

EDSE 632 IDEA Compliance Research Paper

by Jane Monahan

Assessment

EDSE 632 IDEA Compliance Research Paper

Assignment: Write a research paper on a major IDEA compliance topic (**below**) that clearly demonstrates understanding of issues related to foundations and professional practices of special education. Candidates must reflect upon: historical knowledge of special education; understand that it is an evolving field encompasses many different practices and agencies; engaging people of diverse cultural; and intellectual, emotional, and learning backgrounds. The paper must also clearly address professional and ethical practice issues as well as curricular content knowledge related to the topic and to the candidate’s intended practices as an educator.

1) Student Participation in IEP Meetings	11) Procedural Safeguards
2) Fair Hearings/Due Process Hearing	12) Complaints
3) Evaluation/Assessment issues pertinent to IEP development	13) Healthcare provided in Schools for students with disabilities
4) Related Services	14) Child find
5) IEP team membership	15) Foster care parental IEP rights
6) IEP meetings via electronic/alternative means	16) IEP timelines
7) Thirty-Day Reviews/Transfer IEPs	17) Mediation
8) Transition for secondary-age students	18) Compensatory Education
9) Attorney Fees	19) Non-Public Schools

10) Manifestation Determination	20) The use of restraints, seclusion, and aversive techniques
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Standards

- CEC-INI-2012.3.1** Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach , and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities
- CEC-INI-2012.3.2** Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities
- CEC-INI-2012.3.3** Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities.
- CEC-INI-2012.6.1** Beginning special education professionals use professional Ethical Principles and Professional Practice Standards to guide their practice.
- CEC-INI-2012.6.2** Beginning special education professionals understand how foundational knowledge and current issues influence professional practice.
- CEC-INI-2012.6.3** Beginning special education professionals understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.
- CEC-INI-2012.6.4** Beginning special education professionals understand the significance of lifelong learning and participate in professional activities and learning communities.
- CEC-INI-2012.6.5** Beginning special education professionals advance the profession by engaging in activities such as advocacy and mentoring
- CEC-INI-2012.6.6** Beginning special education professionals provide guidance and direction to paraeducators, tutors, and volunteers.

EDSE 632 IDEA Compliance Research Paper -- CEC Standards Rubric

Exceeding Expectations	Meeting Expectations (3.000 pts)	Developing (2.000 pts)	Emerging (1.000 pt)
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	(4.000 pts)			
Initial Content Standard 3.1: Integrates cross-disciplinary skills, tools of inquiry of the content areas they teach and develop meaningful learning progressions for individuals with exceptionalities (1.000, 11%) CEC-INI-2012.3.1	Thoroughly identifies and discusses circumstances by which they would disseminate information about a compliance issue to students and families based on central concepts, structures, discipline, and tools of inquiry of special education.	Adequately identifies and discusses circumstances by which school district would disseminate information about a compliance issue to students and families based on central concepts, structures, discipline, and tools of inquiry of special education.	Identifies and discusses some circumstances by which they would disseminate information about the compliance issue to students and families. The discussion, however, is limited in length and scope.	Identifies some circumstances by which they would disseminate information about the compliance issue to students and families. The identified circumstances are limited in number and there is minimum to no discussion.
Initial Content Standard 3.2: Teaches across curricular content areas to individualize learning for individuals with exceptionalities (1.000, 11%) CEC-INI-2012.3.2	Thoroughly identifies and discusses a plan as to how they would teach students, families, and colleagues about the compliance issue. The plan includes several possible resources to be used based on general and specialized content knowledge for teaching across curricular content areas.	Adequately identifies and discusses a plan as to how they would teach students, families, and colleagues about the compliance issue. The plan includes some possible resources to be used based on general and specialized content knowledge for teaching across curricular content areas.	Identifies and briefly discusses a plan as to how they would teach students, families, and colleagues about the compliance issue. The plan includes a few possible resources to be used. The plan, however, lacks detail.	Identifies and/or briefly discusses a plan as to how they would teach students, families, and colleagues about the compliance issue, and/or identifies a few possible resources. Major components of the overall plan are missing (e.g., plan, discussion, resources, etc.).
Initial Content Standard 3.3: Modifies general and specialized curricula to make them accessible to individuals with exceptionalities (1.000, 11%) CEC-INI-2012.3.3	Identifies and discusses a variety of modifications to general and specialized curricula in order to break down the compliance issue so it is accessible to individuals with exceptionalities.	Identifies and discusses some modifications to general and specialized curricula in order to break down the compliance issue so it is accessible to individuals with exceptionalities.	Identifies some modifications that might be used in general and special education curricula to make the compliance issue accessible to those with exceptionalities; however, the discussion is brief and lacks logic.	Identifies some modification that might be used in general and special education curricula to make the compliance issue accessible to those with exceptionalities, however, there is little to no discussion.
Initial Content Standard 6.1: Uses professional Ethical Principles and Professional Practice Standards to guide their practice. (1.000, 11%)	Identifies and elaborates on historical issues and practices related to the compliance issue, ethical principles concerned with morality, right vs. wrong, equity and/or social justice and professional practice standards.	Identifies historical issues and practices related to the compliance issue, ethical principles concerned with morality, right vs. wrong, equity and/or social justice and professional practice standards.	Identifies some historical issues and practices related to the compliance issue, which is concerned with morality, right vs. wrong, equity and/or social justice. The narrative, however, is brief and misses some practices and issues.	Identifies some historical issues and practices related to the compliance issue, which is concerned with morality, right vs. wrong, equity and/or social justice. The narrative, however, is brief, partially inaccurate, and misses some practices and

CEC-INI-2012.6.1				issues.
Initial Content Standard 6.2: Describes how foundational knowledge and current issues influence professional practice. (1.000, 11%) CEC-INI-2012.6.2	Explores, identifies and summarizes foundational knowledge and how current issues influence professional practice pertinent to the IDEA compliance topic. The narrative shows rich awareness and in-depth understanding of the issues.	Identifies and summarizes foundational knowledge and how current issues influence professional practice pertinent to the IDEA compliance topic. The narrative shows awareness and accurate understanding of the issues.	Identifies and summarizes principles and theories as well as laws and policies, which are pertinent to the IDEA compliance topic. The narrative; however, demonstrates surface knowledge and lacks depth of detail.	Identifies and summarizes some principles and theories as well as laws and policies, which are pertinent to the IDEA compliance topic. This information is not consistently accurate. Additionally, the narrative, demonstrates minimal surface knowledge and awareness.
Initial Content Standard 6.3: Describes how diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services. (1.000, 11%) CEC-INI-2012.6.3	Clearly, accurately, and at-length demonstrates the relationship between the compliance issue and how diversity is a part of families, cultures, and schools and that complex human issues, interact with the delivery of special education services.	Accurately and at adequate length identifies how the compliance issue is related to diversity, which is a part of families, cultures, and schools and that complex human issues can interact with the delivery of special education services.	Identifies how the compliance issue is related to issues of human diversity, including students and families with exceptionalities and those from culturally and linguistically different backgrounds. The narrative, however, is very brief and lacks detail.	Identifies how the compliance issue is related to some issues of human diversity, including students and families with exceptionalities and those from culturally and linguistically different backgrounds. The narrative; however, is very brief, lacks detail, and is not accurate.
Standard 6.4: Describes the significance of lifelong learning and participates in professional activities and learning communities. (1.000, 11%) CEC-INI-2012.6.4	Identifies and elaborates upon a wide variety of special education professional organizations including: special education law conferences, pre- and post-service trainings, school based PLCs and events in which they intend to participate as a life-long learner.	Identifies and elaborates upon a variety of special education professional organizations, including: special education law conferences, pre- and post-service trainings, school based PLCs and events in which they intend to participate as a life-long learner.	Identifies some possible professional organizations, conferences, pre- and post-service trainings, and events in which they intend to participate. The examples provided are few and sketchy in detail.	Identifies some possible professional organizations, conferences, pre- and post-service trainings, and/or events in which they intend to participate. The examples provided are few, sketchy in detail and inaccurate.
Initial Content Standard 6.5: Advances the special education profession by engaging in activities such as advocacy and	Thoroughly and accurately identifies how they intend to advance the profession by engaging in activities such as advocacy and mentoring as related to special education laws, policies, procedures,	Identifies how they intend to advance the profession by engaging in activities such as advocacy and mentoring as related to special education laws, policies, procedures, and compliance issues.	Identifies a few ideas on how they intend to advance the profession by engaging in activities such as advocacy and mentoring as related to special education laws, policies, procedures, and compliance	Identifies a few ideas on how they intend to advance the profession by engaging in activities such as advocacy and mentoring as related to special education laws, policies, procedures, and compliance

mentoring. (1.000, 11%) CEC-INI-2012.6.5	and compliance issues.		issues. The plan, however, is short on detail.	issues. The plan, however, is short on detail and is not realistic.
Initial Content Standard 6.6: Provides guidance and direction to paraeducators, tutors, and volunteers. (1.000, 11%) CEC-INI-2012.6.6	Thoroughly, accurately, and realistically identifies how they intend to provide guidance and direction to para-educators, tutors, and volunteers as related to special education laws, policies, procedures, and compliance issues.	Accurately and realistically identifies how they intend to provide guidance and direction to para-educators, tutors, and volunteers as related to special education laws, policies, procedures, and compliance issues.	Identifies how they intend to provide guidance and direction to para-educators, tutors, and volunteers as related to special education laws, policies, procedures, and compliance issues. The ideas, however, are few and lack detail.	Identifies how they intend to provide guidance and direction to para-educators, tutors, and volunteers as related to special education laws, policies, procedures, and compliance issues. The ideas, however, are few, lack detail, and are not realistic.

EDSE 632 IDEA Compliance Research Paper -- Writing Conventions Rubric

	Exceeding Expectations (4.000 pts)	Meeting Expectations (3.000 pts)	Developing (2.000 pts)	Emerging (1.000 pt)
Written Communication (1.000, 33%)	Writing is organized and clear. Language reflects the terms used in the profession and there are virtually no errors in conventions of writing.	Writing is organized and clear. Language reflects the terms used in the profession and there are only minor errors in conventions of writing.	Writing is not consistently organized or clear. The language does not always reflect the terms used in the profession. These writing errors impact the readers understanding the content.	Writing is not organized or clear. Language does not reflect the terms used in the profession and the errors in conventions of writing make it very difficult to infer meaning.
Written Mechanics (1.000, 33%)	Mechanics, punctuation, and spelling are excellent (no errors) throughout the project.	The project has minor grammatical, punctuation, and/or spelling errors, however, the few minor errors do not interfere with comprehension.	The project has some major or several grammatical, punctuation and spelling errors. Some of these errors interfere with comprehension of the project.	The project has many writing, grammatical, and spelling errors. The mechanical errors are to such a degree that they seriously interfere with comprehension and intent of the project.
Citation of Sources (1.000, 33%)	The candidate includes a variety of in-text citations and collected references accurately following the latest APA style, having no citation errors. Additionally, quality sources (e.g., peer reviewed journals, books, professional magazines, and professional websites) are consistently used	The candidate includes a variety of in-text citations and collected references following the latest APA style, with few citation errors. Additionally, quality sources (e.g., peer reviewed journals, books, professional magazines, and professional websites) are primarily used.	The candidate includes a variety of in-text citations and collected references, however, there are several citation errors. Additionally, there is a mixture of acceptable (quality) and unacceptable (informal) resources used.	The candidate inconsistently cites sources within the text. The collected references only approximate APA reference citations. Additionally, informal sources are emphasized in the paper.

	throughout the paper.		
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