Collaborating to Determine and Meet Student Needs: Instructor Guide

Title

Collaborating to Determine and Meet Student Needs

Author

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Discipline

Education

Target Audience

Intermediate, majors and non-majors

Keywords

Disabilities, eligibility, evaluating data, evidence-based practices, exceptionalities, specific learning needs

Length of Time/Staging

Designed for each part of the problem to be done with at least one week in between to allow individual research along with whole class discussions and mini lectures; follow-up assessments using information gathered done after three parts completed

Abstract

Teacher candidates work in small groups for these assignments. Each group is assigned an initial student scenario. Slightly different information is then added to each student scenario for remaining parts of the PBL. This provides teacher candidates the opportunity to collaborate as they analyze and evaluate data and information. Groups make eligibility decisions and create individualized education programs based on student learning needs.

Date Submitted

7/2/2014

Date Published

2/5/2015

Format of Delivery

The problem is broken into three parts requiring one class period for each and at least one week for follow-up individual research time in between each part. Assessments are completed related to information gathered by each group.

Student Learning Objectives

Guiding Issue/Question:

Do teacher candidates demonstrate the knowledge and skills related to referring, evaluating, making eligibility decisions, and creating individualized education programs based on specific learning needs?

Objectives:

1. Work collaboratively with other candidates to problem-solve and make decisions
2. Analyze and evaluate data and information to determine student strengths and needs
3. Use state and federal criteria to make eligibility decisions based on information and data
4. Develop individualized goals for students
5. Identify implications for the student and family
6. Identify evidence-based practices to use to meet identified student needs

Student Resources

I only provide three specific sites for students to use:

1. our state's education site
2. IDEA: Building the Legacy
3. Council for Exceptional Children

I expect students to research, analyze, and determine other sites that provide information for these assignments.

Author's Teaching Notes

Part 1.

In-Class Prompt and Assignments:

1. Group discussion of Student Scenarios Part 1 and individual recording on PBL Information forms

Focus Questions:

1. What educational concerns does the teacher have for this student?
2. What questions would you ask the classroom teacher in order to gain more information about the student? Why?
3. Who else might provide you with more information about this student? Why?

Individual Follow-Up Assignments:

Review the Eligibility Criteria and the Standards for Evaluation and Eligibility Determination for your state and list in your PBL Information form the categories in which this student might be eligible? Provide evidence from the documents as to why you chose the categories. Research online further support for your choice and provide that information. Be prepared to discuss with your group members.

Part 2.

In-Class Prompt and Assignments:

1. Group discussions and peer review of individual research information.
2. Class discussions of similarities between characteristics/criteria of categories
3. Group discussion and research and individual recording on PBL Information forms of Student Scenarios Part 2.

Focus Questions:

1. With the added information, which category does your group now feel that your student meets eligibility criteria?
2. What assessments do you feel might provide more information to help determine eligibility?
3. What are the implications for the student and family?

Individual Follow-Up Assignments:

Research the possible causes, prevention, and prevalence for the category identified by your group. Provide evidence and log in your PBL Information form. Be prepared to discuss with your group members.

Part 3.

In-Class Prompt and Assignments:
1. Group discussions and peer review of individual research information.
2. Group discussion and research and individual recording on PBL Information forms of Student Scenarios Part 3.

Focus Questions:
1. What strengths and needs have been identified?
2. What additional information is needed to write the different parts of the IEP for this student?
3. What evidence-based interventions/strategies would you suggest be used for this student?

Individual Follow-Up Assignments:

Research evidence-based practices identified by your group. Provide support for these practices and log in your PBL Information form. Be prepared to discuss with your group members.

Assessment Strategies

Daily formative assessment is done as I facilitate the group discussions and ensure candidates have brought in individual research and are actively participating in group discussions/decisions and have completed their PBL information forms.

Online individual activities are also connected to the questions for each part as this is taught as a hybrid course.

The following summative assessments are done after all three parts of the PBL are completed:
1. Individual Research Paper: Identified Student Exceptionality
2. Group Presentation: Identified Exceptionality
3. Multiple-Choice and Constructive Response Final Exam Questions

Solution Notes

I leave this open to information students provide and support they can make for their choices.