

Content Lesson Plan Rubrics and Descriptions

EARLY CHILDHOOD NAEYC

Assignment Description Provided to Teacher Candidates

Early Childhood Lesson Plan Collection

The Lesson Plan Collection is one of the key assignments required by the Early Childhood Program. This assignment assesses your content knowledge and your ability to plan instruction for young children. Use the 2018 Lesson Plan Template (attached) to guide the planning. The major components of the LPT include: Central Focus, Learning Objectives, Assessment, Academic Language and Planned Supports (instructional strategies and learning tasks).

Directions for early Childhood Lesson Plan Collection

- Use the 2018 LPT (Lesson Plan Template below)
- Submit the final LPT to TaskStream. Be sure to include specific details about teaching strategies, the environment, teaching through social interactions, creating support for social and emotional growth, creating support for play, addressing challenging behavior, and supporting learning through technology.
- Requirements by Course:
 - EDCI 31000: The focus of the lesson plan to be submitted is the language and literacy development during circle time.
 - EDCI 37101: The focus of the lesson plan to be submitted is the Arts (Music, Creative Movement, Dance, Drama, and Visual Arts) integrated with physical development/activity.
 - EDCI37201: The focus of the lesson plan to be submitted is the integration of math and science.
 - EDCI 37301: The focus of the lesson plan to be submitted is an integrated social studies plan.
 - EDCI 37401: The focus of the lesson plan to be submitted is an integrated mathematics plan.

Lesson Plan Collection Content

	4: Distinguished	3: Proficient	2: Emerging	1: Underdeveloped
NAEYC 5C The candidate's plan demonstrates knowledge of academic disciplines, specifically English/Language Arts , to design, implement and evaluate experiences that promote positive development and learning for each child.	Candidate provides more than two effective examples of English Language Arts concepts and processes within the interdisciplinary context in which standards, objectives, learning tasks, and materials are aligned with each other.	Candidate provides at least two effective examples of English Language Arts concepts and processes within the interdisciplinary context in which standards, objectives, learning tasks, and materials are aligned with each other.	Candidate provides one example of English Language Arts concepts and processes within the interdisciplinary context OR standards, objectives, learning tasks, and materials are not directly aligned.	There are no significant English Language Arts content inaccuracies that will lead to children's misunderstandings. OR Standards, objectives, learning tasks, and materials are not aligned with each other.

	4: Distinguished	3: Proficient	2: Emerging	1: Underdeveloped
NAEYC 5c The candidate's plan demonstrates knowledge of academic disciplines, specifically Fine Arts , to design, implement and evaluate experiences that promote positive development and learning for each child.	Candidate provides more than two effective examples of Fine Arts concepts and processes within the interdisciplinary context in which standards, objectives, learning tasks, and materials are aligned with each other.	Candidate provides at least two effective examples of Fine Arts concepts and processes within the interdisciplinary context in which standards, objectives, learning tasks, and materials are aligned with each other.	Candidate provides one example of Fine Arts concepts and processes within the interdisciplinary context OR standards, objectives, learning tasks, and materials are not directly aligned.	There are no significant Fine Arts content inaccuracies that will lead to children's misunderstandings.
NAEYC 5C The candidate's plan demonstrates knowledge of academic disciplines, specifically Physical Education , to design, implement and evaluate experiences that promote positive development and learning for each child.	Candidate provides more than two effective examples of Physical Education concepts and processes within the interdisciplinary context in which standards, objectives, learning tasks, and materials are aligned with each other.	Candidate provides at least two effective examples of Physical Education concepts and processes within the interdisciplinary context in which standards, objectives, learning tasks, and materials are aligned with each other.	Candidate provides one example of Physical Education concepts and processes within the interdisciplinary context OR standards, objectives, learning tasks, and materials are not directly aligned.	There are no significant Physical Education content inaccuracies that will lead to children's misunderstandings. OR Standards, objectives, learning tasks, and materials are not aligned with each other.
NAEYC 5C The candidate's plan demonstrates knowledge of academic disciplines, specifically Math , to design, implement and evaluate experiences that promote positive development and learning for each child. (Early Childhood)	Candidate provides more than two effective examples of Mathematics concepts and processes within the interdisciplinary context in which standards, objectives, learning tasks, and materials are aligned with each other.	Candidate provides at least two effective examples of Mathematics concepts and processes within the interdisciplinary context in which standards, objectives, learning tasks, and materials are aligned with each other.	Candidate provides one example of Mathematics concepts and processes within the interdisciplinary context OR standards, objectives, learning tasks, and materials are not directly aligned.	There are no significant Mathematics content inaccuracies that will lead to children's misunderstandings. OR Standards, objectives, learning tasks, and materials are not aligned with each other.
NAEYC 5C The candidate's plan demonstrates	Candidate provides more than two effective	Candidate provides at least two effective examples of	Candidate provides one example of Science concepts	There are no significant Science content inaccuracies that

	4: Distinguished	3: Proficient	2: Emerging	1: Underdeveloped
<p>knowledge of academic disciplines, specifically Science, to design, implement and evaluate experiences that promote positive development and learning for each child. (Early Childhood)</p>	<p>examples of Science concepts and processes within the interdisciplinary context in which standards, objectives, learning tasks, and materials are aligned with each other.</p>	<p>Science concepts and processes within the interdisciplinary context in which standards, objectives, learning tasks, and materials are aligned with each other.</p>	<p>and processes within the interdisciplinary context OR standards, objectives, learning tasks, and materials are not directly aligned.</p>	<p>will lead to children’s misunderstandings. OR Standards, objectives, learning tasks, and materials are not aligned with each other.</p>
<p>NAEYC 5C The candidate’s plan demonstrates knowledge of academic disciplines, specifically Social Studies, to design, implement and evaluate experiences that promote positive development and learning for each child. (K-3)</p>	<p>Candidate provides more than two effective examples of Social Studies concepts and processes within the interdisciplinary context in which standards, objectives, learning tasks, and materials are aligned with each other.</p>	<p>Candidate provides at least two effective examples of Social Studies concepts and processes within the interdisciplinary context in which standards, objectives, learning tasks, and materials are aligned with each other.</p>	<p>Candidate provides one example of Social Studies concepts and processes within the interdisciplinary context OR standards, objectives, learning tasks, and materials are not directly aligned.</p>	<p>There are no significant Social Studies content inaccuracies that will lead to children’s misunderstandings. OR Standards, objectives, learning tasks, and materials are not aligned with each other.</p>
<p>NAEYC 5C The candidate’s plan demonstrates knowledge of academic disciplines, specifically Mathematics, to design, implement and evaluate experiences that promote positive development and learning for each child. (K-3)</p>	<p>Candidate provides more than two effective examples of Mathematics concepts and processes within the interdisciplinary context in which standards, objectives, learning tasks, and materials are aligned with each other.</p>	<p>Candidate provides at least two effective examples of Mathematics concepts and processes within the interdisciplinary context in which standards, objectives, learning tasks, and materials are aligned with each other.</p>	<p>Candidate provides one example of Mathematics concepts and processes within the interdisciplinary context OR standards, objectives, learning tasks, and materials are not directly aligned.</p>	<p>There are no significant Mathematics content inaccuracies that will lead to children’s misunderstandings. OR Standards, objectives, learning tasks, and materials are not aligned with each other.</p>

ELEMENTARY ACEI

Assignment Description Provided to Teacher Candidates

EDCI 36203 Literacy Instruction K-3 (ACEI 2.1)

Literacy Mini-lesson. You will develop a mini-lesson or guided reading lesson for this assignment. This mini-lesson will include standards, objectives and the five steps discussed in class. The lesson should be appropriate for learners in grades K-3. Your lesson plans should include meaningful and explicit strategies and activities; consider learning styles and differentiation. You will teach this lesson in the field while your university supervisor observes and provides feedback. Please see Blackboard for more information. The assignment will be evaluated according to the rubric found on Task Stream. You will submit the hard copy to your lesson plan cooperating teacher and university supervisor. This assignment will serve as your Taskstream artifact.

EDCI 36204 Literacy Instruction 4-6 (ACEI 2.1)

Cross-Curricular Literature Focus Unit. You will develop a thematic unit that integrates reading, social studies, writing, and utilizes technology. This unit will incorporate at least one fiction novel (i.e., your book talk novel) and one informational/nonfiction text (i.e., picture book-possibly social studies related) as one of your plans must be a social studies plan. The unit plan will include FIVE lessons to be used in a 4th, 5th, or 6th grade classroom: your choice of grade level. Your five plans should include: a before reading lesson, three during reading lessons, and an after the novel is read lesson. Your lesson plans should include a variety of strategies and activities. Make sure to differentiate beyond learning styles (i.e., resource/special education students, ELLs, high ability, etc.). Choose at least **one** group to differentiate for per lesson plan. You must incorporate social studies in at least one plan. Please see Blackboard for more information. The assignment will be evaluated according to the rubric found on Task Stream. You will submit the hard copy and also upload it on Task Stream.

EDCI 31600 Teaching Social Studies in Elementary School (ACEI 2.4)

Interdisciplinary Whole Class Lesson Plans (EDCI 36204/31600): Each lesson you teach must:

- Use approved lesson plan template;
- Include ELA and SS standards;
- Differentiated to meet needs of individual students;
- Include at least two of the four VARK categories in EACH lesson with all four VARK categories used at least once;
- Include research-based strategies to teach both ELA and SS in enough detail so that a substitute teacher could deliver your lesson;
- Include a statement of purpose, process, and product for each activity;
- Include a clear assessment that will provide you DATA on student progress towards/mastery of both your ELA and SS standard. The assessment can be formative or summative. You can have one assessment that includes both ELA and SS or two separate assessments;

Please note, you must teach a different Social Studies subtopic (i.e., geography, economics, government, and history) for each lesson. You will complete an in-class lesson for the remaining Social Studies subtopic (i.e., this lesson will not be taught in the field). While you must include a literacy standard for each lesson, you do NOT need to teach a different literacy strategy each lesson.

Your professor will evaluate your score on TaskStream or Blackboard using the Lesson Planning Rubric.

EDCI 30001 Life-long Wellness and Health for Teachers and Children (ACEI 2.6 and 2.7)

Lesson Plan Phase 3 - Designing Culminating Activity. You'll return once more to your lesson plan template and use the same techniques you used for your Health Lesson Plan to develop the final unit concluding lesson plan. You may wish to review Seesaw 4's assignment description to help you with this. You should also look at your feedback from your submission for Seesaw 4 and 5 to see what you can do overall better with regard to lesson plan development.

EDCI 31700 Teaching Science in Elementary School (ACEI 2.2)

Field Experience Lesson Plans. You will create and implement two Lesson Plans during your field experience. For each lesson plan you create and implement, you will write a reflection using the 5E lesson plan format (i.e., engage, explore, explain, elaborate, and evaluate) and reflect on your instruction. You will post your lesson plans and reflections on TaskStream for evaluation following your implementation of the lesson.

EDCI 31500 Teaching Mathematics in Elementary School (ACEI 2.3)

TaskStream Assignment. You will develop a mathematics lesson for this assignment. This lesson will include standards, objectives and the academic language of mathematics discussed in class. The lesson should be appropriate for learners in grades K-6. Your lesson plan should include meaningful and explicit strategies and activities. Consider learning styles and differentiation. You will teach this lesson in the field while your university supervisor observes and provides feedback. Please see Blackboard for more information. The assignment will be evaluated according to the rubric found on TaskStream. You will submit the hard copy to your cooperating teacher and university supervisor.

Content Knowledge Rubric Literacy

	Distinguished: 4	Proficient: 3	Emerging: 2	Underdeveloped: 1
Summary ACEI 1	Plans lessons that integrate learning theories. Provides convincing evidence to demonstrate and clearly explain how the lesson can provide learning opportunities that support children's physical, social, emotional, intellectual, linguistic and personal development.	Appropriate learning theories are selected to support decisions of planning instruction. Provides sufficient evidence to demonstrate and explain how the lesson can provide learning opportunities that support children's physical, social, emotional, intellectual, linguistic and personal development.	Provides some explanation but limited evidence to demonstrate how the lesson can provide learning opportunities that support children's physical, social, emotional, intellectual, linguistic and personal development.	Displays no knowledge of how children learn and develop. Provides no evidence to demonstrate or clearly explain how the lesson can provide learning opportunities that support children's physical, social, emotional, intellectual, linguistic and personal development.
Objectives based on state and/or national standards ACEI 3.1	All learning outcomes stated in specific, measurable, observable terms and appropriate for content and time. Objectives aligned with assessment.	Most learning outcomes stated in measurable and observable terms and appropriate for content and time. Objectives aligned with assessment.	Inappropriate for content or time. Learning outcomes not stated in specific, measurable and observable terms.	Student characteristics not considered. Terminology not specific, measurable, and observable.

	Distinguished: 4	Proficient: 3	Emerging: 2	Underdeveloped: 1
<p>Content Knowledge: Evidence Based Literacy Instruction</p> <p>ACEI 2.1</p>	<p>Provides evidence-based and developmentally appropriate assessment, instruction, interventions, and extensions, related to the disciplinary content.</p>	<p>Uses some evidence-based and developmentally appropriate assessments, instructional strategies, or interventions related to the disciplinary content.</p>	<p>Provides few evidence-based or developmentally appropriate assessments or instructional strategies related to the disciplinary content.</p>	<p>Provides no evidence-based nor developmentally appropriate assessments or instructional strategies related to the disciplinary content.</p>
<p>Differentiated Instruction/ Adaptations</p> <p>ACEI 3.2</p>	<p>Thoughtful and appropriate instructional adaptation for individual needs based on discipline. Plan is realistic and explained clearly and thoroughly. All learners' needs are considered in the plan.</p>	<p>Appropriate adaptations for a particular classroom setting in the discipline. Plan is realistic and explained clearly.</p>	<p>The adaptation plan is not clearly explained or not practical based on the discipline, or draws unwanted attention to certain learners.</p>	<p>No instructional adaptation for individual needs.</p>

Content Knowledge Rubric Science

	Distinguished: 4	Proficient: 3	Emerging: 2	Underdeveloped: 1
Summary ACEI 1	Plans lessons that integrate learning theories. Provides convincing evidence to demonstrate and clearly explain how the lesson can provide learning opportunities that support children's physical, social, emotional, intellectual, linguistic and personal development.	Appropriate learning theories are selected to support decisions of planning instruction. Provides sufficient evidence to demonstrate and explain how the lesson can provide learning opportunities that support children's physical, social, emotional, intellectual, linguistic and personal development.	Provides some explanation but limited evidence to demonstrate how the lesson can provide learning opportunities that support children's physical, social, emotional, intellectual, linguistic and personal development.	Displays no knowledge of how children learn and develop. Provides no evidence to demonstrate or clearly explain how the lesson can provide learning opportunities that support children's physical, social, emotional, intellectual, linguistic and personal development.
Objectives based on state and/or national standards ACEI 3.1	All learning outcomes stated in specific, measurable, observable terms and appropriate for content and time. Objectives aligned with assessment.	Most learning outcomes stated in measurable and observable terms and appropriate for content and time. Objectives aligned with assessment.	Inappropriate for content or time. Learning outcomes not stated in specific, measurable and observable terms.	Student characteristics not considered. Terminology not specific, measurable, and observable.
Content Knowledge: Evidence Based Science Instruction ACEI 2.2	Provides evidence-based and developmentally appropriate assessment, instruction, interventions, and extensions, related to the disciplinary content.	Uses some evidence-based and developmentally appropriate assessments, instructional strategies, or interventions related to the disciplinary content.	Provides few evidence-based or developmentally appropriate assessments or instructional strategies related to the disciplinary content.	Provides no evidence-based nor developmentally appropriate assessments or instructional strategies related to the disciplinary content.
Differentiated Instruction/ Adaptations ACEI 3.2	Thoughtful and appropriate instructional adaptation for individual needs based on discipline. Plan is realistic and explained clearly and thoroughly. All learners' needs are considered in the plan.	Appropriate adaptations for a particular classroom setting in the discipline. Plan is realistic and explained clearly.	The adaptation plan is not clearly explained or not practical based on the discipline, or draws unwanted attention to certain learners.	No instructional adaptation for individual needs.

Content Knowledge Rubric Mathematics

	Distinguished: 4	Proficient: 3	Emerging: 2	Underdeveloped: 1
Summary ACEI 1	Plans lessons that integrate learning theories. Provides convincing evidence to demonstrate and clearly explain how the lesson can provide learning opportunities that support children's physical, social, emotional, intellectual, linguistic and personal development.	Appropriate learning theories are selected to support decisions of planning instruction. Provides sufficient evidence to demonstrate and explain how the lesson can provide learning opportunities that support children's physical, social, emotional, intellectual, linguistic and personal development.	Provides some explanation but limited evidence to demonstrate how the lesson can provide learning opportunities that support children's physical, social, emotional, intellectual, linguistic and personal development.	Displays no knowledge of how children learn and develop. Provides no evidence to demonstrate or clearly explain how the lesson can provide learning opportunities that support children's physical, social, emotional, intellectual, linguistic and personal development.
Objectives based on state and/or national standards ACEI 3.1	All learning outcomes stated in specific, measurable, observable terms and appropriate for content and time. Objectives aligned with assessment.	Most learning outcomes stated in measurable and observable terms and appropriate for content and time. Objectives aligned with assessment.	Inappropriate for content or time. Learning outcomes not stated in specific, measurable and observable terms.	Student characteristics not considered. Terminology not specific, measurable, and observable.
Content Knowledge: Evidence Based Math Instruction ACEI 2.3	Provides evidence-based and developmentally appropriate assessment, instruction, interventions, and extensions, related to the disciplinary content.	Uses some evidence-based and developmentally appropriate assessments, instructional strategies, or interventions related to the disciplinary content.	Provides few evidence-based or developmentally appropriate assessments or instructional strategies related to the disciplinary content.	Provides no evidence-based nor developmentally appropriate assessments or instructional strategies related to the disciplinary content.
Differentiated Instruction/ Adaptations ACEI 3.2	Thoughtful and appropriate instructional adaptation for individual needs based on discipline. Plan is realistic and explained clearly and thoroughly. All learners' needs are considered in the plan.	Appropriate adaptations for a particular classroom setting in the discipline. Plan is realistic and explained clearly.	The adaptation plan is not clearly explained or not practical based on the discipline, or draws unwanted attention to certain learners.	No instructional adaptation for individual needs.

Content Knowledge Rubric Social Studies

	Distinguished: 4	Proficient: 3	Emerging: 2	Underdeveloped: 1
Summary ACEI 1	Plans lessons that integrate learning theories. Provides convincing evidence to demonstrate and clearly explain how the lesson can provide learning opportunities that support children's physical, social, emotional, intellectual, linguistic and personal development.	Appropriate learning theories are selected to support decisions of planning instruction. Provides sufficient evidence to demonstrate and explain how the lesson can provide learning opportunities that support children's physical, social, emotional, intellectual, linguistic and personal development.	Provides some explanation but limited evidence to demonstrate how the lesson can provide learning opportunities that support children's physical, social, emotional, intellectual, linguistic and personal development.	Displays no knowledge of how children learn and develop. Provides no evidence to demonstrate or clearly explain how the lesson can provide learning opportunities that support children's physical, social, emotional, intellectual, linguistic and personal development.
Objectives based on state and/or national standards ACEI 3.1	All learning outcomes stated in specific, measurable, observable terms and appropriate for content and time. Objectives aligned with assessment.	Most learning outcomes stated in measurable and observable terms and appropriate for content and time. Objectives aligned with assessment.	Inappropriate for content or time. Learning outcomes not stated in specific, measurable and observable terms.	Student characteristics not considered. Terminology not specific, measurable, and observable.
Content Knowledge: Evidence Based Social Studies Instruction ACEI 2.4	Provides evidence-based and developmentally appropriate assessment, instruction, interventions, and extensions, related to the disciplinary content.	Uses some evidence-based and developmentally appropriate assessments, instructional strategies, or interventions related to the disciplinary content.	Provides few evidence-based or developmentally appropriate assessments or instructional strategies related to the disciplinary content.	Provides no evidence-based nor developmentally appropriate assessments or instructional strategies related to the disciplinary content.
Differentiated Instruction/ Adaptations ACEI 3.2	Thoughtful and appropriate instructional adaptation for individual needs based on discipline. Plan is realistic and explained clearly and thoroughly. All learners' needs are considered in the plan.	Appropriate adaptations for a particular classroom setting in the discipline. Plan is realistic and explained clearly.	The adaptation plan is not clearly explained or not practical based on the discipline, or draws unwanted attention to certain learners.	No instructional adaptation for individual needs.

Content Knowledge Rubric Health/P.E.

	Distinguished: 4	Proficient: 3	Emerging: 2	Underdeveloped: 1
<p>Summary ACEI 1</p>	<p>Plans lessons that integrate learning theories. Provides convincing evidence to demonstrate and clearly explain how the lesson can provide learning opportunities that support children’s physical, social, emotional, intellectual, linguistic and personal development.</p>	<p>Appropriate learning theories are selected to support decisions of planning instruction. Provides sufficient evidence to demonstrate and explain how the lesson can provide learning opportunities that support children’s physical, social, emotional, intellectual, linguistic and personal development.</p>	<p>Provides some explanation but limited evidence to demonstrate how the lesson can provide learning opportunities that support children’s physical, social, emotional, intellectual, linguistic and personal development.</p>	<p>Displays no knowledge of how children learn and develop. Provides no evidence to demonstrate or clearly explain how the lesson can provide learning opportunities that support children’s physical, social, emotional, intellectual, linguistic and personal development.</p>
<p>Objectives based on state and/or national standards ACEI 3.1</p>	<p>All learning outcomes stated in specific, measurable, observable terms and appropriate for content and time. Objectives aligned with assessment.</p>	<p>Most learning outcomes stated in measurable and observable terms and appropriate for content and time. Objectives aligned with assessment.</p>	<p>Inappropriate for content or time. Learning outcomes not stated in specific, measurable and observable terms.</p>	<p>Student characteristics not considered. Terminology not specific, measurable, and observable.</p>
<p>Content Knowledge: Evidence Based Health Instruction ACEI 2.6</p>	<p>Provides evidence-based and developmentally appropriate assessment, instruction, interventions, and extensions, related to the</p>	<p>Uses some evidence-based and developmentally appropriate assessments, instructional strategies, or interventions related to the</p>	<p>Provides few evidence-based or developmentally appropriate assessments or instructional strategies related to the disciplinary content.</p>	<p>Provides no evidence-based nor developmentally appropriate assessments or instructional strategies related to the disciplinary content.</p>

	Distinguished: 4	Proficient: 3	Emerging: 2	Underdeveloped: 1
	disciplinary content.	disciplinary content.		
Content Knowledge: Evidence Based Physical Education Instruction ACEI 2.7	Provides evidence-based and developmentally appropriate assessment, instruction, interventions, and extensions, related to the disciplinary content.	Uses some evidence-based and developmentally appropriate assessments, instructional strategies, or interventions related to the disciplinary content.	Provides few evidence-based or developmentally appropriate assessments or instructional strategies related to the disciplinary content.	Provides no evidence-based nor developmentally appropriate assessments or instructional strategies related to the disciplinary content.
Differentiated Instruction/ Adaptations ACEI 3.2	Thoughtful and appropriate instructional adaptation for individual needs based on discipline. Plan is realistic and explained clearly and thoroughly. All learners' needs are considered in the plan.	Appropriate adaptations for a particular classroom setting in the discipline. Plan is realistic and explained clearly.	The adaptation plan is not clearly explained or not practical based on the discipline, or draws unwanted attention to certain learners.	No instructional adaptation for individual needs.

SPECIAL EDUCATION UNDERGRADUATE CEC

Assignment Description Provided to Teacher Candidates

**Take Home Final Exam Assignment
Case Study Paper:**

Introduction

Under the Individuals with Disabilities Education Act, all children with disabilities are entitled to a free and appropriate public education. This federal mandate also ensures any related services (e.g., technology) necessary to produce educational benefit for the student be provided without cost to the parent. In addition, parents have the right to be involved in the development of the educational program of their child. In the below scenario, Mary Jones, the mother of John, is indeed exercising her rights as a parent in attempting to procure “appropriate” educational services for her child.

Case Study

John was one of eight students in a classroom for children with moderate autism. He communicated through a series of utterances that were unintelligible to the unfamiliar listener. He responded appropriately and followed simple directions. Other than these sounds, he did not speak. To educationally address this issue, John was learning American Sign Language (ASL) to help him communicate more effectively. Since the beginning of the school year, he has learned 15 different words and now makes simple requests using ASL as is written into the goals on his individual educational program (IEP).

At the same time, parents of children in the school were motivated to change the quality of special education at the school. A special education parent group was formed. Its main focus was to ensure that the “best” special education services were provided to their children. At one point, a speaker had presented information to the group about alternative communication for students with language-related disabilities. One technique that he mentioned was called an assistive communication machine (ACM). The machine was a handheld device that helped students who do not speak, speak through a human “assister.”

Using these devices, assisters helped students - usually moving their arms or tugging on their sleeves - spelling out basic requests and responses to requests. In the audience that night was Mrs. Jones, the mother of John. She saw the ACM as a means to break through to her son and help him communicate better with her and others. The only problems were the cost of the device (about \$2,000 per machine) and the cost of the assister (\$20,000).

The very next day, Mrs. Jones called John’s teacher, Mr. Smith, and requested the machine for her son. Mr. Smith told the parent that the machine was too expensive and a hiring freeze had been imposed on the school. The next day, Mrs. Jones called the director of special education and again requested this machine, claiming John was not receiving an appropriate education and was capable of learning much more than “a few sign language symbols.” The director said a case conference would be scheduled within 10 days to discuss the request at a time convenient to the parent.

Questions

Is Mrs. Jones within her rights to make request for the ACM and asking the school to pay for it? What are the appropriate procedures for handling such a request. What would be the appropriate decision by a case conference committee deliberating on this request?

Issues to further consider in answering the above question:

1. Was the teacher correct in raising the issue of cost with the parent? Did the director of special education respond correctly? Is cost of services an appropriate issue raised by a classroom teacher with a parent?
2. What is meant by an *appropriate education*? How has case law defined it? How will case law be used to inform the decision made by the case conference committee on this particular issue?
3. From the information provided, was John receiving an appropriate education? Explain why or why not? How should this determination be made. Site appropriate case law.

4. If the use of such a machine is written into the IEP, would the district be obligated to purchase it and train or hire an assister? Under what circumstances would this occur? When would it not?

5. Explain the statement: John is entitled to a free and appropriate public education. How is entitlement often misconstrued by parents and teachers? In the end was John treated fairly in this case?

Final Instructions

You are to create a written response no greater than two to three pages to the legal dispute summarized above. Block paragraphing is the writing format to be used with single spacing. A professional style of writing is expected – which means monitor your spelling and do not make first person references (“I think”) or use common slang, such as referring to “the kid” or “the mom.”

An electronic copy of the assignment is to be uploaded to Blackboard as part of the final exam. An copy is also to be uploaded into your Taskstream account on the same day.

EDPS 38000 Special Education Law Case Study

	Distinguished: 4	Proficient: 3	Emerging: 2	Underdeveloped: 1
Professional Practice and/Ethical and Legal Principles CEC 6.1 ICSI.6.K2,IGC.6.K4	Candidate accurately and effectively explains ethical and legal principles to guide teaching practice and professional decision-making, especially pertaining to special education evaluation, eligibility, program, placement, or cost.	Candidate accurately and effectively explains ethical and legal principles to guide teaching practices and professional decision-making in the classroom.	Candidate explains ethical and legal principles to guide teaching practices and professional decision-making in the classroom.	Candidate does not accurately explain ethical and legal principles to guide teaching practices and professional decision-making in the classroom.
Historic Foundations/ Current Legal Issues CEC 6.2 ICSI.6.K4, ICSI.6.K8, IGC.6.K3	Candidate accurately and effectively describes how foundational and current legal issues - the legislation, litigation, and rights of	Candidate accurately describes how foundational and current legal issues impact teaching practices in the special education classroom.	Candidate describes how foundational legal knowledge and current issues impact teaching practices in the special education classroom.	Candidate does not accurately describe how foundational legal knowledge and current issues impact teaching practices in the special education classroom.

	Distinguished: 4	Proficient: 3	Emerging: 2	Underdeveloped: 1
	students, parents, and teachers – impact teaching practices in the special education classroom.			
Advocacy and Mentoring: Children and Parents CEC 6.5 ICSI.6.K7, ICSI.6.S3, IGC.6.S2	Candidate accurately and effectively explains legal principles in advocating for students with disabilities and that are used to mentor parents and guardians in advocating for their children.	Candidate accurately explains legal principles in advocating for students with disabilities and that are used to mentor parents and guardians in advocating for their children.	Candidate explains the use of legal principles in advocating for children with disabilities and that are used to mentor parents and guardians in advocating for their children.	Candidate does not explain legal principles in advocating for children with disabilities and that are used to mentor parents and guardians in advocating for their children.
Collaboration CEC 7.2 ICSI.6.K.10, ICSI.7.K2, ICSI.7.K4, IGC.7.K1	Candidate accurately and effectively explains the role of the child, family, and community in planning and implementation of the individual education program as required by law, specific to eligibility, evaluation, program, placement, and cost.	Candidate accurately explains the roles of the child, family and community in planning and implementation of the individual education program as required by law.	Candidate explains the roles of the child, family and community in planning and implementation of the individual education program as required by law.	Candidate does not explain the roles of the child, family and community in planning and implementation of the individual education program as required by law.