**Collaboration Methodology**

**Take-home Midterm**

**Due: October 13th before class**

*Answer the following questions fully and creatively. You may use any source you choose, but make sure you cite your sources (direct and indirect). This is an individual effort, NOT a collaborative effort! Once you have started your take-home exam, you may not discuss with anyone. Each answer should be at least one typed single-spaced page (500-600 words). You must use at least two different sources for each question.*

*Each question will be worth 25 points. Give much thought and detail in answering the question you choose. You will be graded on how well you address the prompt, conceptual framework dispositions, content development and disciplinary language, sources and evidence, language conventions, according to the writing rubric attached to this exam.*

*Remember, you are bound by the honor code. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ signature*

1. Describe the components of IDEA and explain the impact on students and schools. Include also the special education process in your description of IDEA. Using information from chapters from Gargulio text, describe how special education has improved during the last 25 years and how you believe special needs to improve in the next 25 years.
2. According to the Council for Exceptional Children, beginning special education teachers must use multiple methods of assessment and data sources in making education decisions.
3. Explain how you have used multiple methods of assessment and data sources to make educational decisions in teaching (e.g., use a series of lessons you have taught or will teach, how did you decide to teach this lesson and how do your assessments from each lesson impact your decision about what to teach next?)
4. How do special education teachers make assessment-based decisions regarding the IEPs and the plans for specific students?
5. How can special education teachers use multiple methods of assessment to engage learners in their own growth?
6. During this term we have discussed many different instructional strategies for children with exceptionalities. What we have learned is that most strategies that work for students with challenges also work for ALL children. Choose one strategy that interests you or you are curious about using. With this strategy, (1) indicate with whom the strategy might work; (2) indicate in which situations might the strategy work best; (3) indicate in which situations might you NOT use this strategy; (4) give evidence, theory and research, to indicate the effectiveness of this strategy (5) discuss what this strategy might say about you as a teacher and what you believe your role is as a teacher and your student’s roles as students. Write this question out in paragraph form, using sources in your writing. You should use enough evidence that this question is 600 words or one-page long.
7. Use the following information write two Present Level of functioning and two annual goals for Janine’s first IEP and a good description of Janine’s academic achievement and functional performance. The PLAAFP must include strengths and needs, be specific and observable, and *describe LRE and accommodations*. Goals must be meaningful, observable and measurable, include all characteristics of goals (timeframe, conditions, behavior, criterion), Alabama Course of Study standards or extended standards, and information about progress monitoring (data collection sheet) regarding how you will decide if Janine has met her annual goals.

Janine G.

Janine is a 4th grade student who is included in general education classrooms with accommodations and supports. Janine has difficulty in reading and comprehending what she reads. She has difficulty with higher order thinking skills, such as predicting, summarizing and making inferences. Currently, Janine receives reading instruction both in the general education classroom and in small group direct instruction in the resource classroom. During this intervention, Janine works on improving her reading fluency and applying comprehension strategies. Janine’s decoding skills have improved but are still at about a 3rd grade level. She can currently read at 70 words per minute 3rd grade connected text. However, when she reads at this level her rate of comprehension falls.

Janine’s math scores are two years below 4th grade level. She is able to add and subtract, but is not mastered her multiplication facts. Her knowledge of place value allows her to successfully compare and order whole numbers, but due to her abstract reasoning deficit, fractions and their use are difficult for her. Visuals, hands-on experience and real-life experiences enhance her mathematics performance. Periodically, Janine works in small group with the special education teacher inside the general education classroom to review information taught in the larger whole class setting.

In writing, Janine writes simple sentences with limited descriptive language. Her paragraphs are under-developed. Janine is easily distracted and demonstrates inattentive behaviors that impact her learning. She is able to focus for 20 minutes when closely monitored. Inattentive behaviors also impact her comprehension and ability to complete assignments independently. Janine receives weekly small group intervention with an occupational therapist working on writing.

Janine has two older brothers, aged 16 and 17. Her parents are divorced and she lives primarily with her mother. Janine enjoys playing games on the computer, watching movies and playing with her dog.