



Education Specialist Level 2 Program

Signature Assignment for EDSP 535

Making Action Plans

Student Learning Outcome(s) Assessed:

SLO 6: Candidate will demonstrate ability to engage in culturally responsive collaboration with families and professionals.

Description of the Signature Assignment

Students will select a student with labeled disabilities and conduct a Making Action Plans (MAPs) meeting with the student's family and invited participants. The purpose of this meeting is to 1) identify the student's goals, dreams, fears, and history as well as 2) create an action plan to implement the goals and dreams for this student. Respectful collaboration and consultation with teachers and other school personnel, and parents are expected with this assignment.

Directions for Students

The MAPs meeting will need to be scheduled at a convenient time and place for the student's family. Ideally, this meeting should be conducted in the family's home or in another location the family may prefer. Students will then complete the following requirements for the project:

1. Summary and Documentation of meeting including: description of student and other team members (at least 3 other members family has selected), summary of meeting including time and date, agenda for meeting, videotape, audiotape and/or pictures of meeting.
2. Action plan with identified short and long term plans. Initial steps, timeline, and responsible parties to implement action plan are identified.
3. Reflection which includes a summary of the MAPs process, role as facilitator, contribution/collaboration of participants, outcome of action plan, and presentation to colleagues.

Scoring Rubric:

Component	4 Exceeds expectations (9-10 pts)	3 Meets expectations (8 pts)	2 Meets some expectations (7 pts)	1 Does not meet expectations (5-6 pts)	0 Unable to score; incomplete or missing work (0-4 pts)	Score	Points Earned
Documentation & Summary -Description of student and team members -Agenda and summary of meeting's activities -Contribution of participants -Videotape/photos/ audiotape submitted	Clearly and critically describes the following: student and team members (invited and present), agenda and concise summary of meeting's activities, verbal and non-verbal contributions from each participant; and submitted videotape/ audiotape/ pictures	Description of agenda and summary is well-written in a majority of areas and understandable: student and team members (invited and present), agenda and summary of meeting's activities, contributions from participants, and submitted videotape/audiotape/ pictures	Briefly describes the following: agenda and summary of meeting, description of student and team members present, contributions from participants, and videotape/audiotape/ pictures	Provides limited or vague description of agenda and/or summary	No or insufficient evidence upon which to make a determination		
Action Plan -Long term plans -Specific action steps -Initial steps and timeline	Clearly and critically describes action plan including: long term plans, specific action steps based upon group goals and dreams, and first steps /timeline towards accomplishing goals including responsible parties	Description of action plan is well-written in a majority of areas and understandable: long term plans, specific action steps based upon group goals and dreams, and first steps and timeline towards accomplishing goals	Briefly describes elements of action plan: long term plans, specific action steps, and first steps towards accomplishing goals	Provides limited or vague description of some elements of action plan: long term plans, specific action steps, and realistic first steps and timeline towards accomplishing goals	No or insufficient evidence upon which to make a determination		
Reflection -Collaboration of participants -Behavior/role as facilitator -Outcome for student action plan -Presentation to Colleagues	Clearly and critically describes components of reflection: collaboration of participants (strengths/weaknesses, satisfaction), behavior/role as facilitator, outcome for student action plan, and presentation to colleagues	Description of reflection is well-written in a majority of areas and understandable: collaboration of participants, behavior/role as facilitator, outcome for student action plan, and presentation to colleagues	Briefly describes components of reflection: collaboration of participants, behavior/role as facilitator, outcome for student action plan, and presentation to colleagues	Provides limited or vague description of some components of reflection: collaboration of participants, behavior/role as facilitator, outcome for student action and presentation to colleagues n plan,	No or insufficient evidence upon which to make a determination		
Total							/30

Legend

Total Points	College of Education Assessment Scale Equivalent
27-30	4 (Exceeds Expectations)
24-26	3 (Meets Expectations)
21-23	2 (Meets Some Expectations)
18-20	1 (Does Not Meet Expectations)
0-17	0 (Can't Score)