

**GEORGE MASON UNIVERSITY  
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT  
SPECIAL EDUCATION**

**EDSE 662: Section 5S3  
Consultation and Collaboration**

**Spring Semester 2012**

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**Office hours:** Mondays and Thursdays, 11-4 and by appointment

**Dates:** January 23-May 7, 2012. No class on March 12

**Times:** 7:20- 10pm

**Location:** Kellar Annex: 3807 University Drive, Fairfax VA 22030 Room 103

*"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**

Provides professionals in special education, regular education, and related fields with 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 TEXTS:**

Friend, M., & Cook, L. (2010). *Interactions: Collaboration Skills for School Professionals* (5<sup>th</sup> ed.). Boston: Pearson Education, Inc.

Gibb, G.S. & Dyches, T. T. (2007). *Writing quality individualized education programs*  
Boston: Allyn and Bacon. Pearson.

### **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 & Skills <sup>i</sup>	Course Outcomes
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.
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
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
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  Write an IEP
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
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.	Plan a professional development activity  Write an IEP

<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>
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**Expectations For Students in this Course:**

**Respect for All:**

George Mason University promotes a living and learning environment for outstanding growth and productivity among its students, faculty and staff. Through its curriculum, programs, policies, procedures, services and resources, Mason strives to maintain a quality environment for work, study and personal growth.

An emphasis upon diversity and inclusion throughout the campus community is essential to achieve these goals. Diversity is broadly defined to include such characteristics as, but not limited to, race, ethnicity, gender, religion, age, disability, and sexual orientation. Diversity also entails different viewpoints, philosophies, and perspectives. Attention to these aspects of diversity will help promote a culture of inclusion and belonging, and an environment where diverse opinions, backgrounds and practices have the opportunity to be voiced, heard and respected.

**Attendance:**

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. Attendance and professional participation at all sessions is very important because all of the activities in class are planned in such a way that they cannot necessarily be recreated outside of the class session. More than one absence for any reason will result in the final grade dropping by 5 points.

**Note: It is impossible to participate fully in this class while texting, Facebooking, tweeting, working on documents, etc. Please be *fully* present in class 😊**

**Workload:**

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

**Written and Oral Language:**

**APA Style** is the standard format for any written work in the College of Education. If you are unfamiliar with APA, it would benefit you to purchase the Publication Manual of the American Psychological Association (5th ed.) You are required to use APA guidelines for all course assignments. This website links to APA format guidelines: <http://apastyle.apa.org/>

We will use *person-first language* in our class discussions and written assignments (and ideally in our professional practice). We will also strive to replace the term “Mental Retardation” with “Intellectual Disabilities” in our oral and written communication in accordance with terminology choices in the disability community.

**Academic Integrity:**

Students in this course are expected to exhibit academic integrity at all times. Be aware that plagiarism is presenting someone else's work as your own. **Whether the act is deliberate or unintentional is irrelevant.** You must take great care to give credit to an author when you borrow either exact words or ideas. Generally, if you use 4 or more words in a row you should use quotation marks and a proper APA citation. Remember that plagiarism is a very serious offense and can result in dismissal from the University. Evidence of plagiarism or any other form of cheating in this class will result in a zero on that assignment and a report of the incident to the Dean's Office.

**Email: Please note that your GMU email will be used exclusively for all your GMU courses: Please activate and forward your GMU email to your most-checked account!**

Go to <http://mail.gmu.edu>. Click on Options tab at the top of the page. Click on Settings link on the left of the page. Type in your most-checked email account in the box labeled Mail Forwarding.

**Be an Informed Student:**

Negotiating all the requirements for your Master's and/or VA Licensure is extremely complex. It is recommended that you schedule a phone/email or in-person appointment with one of the Special Education Advisors, Jancy Templeton ([jtemple1@gmu.edu](mailto:jtemple1@gmu.edu) 703/993-2387) or Danielle Williamson ([dwilli19@gmu.edu](mailto:dwilli19@gmu.edu) 703/993-4361). Doing so each semester will ensure that you rectify any outstanding issues, are timely with all necessary paperwork, and are ultimately in good standing to graduate on time.

**GMU/CEHD Statements Of Student Responsibilities**

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/>].

#### *Core Values Commitment*

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. <http://cehd.gmu.edu/values/>

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

### **Assessment of Course Requirements:**

#### **TASKSTREAM SUBMISSION: Electronic Portfolios**

Several changes have been made that affect which assessments (formerly called signature assignments) are submitted to TaskStream, where those assessments are submitted, and how they are evaluated. These changes are outlined below:

- **DRF:** Starting in Spring 2012, students in the general access program will no longer use the *Special Education Portfolio* DRF to submit work. Students will be enrolled in a new DRF based on the specific course in which they are enrolled. For example, students would be enrolled in the Spring 2012 EDSE 662 Section 5S1 DRF.
- **Rubrics:** In the old system, each assessment was aligned to one specific CEC standard. In the new system, each assessment is aligned to multiple CEC standards. Assignments and rubrics have been revised to be more comprehensive and better align to the CEC standards.
- **TaskStream:** Directions for Phase 1: Creating a TaskStream Account, Phase 2: Enrolling into a DRF, and Phase 3: Uploading Assessments are posted on Blackboard. Phase 1 directions remain the same for users. Students will automatically be enrolled into the new DRFs so Phase 2 directions should be ignored at this time. Phase 3 directions for uploading assignments are the same; however students should disregard all references to the *Special Education Portfolio* and instead to be sure to post assessments into their new *course-specific* DRF.

**\*Note: Every student registered for any EDSE course is required to submit the assessment assignment/signature assignment to TaskStream (regardless of whether a course is an elective, a one time course or part of an undergraduate minor). 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 an "F" nine weeks into the following semester.**

### **Grading Criteria**

95-100% = A

90-94% = A-

84-89% = B  
83-79% = C  
< 75% = F

- 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 assignment grade for late papers **unless** I have agreed to an extension (may be used **one time** only for **one assignment only**). Maximum extension is 6 days. Please retain a copy of your assignments in addition to the one you submit.
- All assignments should reflect graduate-level spelling, syntax, and grammar, and APA style guidelines. 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, except for the NCATE assessment/signature assignment.

### Using Blackboard:

GMU's Blackboard will be used to post important information and presentations for this course and for you to check grades, complete assignments, and communicate with your classmates and instructor. You are responsible for checking Blackboard at least once a week and right before class to make sure you are informed about class/GMU issues.

Your **GMU Mason Net ID username and password** are entered in the Blackboard system. The following is how you will access the Blackboard from the Mason Live Portal (<http://myMason.gmu.edu>): login with your MasonNet ID and password, click on "Courses" tab at top, find the link for this class.

### PERFORMANCE-BASED ASSESSMENTS AND EVALUATION CRITERIA:

**There are 3 Major and 2 Minor Assignments for EDSE 662. The NCATE assessment/signature assignment, which MUST be submitted electronically to Taskstream, is marked with an asterisk \*.**

*(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)*

#### **ASSIGNMENT 1: Blackboard Discussion Board (5 points) due 2/6 by 9am**

You will be assigned an article to read on Blackboard. You will then post your responses to the questions at the end of the article in a narrative format to the Discussion Board. You are expected to respond to at least one classmate's posting as well. NO late submissions will be accepted.

#### **ASSIGNMENT 2: Professional Code of Ethics: (15 points) due 2/20**

Review the GMU CEHD Professional Dispositions at <http://cehd.gmu.edu/teacher/professional-disposition> and the CEC Special Education Professional Ethical Principles at <http://www.cec.sped.org/content/navigationmenu/professionaldevelopment/professionalstandards/ethicspracticestandards/default.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 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.

**ASSIGNMENT 3: Self- Analysis: Consultation, Collaboration, and Teamwork (20 points) due 3/19**

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 current (or future if you are not currently teaching in special education) professional practice. The purpose of this activity is for you to a) define your current skills in relation to each component, and b) develop a plan of improvement to address your challenges in each area. You will need to use and cite your text as a reference, and you may incorporate feedback from stakeholders as well. Your paper will be approximately 8-10 pages in length, double-spaced in APA.

**ASSIGNMENT 4: Collaborative IEP Development Project (30 points)\* due 4/16**

This is the NCATE assessment/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)** for a hypothetical student with a mild to moderate exceptional learning need. Three possible case studies will be presented on the course Blackboard site, along with the Virginia Department of Education Sample IEP Form that is to be used. Based on the information in the selected case study, students will write an IEP that thoroughly and appropriately addresses the needs of the student in the case scenario.

As the IEP for this assignment is developed, students should:

- Complete a thorough review of the case study facts
- Complete all components of the IEP form, using specific instructions provided by the instructor
- Write a narrative describing the *collaborative* components of the IEP development process

After completing the IEP forms, each student 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?



Remember, additional information and the rubric will be found on the Blackboard site under the Information tab on the left in an assignment-specific folder and should be consulted before starting this assignment

**Assignment 5: Group Professional Development Presentation: (30 points) due 4/30 or 5/7**

Design a 30-minute 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 or other visual, 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 32 participants.

**NOTE: All rubrics, forms, resources etc. for each Major Assignment can be found on the Blackboard site for this course in an assignment-specific folder under the “Information” tab on the course menu**

**Proposed Class Schedule**

<b>Class Session</b>	<b>Topic/Learning Experiences</b>	<b>Do This: Readings (complete <i>after</i> this session) and Assignments (to be turned in <i>on or before</i> this session)</b>
1 1/23	Principles of Consultation, Collaboration, and Teamwork: An Overview	Chapters 1 and 3 <i>Interactions</i>
2 1/30	Who am I as a Consultant, Collaborator, and Team Member? Know thyself and seek to know others!	Chapter 2 and 4 <i>Interactions</i>
3 2/6	Working with General Educators in CoTeaching and Collaborative efforts: Merging and Maintaining Professional Identities*	<b>Assignment 1 Discussion Board Due by <u>9am on 2/6 (today)</u></b>  <i>Chapters 5 and 7 Interactions</i>
4 2/13	Working with other School Professionals on Teams and Collaborative Efforts: Managing and Being Managed	Chapters 6 and 13 <i>Interactions</i>
5 2/20	Online Class: Collaborating with Families Complete the Iris Module at <a href="http://iris.peabody.vanderbilt.edu/fam/chalcycle.htm">http://iris.peabody.vanderbilt.edu/fam/chalcycle.htm</a> *	<b>Assignment 2 Code of Ethics Paper Due (Email to Professor by 7:30 pm today)</b>  <i>Chapter 8 Interactions</i>
6 2/27	Collaborating on Individualized Educational Programs* Collaboration with Students	Review Text: <i>Writing Quality Individualized Education Programs</i>
7 3/5	Interpersonal Communication: Principals, Techniques, Decision points	Chapter 9 <i>Interactions</i>

3/12	No Class Tonight: GMU Spring Break	☺
8 3/19	Interpersonal Communication (continued) Seeking to understand and be understood	<b>Assignment 3 Self-Analysis Paper Due</b> Chapter 10
9 3/26	Professional Development Managing and Leading Change Efforts: Understanding change and growing professionally*	Review Text: <i>Writing Quality Individualized Education Programs</i> Review Chapter 7 <i>Interactions</i>
10 4/2	Group Projects Class: Meet virtually or face to face with your group to develop your IEP and Professional Development Projects	
11 4/9	Preventing and Managing Conflict: Best Practices.* Knowing where you are and what to do about it	Chapters 11 and 12 <i>Interactions</i>
12 4/16	Preventing and Managing Conflict (continued) Navigating troubled waters	<b>Assignment 4 IEP Assignment Due</b>
13 4/23	Guest Speaker Panel: Collaboration in Special Education: Lessons learned	
14 4/30	3 Group Presentations: Learning from each other*	<b>Assignment 5 Group Professional Development Project Due</b>
15 5/7	3 Group Presentations: Learning from each other*	<b>Assignment 5 Group Professional Development Project Due</b>