work. If you are not in class on the day an assignment is due, you are still responsible for submitting the assignment.

TaskStream

Every student registered for any Secondary Education course with a required performance-based assessment (PBA) is required to submit this assessment to TaskStream (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). In this course, the Group Project (see description below) is your PBA. Evaluation of your performance-based assessment will also be provided using TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete (IN). Unless this grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

TaskStream information is available at <http://cehd.gmu.edu/api/taskstream>

Student Evaluation

Evaluation	Points	Percentage	Assignment Type
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	Possible		
Participation	200	20%	Individual
Interview	50	5%	Individual
Interview synthesis	100	10%	Group
Professional Learning Community Project	150	15%	Group
Individualized Educational Program	250	25%	Individual
Collaborative Lesson Planning	250	25%	Group

GRADING SCALE

96-100% = A

92-95% = A-

89-91% = B+

85-88% = B

80-84% = B-

70-79% = C

< 70% = F

Major Course Assignments

What follows is a summary list of the major course assignments. Further details for each assignment and assessment rubrics are included as appendices to this syllabus and will be discussed in class.

I. PARTICIPATION (20%)

This course is based on the idea that we are learning together to work together. Each student is a valuable part of the collaborative learning environment and, therefore, must be engaged in class sessions and activities. To that end, one component of student evaluation in this course is participation. This may take many forms, including journal entries, in class activities and responses, exploratory activities in preparation for class, reflection on class content, and others. We will identify the required participation activity each week either on the class schedule or in communication in class or on Blackboard. If you do not attend a class session, you will not be able to earn participation credit. However, we understand that, in real life, issues come up that may prevent you from attending. Missing one class session will not sink your grade. Missing several class sessions will.

II. INTERVIEW (5%)/INTERVIEW SYNTHESIS (10%)

During the course, you will be working with pairs and groups of teachers in a collaborative fashion. For this collaborative assignment, you will interview a school professional regarding his/her experiences with collaboration in education settings. This assignment will include three steps.

INTERVIEW Step 1: As a group, identify from the list below (others with instructor approval) three school personnel you would like to interview.

INTERVIEW Step 2: As a group, determine if you are going to ask the same questions to all personnel or if you will ask different questions to each based on the roles each plays in school. Next, develop the questions you hope to ask each individual. The questions should focus on

individual's experiences with collaboration, instruction or interactions with students with diverse learning needs, and their thoughts about the skills, contexts, and supports necessary for successful collaboration as a contemporary secondary school professional.

School Professionals

Paraprofessional

SPED Teacher

Gen ed H/SS teacher

Administrator

School Counselor

Speech, Occupational, or Physical Therapist

Department Chairperson

You will approach this interview by giving your interviewees definitions of terms if they ask, or by suggesting when they ask that they reply by using their own perceptions of the terms. Use no names of school personnel, schools, or towns (it will be helpful to the task to assure interviewees that this is a course assignment, so they do not feel "put on the spot"). **Attach your list of interview questions, persons you elect to interview and an interview summary (e.g. summarized response) as the assignment artifact to be submitted to Blackboard. See Appendix A for further details.**

INTERVIEW Step 3: As a group, you will discuss the results of your interviews. You will develop a synthesis of your data by looking for themes, issues, or other concepts that emerge from the comparison of the interview summaries. This is a collaborative effort that requires use of your active listening and problem solving skills. Your group will be assessed on the coherence of your ideas, including discussion of topics or concepts that were difficult for the group.

The synthesis should include the following sections:

- Introduction (who was interviewed, basic categories of questioning, rationale for both)
- Synthesis (what commonalities did you find? What differences? What impact do these similarities/differences have on collaboration within schools or classrooms? Were any of these themes or ideas surprising to the group? Why or why not? What do these themes or ideas mean for the preparation of future teachers?)

Once the synthesis is complete, each member of the group will post the final synthesis to two places: 1. The Blackboard Wiki folder (for the PLC assignment) and 2. To the Assignments Folder for assessment. See Appendix A for further details.

IV. PROFESSIONAL LEARNING COMMUNITY (PLC) PROJECT (15%)

For this assignment, you will take your interview synthesis and highlight at least two issues about collaboration that the interviewees discussed. You will post these issues on a class wiki in Blackboard. Before the designated day in class, each student will review the syntheses and determine two issues that are areas of interest to research. On the designated class day, class members will form in-class PLC groups around ONE specific issue and generate evidence-based solutions. **The artifact for this assignment will be a 3-5 page position paper (submitted to the Blackboard Assignments folder), which defines the issue, provides the list of readings, and gives guidance addressing the issue, as determined in the PLC group discussions. See Appendix B for further details.**

V. INDIVIDUALIZED EDUCATIONAL PROGRAM (IEP) DEVELOPMENT PROJECT (25%)

The purpose of this assessment is to have candidates demonstrate knowledge of the individualized planning process required for the development of educational programs for students with mild to moderate exceptional learning needs. Candidates will demonstrate their ability to work collaboratively with special educators to develop the critical components of an Individualized Educational Program (IEP) that are legally sufficient and educationally appropriate for the described case study student. Candidates will also demonstrate an understanding of how these components come together to build a framework for the student's educational program by writing a narrative that includes: (1) justification for their decisions within the IEP and (2) explanation of the collaborative process required.

Throughout the assignment it is critical to incorporate collaborative aspects of developing an IEP with stakeholders, including the student (as appropriate), family members, general educators, related service providers, school administrators, and other relevant parties. In continuously considering the collaborative aspects of the IEP process, candidates will participate in in-class cooperative learning opportunities, such as role-play exercises, and activities designed to prepare for the IEP product and writing of the narratives. **The IEP and your brief (1-page) narrative of the collaborative process will be the artifacts for this assignment (submitted to the Blackboard Assignments folder)**

VI. LESSON PLANNING/STRATEGIES PROJECT (25%)

In the final strand of the course (weeks 10-15), we will focus on developing lesson plans and strategies based on content you learned in the course. As such, you will develop a series of co-taught lessons that include effective practices and accommodations for students with diverse learning needs. Each lesson should be annotated with notes as to what the effective practice is, why it was chosen, and the instructional needs it addresses. You will also develop a narrative explaining your collaborative process. And finally, on the final course meeting, you will select two lesson plans/activities to present in a poster-style presentation for your peers. **The artifacts for this assignment include the lesson plans and brief (1 page) reflective narrative (submitted to the Blackboard Assignments folder). See Appendix C for further details.**

EXTRA CREDIT

For groups interested in expanding their project to practice, extra credit will be given if the team chooses one example of a lesson or strategy and creates an exemplary practice video where they demonstrate a practice in action.

Tentative Calendar

	Date	Class Topic	Readings Due	Assignments Due
Strand 1: Group Process	January 27, 2014	Introduction to course Review Course Purpose, Course Topics Goal Setting Activity/Concept Map Activity	None	Participation: Goal Setting Activity
	February 3, 2014	Getting to know the others	Visible Learning Chapter (found in Blackboard "Course Readings") Review CAPS on Blackboard, Scruggs, Mastropieri & Okolo (2008) (on Blackboard)	Participation: Journal # 1 Concept Maps
	February 10, 2014	Communication Skills: Guest Speak, Dr. George McMahon, C&D Program	Readings for this week will come from Dr. McMahon and will be posted on Blackboard	Participation: Active Listening and Problem Solving Strategies (in class activity)
	February 17, 2014	Collaboration for the classroom, Communication Skills	Friend & Cook (2010) (chp1) (On Blackboard)	Interview Assignment: Questions and Interviewees due
	February 24, 2014	Problem Solving Strategies	The Reluctant Collaborator Case Study (on Blackboard) Bateman & Linden (Chapter 2) Conderman (2010) (on Blackboard)	Participation: Develop Reflective Guide for Collaboration (in-class activity); Reluctant Collaborator (in- class activity)
	March 3, 2014	Co-Teaching	Brown et al. (2013); Friend (2007); Kloo & Zigmond (2008) (all on Blackboard)	Participation: Self-Group Reflective Guide for Collaboration (completed based on your role in your PLC assignment) Interview Synthesis due
	March 10, 2014	Spring Break, No Class		

Strand 2: IEP Development	March 17, 2014	IEP; Present Level of Performance, Annual Goals, STO	Bateman & Linden, chapters 3-4 Bring book to class!	Participation: Journal #2 PLC Position Statement due
	March 24, 2014	IEP: Services, LRE, Placement and State Assessments	Bateman & Linden, chapter 5, p. 93-end and Chapter 7 Bring book to class!	Participation: Self-Group Reflective Guide for Collaboration (completed based on your role in your IEP Development)
	March 31, 2014	Making group work work	Bateman & Linden, Chapters 1-2	IEP Draft Due
Strand 3: Strategies and Application	April 7, 2014	Organizing Ideas and Concepts Vocabulary/fact-based, direct instruction	Graphic organizer ALERT; Smith & Girod (2003) (on Blackboard)	Participation: Lesson Planning and Self-Group Reflective Guide for Collaboration (completed based on your role in your Lesson Planning assignment)
	April 14, 2014	Textbook Structure, Close Reading	Vocabulary ALERT Mnemonic ALERT	Lesson Planning and Self-Group Reflective Guide for Collaboration (completed based on your role in your Lesson Planning assignment)
	April 21, 2014	Scaffolding inquiry-based instruction	Reading Comprehension ALERT; Berkley et al. (2011) (on Blackboard)	Participation: Lesson Planning and Self-Group Reflective Guide for Collaboration (completed based on your role in your Lesson Planning assignment)
	April 28, 2014	Strategic approaches to tasks (in historical thinking)	Cognitive strategy instruction ALERT; CWPT ALERT	Participation: Lesson Planning and Self-Group

			Scruggs, Mastropieri & Marshak (2012) (on Blackboard)	Reflective Guide for Collaboration (completed based on your role in your Lesson Planning assignment)
	May 5, 2014		SRSD ALERT	Participation: Journal #3
	May 12, 2014	Poster-style presentation session	None	Participation: Poster-style presentation Lesson Plans/Strategies Assignment and narrative due Course Evaluations

Appendix A Interview Assignment

This assignment is to be completed individually, though groups of students will work together to create interview questions.

Interview two (2) school professionals, such as a general education teacher, a special education teacher, related services professional (i.e. speech/language, occupational therapy, vision, etc.), administrator, or instructional assistant. The focus of the interview should be to find out each individual’s overall job description, sphere of influence in the school or educational setting, and specific challenge(s) within the school setting with which the individual is dealing with (has dealt with) recently. Use no names of school personnel, schools, or towns. Attach your list of interview questions to the assignment.

Your summary of the interview should include the following sections and be written in APA style:

1. Introduction with *general description* of the focus of your interview, *overview* of questions, and description of personnel interviewed.
2. Summary of interview responses from the two individuals. You may use a question and answer format, if you would prefer but you do not need to include every word from every response.
3. Synthesis of responses with integration of your ideas about the specific issues brought up in the interviews.
4. Interview questions attached.

You will submit the Interview Summary in its entirety to the Blackboard assignments section on the Blackboard site for the course. You will also post the synthesis of your interview to the designated Wiki on the site for review by classmates.

Item	Points	Requirements
Introduction	___/25	Variety of professionals interviewed Interview questions relevant and complete Rationale for interviews developed
Summary	___/25	Responses from each professional included Summary is organized in coherent manner Summary is thorough enough to identify and provide evidence for major ideas (but not word for word from interviews)
Synthesis	___/100	Major ideas from interviews integrated with one’s own ideas (specifically stated) Specific issues about collaboration identified and explained (directly related to interview responses, not just in personal experience)

Appendix B PLC Group Assignment

The Professional Learning Community (PLC) assignment allows students to form groups around issues related to collaboration that are relevant to their interests and to explore those issues. This project will provide the opportunity for students to work in and reflect upon group dynamics and teamwork as they address areas of concern or need.

PLC Group Development

First, students will complete their interviews of professionals who have engaged in collaboration in education in some form. Each student will post their synthesis of the interview, including an identification of at least two issues about collaboration that the interviewees discussed, on a class wiki in Blackboard. Before the designated day in class, each student will review the syntheses and determine two issues that are areas of interest to research. On the designated class day, class members will form in-class groups around ONE specific issue. These will be the PLC groups for the assignment.

PLC Activities

The PLC group will complete the following before 3/17: (All activities must be documented in a PLC log/journal.)

1. Compile a group of at least 5 readings of scholarly articles on the topic (must be at least 2 peer-reviewed research studies, others can be non-research).
2. After individually reading each article, each PLC group member should generate at least 3 questions about each article.
3. PLC Groups will meet a minimum of 3 times to discuss the articles and the related questions of each group member. You will be given three opportunities in class for up to 20 mins each (2/17, 2/24, and 3/3). Additional time must occur outside of class.
4. The PLC group will keep a journal of questions, responses, discussion, etc. (essentially minutes of the PLC meeting) and submit this on 3/17 with Item 5. This should be an electronic document that can be uploaded to Blackboard.
5. The PLC group will develop a 3-5 page position paper geared toward peers that defines the issue, provides the list of readings, and gives guidance addressing the issue, as determined in the PLC group discussions. The position paper can be focused on the specific group characteristics (e.g., teachers in 5th grade, special educators in a middle school, etc.) or can be broad.
6. Each PLC group member will evaluate the group collaborative process using the attached form (or its revision, as discussed in class).
7. On 3/17, the PLC group (or its representative) will provide a summary of the position paper to the class and answer any related questions.

Note: Though one student in the group may be designated as the journal keeper or position statement collector, EACH student in the group will submit a copy of the PLC journal, the position statement, and an individual group evaluation form in the Blackboard assignment.

PLC Group Rubric

Item	Points	Requirements
Readings	___/25	<ul style="list-style-type: none"> • Includes 5 scholarly readings (e.g., in peer-reviewed journals) • At least 2 readings are studies directly related to issue • References are clear (APA format) for retrieval by others
PLC Log	___/50	<ul style="list-style-type: none"> • Includes individual questions of each group member • Includes notes of discussion of each question • Provides summary of conclusions of PLC group • Includes note on group dynamics of each meeting • At least 3 meetings held • Each meeting lasts at least 30 minutes
Position paper	___/45	<ul style="list-style-type: none"> • At least 3-5 pages in APA format, correct grammar, correct punctuation • Issue is clearly defined, including relevance to the group • References of all readings used in group; readings are directly relevant to issue; at least 2 studies included (all are from peer-reviewed journals) • Paper includes recommendations and ideas directly related to discussions and questions included in PLC group log • Paper includes recommendations and ideas directly related to scholarly readings and any relevant in-class readings • Paper clearly addresses audience of peers (other special educators) or others (as identified in the paper)
Group cohesion evaluation	___/20	<ul style="list-style-type: none"> • Note of group dynamics included in each PLC log entry • Final evaluation of group dynamics completed by each individual in PLC group and turned in with log and position paper
Q&A session	___/10	<ul style="list-style-type: none"> • Issue of concern identified • Summary of position paper explained (not every detail or reading of paper) • Questions encouraged; responded to directly
TOTAL	___/150	

Appendix C, IEP Assignment

The purpose of this assessment is to have candidates demonstrate knowledge of the individualized planning process required for the development of educational programs for students with mild to moderate exceptional learning needs. Candidates will demonstrate their ability to work collaboratively with special educators to develop the critical components of an Individualized Educational Program (IEP) that are legally sufficient and educationally appropriate for the described case study student. Candidates will also demonstrate an understanding of how these components come together to build a framework for the student's educational program by writing a narrative that includes: (1) justification for their decisions within the IEP and (2) explanation of the collaborative process required.

Throughout the assignment it is critical to incorporate collaborative aspects of developing an IEP with stakeholders, including the student (as appropriate), family members, general and special educators, related service providers, school administrators, and other relevant parties. In continuously considering the collaborative aspects of the IEP process, candidates will participate in in-class cooperative learning opportunities, such as role-play exercises, and activities designed to prepare for the IEP product and writing of the narratives.

Step One: Choose a Partner

For this assignment, each History/Social Studies candidate will work with at least one Special Education candidate to develop an IEP for an individual student. Please note that the Special Education candidate will have to select either a student with whom they are working or a case study student to use for this assignment. Your role is to offer support and perspective from the general education program.

Step Two: Prepare and Write Your Case

Using the information available to you about your student, create a narrative with your partner that includes the components identified below. Head each section of the document with the corresponding component. Within each indicated section or heading, include the component and a separate subheading for your rationale.

Component A

Questions and Consultations

1. Read the entire case study.
2. Make a list of the questions that you have about any of the information included in the case study. Work with your partner to answer those questions. Include your questions and the answers.
3. Provide information about the general education classroom and social studies, in particular, to help your partner craft the Present Level of Performance (PLOP) statement. Describe your participation in this development process.

Component B

The relationship between student characteristics and social studies curriculum

1. Identify the grade level and course of the student
2. Secure a list of the VA Standards of Learning for that grade level and course.
3. Identify and explain the impact that the student's characteristics (as outlined in your partner's PLOP) may have on him/her being able to master specific content standards. Provide the standard and a description of the specific student characteristic and its impact. These characteristics should be directly taken to your partner's PLOP and include how the student's characteristics are different from his/her peers.

Component C

Making the content accessible

Using the information from Component A and assistance from your partner, describe and explain the accommodations and adaptations that the student would require to meet the content standards identified. Provide specific examples of when the accommodations would be used. For example, do not say, "Student needs electronic text." Rather, state under what circumstances and objectives, "Given the assignment to develop a persuasive essay as to why it was appropriate for the Southern States to secede from the Union, the student will need the following accommodations:

- a. for completing research on the Internet,
- b. For using the textbook as a referenced source,
- c. Etc.

Component D

Additional skills necessary

In addition to the accommodations you would recommend for this student, identify and describe any additional skills that you believe the student should be taught. For example, would the student benefit from instruction in note taking, close reading, or self-regulation? Determine and state whether these are skills that you would directly teach in your classroom or would they be skills you would expect students to already have mastered. Also, make a recommendation, given the student characteristics and the content expectations, as to what the least restrictive environment for social studies learning would be. Provide a rationale.

Step Three: Narrative on IEP Collaboration

Under a separate heading in the document, describe the collaborative nature of the IEP development process, as well as the roles of individuals with exceptional learning needs, families, and school and community personnel in planning of an individualized program. This includes a discussion of:

- The collaborative activities that should occur prior to development of the IEP.
- Methods of involving students, families, related service providers, and other professionals in the IEP development process.
- Methods for fostering respectful and beneficial relationships between students and their families and professionals throughout the IEP development process.
- Collaborative activities that should occur after the IEP is developed, including next steps for working with general education teachers, the student, and other stakeholders.

IEP Rubric

Item	Points Possible	Requirements
List of questions/responses	___/30	<ul style="list-style-type: none">• List of questions and responses that demonstrates knowledge of student
Present Level of Performance (PLOP)	___/25	<ul style="list-style-type: none">• A comprehensive Present Level of Performance
VA Standards and General Education Curriculum	___/20	<ul style="list-style-type: none">• List of relevant standards• Explanation of how student characteristics will impact mastery of

		<p>selected standards</p> <ul style="list-style-type: none"> • Explanation of how student's characteristics are different from peers
Accommodations and Adaptations	___/25	<ul style="list-style-type: none"> • Description and explanation of accommodations and adaptations appropriate for student • Detailed inclusion of circumstances under which these accommodations and adaptations are appropriate
Additional Skills Necessary	___/25	<ul style="list-style-type: none"> • List and description of additional skills this student needs to be successful in your h/ss course • Explanation of how (and to what extent) these skills could/should be taught in your classroom
Recommendations for Least Restrictive Environment (LRE)	___/50	<ul style="list-style-type: none"> • List of recommendations for LRE • Rationale for recommendations
Overall Evidence of Collaboration	___/50	<ul style="list-style-type: none"> • Narrative evidence of collaboration in PLOP discussions • Evidence of collaboration in Accommodations, Adaptations and facets of LRE
Total	___/250	

Appendix D Lesson Plan/Strategies Portfolio Assignment

In the final strand of the course (weeks 10-15), we will focus on developing lesson plans and strategies based on content you learned in the course. As such, you will develop a series of co-taught lessons that include effective practices and accommodations for students with diverse learning needs. Each lesson should be annotated with notes as to what the effective practice is, why it was chosen, and the instructional needs it addresses. You will also develop a narrative explaining your collaborative process. And finally, on the final course meeting, you will select two lesson plans/activities to present in a poster-style presentation for your peers. **The artifacts for this assignment include the lesson plans and brief (1 page) reflective narrative (submitted to the Blackboard Assignments folder). See Appendix C for further details.**

Item	Points Possible	Requirements
Description of target classroom (InTASC Standards V & VII)	___/30	<ul style="list-style-type: none"> ● Identification of characteristics of each student with disabilities ● Impact of characteristics on instruction
Lesson Plan 1 (InTASC Standards I, II, III, IV & VII)	___/80	<ul style="list-style-type: none"> ● Statement of measurable objective; related SOL ● Follows Explicit Instruction Model in co-teaching template (includes all phases) ● Includes instructional modifications or specific skill development ● Methods/behaviors from course highlighted, explained, fit logically ● Lesson activities fit objective ● Assessment matches objectives and activities
Lesson plan 2 (InTASC Standards I, II, III, IV & VII)	___/80	<ul style="list-style-type: none"> ● Statement of measurable objective; related SOL ● Follows Explicit Instruction Model in co-teaching template (includes all phases) ● Includes instructional modifications or specific skill development ● Methods/behaviors from course highlighted, explained, fit logically ● Lesson activities fit objective ● Assessment matches objectives and activities
Narrative Reflection	___/60	<ul style="list-style-type: none"> ● Includes collaborative process and specific collaborative strategies and activities used ● Includes discussion of the evidence-based instructional strategies employed in the lessons and how these meet the needs of diverse learners
TOTAL	___/250	

Additional Readings

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