



**George Mason University**  
**Graduate School of Education**  
**EDSE 662 001: Consultation and Collaboration**  
**Spring 2012**

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**Office Hours:** By appointment  
**Course Day/Time:** Mondays 4:30 to 7:10 PM  
**Location:** Prince William Campus, Bull Run  
Hall 258

### **COURSE DESCRIPTION**

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. **Prerequisites:** Teaching licensure, or enrollment in graduate degree program in education.

Hours of Lecture or Seminar per week: 3 Hours of Lab or Studio per week: 0

### **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. 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 TEXTS

1. Dettmer, P., Thurston, L. P., & Dyck, N. (2011). *Consultation, collaboration, and teamwork for students with special needs*. Boston: Allyn and Bacon. **Pearson Custom Edition**. <http://vig.pearsoned.com/store/home?url=/georgemason> ISBN 1256175544 (use link to order: the text is not listed by name. Go to text listed as *Pearson Custom Educ George Mason Univ, 1/e Werner* with ISBN number listed above to order)
2. Gibb, G. S. & Dyches, T.T. (2007) *Guide to writing quality individualized education programs* (2<sup>nd</sup> ed). Boston: Allyn and Bacon, Pearson.
3. Additional readings will be assigned and placed on Blackboard.

## HIGHLY RECOMMENDED

American Psychological Association (2009). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed). Washington, DC: Author.

This website links to APA format guidelines:

<http://www.psywww.com/resource/apacrib.htm>

## ADDITIONAL REQUIRED READINGS (available on Blackboard)

**Note: readings should be completed by date listed**

### **February 13**

Kalyanpur, M. & Harry, B. (1999) The posture of cultural reciprocity. In *Culture in special education: Building reciprocal family-professional relationships* (pp.113-131). Baltimore: Paul H. Brookes.

### **February 20**

Mostert, M.P. (1998). Communication in interpersonal collaboration. In *Interprofessional collaboration in schools* (pp. 91-115). Boston: Allyn and Bacon, Pearson.

**March 19**

Friend, M. & Cook, L. (2010). Interpersonal problem solving. In *Interactions: Collaboration skills for school professionals* (6<sup>th</sup> ed). Boston: Pearson (pp. 26-53). Boston: Pearson.

Walther-Thomas, C., Korinek, L., Mclaughlin, V.L., & Williams, B.T. (2000). Essential features of inclusive programs. In *Collaboration for inclusive education: Developing successful programs* (pp. 26-49). Boston: Allyn and Bacon, Pearson.

**March 26**

Walther-Thomas, C., Korinek, L., Mclaughlin, V.L., & Williams, B.T. (2000). Implementation basics: getting started. In *Collaboration for inclusive education: Developing successful programs* (pp. 115-138). Boston: Allyn and Bacon, Pearson. (

Turnbull, A., Turnbull, R. Erwing, E. J., Soodak, L.C. & Shogren, K.A. (2011). Families as partners in communication and collaboration. In *Families, professionals, and exceptionality: positive outcomes through partnerships and trust* (6<sup>th</sup> ed) (pp. 159-182). Boston: Pearson.

**April 2**

Rice, N., Drame, E., Owens, L. & Frattura, E.M. (2007). Co-instructing at the secondary level: strategies for success. *Teaching Exceptional Children*, 39(6), 12-18.

Scruggs, T. E., Mastropieri, M.A. & Mcduffie, K.A. (2007). Co-teaching in inclusive classrooms: a metasynthesis of qualitative research. *Exceptional Children*, 73(4), 394-416.

Weiss, M.P, & Lloyd, J. (2003). Conditions for co-teaching: lessons from a case study. *Teacher Education and Special Education*, 26(1), 27-41.

**April 9**

Additional readings TBA.

Musanti, S.I. & Pence, L. (2010). Collaboration and teacher development: unpacking resistance, construction knowledge, and navigating identities. *Teacher Education Quarterly*, winter, 73-89.

Lingo, A.S., Barton-Arwood, S.M. & Jolivette, K. (2011). Teachers working together: improving learning outcomes in the inclusive classroom--practical strategies and examples. *Teaching Exceptional Children*, 43(3), 6-13.

Meadan, H. & Monda-Amaya. L. (2008). A structure for providing social support. *Intervention in School and Clinic*, 43(3), 158-167.

## **April 16**

Friend, M. & Cook, L. (2010). Perspectives and issues. *In Interactions: Collaboration skills for school professionals* (6<sup>th</sup> ed) (pp.326-348). Boston: Pearson.

### **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. In fairness to students who make the effort to submit papers on time, 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.

### **GRADING SCALE:**

95-100% = A

92-95% = A-

89-91% = B+

85-88% = B

80-84% = B-

70-79% = C

< 70% = F

### **LATE WORK PENALTY**

*Five percent of the available points* for the assignment will be deducted each day for late submissions during the first week after the due date. *After one week* from the due date, assignments will not be accepted. Thus an assignment that is three days late is able to obtain only 85% of the points for the assignment regardless of the quality of the work. After one week, 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. The date that the assignment was received by the instructor **in hand or via email or Blackboard** will be considered the date submitted. Submitting an assignment late does not alter the due dates of the other assignments and prevents timely feedback to students 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 College of Education and Human Development (CEHD) expects that all students abide by the following:**

- Students are expected to exhibit professional behaviors and dispositions at all times. See [gse.gmu.edu](http://gse.gmu.edu) for a listing of these dispositions. Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles [See: <http://cehd.gmu.edu/values/>].
- 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/>].
- This syllabus may change according to class needs.

### **Student Expectations**

- 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.
- 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. You are also responsible for work in assigned groups and will need to make arrangements to follow-up with group members if you miss group planning activities in class.
- 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>
- It is recommended that students retain copies of all course products to document their progress through their GSE program. In addition, your instructor may want to use all or portions of your assignments as examples for future classes. In this case, your name would be removed from the assignment to protect your anonymity. Please let your instructor know in writing if you prefer your work not be used as an example in future course sections.
- 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](mailto: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

### 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/>].
- **GMU's Blackboard** will be used to post important information for this course and for you to respond to discussions and assignments. You will also submit most assignments to Blackboard and receive feedback on your assignments there. 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://mymason.gmu.edu> into your browser location field. Click on the **Login** button. Enter your **Username & Password** assigned to you. Most likely it your user name will be **your** first initial of your first name and **your** entire last name (for example - ejohnson). After entering your user name and password, click **Login** and select this course from the course list. 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 the date and time listed in the course schedule. 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 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.

**NOTE:** If you need course adaptations or accommodations because of a disability or if you have emergency medical information to share with me or need special arrangements, **please call and/or make an appointment with me in the first week of class.**

## MAJOR LEARNING ACTIVITIES

### 1. Collaborative IEP Development Project-small group and individual project (30 % of final grade)

This is the signature assignment for this course and students will be required to place it on TaskStream as part of the requirements for a grade for this course. The purpose is for students to demonstrate their knowledge of the individualized planning process required for the development of program planning for students with mild to moderate exceptional learning needs. Students will demonstrate their understanding of the components of the IEP. Based upon case information provided, students will construct an IEP that is legally sufficient and educationally appropriate for the described student.

In this assignment/project, students will demonstrate their ability to develop an Individualized Education Program (IEP) based on a case study for a hypothetical student with a mild to moderate exceptional learning need. Two possible case studies will be presented on the course Blackboard site, along with the required Virginia Department of Education Sample IEP form that is to be used. Based on the information in the assigned case study, students will write an IEP that thoroughly and appropriately addresses the needs of the student in the case scenario.

In conjunction with the PDA assignment, described below, students will have the opportunity to work in small groups to accomplish the IEP for this assignment through the steps of the IEP development, by completing:

- a thorough review of the case study facts and
- all components of the IEP form, using specific instructions provided by the instructor via the course Blackboard site

Following submission of drafts of each part of the IEP form, the group will have the opportunity

to revise drafts based on feedback from the instructor prior to submitting the final assignment.

After completing the IEP forms, each student, individually, will write a narrative that addresses the collaborative nature of the IEP process. Considerations include:

1. What collaboration would occur prior to the IEP development?
2. What additional information would you like to have in order to develop this IEP? What would you want to ask the family members or other IEP team members in order to have a more complete understanding of the learner with mild to moderate exceptional learning needs?
3. How would you involve families, related service providers, and other professionals in the IEP development process?
4. What collaborative processes would need to occur in order for the IEP to be implemented, including next steps for working with general education teachers, the student, and other stakeholders?

Additional information about this assignments and the grading rubric will be found on the Blackboard site and should be consulted before beginning this assignment.

## **2. Professional Development Activity (PDA)–small group presentation (20 % of final grade)**

With a small group of classmates, a 30-40 minute professional development activity should be developed that:

- a. reflects the concept of collaboration (see suggested small group topics included on the instructions for this assignment on Blackboard) and
- b. provides useful skills and information to improve some aspect of collaboration in today's schools.
- c. relates to the case study for the IEP assignment described, above.

The general audience could be a group of first year special educators who have not had the experience of developing an Individualized Education Plan (IEP). The activity should appeal to the characteristics of the adult learner delineated in the text and/or readings and follow a logical instructional process.

An information packet or handout packet (described, below) is to be developed and may include such handouts, as:

- an agenda or outline,
- a PowerPoint printout,
- a related reading and/or list of references,
- definitions of related terms that might be unfamiliar to the audience,
- evaluation form (for the audience to evaluate the group's presentation).



All materials and activities, such as simulations and role-plays should reflect effective communication and collaborative strategies. Finally, each team will need to prepare an evaluation form to be distributed to the audience at the end of the presentation. When possible, reference relevant information from text and course readings. Include and reference any recent research regarding your selected topic. Include the names of all group members on the first page (cover) of assignment. Provide hard copy to the instructor and each class member on the due date.

The purpose of this team assignment is twofold: (1) to develop a 30 to 40 minute staff development activity to be presented during some of the last class meetings; and (2) to provide an opportunity to improve collaborative and personal communication skills. This project allows students to participate in the staff development process, apply effective practices for teaching adult learners, and reflect upon group dynamics and teamwork.

Additional information, including a topic list, suggested resources, and a grading rubric, will be found on the Blackboard site and should be consulted before beginning this assignment.

### **3. Class Participation, Activities, and Reflections (10 % of final grade)**

Thoroughly study the readings as assigned in the syllabus and all class handouts. Students are expected to actively participate during large and small group discussions (in class and via Blackboard) with evidence of having read assignments. Throughout the course, students may be required to reflect on an assignment in preparation for a class session or at the end of a class session. In addition, class participation is very important and includes attendance (including arriving on time and staying for the duration), quality of contributions in group activities and discussions, and interactions with colleagues during small group and class activities.

### **4. Chapter Presentation–small group presentation (5 % of final grade)**

Each group will sign up for and read one of five book chapters. Working as a group and in conjunction with the professor, they will develop a discussion/activity period regarding the chapter content. Particular attention should be focused on the content applicability and relating it to development as a special educator. Supplemental topical research is encouraged. Relevant handouts should be provided and a PowerPoint may be used for the presentation (but not read line by line), with copies for each class member. All students in class are responsible for reading the chapters in preparation for each presentation. Presenters should prepare a brief chapter quiz that focuses on the most important concepts of the chapter. This will be administered at the end of the chapter discussion/activity period.

A grading rubric will be found on the Blackboard site and should be consulted before beginning this assignment.

### **5. Interview Report–individual assignment (20 % of final grade)**

Interview at least three (3) school professionals from the following options: general education teacher, special education teacher, related services professional (i.e. speech language therapist, physical therapist, occupational therapist, vision specialist, assistive technology specialist, transition specialist, etc.). or paraeducator. You will interview them to determine their views about:

- a. consulting personnel in schools,
- b. collaboration among school personnel, and
- c. teamwork among educators.

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. Interviewees should be assured that:

- (a) interviews are a course assignment and
- (b) confidentiality of responses is assured.

A list of interview questions (should be the same for each interview) should be developed and attached with responses when submitting your report. Interviews should be analyzed and summarized in a short essay.

When possible, relevant reference material from the text and course readings should be included. Note also any indications of interest in collaboration, consultation, and teaming, and if this occurs, suggest ways in which this could be followed up productively.

Use APA style, 6<sup>th</sup> Edition, for this report. The paper should be at least 5 pages in length. A summary “chart” can be included, if appropriate.

A grading rubric will be found on the Blackboard site and should be consulted before beginning this assignment.

### **6. Quizzes or Blackboard Assignments–individual activity (5 % of final grade)**

Each class member is expected to participate online in Blackboard discussions and/or via in-class quizzes. The instructor will post a discussion assignment and prompt the day after selected class sessions, and thoughtful, detailed responses that address the topic and classmates’ reflections are expected by 9:00 AM on Monday morning. A total of 2 responses (one per prompt) must be posted on time for full credit. In addition, students are expected to respond to at least 2 classmates’ responses in a thorough and professional manner.

A grading rubric for Blackboard assignments will be found on the Blackboard site and should be consulted before beginning this assignment.

### **7. Co-Teaching Activity—dyad activity (5 % of final grade)**

A 15 to 20 minute co-teaching activity should be planned with a partner. The activity should demonstrate logical, sequential steps in the instructional process and teach “students” a new or updated skill. The purpose of this co-teaching assignment is to give students an experience in both:

- 1) Co-planning and
- 2) Co-teaching.

Presentations should be as creative and engaging as possible! A co-planning worksheet and evaluation form (that the whole class will complete) are required a week prior to the presentation.

A grading rubric will be found on the Blackboard site and should be consulted before beginning this assignment.

### **8. Code of Ethics—individual assignment (5 % of final grade, points)**

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. 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. The paper should be approximately 3 to 4 pages in length.

A grading rubric will be found on the Blackboard site and should be consulted before beginning this assignment.

## Tentative Calendar

(may change based on student or course needs)

Note: the table of contents for the Dettmar custom text lists chapters 1-5. Actual chapter numbers from the original text are also noted in the readings. Chapters in the schedule below refer to those in the table of contents. When giving presentations, please use title of chapter as well as the chapter numbers in the original text (i.e. those listed at the start of each reading).

| Class No. | Date   | Topic   | Reading Due<br>(read by date on which readings are listed) | Assignment Due<br>(due by start of class at 4:30 unless otherwise noted)  |
|-----------|--------|---|--|---|
| 1         | Jan 23 | Course Orientation; Defining collaboration  |  | § Student information form<br>§ Sign up sheets for group projects<br>(both due at end of class)   |
| 2         | Jan 30 | § Defining issues and understanding context<br>§ Initial planning for work in PDA and chapter presentation groups as well as dyads  | § Chapter 1 (Dettmer text)<br>§ Introduction (IEP text)    | Blackboard discussion due (posted on 1/24, due by 9 AM on 1/30)   |
| 3         | Feb 6  | § Historical perspective; Inclusion; NCLB; Role delineation<br>Ø <b>Group Presentation: Chapter 1 (Dettmer text)</b><br>Ø <b>PDA Group Presentations: Topics 1 and 2</b><br>§ Work in IEP assignment groups<br>§ Work in PDA and/or chapter presentation groups | § Chapter 2 (Dettmer text)<br>§ Chapter 1 (IEP text)       | Due: Interview protocol (questions: same questions for all interviews); location, date, and time of face to face meetings for interviews; description of 3 interviewees (no names please; just their roles/positions) |

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| 4 | Feb<br>13 | <p>§ Understanding self</p> <p>Ø <b>Group Presentation: Chapter 2 (Dettmer text)</b></p> <p>Ø <b>PDA Group Presentation: Topic 3</b></p> <p>§ Work in IEP assignment groups</p> <p>§ Work in PDA and/or chapter presentation</p> | Kalyanpur & Harry chapter 5 (on Blackboard)<br>Chapters 2 and 3 (IEP text)     | Ethics assignment due  |
| 5 | Feb<br>20 | <p>§ Communicating with others</p> <p>Ø <b>PDA Group Presentations: Topics 4, 5, and 6</b></p> <p>§ Work in IEP assignment groups</p> <p>§ Work in PDA and/or chapter presentation groups</p>                                    | <p>§ Mostert chapter 6 (on Blackboard)</p> <p>§ Chapter 5 and 6 (IEP text)</p> | Draft of Part 1 of IEP assignment due (group submission)   |
| 6 | Feb<br>27 | <p>§ Communicating with others</p> <p>Ø <b>PDA Group Presentations: Topics 7, 8, and 9</b></p> <p>§ Work in IEP assignment groups</p> <p>§ Work in PDA and/or chapter presentation groups</p>                                    | Chapter 3 (Dettmer text)   | Draft of Parts 2 and 3 of IEP assignment due (group submission)  |
| 7 | Mar 5     | <p>§ Problem solving</p> <p>Ø <b>Group Presentation: Chapter 3 (Dettmer text)</b></p> <p>§ Work in IEP assignment groups</p> <p>§ Work in PDA and/or chapter presentation groups</p>   | Chapter 4 (Dettmer text)   | <p>§ Mid-term evaluation (due at end of class)</p> <p>§ Drafts of Part 4,5, and 6 of IEP assignment due (group submission)</p> |
|   | Mar<br>12 | <b>No Class Spring Break</b>   |  |  |

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| 8  | Mar<br>19  | <p>§ Problem solving (continued)</p> <p>§ Essential features of collaborative schools; evaluating collaborative programs</p> <p>Ø <b>Group Presentation: Chapter 4 (Dettmer text)</b></p> <p>§ Work in IEP assignment groups</p> <p>§ Work in PDA and/or chapter presentation</p> | <p>§ Friend &amp; Cook chapter 2 (on Blackboard)</p> <p>§ Walther-Thomas, Korinek, Mclaughlin, &amp; Williams chapter 2 (on Blackboard)</p> <p>§ Chapter 5 (Dettmer text)</p>   | <p>§ Interview assignment due</p> <p>§ Draft of Part 8 of IEP assignment due (individual submission)</p>   |
| 9  | Mar<br>26  | <p>§ Implementing collaborative frameworks</p> <p>§ Collaborating with families</p> <p>Ø <b>Group Presentation: Chapter 5 (Dettmer text)</b></p> <p>§ Work in IEP assignment groups</p> <p>§ Work in PDA and/or chapter presentation</p>  | <p>§ Walther-Thomas, Korinek, Mclaughlin, &amp; Williams chapter 6 (on Blackboard)</p> <p>§ Turnbull, Turnbull, Erwin, Soodak, &amp; Shogren chapter 8 (on Blackboard)</p>  |  |
| 10 | April<br>2 | <p>§ Issues in co-teaching</p> <p>§ Collaborating with paraeducators</p> <p>§ Work in dyads</p>   | <p>§ Rice, Drame, Owens, &amp; Frattura (2007)</p> <p>§ Struggs, Mastropieri, &amp; McDuffie (2007)</p> <p>§ Weiss &amp; Lloyd (2003) (on Blackboard)</p> <p>§ Friend &amp; Cook chapter 6 (all of above on Blackboard)</p> | <p>IEP and Case Study Assignment due (this is a signature assignment for the course and should be submitted to TaskStream as well as to the instructor by the start of class; <u>every</u> student should submit a copy to the instructor and to TaskStream; submit the IEP form that you worked on as a group as well as narrative section at the end that you individually completed</p> |

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| 11 | April 9  | § Other models of collaboration and facilitation (e.g., business, social change initiatives)<br>§ Intro to issues in collaboration<br>§ Work in dyads | § Additional Readings TBA<br>§ Musanti & Pence (2010)<br>§ Lingo, Barton-Arwood, & Jolivet (2011)<br>§ Meadan & Monda-Amaya (2008) (all readings on Blackboard) | Blackboard discussion due (posted on 4/3, due by 9 AM on 4/9) |
| 12 | April 16 | § Issues in collaboration<br>§ Work in dyads  | Friend & Cook chapter 13  |   |
| 13 | April 23 | ∅ Co-teaching dyad presentations<br>§ Catch up on course  |   | Final evaluation of class (due at end of class)               |
| 14 | April 30 | ∅ Co-teaching dyad  |   | Celebrate!  |

## EVIDENCE-BASED PRACTICES

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 that 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.

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

**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.*

**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 para-educators. 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 Outcomes & Requirements with CEC/NCATE Standards #7, #9 & #10**

| CEC Standards   | Student Outcomes   | Related Course Requirements   |
|---|--|---|
| <p><b>Standard #7: Instructional Planning:</b></p> <p>Individualized decision-making and instruction is at the center of special education practice. Special educators develop long-range individualized instructional plans anchored in both general and special curricula. In addition, special educators systematically translate these individualized plans into carefully selected shorter-range goals and objectives taking into consideration an individual’s abilities and needs, the learning environment, and a myriad of cultural and linguistic factors. Individualized instructional plans emphasize explicit modeling and efficient guided practice to assure acquisition and fluency through maintenance and generalization. Understanding of these factors as well as the implications of an individual’s exceptional condition, guides the special educator’s selection, adaptation, and creation of materials, and the use of powerful instructional variables. Instructional plans are modified based on ongoing analysis of the individual’s learning progress. Moreover, special educators facilitate this instructional planning in a collaborative context including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate. Special educators also develop a variety of, individualized transition plans such as transitions from preschool to elementary school and from secondary settings to a variety of postsecondary work and learning contexts. Special educators are comfortable using appropriate technologies to support instructional planning and individualized instruction.</p> | <p>Specific knowledge of the process of developing a “collaborative” IEP</p> <p>and</p> <p>the demonstrated skill in developing one</p>                    | <p>Professional Development Activity (PDA) – a formal presentation about an important aspect of the IEP development process</p> <p>A completed IEP based on a case study (signature assignment for this course)</p> |
| <p><b>Standard #9: Professional and Ethical Practice:</b></p> <p>Special educators are guided by the profession’s ethical and professional practice standards. Special educators practice in multiple roles and complex situations across wide age and developmental ranges. 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 individuals with ELN, their families, colleagues, and their own professional growth. Special educators view themselves as lifelong learners and regularly reflect on and adjust their practice. Special educators are aware of how their own and others attitudes, behaviors, and ways of communicating can influence their practice. Special educators understand that culture and language can interact with exceptionalities, and are sensitive to the many aspects of diversity of individuals with ELN and their families. Special educators actively plan and engage in activities that foster their professional growth and keep them current with evidence-based best practices. Special educators know their own limits of practice and practice within them.</p>   | <p>Personal reflection on the Professional Ethics &amp; Practice</p> <p>and</p> <p>demonstrated ability to develop a detailed, personal Code of Ethics</p> | <p>Ethics Paper</p>   |

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| <p><b>Standard #10: Collaboration</b></p> <p>Special educators routinely and effectively collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways. This collaboration assures that the needs of individuals with ELN are addressed throughout schooling. Moreover, special educators embrace their special role as advocate for individuals with ELN. Special educators promote and advocate the learning and well being of individuals with ELN across a wide range of settings and a range of different learning experiences. Special educators are viewed as specialists by a myriad of people who actively seek their collaboration to effectively include and teach individuals with ELN. Special educators are a resource to their colleagues in understanding the laws and policies relevant to Individuals with ELN. Special educators use collaboration to facilitate the successful transitions of individuals with ELN across settings and services.</p> | <p>Demonstration of collaborative planning, communication &amp; collaboration skills via course assignments (interview paper, preparing professional development activity &amp; other class session presentations)</p> | <p>Professional Development Activity (PDA)</p> <p>Interview report</p> <p>Chapter Presentation</p> <p>Co-Teaching Activity</p> |
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