

**George Mason University**  
**Graduate School of Education**  
**EDSE 662 Consultation and Collaboration**  
Spring 2010

**Instructor:** Sheryl Asen, Ph.D.

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**Course Days:** Mondays, January 25 – May 10, 2010 (GMU spring break: March 8)

**Location:** Kellar Annex I, room 102

**Course Time:** 4:30p – 7:10p

*“Innovation is fostered by information gathered from new connections; from insights gained by journeys into other disciplines or places; from active, collegial networks and fluid, open boundaries. Innovation arises from ongoing circles of exchange, where information is not just accumulated or stored, but created. Knowledge is generated anew from connections that weren't there before.”*

-Margaret Wheatley, organizational behavior theorist and consultant

*“I not only use all of the brains I have, but all I can borrow.”* -Woodrow Wilson

*“Every collaboration helps you grow.”* -Brian Eno, musician

*“Leaders are problem solvers by talent and temperament, and by choice.”*

-Harlan Cleveland, diplomat, educator, and author

**NOTE: This syllabus is dynamic—it may change according to emerging students’ needs, the instructor’s formative evaluation of course effectiveness, and unpredicted opportunities....**

### **COURSE DESCRIPTION**

EDSE 662 provides professionals in special education, regular education, and related fields with the knowledge and communication skills necessary to provide collaborative consultation and technical assistance to other educators and service providers. The purpose of this course is to develop and enhance teamwork, collaborative, and consultative skills.

This course will incorporate the evidence-based practices (EBPs) relevant to communication, collaboration, and consultation. These EBPs are indicated with an asterisk (\*) in this syllabus. Evidence for the selected research-based practices is informed by meta-analysis, literature reviews/synthesis, the technical assistance networks, which provide web-based resources, and the national organizations whose mission is to support students with disabilities. We address both promising and emerging practices in the field of special education. This course will provide opportunities for students to take an active,

decision-making role to thoughtfully select, modify, apply, and evaluate EBPs in order to improve outcomes for students with disabilities.

## **STUDENT OUTCOMES**

The expectations for professionals who work in schools have changed dramatically over the past decade. Special educators routinely collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways. Few educators, however, can be effective unless they (a) develop and refine skills for interacting effectively with other professionals and parents and (b) understand the context, process, and content of collaboration, consultation, and co-teaching.

EDSE 662 is designed to prepare graduate students to interact with other professionals about students with special needs. Graduate students will refine targeted skills for communication and begin to develop the skills needed to provide professional development opportunities for colleagues.

At the conclusion of this course, students should be able to:

- Define collaboration, consultation, and teamwork and explain the essential characteristics of each;
- Identify variables that may facilitate or constrain participation in collaboration, consultation, or teamwork settings;
- Demonstrate communication skills of listening, avoiding communication roadblocks, dealing with resistance, being appropriately assertive, and resolving conflicts;
- Apply problem-solving techniques in collaborating with professional colleagues, parents, and related and ancillary personnel to provide for students' learning and behavioral needs;
- Develop self-assessment techniques for improving consultative and collaboration skills; and
- Plan activities that implement effective consultation and collaboration techniques.

## **NATURE OF COURSE DELIVERY**

Students:

- construct knowledge through in class activities and course assignments;
- reflect on practices, personal skills and orientations;
- assess their growth related to course content; and
- provide constructive feedback to peers.

Interactive and teaming strategies are used to facilitate fulfillment of the outcomes established for the course. Instructor and student led class experiences and presentations incorporate a variety of formats, including whole and small group activities, discussion, demonstration, guest presenters, use of technologies, and lecture. The instructor at times will use Socratic dialog and problem-solving tools and techniques. Students are expected to know and use e-mail for course communication with the professor and other students and to use Blackboard for course assignments and sharing.

## REQUIRED TEXT

The text is a customized book created by Pearson for GMU and EDSE 662. The 5 chapters of the course text are reprinted in this customized text from *Collaboration, Consultation, and Teamwork for Students with Special Needs*, 6th edition by Peggy Dettmer, Linda P. Thurston, A. Knackendoffel, and Norma J. Dyck (2009: Pearson Merrill). The customized text uses chapters 1, 3, 4, 5, and 8 from this book. The Pearson Custom Education EDSE 662 text is available at the GMU Fairfax campus bookstore. Additional readings, identified by the instructor and through student research, will be required to fulfill course assignments.

## COURSE OBJECTIVES & RELATIONSHIP TO PROGRAM AND PROFESSIONAL GOALS

EDSE 662 is part of the George Mason University Graduate School of Education (GSE) program for teacher licensure in the Commonwealth of Virginia and is aligned with the National Council for the Accreditation of Teacher Education (NCATE)/Council for Exceptional Children (CEC) performance-based standards for the preparation and licensure of special educators. As such, the curriculum for EDSE 662 is aligned primarily with Standard #10 (Collaboration) of CEC's *Common Core of Knowledge for Beginning Teachers of Special Education* (as well as for teachers of students with learning and emotional disabilities). EDSE 662 acknowledges the many dimensions of teaching and additionally incorporates most CEC/NCATE Standards.<sup>1</sup>

The table on the following pages describes the CEC Knowledge and Skills (Standard #10) in relation to course outcomes and requirements.

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<sup>1</sup> **Standard 1: Foundations.** *Special educators understand the relationships of organizations of special education to the organizations and functions of schools, school systems, and other agencies; Standard 3: Individual Learning Differences.*

*Special educators understand that the beliefs, traditions, and values across and within cultures can affect relationships among and between students, their families, and the school community. Moreover, special educators are active and resourceful in seeking to understand how primary language, culture, and familial backgrounds interact with the individual's disability to impact the individual's academic and social abilities, attitudes, values, interests, and career options; Standard 5: Learning Environments and Social Interactions.* *Special educators help their general education colleagues integrate individuals with disabilities in environments with their nondisabled peers and engage them in meaningful learning activities and interactions; Standard 6: Language.* *Special educators match their communication methods to an individual's language proficiency and cultural and linguistic differences; Standard 7: Instructional Planning.* *Special educators facilitate instructional planning in a collaborative context including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate; Standard 8: Assessment.* *Special educators collaborate with families and other colleagues to assure non-biased, meaningful assessments and decision-making; Standard 9: Professional and Ethical Practice.* *Special educators practice in multiple roles and complex situations across wide age and developmental ranges and across diverse cultures. Their practice requires ongoing attention to legal matters along with serious professional and ethical considerations. Special educators engage in professional activities and participate in learning communities that benefit students with disabilities, their families, colleagues, and their own professional growth. Special educators are aware of how their own and other's attitudes, behaviors, and ways of communicating can influence their practice.*

## Alignment of Course Outcomes & Requirements with NCATE/CEC Standard #10

CEC/INTASC Standard#10 Collaboration Common Core Knowledge & Skills <sup>2</sup>	Course Outcomes	Course Requirements
Models and strategies of consultation and collaboration; collaborative and consultative roles of the special education teacher in the reintegration of individuals with emotional/behavioral disorders.	Define collaboration, consultation, and teamwork and explain the essential characteristics of each.	Small group and large group activities; resource artifacts/handouts; readings
Culturally responsive factors that promote effective communication and collaboration with individuals with exceptional learning needs, families, school personnel, and community members; services, networks, and organizations that provide support across the life span for students with LD and BD; role of professional groups and referral agencies in identifying, assessing, and providing services to individuals with emotional/behavioral disorders.	Identify variables that may facilitate or constrain participation in collaboration, consultation, or teamwork settings	Small group and large group activities; interviews; readings; professional development activities

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<sup>2</sup> **Skills:** *Maintain confidential communication about individuals with exceptional learning needs. Collaborate with families and others in assessment of individuals with exceptional learning needs. Foster respectful and beneficial relationships between families and professionals. Assist individuals with exceptional learning needs and their families in becoming active participants in the educational team. Plan and conduct collaborative conferences with individuals with exceptional learning needs and their families. Collaborate with school personnel and community members in integrating individuals with exceptional learning needs into various settings. Use group problem solving skills to develop, implement, and evaluate collaborative activities. Model techniques and coach others in the use of instructional methods and accommodations. Observe, evaluate, and provide feedback to paraeducators. Communicate with school personnel about the characteristics and needs of individuals with exceptional learning needs. Communicate effectively with families of individuals with exceptional learning needs from diverse backgrounds. Teach parents to use appropriate behavior management and counseling techniques (SED).*

**Alignment of Course Outcomes & Requirements with NCATE/CEC Standard #10**  
(continued)

<b>CEC/INTASC Standard#10 Collaboration Common Core Knowledge &amp; Skills<sup>3</sup></b>	<b>Course Outcomes</b>	<b>Course Requirements</b>
Concerns of families of individuals with exceptional learning needs and strategies to help address these concerns.	Demonstrate communication skills of listening, avoiding communication roadblocks, dealing with resistance, being appropriately assertive, and resolving conflicts	Small group and large group activities; interviews; professional development activities
Models and strategies of consultation and collaboration; collaborative and consultative roles of the special education teacher in the reintegration of individuals with emotional/behavioral disorders.	Define collaboration, consultation, and teamwork and explain the essential characteristics of each.	Small group and large group activities; resource artifacts/handouts; readings; professional development activities
Culturally responsive factors that promote effective communication and collaboration with individuals with exceptional learning needs, families, school personnel, and community members; services, networks, and organizations that provide support across the life span for students with LD and BD; role of professional groups and referral agencies in identifying, assessing, and providing services to individuals with emotional/behavioral disorders.	Identify variables that may facilitate or constrain participation in collaboration, consultation, or teamwork settings	Small group and large group activities; interviews; readings; professional development activities

---

<sup>3</sup> **Skills:** *Maintain confidential communication about individuals with exceptional learning needs. Collaborate with families and others in assessment of individuals with exceptional learning needs. Foster respectful and beneficial relationships between families and professionals. Assist individuals with exceptional learning needs and their families in becoming active participants in the educational team. Plan and conduct collaborative conferences with individuals with exceptional learning needs and their families. Collaborate with school personnel and community members in integrating individuals with exceptional learning needs into various settings. Use group problem solving skills to develop, implement, and evaluate collaborative activities. Model techniques and coach others in the use of instructional methods and accommodations. Observe, evaluate, and provide feedback to paraeducators. Communicate with school personnel about the characteristics and needs of individuals with exceptional learning needs. Communicate effectively with families of individuals with exceptional learning needs from diverse backgrounds. Teach parents to use appropriate behavior management and counseling techniques (SED).*

**Alignment of Course Outcomes & Requirements with NCATE/CEC Standard #10**  
(continued)

<b>CEC/INTASC Standard#10 Collaboration Common Core Knowledge &amp; Skills<sup>4</sup></b>	<b>Course Outcomes</b>	<b>Course Requirements</b>
Concerns of families of individuals with exceptional learning needs and strategies to help address these concerns.	Demonstrate communication skills of listening, avoiding communication roadblocks, dealing with resistance, being appropriately assertive, and resolving conflicts	Small group and large group activities; interviews; professional development activities
Roles of students, families, and school and community personnel in planning of an individualized program; co-planning and co-teaching methods to strengthen content acquisition of students with learning disabilities; parent education programs and behavior management guides that address severe behavioral problems and facilitate communication for students with emotional/behavioral disorders.	Apply problem-solving techniques in collaborating with professional colleagues, parents, and related personnel to provide for students' learning & behavioral needs	Small group and large group activities; professional development activities; readings; professional development activities
Special educators reflect on and are aware of how their own and other's attitudes, behaviors, and ways of communicating can influence their practice (Standard 9).	Develop self-assessment techniques for improving consultative and collaboration skills	Small group and large group activities; personal statement; professional development activities
See Standard #10 Skills <sup>(b)</sup>	Plan, implement, and evaluate a professional development activity	professional development activities

<sup>4</sup> **Skills:** *Maintain confidential communication about individuals with exceptional learning needs. Collaborate with families and others in assessment of individuals with exceptional learning needs. Foster respectful and beneficial relationships between families and professionals. Assist individuals with exceptional learning needs and their families in becoming active participants in the educational team. Plan and conduct collaborative conferences with individuals with exceptional learning needs and their families. Collaborate with school personnel and community members in integrating individuals with exceptional learning needs into various settings. Use group problem solving skills to develop, implement, and evaluate collaborative activities. Model techniques and coach others in the use of instructional methods and accommodations. Observe, evaluate, and provide feedback to paraeducators. Communicate with school personnel about the characteristics and needs of individuals with exceptional learning needs. Communicate effectively with families of individuals with exceptional learning needs from diverse backgrounds. Teach parents to use appropriate behavior management and counseling techniques (SED).*

## **ASSESSMENT OF COURSE REQUIREMENTS**

Written components for all assignments should be printed via electronic means (e.g., using word processing), are due on the dates and times indicated, and should be submitted both in print and electronically as noted in this syllabus. Consult with the instructor in advance if there is a problem. In fairness to students who make the successful effort to submit assignments on time, grades will reflect promptness (or degree of delinquency). Please retain a copy of each of your assignments in addition to copies submitted. All assignments should reflect graduate-level conception, planning, creativity, and execution, including accuracy of spelling, syntax, and grammar. If you experience difficulties with the writing process, documentation of your work and efforts with the GMU Writing Center to improve your skills must be submitted to the instructor.

All written work and other electronic submissions should follow sensible, well-known guidelines. For example, documents created in word processing should be double-spaced, have at least 1" margins all around, use a common legible type (e.g., Arial; Times New Roman) and a 12 point font size. There are many resources on the web on PowerPoint (or electronic slideshow) guidelines/do's and don'ts—please review and apply these.

Course participants wishing to suggest other learning activities may, *with prior instructor approval*, substitute these for a required activity. The major portion of your learning in this course will be the result of your personal involvement with and investigation of the materials and topics and of your application of the principles to your own situation. The instructor's role is to facilitate and to provide a favorable environment in which learning can take place. The major responsibility necessarily rests with the student.

Likewise, input from the student is required for assessment of assignment quality and evaluation of overall growth and mastery; however, final grading is based on the judgment of the instructor.

## **GRADING SCALE**

96 – 100% = A  
92 – 95% = A-  
89 – 91% = B+  
85 – 88% = B  
80 – 84% = B-  
70 – 79% = C  
< 70% = F

NOTE: The instructor may award additional points beyond the assignment's weight to the evaluation of a student's work.

## **LATE WORK PENALTY**

Five percent of the available points for the assignment will be deducted for late submissions during the first week after the due date. After one week from the due date, assignments will be penalized an additional 10% of the total available score

for each week they are late. Thus an assignment that is three weeks late is able to obtain only 75% of the points for the assignment regardless of the quality of the work. After three weeks, the assignment will no longer be accepted and a score of zero will be entered into the grade book for that assignment.

The point deduction will be made after the grading is complete. For example: In the case of an assignment that earned 9 out of 10 points, the student grade would be a score of 6.5 (9-2.5). The points are deducted for each week at the time that the assignment was originally due.

The date that the assignment was received in hand by the instructor will be considered the date submitted. Submitting an assignment late does not alter the due dates of the other assignments and prevents timely feedback regarding their work that may be of value in later assignments. Strive to keep up with the assignment schedule so that you will be able to have appropriate formative evaluation and feedback from your instructor across the semester.

**The Graduate School of Education (GSE) expects that all students abide by the following:**

Students are expected to exhibit professional behavior and dispositions. See [gse.gmu.edu](http://gse.gmu.edu) for a listing of these dispositions.

Students must follow the guidelines of the University Honor Code. See [http://www.gmu.edu/catalog/apolicies/#TOC\\_H12](http://www.gmu.edu/catalog/apolicies/#TOC_H12) for the full honor code.

Students must agree to abide by the university policy for Responsible Use of Computing. See <http://mail.gmu.edu> and click on Responsible Use of Computing at the bottom of the screen.

Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See [www.gmu.edu/student/drc](http://www.gmu.edu/student/drc) or call 703-993-2474 to access the DRC.

It is recommended that students retain copies of all course products to document their progress through the GSE ED/LD program. Products from this class can become part of your individual professional portfolio, which is used in your portfolio classes and documents your satisfactory progress through the GSE program and the CEC performance based standards.

**EXPECTATIONS**

- ❖ Students are expected to (a) attend all classes during the course, (b) arrive on time, including back from break(s), (c) stay for the duration of the class time, (d) participate in all class activities and Blackboard discussion boards, and (e) complete



all assignments on time. Attendance and professionally relevant, active participation is expected in class sessions for a grade of B or better. Attendance at all sessions is very important. Many of the activities in class that contribute to building and revising conceptual models and personal orientations are planned in such a way that they cannot necessarily be recreated outside of the class session. Information, activities, guest speakers, and role plays will be presented in class that are not a part of the text and can only be experienced in the class sessions. Many course handouts and slide presentations will be posted on Blackboard. Students are responsible for accessing these materials, having materials available for each class, and submitting to the instructor for timely posting materials to share. Handouts may be distributed in class as well, though electronic copies also must be submitted to the instructor.

- ❖ Absences: There may be an instance when you are not able to attend class. If this unlikely event should occur, it is your responsibility to: (a) notify the instructor in advance via e-mail and voice mail, (b) notify all presentation teammates sufficiently in advance if you are part of a team with a presentation due on the day you cannot attend, and (c) arrange for collection and promptly obtain notes, handouts, and lecture details from another student. Students who are absent are held responsible for the material covered and assignments due as if in attendance. Class attendance is crucial to course competence. Please do not request permission to miss a class-- you must make your own decision.
- ❖ Use of Computers and Cell Phones: The use of computing devices during class is only for educational purposes relevant to the class. Checking e-mail, surfing the web, or working on material other than the current class activity are considered distractions and counter productive unless the instructor acknowledges an explicit, specific need for the access of information or other uses (e.g., to collate and organize information into a graphic tool). Students engaging in such conduct during class time will not be permitted use of devices in class and the breach will be considered in assessing class participation. Please use cell phones during class only for emergency purposes and place cell phones on vibrate or mute the ring tone to avoid class disruption.
- ❖ In-depth reading, study, and work on course requirements require outside class time. Students are expected to allot approximately three hours per course credit hour (or ~9 hours for this 3 credit course) for class preparation (reading, study, planning, etc.). This is in addition to time devoted to completing course assignments.
- ❖ Use APA guidelines for all course assignments.  
<http://www.psywww.com/resource/apacrib.htm>  
<http://www.apastyle.org/apa-style-help.aspx>
- ❖ Please use person-first language in class discussions and written assignments. Please refer to "Guidelines for Non-Handicapping Language in APA Journals".  
<http://www.apastyle.org/disabilities.html>

- ❖ Your GMU e-mail address is the e-mail address that will be used for communication in this course. Please make sure your GMU e-mail is activated and checked regularly for communications from the instructor as well as university announcements. It is possible to forward your GMU e-mail to another account.
- ❖ Please set up your class Blackboard e-mail account so it forwards to your GMU e-mail account (and to any other account of your choice). This permits communications sent via Blackboard to be received in accounts outside the Blackboard system. Please copy (CC:) all e-mail sent to the instructor's GMU e-mail account ([sasen@gmu.edu](mailto:sasen@gmu.edu)) to the account [sirius6@mac.com](mailto:sirius6@mac.com).
- ❖ Please subscribe to the GMU/GSE Special Education list serve if you do not already receive list serve announcements. Please subscribe to the GMU/GSE Special Education list serve to receive important program updates and announcements. You can subscribe or unsubscribe the listserv via e-mail:
  - Address an e-mail message to [listserv@listserv.gmu.edu](mailto:listserv@listserv.gmu.edu)
  - Put the following in the body of the message: subscribe SPECIAL-EDUCATION-PROGRAM-L yourfirstname yourlastname
 A confirmation message will be sent to your e-mail address asking you to confirm your subscription request. You must reply to this message with ok in the body of the message. Leave the subject unchanged.
- ❖ GMU's Blackboard site will be used to post important information for this course. It also will be used for you to respond to discussions and assignments. Your e-mail address should be entered in the Blackboard system. The following is how you will access the Blackboard-GSE Login Page:
  - Enter the URL <http://courses.gmu.edu> into your browser location field.
  - Click on the Login button.
  - Enter the username and password that were assigned to you. Most likely it will be your first initial of your first name and your entire last name (for example: ejohnson). This will serve as both your username and password.
  - Click **Login**.
 You will begin using Blackboard discussion board following class session #2 of this course. Additionally, course materials, including student created resources, will be posted on Blackboard.
- ❖ All student work may be shared in future sections of EDSE taught by Dr. Sheryl Asen. Author credit explicitly will be given to the students for their work.

### **TaskStream**

In addition to submitting the signature assignment required for this course separately to the instructor, the signature assignment must be **submitted electronically** to Mason's NCATE management system, TaskStream: (<https://www.taskstream.com>) **by 9:00a the day of the last class meeting.**

Be sure you submit your assignment to the correct course/professor (you must change the designation from your last submission): EDSE 662 5S1 (Spring 2010), Dr. Sheryl Asen.

Note: As of the Fall 2007 semester, every student registered for any EDSE course is required to begin submitting signature assignments to TaskStream regardless of whether a course is an elective or part of an undergraduate minor. TaskStream information is available at <http://gse.gmu.edu/programs/sped/>. Failure to submit the assignment to TaskStream will result in reporting the course grade as Incomplete (IN), which will turn into an F nine weeks into the following semester if not changed by the instructor. A grade change will be submitted only upon posting the Signature Assignment to TaskStream.

## **MAJOR LEARNING ACTIVITIES:**

### **I. Attendance and Participation (12% of final grade)**

Attendance and participation in the class are required. This dynamic (and resulting credit) can be achieved only through active participation in all course activities, in and out of class meeting time. Included in this factor is participation in online Blackboard discussions and reflections. Each class member is expected to participate in **all** class online discussions on the course Blackboard site. Discussion questions are to be posted by a presentation team no later than 9:00a the Monday morning prior to the team's presentation the following week. The questions will be designed by the team to stimulate thought about the upcoming presentation and to help the team to respond to ideas that emerge from their classmates' comments and questions. Discussions will close at noon on the Saturday prior to the presentation in order to give the team members at least one day to integrate responses. Students are required to post a **substantive** response at least once on each topic but are encouraged to post more than one response as appropriate to promote dialog and understanding. The quality and frequency of a respondent's participation in the online discussion will be reflected in the grading of this activity. (The quality of questions and moderation by the team as well as how the classmates' responses are addressed in the team's presentation will be reflected in grading the presentation.)

### **II. Chapter Presentation (18% of final grade)**

All students in the course are responsible for reading the course text chapters according to the course calendar. Each student will participate in a group presentation focused on a chapter in the required text. The group will create and post on Blackboard at least two questions to stimulate reflection about the readings and facilitate online discussions. The chapter team members are responsible for working as a group to develop a one-hour presentation, including at least one participatory activity and at least one related artifact (e.g., a handout summary chart). The presentation should focus on: content and concepts in the chapter; how the chapter's content applies to the roles and responsibilities of special educators; and points and questions raised/that emerge from the chapter Blackboard discussion. At least 2 days prior to the presentation, a group member submits via e-mail to the instructor (copied to all team members) a list of which team members have responsibility for which components of the assignment. The team is encouraged (but it is not required) to include additional research to supplement information on the topic.

For information on effective presentations and tips, go to:

<http://www.the-eggman.com/writings/keystep1.html>  
<http://go.owu.edu/~dapeople/ggpresnt.html>  
<http://www.auburn.edu/~burnsma/oralpres.html>  
[http://www.presentationmagazine.com/Essential\\_Presentation\\_skills.htm](http://www.presentationmagazine.com/Essential_Presentation_skills.htm)  
[http://www.timetomarket.co.uk/presentation-skills-tips\\_November.htm](http://www.timetomarket.co.uk/presentation-skills-tips_November.htm)

For information on effective use of slideshow/PowerPoint presentations, go to:

<http://mason.gmu.edu/~montecin/powerpoint.html>  
<http://my.opera.com/vevola/blog/show.dml/275335>  
<http://desktoppub.about.com/od/microsoft/bb/powerpointrules.htm> (see related links on this web page)

Recommended books:

Garmston, R. (2005). *The Presenter's Fieldbook: A Practical Guide*. Norwood, MA: Christopher-Gordon.

Burmark, L. (2002). *Visual Literacy: Learn to See, See to Learn*. Alexandria, VA: ASCD.

### **III. Interviews (20% of final grade)**

Students interview stakeholders in the schooling experience of students with disabilities (SWD). The purpose is to find out stakeholders' views about and experiences with consultation, collaboration, and teaming related to the education of SWD, particularly with inclusive education. Interviewers create 3 open-ended interview questions (which will be expanded as the interviewer follows up on/probes responses) that are key to the investigation. Each student asks these 3 questions of both stakeholders in the pair.

Students select one pair of the following stakeholders to interview:

- General education teacher who teaches a student with disabilities; special education teacher; these should NOT be co-teachers with one another general education teacher and a special education teacher who ARE CO-TEACHERS with one another
- General education teacher and a special education teacher who ARE CO-TEACHERS with one another
- Parent[s]/guardian[s]; (an older) special education student who is receiving special education services school administrator; central office special education administrator
- School administrator; central office special education administrator
- Paraprofessional; related/support services personnel (e.g., speech & language therapist; occupational therapist; physical therapist; counselor)
- Novice special education teacher and experienced special education teacher who are in a coaching/mentoring relationship (i.e., the experienced teacher is coaching/mentoring the novice teacher; these are not co-teachers)

In an individually created written account, each student:

- Provides an introductory statement that cites references on the roles and responsibilities in the education of students with disabilities of the stakeholder groups, representatives of which were interviewed
- Briefly describes the relevant background information about the specific stakeholders interviewed;

- Lists the original questions developed with a rationale for asking these specific questions
- Compares and contrasts respondents' comments;
- Reflects on something the interviews brought into focus for them about consultation, collaboration, teamwork, and inclusive education;
- Generates additional follow up questions to further explore the topics with the interviewees; and
- Writes a concluding statement, proposing something additional to contemplate about course content that emerges from reflection upon the interviews. The written submission uses no identifying labels (e.g., names of people, schools, school divisions, locations).

Students will assure interviewees that this is a course assignment and no identifying information will be submitted. Course handouts provide additional guidance in conducting interviews.

The interviews will be used for an in class activity on the due date. During this activity, those who interviewed the same stakeholder pairs will work together to further explore responses. The class as a whole then will reflect on the activity.

#### **IV. Personal Statement (15% of final grade)**

Review the GMU CEHD Professional Dispositions at <http://gse.gmu.edu/facultystaffres/profdisp.htm>. Then reflect on topics addressed and experiences you have had in this course. Write a **clearly stated, concise** statement that defines and provides supporting/rationale statements about your personal professional dispositions, ethics, and/or philosophy about collaborating, consulting, and teaming. This statement is due 9:00a the Friday before the final class session and will be used in an activity—so bring a printed copy to the last class and come prepared to share your thoughts.

#### **V. SIGNATURE ASSIGNMENT: Group Professional Development Presentation (35% of the grade)**

**NOTE:** See the reference above under **II. Chapter Presentation** for information on effective presentations.

Design, implement, and evaluate a professional development activity. This project emphasizes staff development best practices and provides the opportunity to work in and reflect upon group dynamics and teamwork. Students will work in 3-4 member teams (numbers may be adjusted to accommodate class enrollment).

This assignment has multiple goals. A team:

- Develops and presents (in class) a one-hour professional development workshop that **explicitly** relates the topic to course content.
- Provides an introduction to a topic relevant to skills for collaborating, consulting, and teaming.

- Polishes skills in developing and delivering professional development; and,
- Experiences the opportunity to hone and reflect upon personal and group collaborative skills.

The presentation deals specifically with aspects of interacting with stakeholders involved in the instruction of students with disabilities. One week prior to the presentation team members post to Blackboard at least two discussion prompts to assist the audience in making personal connections to the content. Workshops include:

- Oral and visual components to convey information;
- An interactive activity that requires a high cognitive demand;
- A related annotated bibliography of at least 4 resources;
- A glossary of definitions of related terms that might be unfamiliar to the audience;
- At least one (though preferably more) relevant and useful handout(s);
- An evaluation **rubric** specific to the content, purpose, and effectiveness of the presentation; and
- An outline of the professional development activity (akin to a lesson plan) so others may replicate the presentation.

Additionally, the presenters will implicitly or explicitly refer/make ties to comments contributed in the Blackboard discussion. The team's evaluation rubric will be distributed to and used by the class at the end of the presentation, reviewed by the course instructor, and returned to the presenting team.

For assistance in creating rubrics, go to:

<http://webquest.sdsu.edu/rubrics/rubrics.html>

[http://www.aacu.org/meetings/engaging\\_depts/documents/TR\\_rubrics.pdf](http://www.aacu.org/meetings/engaging_depts/documents/TR_rubrics.pdf)

<http://www.idecorp.com/assessrubric.pdf>

<http://school.discoveryeducation.com/schrockguide/assess.html>

<http://rubistar.4teachers.org/index.php>

Lastly, after the presentation each team member will complete an evaluation form, provided by the instructor, focused on the team's and individual member's efforts. Each team member will submit this evaluation electronically by 9:00a Friday following the date of the presentation.

The following are the overall topics of the presentations. Topic selection will occur during a class session. The teams will decide the specific focus/foci, **explicitly relating the presentation to the course content and goals for developing skills and knowledge of consultants, collaborators, and team members**. Presentation dates for the topics are noted in the course calendar at the end of the syllabus.

- Andragogy (adult learning theory) & Professional Development Practices for Adult Learners
- Team & Community Building
- Negotiating Styles & the Best Alternative to a Negotiated Agreement (BATNA) Approach
- 10 Roles of School-based Coaches (as per National Staff Development Council) & Mentoring
- Parent Involvement & Advocacy
- Cultural Responsiveness
- Change theory: Concerns-Based Adoption Model (CBAM) and Leading in a Culture of Change (Michael Fullan)
- Personality Types, Personal Orientations, & Behavioral Styles (include Myers-Briggs; Keirsey temperaments behavioral style characteristics as per Tony Alessandra)

## **Assignments Assessment Tools**

Separate documents specific to assessment of course assignments will be distributed in class and posted on the course Blackboard site.

## TENTATIVE CALENDAR

**NOTE: The course syllabus is dynamic—it may change according to emerging students’ needs, the instructor’s formative evaluation of course effectiveness, and unpredicted opportunities and events (such as frightful weather...).**

<b>Class</b>	<b>Topics</b>	<b>Assignment(s) for Next Class</b>
<b>Class 1 1/25/10</b>	<ul style="list-style-type: none"> <li>• Course and classmates orientation</li> <li>• Chapter teams</li> <li>• Laddering as a problem solving tool</li> </ul>	<ul style="list-style-type: none"> <li>• Read Chapter One, “Working Together in Collaboration, Consultation, and Co-Teaching”, GMU pages 1 – 33</li> </ul>
<b>Class 2 2/1/10</b>	<ul style="list-style-type: none"> <li>• Goals, contexts, elements, and benefits of collaboration</li> <li>• Problem solving tools: Fishbone; Force Field Analysis</li> <li>• PD 360: Legacy—Colaboration &amp; Peer Coaching, Rationale of Collaboration</li> <li>• Professional development topics and teams</li> </ul>	<ul style="list-style-type: none"> <li>• Read Chapter Three, “Foundations and Frameworks for Consultation, Collaboration, and Teamwork”, GMU pages 35 – 68</li> <li>• Blackboard discussion on Chapter Three: 2/1/10 – 2/6/10</li> </ul>
<b>Class 3 2/15/10</b>	<ul style="list-style-type: none"> <li>• Foundations and frameworks for consultation, collaboration, and teamwork, including team chapter presentation</li> <li>• Problem solving tool: Weighted voting</li> <li>• Problem solving tool: Learner hats/partners; Venn diagram</li> <li>• PD 360: A Continuum of Learning Focused Interactions; Co-Teaching: A Powerful Practice for All Students</li> </ul>	<ul style="list-style-type: none"> <li>• Read Chapter Four, “Communication Processes in Collaborative School Consultation and Co-Teaching”, GMU pages 69 – 101</li> <li>• Blackboard discussion on Chapter Four: 2/8/10 – 2/20/10</li> </ul>
<b>Class 4 2/22/10</b>	<ul style="list-style-type: none"> <li>• Communication processes in collaborative school consultation and co-teaching, including team chapter presentation</li> <li>• Guest presentation: Co-Teaching – Melissa Stone, Speech &amp; Language Therapist &amp; Kelly Wallent, Special Education/Reading Teacher, Arlington Public Schools</li> </ul>	<ul style="list-style-type: none"> <li>• Read Chapter Five, “Problem Solving Strategies for Collaborative Consultation and Teamwork”, GMU pages 103 – 139</li> <li>• Blackboard discussion on Chapter Five: 2/22/10 – 2/27/10</li> </ul>



Class	Topics	Assignment(s) for Next Class
<b>Class 5 3/1/10</b>	<ul style="list-style-type: none"> <li>• Problem Solving Strategies for Collaborative Consultation and Teamwork, including team chapter presentation</li> <li>• PD 360: Collaboration &amp; Peer Coaching, Benefits to Educators &amp; Students</li> <li>• Interview stakeholder pairs</li> <li>• Questions for interviews</li> <li>• Preparing for Interviews</li> </ul>	<ul style="list-style-type: none"> <li>• Read Chapter Eight, "Working Together With Families and Communities", GMU pages 141 – 172</li> <li>• Blackboard discussion on Chapter Eight: 3/1/10 – 3/13/10</li> <li>• For next class, read about Noonan Syndrome online: <a href="http://www.mayoclinic.com/health/noonan-syndrome/DS00857">http://www.mayoclinic.com/health/noonan-syndrome/DS00857</a> (follow links from definition to symptoms to causes to complications, etc. to end)</li> </ul>

**3/8/10 GMU Spring Break – No Class**

<b>Class 6 3/15/10</b>	<ul style="list-style-type: none"> <li>• Working Together with Families and Communities, including team chapter presentation</li> <li>• Karen Taylor-Good: The Life's That Chosen Me</li> <li>• Guest speaker: Robert Brown on a parent's perspective</li> <li>• PD360: Engaging Families</li> </ul>	<ul style="list-style-type: none"> <li>• Interviews due next week</li> </ul>
<b>Class 7 3/22/10</b>	<ul style="list-style-type: none"> <li>• Guest presentation: using technology for educator collaboration – Larry Fallon, Instructional Technology Coordinator, Arlington Public Schools</li> <li>• Praise/Polish/Questions</li> <li>• <b><i>Interviews: Stakeholder perspectives and wisdom gained</i></b></li> </ul>	<ul style="list-style-type: none"> <li>• See information under Class 8, 3/29/10</li> </ul>
<b>Class 8 3/29/10  NO CLASS MEETING AT GMU</b>	<ul style="list-style-type: none"> <li>• Review Chapter 3 sections on Movements for School Improvement and A Brief History of Collaborative School Consultation (GMU p. 37 – 47)</li> <li>• Read the posted materials on Response to Intervention (RtI)</li> <li>• Read online: <a href="http://www.uni.edu/coe/inclusion/">http://www.uni.edu/coe/inclusion/</a> (follow links for Philosophy, Legal Requirements, Other Competencies, Teaching Strategies, Decision-Making, Preparing for Inclusion, Other Issues):</li> <li>• Read online: <a href="http://escholarship.bc.edu/cgi/viewcontent.cgi?article=1412&amp;context=education/tecplus">http://escholarship.bc.edu/cgi/viewcontent.cgi?article=1412&amp;context=education/tecplus</a></li> <li>• Watch online: <a href="http://escholarship.bc.edu/cgi/viewcontent.cgi?article=1412&amp;context=education/tecplus">http://escholarship.bc.edu/cgi/viewcontent.cgi?article=1412&amp;context=education/tecplus</a></li> </ul>	

	<ul style="list-style-type: none"> <li>Respond to assignments posted on Bb</li> </ul>
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<b>Class</b>	<b>Topics</b>	<b>Assignment(s) for Next Class</b>
<b>Class 9 4/5/10</b>	<ul style="list-style-type: none"> <li>Guest speaker on the impact of federal legislation on special education services</li> <li>Contexts, elements, and benefits of and tools for collaboration (continued)</li> <li>Praise/Polish/Questions</li> </ul>	<ul style="list-style-type: none"> <li>2 team presentations due</li> <li>2 Blackboard discussions; questions posted by 9:00a 4/5/10; responses by noon 4/10/10</li> </ul>
<b>Class 10 4/12/10</b>	<ul style="list-style-type: none"> <li>Team presentation: Andragogy (Adult Learning Theory) &amp; Professional Development Practices for Adult Learners</li> <li>Team presentation: Team &amp; Community Building</li> </ul>	<ul style="list-style-type: none"> <li>2 team presentations due</li> <li>2 Blackboard discussions: questions posted by 9:00a 4/12/10; responses by noon 4/17/10</li> </ul>
<b>Class 11 4/19/10</b>	<ul style="list-style-type: none"> <li>Team presentation: Negotiating Styles &amp; the Best Alternative to a Negotiated Agreement (BATNA) Approach</li> <li>Team presentation: 10 Roles of School-based Coaches (as per National Staff Development Council)</li> </ul>	<ul style="list-style-type: none"> <li>2 team presentations due</li> <li>2 Blackboard discussions: questions posted by 9:00a 4/19/10; responses by noon 4/24/10</li> </ul>
<b>Class 12 4/26/10</b>	<ul style="list-style-type: none"> <li>Teacher Expectations and Student Achievement (TESA) and Parent Expectations and Student Achievement (PESA)</li> <li>Team presentation: Culturally Responsive Education</li> </ul>	<ul style="list-style-type: none"> <li>2 team presentations due</li> <li>2 Blackboard discussions: questions posted by 9:00a 4/26/10; responses by noon 5/1/10</li> </ul>
<b>Class 13 5/3/10</b>	<ul style="list-style-type: none"> <li>Team presentation: Change theory: Concerns-Based Adoption Model (CBAM) and Leading in a Culture of Change (Michael Fullan)</li> <li>Team presentation: Personality Types, Personal Orientations, &amp; Behavioral Styles (include Myers-Briggs; Keirsey temperaments; behavioral style characteristics as per Tony Alessandra)</li> </ul>	<ul style="list-style-type: none"> <li>Personal statement due electronically via e-mail by Friday, 5/7/10 @ noon.</li> </ul>

Class	Topics	Assignment(s) for Next Class
<p><b>Class 14</b> <b>5/7/10</b></p> <p><b>NO CLASS MEETING AT GMU</b></p>	<ul style="list-style-type: none"> <li>• Dealing with Difficult People home assignment TBA &amp; posted on Bb</li> <li>• Teacher Expectations &amp; Student Achievement home assignment TBA &amp; posted on Bb</li> <li>• Self-assessment due; bring a print out to class on 5/10/10.</li> <li>• Posting on TaskStream of signature assignment due by 9:00a on 5/10/10.</li> </ul>	
<p><b>Class 15</b> <b>5/10/10</b></p>	<ul style="list-style-type: none"> <li>• Sharing of philosophies &amp; building a communal declaration</li> <li>• Guest speaker on supervising &amp; managing colleagues</li> <li>• Reflection on accomplishments and growth</li> <li>• Wrap up</li> <li>• Course evaluations</li> </ul>	<p>Congratulations! Stay in touch!</p>