George Mason University
Graduate School of Education
EDSE 662, Summer 2012, Section A01
Consultation and Collaboration

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Course Days: May 22 – June 21, 2012;
Location: Finley, room 119
Course Time: Tues. & Thurs., 7:00-10:05 PM; Sat., 9:00-12:05 PM

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.

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 which provide web-based resources, and the national organizations whose mission is to support students with disabilities. We address both promising and emerging practices in the field of special education. This course will provide opportunities for students to take an active, decision-making role to thoughtfully select, modify, apply, and evaluate EBPs in order to improve outcomes for students with disabilities.

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

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- 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.** Text is available in GMU bookstore or may be ordered using this link: 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 listed above to order.) Text is also available in the GMU bookstore.

2. Gibb, G.S. & Dyches. T.T. (2007). *Guide to writing quality individualized education programs* (2nd Ed). Boston: Allyn and Bacon, Pearson. ISBN 0205495451

3. Additional readings will be assigned and placed on Blackboard.

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.[1] The table below describes the CEC Knowledge and Skills in relation to course outcomes and requirements.

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[1] ***Standard 1: Foundations.*** *Special educators understand the relationships of organizations of special education to the organizations and functions of schools, school systems, and other agencies;* ***Standard 3: Individual Learning Differences.*** *Special educators understand that the beliefs, traditions, and values across and within cultures can affect relationships among and between students, their families, and the school community. Moreover, special educators are active and resourceful in seeking to understand how primary language, culture, and familial backgrounds interact with the individual's disability to impact the individual's academic and social abilities, attitudes, values, interests, and career options;* ***Standard 5: Learning Environments and Social Interactions.*** *Special educators help their general education colleagues integrate individuals with disabilities in environments with their nondisabled peers and engage them in meaningful learning activities and interactions;* ***Standard 6: Language.*** *Special educators match their communication methods to an individual's language proficiency and cultural and linguistic differences;* ***Standard 7: Instructional Planning.*** *Special educators facilitate instructional planning in a collaborative context including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate;* ***Standard 8: Assessment.*** *Special educators collaborate with families and other colleagues to assure non-biased, meaningful assessments and decision-making;* ***Standard 9: Professional and Ethical Practice.*** *Special educators practice in multiple roles and complex situations across wide age and developmental ranges and across diverse cultures. Their practice requires ongoing attention to legal matters along with serious professional and ethical considerations. Special educators engage in professional activities and participate in learning communities that benefit students with disabilities, their families, colleagues, and their own professional growth. Special educators are aware of how their own and other's attitudes, behaviors, and ways of communicating can influence their practice.*

Alignment of Course Outcomes & Requirements with CEC/NCATE Standards 7, 9 & 10

CEC/INTASC Standard#10 Collaboration Common Core Knowledge & Skills[2]	Student Outcomes	Related Course Requirements
Standard #7: Instructional Planning 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.	Specific knowledge of the process of developing a "collaborative" IEP and the demonstrated skill in developing the IEP	Professional Development Activity (PDA) – a formal presentation about an important aspect of the IEP development process A completed IEP based on a case study (signature assignment for this course)
Standard #9: Professional and Ethical Practice 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 exceptional learning needs (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 practices. Special educators know their own limits of practice and practice within them.	Personal reflection on the Professional Ethics & Practice and demonstrated ability to develop a detailed personal code of ethics	Personal code of ethics paper
Standard #10: Collaboration 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 setting 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 use collaboration to facilitate the successful transitions of individuals with ELN across settings and services.	Demonstration of collaborative planning, communication and collaboration skills via course assignments (preparing PDA & other class presentations)	Professional Development Activity (PDA) Chapter presentation Various in-class assignments and activities

[2] **_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).

College Of Education and Human Development Statement Of Expectations:

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/].

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/].

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 attend class regularly, 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:** 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 usually are not educationally relevant 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. **Note: It is impossible to participate fully in this class while texting, Facebooking, tweeting, working on documents, etc. Please by *fully* present in class** ☺

❖ In-depth reading, study, and work on course requirements require outside class time. Students are expected to allot approximately three hours per week for class study and preparation for *each* credit hour 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 in our professional practice). Please refer to "Guidelines for Non-Handicapping Language in APA Journals" http://www.apastyle.org/disabilities.html. We will also replace the term "mental retardation" with "intellectual disabilities" in our oral and written communication in accordance with current terminology choices in the disability community.

❖ 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.
To access the **Blackboard-GSE Login Page:**

Enter the URL https://mymasonportal.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 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.

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.

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:
96-100% = 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 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.

For late work submitted, 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.

NOTE: This syllabus may change according to class needs.

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 of this assignment 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 study information provided, student 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 Professional Development Activity (PDA), 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 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 professional in the IEP development process?
4. What collaborative process 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 assignment and the **grading rubric** will be found on the Blackboard site and should be consulted <u>before</u> 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),
    b. provides useful skills and information to improve some aspect of collaboration in today's schools, and
    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 Program (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, and
- an 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 of the first page (cover) of assignment. Provide a 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 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 <u>before</u> beginning this assignment.

3. Online Blackboard Discussions/Reflections (10% of final grade)

Each class member is expected to participate online on **GMU's Blackboard**. The instructor will post a discussion assignment and prompt each Thursday after class, and **thoughtful, detailed responses** that address the topic *and* your classmates' reflections are expected by 1:00 pm the following Thursday afternoon. 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.

4. Chapter Presentation (10% of final grade)

There will be a customized textbook for this class. Each student will participate in a group reading activity. Each group will read one of five book chapters. Each student in the group is responsible for reading the chapter and then working as an effective group member to develop a 20 - 30 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.

5. Case Study Analysis (10% of final grade)

Analyze a case study of collaboration. The case study "A Broken Arm" was created by the IRIS Center to help develop collaboration skills in order to provide optimal educational outcomes for students with disabilities. Read the case study and the accompanying STAR Sheet. On page 4 of the case study are four questions. You are to compose thoughtful responses to answer each of the questions. You may use other resources to answer the questions, such as the course text, but it is not required. Each response should contain a minimum of two paragraphs for full credit. The case study is posted on Blackboard.

6. 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, double-spaced in APA format.

7. Attendance /Participation (10% 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.

Rubrics for Major Learning Assignments #3-6

3. Blackboard Online Discussion/Reflections Rubric (10%)

Student: _____   Prompt Number: **1   2   3   4**

	4 Exemplary	3 Good	2 Acceptable	1 Inadequate	0 Unacceptable
Background (.5 point) Student has clearly completed the discussion prompt or activity prior to developing written response					
Quality (1 point) Addresses all aspects of discussion starter/prompt. Reacts both to prompt and classmates' responses					
Reflection (2 points) 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.					
Collaboration (1 point) Student incorporates classmates' responses into own response. Acknowledges differences of opinion appropriately. Recognizes and validates multiple viewpoints.					
Writing (.5 point) Reflection is written to graduate-level standards and there are very few writing or spelling errors.					

Total: 20 possible per prompt, to be aggregated for 10% of final grade

4. Chapter Presentation Rubric (10%)

Student: _____

	Exemplary	Good	Acceptable	Inadequate	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 (3 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. • Presentation materials (e.g., handouts, PowerPoint) are appropriate and well-organized					
Collaboration (3 points) All group members participated in the presentation and there is evidence of collaboration among group members.					

Total: 10 possible

5. Case Study Analysis Rubric (10%)

Student: _____

	Exemplary	Good	Acceptable	Inadequate	Unacceptable
Content (5 points) Fully develops complete responses to all parts of each question					
Quality (3 points) Demonstrates depth of reflection in each response with specific, relevant details from the case study					
Writing (2 points) Responses are written to graduate-level standards and there are <u>very</u> <u>few</u> writing or spelling errors					

Total: 10 possible

6. Ethics Rubric (10%)

Student_____Grade_____

	Exemplary	Good	Acceptable	Inadequate	Unacceptable
Quantity (2 points) At least ten professional ethics/values identified and rationales developed which defend the importance of these nonnegotiables					
Quality (2.5 points) Professional ethics/values are accompanied by detailed explanations that illustrate the importance of each.					
Reflection (2.5 points) Depth of reflection & depth of linkages to other courses, teaching, and learning in general is evident; Values/ethics reflect a spectrum of analysis: stakeholders, practices, constructs, etc.					
Format (1.5 points) Clear, concise, and comprehensive; Introduction provides a context for the ethics identification and discussion that follows					
Writing (1.5 points) Paper is written to graduate-level standards and there are very few writing or printing errors.					

Total: 10 possible

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

Class # and Date	Topics	Assignments due
1 5/22 Tues	• Course orientation • Context for collaboration: *No Child Left Behind* • Initial planning for work in PDA and chapter presentation groups	♦Read language usage website www.colby.edu/psychology/APA/Bias.pdf ♦Review information about NCLB using http://idea.ed.gov/
2 5/24 Thurs	• Context for collaboration: Working together in collaboration, consultation and co-teaching • Historical Perspective: Collaboration in action – inclusion, NCLB	• Read article on Blackboard: *Working Together For Students with Disabilities: IDEA & NCLB FAQs* (Blackboard discussion #1 posted after class today – due next Thurs.)
3 5/26 Sat	Online only: • work on Code of Ethics assignment • Read article on Blackboard: *Work together, but only if you want to.* DuFour (2011)	
4 5/29 Tues	• Role Delineation • Knowing yourself: Examining interpersonal styles* (verbal & non-verbal communication, active & reflective listening) • Group presentation: Dettmer Chapter 1	• Code of Ethics assignment due • Read Dettmer Chapter 1 (pp. 1-36)
5 5/31 Thurs	• Interpersonal styles: working with others • Management of collaborative school consultation: coping with stress and burnout, time and records management, using technology • Introduction to writing IEPs – Gibb & Dyches (pp. 1-7) and Step 1 (pp. 39-46)	• Blackboard discussion #1 due by 1:00 pm • Read introduction in Gibb & Dyches (IEP guide) – pp. 1-7 (Blackboard discussion #2 posted after class today – due next Thurs.)
6 6/2 Sat	• Group presentation: Dettmer Chapter 2 • Evaluation of collaborative school consultation: designing an evaluation plan • Gibb & Dyches (IEP text) – in-class reading: Steps 2 & 3 (pp. 47-64)	• Draft of Part 1 of IEP assignment due (group submission) • Read Dettmer Chapter 2 (pp. 37-70)
7 6/5 Tues	• Group presentation: Dettmer Chapter 3 • Foundations and framework: theoretical and research bases of collaboration, developing school collaboration plans	• Draft of Parts 2 & 3 of IEP assignment due (group submission) • Read Dettmer Chapter 3 (pp. 71-104)
8 6/7 Thurs	• Creating change through consultation and collaboration* • Gibb & Dyches (IEP text) – in-class reading: Meet Our Students (pp. 9-38) • PDA group presentation: Topic 1	• Blackboard discussion #2 due by 1:00 pm • Read Gibb & Dyches (IEP text) Steps 4 & 5 (pp. 65-80) (Blackboard discussion #3 posted after class today – due next Thurs.)

Class # and Date	Topics	Assignments due
9 6/9 Sat	• <u>Group presentation: Dettmer Chapter 4</u> • Enhancing communication with all stakeholders* • Managing resistance and conflict • Gibb & Dyches (IEP text) – in-class reading: Steps 6 & 7 (pp. 81-94)	• Read Dettmer Chapter 4 (pp. 105-142) • Draft of Parts 4 & 5 of IEP assignment due (group submission)
10 6/12 Tues	• <u>PDA group presentation: Topics 2 & 3</u> • The 10 Step Process and techniques for group problem solving • In-class reading: Garmston's 10 misconceptions about meetings (posted on Blackboard)	• Draft of Parts 6 & 7 of IEP assignment due (group submission) • Read article on Blackboard: *Teachers working together: Improving learning outcomes in the inclusive classroom.* Lingo, Barton-Arwood, & Jolivette (2011)
11 6/14 Thurs	• Responsive listening • Case study: practicing communication skills • <u>PDA group presentation: Topic 4</u>	• Blackboard discussion #3 due by 1:00 pm • Read Dettmer Chapter 5 (pp. 143-190) (Blackboard discussion #4 posted after class today – due next Thurs.)
12 6/16 Sat	• <u>Group presentation: Dettmer Chapter 5</u> • Defining the roles and responsibilities of paraeducators and school administrators • Co-teaching: collaborating for student success	• Draft of Part 8 of IEP assignment due (group submission) • Read article on Blackboard: *Working together: Teacher-paraeducator collaboration.*
13 6/19 Tues	• Establishing family partnerships with schools • Use of targeted resources for parents and families • Supporting students from diverse populations	• Case Study assignment due • Read article on Blackboard: *It takes a community.* Weasmer & Woods (2010).
13 6/21 Thurs	• Synthesizing consultation and collaboration skills • Reflections on personal skills in consultation, collaboration and teamwork	• Blackboard discussion #4 due by 1:00 pm • IEP assignment due. This is a signature assignment for this course and must be submitted by 9:00 am to TaskStream. Bring a hard copy to class. Every student should submit a copy to TaskStream and to the instructor – submit the IEP form that you worked on as a group as well as the narrative section that you completed individually.