

George Mason University
Graduate School of Education
EDSE 662 Section 655
Consultation and Collaboration
Teach for America Cohort 5 (and a few TFA 3s and 4s)

Instructor: Carmen Rioux-Bailey, Ed.S.

Office Hours: by appointment. Krug Hall Room 110A

Phone: mobile: (202) 302-3223 **work:** (703) 993-9548 **FAX:** (703) 993-3681

E-mail: criouxba@gmu.edu

Course Days: Fridays 5pm-10pm, Saturdays 9am-5:30pm

Location: GMU Arlington Campus, Room ARLTB335

Course Dates: 3/18, 3/19, 4/1, 4/2, 4/29, 4/30

"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

"I not only use all of the brains I have, but all I can borrow." Woodrow Wilson

"Collaboration is damn tough." Focus Group Participant, 1997

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.

Evidence-Based Practices

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 Consultation, Collaboration, and Communication. These EBPs are indicated with an asterisk (*) in this syllabus' schedule. 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. Go to <http://iris.peabody.vanderbilt.edu/resources.html> and select the Collaboration tab to find a variety of resources and EBPs to enhance course content.

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 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 culturally-responsive collaborative consultation.

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; and
- Develop self-assessment techniques for improving consultative and collaboration skills.
- Plan activities that implement effective consultation and collaboration techniques.

NATURE OF COURSE DELIVERY:

Experiential, observational, and interactive strategies are used to facilitate fulfillment of the outcomes established for the course. Course sessions include a variety of formats and integrate instructional technology with lecture, discussion, guest presenters, small group activities, and student presentations. Students are expected to know and use email for course communication with the professor and other students.

REQUIRED TEXT:

Dettmer/Werner, *Consultation & Collaboration*, customized text -- available this link only:
<http://store.pearsoned.com/georgemason> ISBN: 0558091695

COURSE OBJECTIVES & RELATIONSHIP TO PROGRAM 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). You will also have one assignment that will address CEC Standard # 9.

Alignment of Course Outcomes & Requirements with NCATE/CEC Standards

CEC/INTASC Standards #9 and #10 Common Core Knowledge & Skillsⁱ	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.	<i>Small group discussions; large group class participation.</i>
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	<i>case studies; reading, lecture</i>
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	<i>Small group discussions; large group class participation, videos.</i>
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	<i>Small group discussions; professional development activity.</i>
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	<i>Self-analysis and code of ethics activities</i>
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	Plan a professional development activity	<i>In-Class activities and simulations, lecture</i>

<p>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.</p>		
<p>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.</p>	<p>Reflect on professional practice and articulate a detailed Code of Ethics</p>	<p><i>Code of Ethics Activity, self-analysis activity</i></p>

College Of Education and Human Development Statement Of Expectations:

- Students must follow the guidelines of the University Honor Code. See <http://academicintegrity.gmu.edu/honorcode/> for the full honor code.
- Students with disabilities who seek accommodations in a course must be registered with the Mason Office of Disability Services (ODS) and inform the instructor, in writing, at the beginning of the semester. [See <http://ods.gmu.edu>].
- Counseling and Psychological Services (CAPS) offers a wide range of services to students that are provided by a staff of professional counseling and clinical psychologists, social workers, and counselors. The Center provides individual and group counseling, workshops, and outreach programs – experiences to enhance a student's personal and academic performance. [See <http://caps.gmu.edu>].
- All students must follow the university policy for Responsible Use of Computing. [See <http://universitypolicy.gmu.edu/1301gen.html>].
- All communication from the university, college, school, and program will be sent to students through their Mason e-mail account only. Students are responsible for the content of university communication sent to their Mason e-mail account and are required to activate their account and check it regularly.
- University policy states that all sound emitting devices shall be turned off during class unless otherwise authorized by the professor.
- Every student registered for any EDSE course as of the Fall 2007 semester is required to submit signature assignments to TaskStream (regardless of whether a course is an elective, a one time course 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). Unless this grade is changed, upon completion of the required submission, the IN will convert to a F nine weeks into the following semester.

Assessment of Course Requirements:

- All assignments are due on the dates indicated. Consult with me *in advance* if there is a problem. In fairness to students who make the effort to submit papers on time, 5 points per day will be deducted from your grade for late papers unless I have agreed to an extension. THE MAXIMUM EXTENSION PERIOD IS ONE WEEK FOR ONE ASSIGNMENT ONLY! Please retain a copy of your assignments in addition to the one you submit.
- All assignments should reflect graduate-level spelling, syntax, and grammar. If you experience difficulties with the writing process you will be required to document your work with the GMU Writing Center during this course to improve your skills.
- Course participants wishing to suggest other learning activities may, with my approval, substitute these for a required activity.
- The major portion of your learning in this course will be the result of your personal involvement in the content provided and in your willingness to incorporate in-class content and the readings into your repertoire of knowledge and skills. My role in your learning is to be a facilitator and to provide a favorable environment in which learning can take place; however, the major responsibility must necessarily remain with you.

Grading Scale:

95-100% = A
90-94% = A-
85-89% = B
80-84% = B-
70-79% = C
< 70% = F

Expectations:

- Students are expected to (a) attend all classes during the course, (b) arrive on time, (c) stay for the duration of the class time and (d) complete all assignments. Attendance, timeliness, and professionally relevant, active participation are expected for a grade of **B** or better. Attendance at all sessions is MANDATORY because of the compressed structure of this course.
- **Be an Informed Student:** Negotiating all the requirements for your Master's and/or VA Licensure is extremely complex. It is imperative that you schedule a phone or in-person appointment with the Special Education Advisor, (Jancy Templeton (jtemple1@gmu.edu), 703/993-2387). This will ensure that you rectify any outstanding issues, are timely with all necessary paperwork, and are ultimately in good standing to graduate on time.

- **Using Blackboard:** GMU's Blackboard will be used to post important information and presentations for this course and for you to check grades and communicate with your classmates. It is also how your instructor will email you. You should check Blackboard at least once a week and right before class to make sure you are informed about class/GMU issues.

Class Blackboard: <https://mymasonportal.gmu.edu>

Cohort Blackboard site (new URL location as of Dec. 1, 2010):

1. <http://mymason.gmu.edu> DON'T LOGIN WITH YOUR USERNAME AND PASSWORD! INSTEAD, LOGIN WITH:
2. Username: cohort, Password: cohort
3. Under the My Organizations heading, click on the "The Cohort Site for Special Education Outreach" link.
4. Click on the tab on the Site Menu on the left that coincides with the information you seek.
5. Be sure to check the Announcements regularly as important information is updated often!

MAJOR LEARNING ACTIVITIES:

(Please note that student and family privacy must be protected in all written and oral communication. Please refrain from including any information that would jeopardize compliance with FERPA regulations)

I. Self- Analysis: Consultation, Collaboration, and Teamwork (30% of final grade)

This assignment may be helpful to the development of your midpoint/final Introductory Narrative for your portfolio, or may serve as a student-selected artifact for CEC Standards 10, 9, or 6.

Your text defines Consultation, Collaboration, and Teamwork and provides frameworks and characteristics to illustrate the essential attributes of each. In this paper you will reflect upon, and analyze your strengths and challenges related to **each** of these essential components of teaching and learning. You will apply this analysis to your professional practice environment (your school) and your learning environment (your graduate cohort program). The purpose of this activity is for you to a) define your current performance in relation to each component, and b) develop a plan of improvement to address your challenges in each area in both environments. You will need to use and cite your text as a reference, and you must incorporate feedback from stakeholders in both environments as well. Your paper will be approximately 12-15 pages in length, double-spaced in APA.

II. Professional Code of Ethics: (30% of final grade)

This assignment would be an excellent choice to submit as a student-selected portfolio artifact for CEC Standard 9: Professional and Ethical Practice

Review the GMU CEHD Professional Dispositions at <http://cehd.gmu.edu/teacher/professional-disposition>

Then reflect upon all you've learned about students, families, instruction, and collaborative practices in your program and work-related experiences. Develop a minimum of 10 professional ethics that you will strive to honor and abide by as you work in the field of special education and that represent your core values and beliefs about stakeholders, practices, and non-negotiables. Each ethic should have a **thorough** rationale accompanying it. You do not need to cite specific research, but it should be **clear** to the reader that your values are informed by your studies and professional experiences. This paper should have an introduction and conclusion in narrative format and individual ethics may be presented in a list form. Your paper will be approximately 8-10 pages in length, double-spaced in APA.

III. Group Professional Development Presentation: (30% of final grade)

This is the portfolio Signature Assignment for 662 (CEC Standard 10: Collaboration). Each group member must enter this assignment into TaskStream and assign me as the evaluator BEFORE SATURDAY 4/30 or you will receive an incomplete for the class!!!

Design a professional development activity. The purpose of this assignment is twofold: (1) to develop a 30-minute staff development training that will be presented to the class, and (2) to provide students with the opportunity to hone their collaborative skills. This project will reinforce the staff development process, best practices, and provide the opportunity to work in and reflect upon group dynamics and teamwork. The presentation should deal specifically with some aspect of instruction or an area of need for your group. Your presentation should include handouts, a PowerPoint, a related reading selection and/or list of references, and an agenda or outline. All materials and activities should reflect key concepts in the presentation. Finally, you will need to prepare an evaluation form to be distributed to the group at the end of your presentation. Prepare for 45 participants.

IV. Participation Points (10% of final grade)

- Attendance
- Timeliness
- Contribution
- Respect for learning community
- Full attention: no texting, computing, or otherwise disengaging

I. Self-Analysis: Consultation, Collaboration, Teamwork

	5 Exemplary	4 Good	3 Acceptable	2 Inadequate	1 Unacceptable
Student has a clear understanding of the subtle differentiation between the three constructs that is evident in each area. Relevant citations from text are included					
Addresses each construct in terms of strengths and challenges in 2 environments: practice (school) and learning (cohort)					
Feedback from external sources for each construct are identified and analyzed					
An action plan is developed for each area that reflects internal and external feedback, and is based in the literature and best practice.					
Writing Reflection is written to graduate-level standards and there are <u>very few</u> writing or printing errors.					

Student: _____ Score _____

Total: 30 possible

III. Ethics Rubric

	5 Exemplary	4 Good	3 Acceptable	2 Inadequate	1 Unacceptable
At least ten professional ethics/core values are identified, and rationales developed which defend the importance of these nonnegotiables.					
The Introduction provides a context for the ethics identification and discussion that follows.					
Depth of reflection & depth of linkages to content from previous courses is evident.					
Values/ethics reflect a spectrum of analysis: stakeholders, practices, constructs, etc.					
Paper is written to graduate-level standards and there are <u>very few</u> writing or printing errors.					

Total: 30 possible

Student _____ Grade _____

V. Group Presentation Rubric

Group:

Criteria	Benchmarks					Points
	UNSATISFACTORY	MINIMAL	GOOD	OUTSTANDING	possible	
Organization Content Knowledge	Listener cannot understand presentation because there is no sequence of information. Does not engage the audience. Students do not have grasp of information; students cannot answer questions about subject.	Listener has difficulty following presentation because presenters jump around. Does not engage most of the audience. Students are uncomfortable with information and are able to answer only rudimentary questions.	Students present information in engaging and logical sequence which audience can follow. Students are at ease with content, but fail to elaborate.	Students present information in engaging, novel, and logical sequence which audience can follow. Students demonstrate full knowledge with explanations and elaboration.	10	
Visual, Media, Strategies Mechanics	Students used no visuals/media/strategies. Students' presentation has four or more spelling errors and/or grammatical errors. Two or fewer sources in APA style.	Students occasionally used visuals/media/strategies that rarely support text and presentation. Presentation has three misspellings and/or grammatical errors. Three + sources in APA style.	Visuals/media/strategies related to text and presentation. Presentation has no more than two misspellings and/or grammatical errors. Four + sources in APA style.	Students used visuals/media/strategies to reinforce screen text and presentation. Presentation has no misspellings or grammatical errors. Five + sources in APA style.	10	
Delivery	Students' presentation outside acceptable time limits (+-20 minutes). Shows no evidence of rehearsal	Students' presentation outside acceptable time limits (+-15 minutes). Shows limited evidence of rehearsal	Students' presentation outside acceptable time limits (+-10 minutes). Shows some evidence of rehearsal	Students' presentation within 45 minutes. Shows significant evidence of rehearsal.	5	
Shared Responsibility	No evidence of shared responsibility, shared commitment, and shared level of effort.	Little evidence of shared responsibility, shared commitment, and shared level of effort.	Some evidence of shared responsibility, shared commitment, and shared level of effort.	Significant evidence of shared responsibility, shared commitment, and shared level of effort .	5	
				Total---->	30	

PROPOSED CLASS SCHEDULE

Class Session	Topic/Learning Experiences	Readings and Assignments
<p style="text-align: center;">Weekend 1</p>	<p>Overview of Course Requirements</p> <p>CC and T: Knowing yourself: Examining Interpersonal Styles*</p> <p>CC and T: Professional Practices*</p>	<p style="text-align: center;">Chapters 1-3</p>
<p style="text-align: center;">Weekend 2</p>	<p>CC and T:</p> <p>Managing Conflict*</p> <p>Enhancing Communication with all stakeholders*</p>	<p style="text-align: center;">Assignment 1 Due Friday: Self-Analysis</p> <p style="text-align: center;">Chapters 4-5</p>
<p style="text-align: center;">Weekend 3</p>	<p>Creating Change Through CC and T*</p> <p>Professional Development Presentations</p> <p>Course Evaluation</p>	<p style="text-align: center;">Assignment 2 Due Friday: Professional Ethics</p> <p style="text-align: center;">Assignment 3 Due Saturday: Professional Development Presentation. NOTE: ALL GROUP MEMBERS MUST SUBMIT THIS PROJECT TO TASKSTREAM BEFORE CLASS. NO EXCEPTIONS!!!</p>
