George Mason University
Graduate School of Education
EDSE 662-660, Summer, 2011
Consultation and Collaboration

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Course Days: Wednesdays, June 1 through July 20, 2011
Location: Loudoun County School Administration Building, 21000 Education Court, Ashburn, VA
Course Time: 4:30-9:30 pm

"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

COURSE DESCRIPTION
EDSE 662 provides professionals in special education, regular education, and related fields with knowledge and communications skills necessary for collaborative consultation and technical assistance to other educators and service providers.

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 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.

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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.

EVIDENCE BASED OUTCOMES:
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' 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.

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 TEXTS:
Custom Text Order Information Available on Blackboard
Relevant readings will also be assigned.

COURSE OBJECTIVES & RELATIONSHIP TO PROGRAM GOALS AND PROFESSIONAL ORGANIZATION:

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). Acknowledging the many dimensions of teaching, EDSE 662

draws secondarily from most CEC/NCATE Standards.[i] The table below describes the CEC Knowledge and Skills (Standard #10) in relation to course outcomes and requirements.

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

CEC/INTASC Standard#10 Collaboration Common Core Knowledge & Skills[ii]	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 discussions; large group class participation.*
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	*Interviews; case studies; website readings.*
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 discussions; large group class participation.*
Roles of students, families, and school and community personnel in planning of an individualized program; co-planning and co-t methods to strengthen content acquisition o students with learning disabilities; parent ed programs and behavior management guides address severe behavioral problems and faci 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 discussions; community resources directory; information packet; professional development activity.*
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 and large group discussions.*
See Standard #10 Skills ([b])	Plan a professional development activity	*Professional development activity.*

ASSESSMENT OF COURSE REQUIREMENTS:

All assignments should be word-processed and are due on the dates indicated. Consult with the instructor in advance if there is a problem. Points per day will be deducted from your grade for late papers. 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 need 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 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 in the materials provided and in your application of the principles to your own situation.   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-
80 - 89%   = B
70 - 79%   = C
<70%   = F

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:

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT STATEMENT OF EXPECTATIONS:

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See http://academicintegrity.gmu.edu/honorcode/].

- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See http://ods.gmu.edu/].

- Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/1301gen.html].

- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.

- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

- Students are expected to exhibit professional behaviors and dispositions at all times.

Campus Resources

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See http://caps.gmu.edu/].

- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See http://writingcenter.gmu.edu/].

- For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See http://gse.gmu.edu/].

COURSE 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 Blackboard discussion boards and other assignments*.* 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 because many of the activities in class 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 Most handouts/Powerpoints are posted under the relevant class session on Blackboard. Students are responsible for accessing these materials and having them available for each class. Occasionally, handouts will be distributed in class.

❖ **Absences**: Understanding you are individuals with full and active lives, who have made the intellectual and financial commitment to regularly attend class, there may be an instance when you are not able to attend. If this unlikely event should occur, it is your responsibility to make arrangements to 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. Please be sure to notify the classmate in sufficient time for them to be of assistance to you. Please notify me by email in advance if you will not be able to attend class, and arrange for a classmate to pick up handouts/provide notes. I strongly believe in class attendance. Please do not ask me for permission to miss a class. I will not give you permission; you must make your own decision.

❖ **Use of Computers and Cell Phones:** In this day of technology, the use of laptop computers during class has become very common. It is expected that the use of computers during class is for educationally relevant purposes. Checking email and surfing the web are not educationally relevant, at least not during class sessions. Students engaging in such conduct during class time will lose the privilege of computer use during class sessions. Please place cell phones on vibrate or mute the ring tone so as not to disturb your fellow classmates. It is expected that cell phones are used for emergency purposes only during class sessions.

❖ In-depth reading, study, and work on course requirements require outside class time. Students are expected to allot approximately three hours for class study and preparation for *each* credit hour weekly in addition to papers and assignments.

❖ Use APA guidelines for all course assignments. This website links to APA format guidelines: http://www.psywww.com/resource/apacrib.htm

❖ We will use person-first language in our class discussions and written assignments (and ideally in our professional practice). Please refer to "Guidelines for Non-Handicapping Language in APA Journals" http://www.apastyle.org/disabilities.html

❖ Please subscribe to the GMU/GSE Special Education list serve if you do not already receive list serve announcements. Send an email to listproc@gmu.edu and type the following in the message of the text: Subscribe (special-education-program) (your full name). For example: subscribe special-education-program John Doe. Send the email message and you will receive an email confirmation of your subscription to the list. This allows you to receive important notices from special education.

GMU's Blackboard will be used to post important information for this course and for you to respond to discussions and assignments. Your email address should be entered in the **Blackboard** system. The following is how you will access the **Blackboard-GSE Login Page:**
Enter the URL http://blackboard.gmu.edu into your browser location field.
Click on the **Login** button.
Enter your **Username & Password** 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 following class session #1 of this course.

TaskStream

The signature assignment required for this course must be submitted electronically to Mason's NCATE management system, TaskStream: (https://www.taskstream.com) by 9:00 am the day of the last class meeting.

Note: Every student registered for any EDSE course as of the Fall 2007 semester 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 a 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. Online Blackboard Discussions/Reflections: (12% of final grade)
Each class member is expected to participate online on **GMU's Blackboard**. The instructor will post a discussion assignment and prompt the day after selected class sessions, and **thoughtful, detailed responses** that address the topic *and* your classmates' reflections are expected by 9:00 am the following Wednesday morning. A total of 4 responses (one per prompt) must be posted *on time* for full credit. You are encouraged to post more than one response per prompt.

II. Chapter Presentation (10% of final grade)

There will be a customized textbook for this class. Each student will participate in a group activity reading activity. Each group will read one of five book chapters. Each student is responsible for reading the chapter and then working as a group to develop a 15-20 minute presentation regarding the chapter content. Pay particular attention to the content applicability, relating it to your development as a special educator. Supplemental topical research is encouraged. Relevant handouts should be provided and Powerpoint used for your presentation.

III. Interviews (10% of final grade)

Interview three (3) school professionals (i.e., general education teacher, special education teacher, speech and language clinician, teaching assistant, administrator, etc.) to find out their views about, and experiences with, consulting personnel in schools, collaboration among school educators, and teamwork among educators, and inclusive education. You can approach this by giving your interviewees definitions of terms if they ask, or by suggesting when they ask that they reply by using their own perceptions of the terms. Use no names of school personnel, schools, or towns. (It will be helpful to the task to assure interviewees that this is a course assignment, so they do not feel "put on the spot.") **Attach your list of interview questions to the assignment.** Your Interview paper should include your reactions and provide evidence of linkage to course content and readings. Your paper will be *at least* 5 pages in length.

IV. Research/Application Projects: (15% of final grade) CHOOSE ONE

- **Option 1: Information Packet.** Construct an information packet of synthesized research, Internet resources, and practical ideas and information in user-friendly language designed to prepare paraeducators for their roles in inclusive school settings; **or** general education teachers for their role as a co-teacher; **or** a group of teachers and other school personnel about a particular issue or need. The packet should be at least 6-8 pages in length, and should be accompanied by an introductory page that specifies target audience, appropriate grade levels, targeted issue(s). Be sure to include references.

- **Option 2: Information and Referral Directory.** Compile a directory of *current* information, referral, and service agencies (at least 8 sources with names of contact person, address, and telephone number) that are available in your school district or county, which you might use to help secure services and supports for students with special needs and their families. Each entry should include a description of the services that the agency/resource provides, ages served, and eligibility criteria, etc. These should be designed for a particular topic, for example, recreational, mental health, medical services, job services/transition agencies, tutoring, etc.

- **Option 3: Research Analysis.** Develop an annotated bibliography that focuses on current research addressing consultation and/or collaboration for professionals working with students with learning or behavioral needs. The bibliography must include at least 5 references from peer-reviewed journals. It should include *Introduction, Description of Studies, Summary, Conclusions, and Implications for Practice*. Paper will be *at least* 5 pages in length.

V. Professional Code of Ethics: (10% of final grade)
Review the GMU CEHD Professional Dispositions at
http://gse.gmu.edu/facultystaffres/profdisp.htm
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. Each ethic should have a brief but 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 3-4 pages in length.

VI. Attendance /Participation (15% of final grade)
Attendance and participation in the in class is required. These points can only be achieved through class participation, including group assignments, activities and collaborative opportunities.

VII. Group Professional Development Presentation: **(20% of final grade)**

SIGNATURE ASSIGNMEMT

Design a professional development activity. The purpose of this assignment is twofold: (1) to develop a one-hour staff development presentation which will be presented to the class on the last class meeting; and, (2) to provide students with the opportunity to hone their collaborative skills. This project will introduce 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, for example, in the area of instruction, you might consider **a research-based instructional practice, co-teaching,** or your might consider **positive behavioral supports**. Your presentation should include handouts, PowerPoint, a related reading list and/or list of references, an agenda or outline, and definitions of related terms that might be unfamiliar to your audience. 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. This evaluation form is for development purposes only and will not be completed by your fellow classmates.

VIII. Collaboration Study Activity (8% of final Grade)
This assignment along with Rubric will be posted to Blackboard. It is to be completed in lieu of a formal in class meeting on June 22, 2011

Rubrics for Major Learning Assignments

IA. Blackboard Online Discussion/Reflections Rubric

Student: _____

	4 Exemplary	3 Good	2 Acceptable	1 Inadequate	0 Unacceptable
Background Student has clearly completed the discussion prompt or activity prior to developing written response (.5 pt)					
Quality Addresses all aspects of discussion starter/prompt. Reacts both to prompt and classmates' responses (1 pt)					
Reflection Summarizes thoughts about articles read or information received and includes rationales for the statements made. • Depth of reflection & depth of linkages to other course readings, teaching, and learning in general. (2 pts)					
Collaboration Student incorporates classmates' responses into own response. Acknowledges differences of opinion appropriately. Recognizes and validates multiple viewpoints. (1 pt.)					
Writing Reflection is written to graduate-level standards and there are very few writing or printing errors. (.5 pt)					

Total: 20 possible (5 per prompt)

Rubrics for Major Learning Assignments

II. Chapter Presentation Rubric

Student: _____

	4 Exemplary	3 Good	2 Acceptable	1 Inadequate	0 Unacceptable
Background (2 points) Student has clearly completed the reading activity prior to developing presentation					
Quality (2 points) Addresses all aspects of the chapter.					
Presentation (5 points) Summarizes content, insights, thoughts about chapter read and information gleaned and includes rationales for the statements made. • Depth of reflection & depth of linkages to other course readings, teaching, and learning in general.					
Writing (1 points) Reflection is written to graduate-level standards and there are <u>very</u> <u>few</u> writing or printing errors.					

Total: 10 possible

II. Interview Paper Rubric

CONTENT	Pts Possible	BENCHMARKS			
		Unsatisfactory	Minimal	Competent	Outstanding
1) Interviewed three school professional, e.g.; (General Ed., Special Ed., Administrator) 2) Linked to course content and readings	1.5	Omitted or does not minimally meet requirements.	Rationale and methodology are not thorough, with major omissions. Data collection conforms to some requirements in topics, sources, and formats. Descriptions are sketchy with major omissions.	Rationale and methodology are basically thorough. Data collection conforms to most requirements in topics, sources and formats. Descriptions are basically thorough, with minor omissions.	Rationale and methodology are sound and thorough. -Methods of collecting data are consistent. -Data collected from different sources and participants. **-Purpose statement included.** Descriptions are thorough.
Includes interviewees' views on: 1) consulting personnel in schools; 2) collaboration among school personnel; 3) teamwork among educators.	4	Omitted or does not minimally meet requirements.	Surface analysis. Reflection does not contemplate many possibilities.	Analysis and reflection are thoughtful for all areas. However, not as thorough or does not include as much depth in each of the four areas.	Analysis & reflection are thoughtful for all areas: -Includes synthesis and analysis (summation and relationships) -references to literature and class content -generation of relevant questions/ideas.
Summary Paragraph	2	Omitted or does not minimally meet requirements.	Summaries are minimal; more information needed.	Summaries are basically thorough with minor omissions.	Summaries are thorough.
Included list of interview questions	.5	Omitted or does not minimally meet requirements.	Questions are minimal and additional information is needed.	Questions are basically thorough with minor omissions.	Questions are thorough.
Writing	2	Does not meet requirements.	Writes with stylistic and grammatical errors/ some evidence of using APA style or format.	Writes clearly with few stylistic and grammatical errors & mostly conforms to APA.	Writes clearly with no stylistic and grammatical errors & conforms to APA style and format.
Total	10				

III. & IV. Information Product _or_ Information & Referral Directory Rubric (Research/Application Projects: Options 1 _or_ 2)

Criteria	Benchmarks				Points	
	UNSATISFACTORY	**MINIMAL**	**GOOD**	**OUTSTANDING**	Possible	
Organization	Product shows little sequence of information nor is it user-friendly.	Product information does not flow logically. Format is not user-friendly	Product information in logical sequence which reader can follow. Format is user- friendly.	Product information in engaging and logical sequence which reader can follow. Format is user-friendly.	4	
Content Knowledge	Product shows lack of information; not in depth and inadequate or inaccurate information.	Useful information and content, but failure to elaborate.	Useful information and content, and some elaboration	Exceptional content and evidence of in-depth knowledge with explanations and elaboration.	8	
Mechanics	Product has several spelling errors and/or grammatical errors.	Product has a few misspellings and/or grammatical errors.	Product has no more than two misspellings and/or grammatical errors. Is of quality to use in own school or dept. workshop.	Product has no misspellings or grammatical errors. Is of quality to use in school or county workshop and to be shared with others outside school.	2	
References	fewer references than assignment specifies.	Dated/incomplete references	Complete references, but are not most current or from leading sources	Current, complete references from leading sources on this topic	1	
				Total---->	15	

III. & IV. Research Analysis Rubric
(Research/Application Projects: Option 3)

	4 Exemplary	3 Good	2 Acceptable	1 Inadequate	0 Unacceptable
Background (2 points) Relevance of assignment to course content-- Why chosen? Link to Consultation/Collaboration					
Quality (2 points) Assignment reflects all requirements in syllabus description and quality reflects graduate-level status					
Reflection (8 points) Summarizes thoughts about articles read, information received and includes rationales for the statements made. • Depth of reflection & depth of linkages to other course readings, teaching, and learning in general.					
Format (1 point) Research sources are referenced so sources can be easily located • Are from peer –reviewed journals					
Writing (2 points) Paper is written to graduate-level standards and there are very few writing or printing errors.					

Total: 15 possible

III. & IV. Professional Development Rubric
(Research/Application Projects: Option 4)

	4 Exemplary	3 Good	2 Acceptable	1 Inadequate	0 Unacceptable
Background (2 points) Relevance of professional development activity to course content-- Why chosen? Link to Consultation/Collaboration					
Quality (2 points) Assignment reflects all requirements in syllabus description and quality reflects graduate-level status					
Reflection (8 points) Summarizes activity, includes agenda of day and how collaboration/consultation was incorporated into design and/or activities • Depth of reflection & depth of linkages to other course readings, teaching, and learning in general.					
Format (1 point) • Agenda • Verification • Written summary					
Writing (2 points) Paper is written to graduate-level standards and there are very few writing or printing errors.					

Total: 15 possible

IV.   Ethics Rubric

	4 Exemplary	3 Good	2 Acceptable	1 Inadequate	0 Unacceptable
Quantity (1 point) At least ten professional ethics/values identified					
Quality (3 points) Professional ethics/values are accompanied by detailed explanations that illustrate the importance of each.					
Reflection (3 points) • Depth of reflection & depth of linkages to other courses, teaching, and learning in general.					
Format (1point) • Clear, concise, and comprehensive					
Writing (2 points) Paper is written to graduate-level standards and there are very few writing or printing errors.					

Total: 10 possible

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.	5
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 20 minutes. Shows significant evidence of rehearsal.	2.5
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.	2.5
				Total---->	20

Group Members _____

TENTATIVE CALENDAR
(subject to change for weather or other unforeseen interruptions)

Class	*Topics*	*Assignments Due*
June 1 **Class 1**	Course orientation Context for collaboration: *No Child Left Behind*	Read language usage website http://www.apastyle.org/disabilities.html Bookmark and use http://www.ideapractices.org/ Review information about NCLB using http:// www.nclb.gov/Newsletter/index.html
June 8 **Class 2**	School consultation components Historical Perspective Collaboration in action – inclusion, NCLB	A summary of research on inclusive education: http://interact.uoregon.edu/wrrc/AKInclusion.html , website for Western Regional Resource Center (WRRC) at the University of Oregon. A summary of new IDEA law can be viewed at www.cec.sped.org/pp/IDEA_120204.pdf **Blackboard** #1 Discussion by Wednesday , 9:00 AM
June 15 **Class 3**	Use of targeted resources for parents and families; Establishing family partnerships with schools Verbal and non-verbal communication, active and reflective listening, dealing with resistance, and conflict resolution	This website highlights changing roles of educators and other personnel in order to meet the needs of students with disabilities. http://www.uni.edu/coe/inclusion/legal/index.html **Blackboard** #2 Discussion by Wednesday 9:00 AM **Ethics Assignment Due** **Chapter 1 Presentation**
June 22 **Class 4**	Online Study: Practical strategies for collaborating in the classroom	**Complete the IRIS module: Effective School Practices Promoting Collaboration and Monitoring Student's Academic Achievement. Complete the entire cycle and respond to the two questions in the Wrap Up on the discussion board as the assignment for this session. Interview Assignment Due Blackboard** #3 Discussion by Wednesday 9:00 AM **Chapter 4 Presentation**
June 29 **Class 5**	Benefits and barriers in collaborative consultation with high ability students Planning co-teaching lessons, planning curricular modifications, planning instructional support	**Option 1-3 Due** **Chapter 5 Presentation**
July 6 **Class 6**	Planning for instruction: Differentiation of diverse learners; working together in preparing for content and process	**Chapter 6 Presentation** **Co-Teaching Assignment Due**
July 13 **Class 7**	Collaborating in a multicultural setting	**Blackboard #4 Assignment Due by Tuesday 9:00 am** **Chapter Eight Presentation**
July 20 **Class 8**	Group Presentations Course Evaluation	**Professional Development Team Presentation Due**

[i] **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.

[ii] **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).