EDSE 662 Consultation and Collaboration ONLINE v12.2

**GEORGE MASON UNIVERSITY
GRADUATE SCHOOL OF EDUCATION
SPECIAL EDUCATION
EDSE 662: Consultation & Collaboration
Summer 2012 ONLINE – Fast Track   May 29-August 4, 2012**

Instructor: Dr. Barrie Jo Price
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Office hours & Location: Email anytime; request a SKYPE or GoToMeeting[2]
Class Location: Internet (Blackboard at GMU)

COURSE DESCRIPTION (3 credits)

EDSE 662 provides professionals in special education, regular education, and related fields with the knowledge and communication skills necessary to provide collaborative consultation and technical assistance to other educators and service providers. The purpose of this course is to develop and enhance teamwork, as well as collaborative, and consultative skills[3].

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 professionals as well as 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 skills needed to provide professional development opportunities for colleagues. At the conclusion of this course, students should be able to:

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[1] June 1, I still do not have bprice3@gmu.edu activated, and I do not have Blackboard access. I will notify you by when I am activated. Contact me by SKYPE (barrie.jo.price) if you need reassurance (!) that we will be fine.
[2] Professor will work with individual students to determine Internet access and appropriate tools to accomplish synchronous face to face (F2F) connections as needed.
[3] As an online course, various computer-mediated tools will be used to accomplish the expected outcomes; the professor will work individually with each student to employ the computer-mediated tools required and/or available to the student in his/her location.

- **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 while 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
- **Plan** a professional development activity.

RELATIONSHIP TO PROGRAM GOALS AND PROFESSIONAL ORGANIZATIONS

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 Standards for Beginning Teachers of Special Education* (as well as for teachers of students with learning and emotional disabilities). Acknowledging the multidimensional nature of teaching, EDSE 662 draws secondarily from most CEC/NCATE Standards.[1] The following information describes CEC Content Standards (Standard #10) in relation to course outcomes and requirements.

CEC Standards	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 one	**Professional Development Activity (PDA)** – a formal presentation about an important aspect of the **IEP development process** (signature assignment for this course) & **A completed IEP based on a case study** (signature assignment)

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 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.	Personal reflection on the **CEC Professional Ethics & Practice** and demonstrated ability to develop a detailed, personal **Code of Ethics**	**Ethics Paper**
Special Education Content 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 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	Demonstration of _collaborative_ planning, communication & collaboration skills via course assignments (interview paper, preparing professional development activity & packet & other class session presentations)	**Professional Development Activity (PDA) & Info Packet – signature assignment for this course** **Interview report** **Co-Teaching**

REQUIRED TEXT

Dettmer, P., Thurston, L. P., & Dyck, N. (2009). *Consultation, collaboration, and teamwork for students with special needs* (6th ed.). Boston: Allyn and Bacon.

RECOMMENDED TEXT FOR PROFESSIONAL LIBRARY

Boyle, J. & Danforth, S. (2001). *Cases in special education* (2nd ed.). Boston: McGraw Hill

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

RECOMMEND TEXT FOR ALL GMU CLASSES

American Psychological Association (2009). *Publication manual (6th Ed.).* Washington, DC: Author.

OTHER READINGS AND SOURCES

(These links are also found on the links used for the course):

1. The IDEA Partnership -
http://www.ideapartnership.org

The IDEA Partnership reflects the **collaborative** work of more than 50 national organizations, technical assistance providers, and organizations and agencies at state and local level. Together with the Office of Special Education Programs (OSEP), the Partner Organizations form a community with the potential to transform the way professionals work and improve outcomes for students and youth with disabilities. This is a huge example of collaboration among over many professional associations, state education agencies and many others to promote efforts to benefit students and youth with disabilities. Many free materials & a number of community of practice examples in action (transition, mental health, etc.) as well as, information about the new national Common Core Standards --- are all located here.

2. The Center for Appropriate Dispute Resolution in Special Education (CADRE)
http://www.directionservice.org/cadre/indextraining.cfm

CADRE works to increase the nation's capacity to effectively resolve special education disputes, reducing the use of expensive adversarial processes. CADRE works with state and local education and early intervention systems, parent centers, families and educators to improve programs and results for children with disabilities. CADRE is funded by the Office of Special Education Programs at the US Department of Education to serve as the National Center on Dispute Resolution in Special Education. It is also a partner of the IDEA Partnerships. Check on the titles of other good resources from CADRE as follows:

> **Collaborative Problem Solving and Dispute Resolution in Special Education: A Training Manual** This manual is designed as an educational tool for understanding and resolving conflict. It offers state-of-the-art thinking in dispute resolution applied to special education situations. Written in an easy-to-understand, illustrated and jargon-free format, it is designed both for stand-alone reading and to be used as part of workshop groups.

> **Guidelines for Conflict Management in Special Education-A Manual from Portland (Oregon) Public Schools** These conflict management guidelines are designed to help district staff and parents effectively address conflict in special education. The creation of this document was part of a Portland Public Schools Alternative Dispute Resolution (ADR) local capacity grant funded by the Oregon Department of Education (ODE).

3. Virginia Department of Education: http://www.doe.gov
    Virginia SOL website to view: *Standards of Learning Instruction, Training, and Assessment*

Resources http://www.pen.k12.va.us/VDOE/Instruction/sol.html
http://www.pen.k12.va.us/VDOE/Assessment/SWDsol.html
<mark>VDOE manual for Standards Based IEPs & IEP form are located at this site.</mark>

4. Federal Resources for Educational Excellence (FREE): www.ed.gov/free
    (includes information about all content areas, vocational education, NCLB, etc.)

5. American Educator's Online Newspaper: www.edweek.org

6. Educational Resources Information Center (ERIC): http://www.eric.ed.gov/

7. National Association For Middle School Principals (NASSP): www.nassp.org

8. Association for Supervision and Curriculum Development: www.ascd.org

9. Phi Delta Kappa: http://www.pdkintl.org/

10. Instructor Magazine (from Scholastic):
    http://teacher.scholastic.com/products/instructor/index.htm

11. Division on Career Development and Transition (DCDT) of the Council of Exceptional
    Children (CEC).   http://ww.dcdt.org

12. Council of Exceptional Children (CEC). This is the professional organization for
    special educators (teachers, administrators, etc.) http://www.cec.sped.org

RECOMMENDED MATERIALS FOR THIS ONLINE SECTION

A head-set microphone (less than $10 UDS) to use with SKYPE if you wish to SKYPE (audio
conference – video conference) with the professor or others in the class[4].

This is Dr. Price with her headset on, ready for SKYPE!

NATURE OF COURSE DELIVERY

Experiential, observational, and interactive strategies are used to facilitate fulfillment of the
outcomes established for the course. Course activities include a variety of formats and integrate
instructional technology with lecture, discussion, guest presenters (when appropriate), role plays,
small group activities, student presentations, and Blackboard. Since this is an online class, these
activities will be supported with synchronous and asynchronous computer-mediated

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[4] This is recommended, but not required, because this type of microphone reduces the 'white noise' that a built-in
microphone in your computer catches as background noise.

communication tools. Students are expected to know and skillfully use email and Blackboard for course communication with the professor and other students. In addition, an assessment will be made with each individual student concerning his/her Internet access and local tools and technology support to determine the most appropriate technology to be used. Computer-mediated communication tools will be used to accomplish the standard outcomes for the course on an individual student basis.

Learning activities may include the following:

- Class lecture, discussion and possibly guest speakers via computer-mediated communication tools, including both synchronous and asynchronous as a possibility.
- Streaming media delivered online and other relevant media presentations.
- Study and independent library research conducted, for the most part, via the Internet and your GMU library online resources.
- Participation via discussion boards, pairs and small groups, as well as other potential computer-mediated collaboration tools such as wikis, blogs, and SKYPE.
  Application activities, including computer-mediated peer reviews and evaluations of intervention research and materials.
- Written case studies and observation reports using the American Psychological Association (APA) format.

Note from Dr. Price:
It should be obvious that this is NOT the kind of class you 'meet' as you would traditionally on campus. It is the kind of class in which you set the path for your own learning, using the resources provided within the class and by your learning environment. We and your teams may 'meet' synchronously, even electronically, depending on your individual situations in terms of access, bandwidth and such; we will certainly work asynchronously with guideposts for acquiring skills, sharing knowledge and organizing our own learning time. In this class you learn the difference between 'going to class' and 'learning'! Collaboration and consultation occur as the same processes in this class; we just use different tools, and, to be honest, these tools may be relevant to many of the situations in which you work with other professionals and families.

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

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/

Expectations: All students are expected to abide by the following:
- 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 <u>turned off during class</u>** unless otherwise authorized by the instructor. **Computers** and other electronic devised will **not be used during class sessions.** Power Point presentations may be downloaded prior to or after sessions, whenever they are available.

- 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/]. Students, when required by specific assignments, are expected to use APA Guidelines (6th edition) for written work and provide credit when using the work of others. http://apastyle.org/ is the official web site for the most recent edition of the APA manual. Be cautious when using websites or resources other than the APA manual because some may have erroneous information on them. Note that the most recent edition of the APA manual is listed as a required text for this course.

  <u>Note to Online Students</u>: GMU provides online resources including the Writing Center: http://writingcenter.gmu.edu/   The Writing Center provides links to resources: http://writingcenter.gmu.edu/writing-resources.php   Use APA guidelines for all course assignments. This link from the GMU Writing Center provides access to APA online style guides, additional guides for writing papers using APA style and the citation machine. http://psychology.gmu.edu/writing/advice.htm It includes a link to a GMU Guide to Writing in Psychology site, which also requires APA format and style. You also have the APA Style Manual as a required text. http://www.apastyle.org/apa-style-help.aspx In addition, Purdue University's Online Writing Lab (OWL) provides good tutorials and examples: http://owl.english.purdue.edu/ First person language is used in discussions and written assignments (and ideally in our professional practice). Please refer to "Guidelines for Non-Handicapping Language in APA Journals"

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/].

Course Specific Information

Students, in order to earn session participation points, are expected to (a) attend all classes during the course, (b) arrive on time, (c) stay for the duration of the class time and (d) complete all assignments. Attendance, timeliness, and professionally relevant, active participation are expected for a grade of *B* or better. Attendance at all sessions is 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. Notify the professor *in advance* by email if you will not be able to attend class.

> *<u>**Note to Online Students**</u>: The expectation of 'attendance' will be met by students who "attend" any scheduled computer-mediated sessions (SKYPE, GoToMeeting) and the effective and efficient use of frequent emails with the Professor. Timeliness will be reflected in meeting due dates and delivery of products as required. Professionally relevant, active participation, in this online class, means engaging in meaningfully constructed and accurately presented responses, postings, products and emails.*
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> *Class participation points, in this online class, will be based on these features: 1) frequency of interactions (i.e. email, postings, online meetings, etc), and 2) the collaborative nature of the interactions (i.e. appropriate P2P feedback, focused on the task and/or content, intended to extend a concept or raise a relevant issue, etc).*

In-depth reading, study, and work on course requirements require outside class time. Students are expected to allot appropriate time to complete the work assigned to support learning.

George Mason University Email

Every student is required to establish a GMU email account. Course email correspondence and other important university emails will be sent to GMU email accounts. Once an email account has been established, it is possible to forward email sent to the GMU account to another email account.

> *<u>**Note to Online Students**</u>: The professor will use her GMU account: bprice3@gmu.edu. The alternative account, if there is a problem with the gmu account, is bjprice@emTech.net. Staying connected is important as this is an online class. The professor has a Blackberry and makes an effort to respond within a short time-frame; if you do NOT get a reply within 24 hours, resend the email, though,*

unless the professor is traveling internationally on an extended flight, a response should not take that long.

George Mason Blackboard 9.1:

1. To access Courses in 9.1 go to the myMason portal, http://myMason.gmu.edu
2. Enter your Mason Net ID into the user name field & Strong Password (Patriot Pass credentials) into the Password field
3. Click the log in button ore press Enter
4. Select the Courses Tab
5. Select this course from the 9.1 course list

Use these directions to get into this semester's course where grading rubrics, APA resources, syllabus, etc. will be located. Students are responsible for accessing this Blackboard site in order to locate the specific directions, forms, and case study information required for the completion of the **signature assignment of this course** (case study and IEP development).

George Mason Patriot Web: https://patriotweb.gmu.edu/

This is a self-service website for students, faculty, and staff of George Mason University. There is a wealth of useful links, information, and online forms on this website including program of studies details, application for graduation, request for transfer of credit, and internship application.

Advising Contact Information

In order for students to be advised on a regular basis about their status and progress through the graduate study program, they should contact Ms. Jancy Templeton, GMU Special Education Advisor at 703-993-2387. Students will need their G number ready.

TaskStream: www.taskstream.com

This site provides the documentation required for GMU with national accreditating process. Every student registered for any EDSE course as of the Fall 2007 semester has been required to begin submitting specific **signature assignments** Task Stream (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/

GRADUATE SCHOOL OF EDUCATION STATEMENTS OF EXPECTATIONS

The Graduate School of Education (GSE) expects that all students abide by the following:

- Students are expected to demonstrate professional behavior and dispositions. See www.gse.gmu.edu for a listing of these professional dispositions.
- Students must follow the guidelines of the University Honor Code. The GMU Honor Code defines student conduct to promote a stronger sense of mutual responsibility,

respect, trust, and fairness among all members of the George Mason University community. The honor code deals specifically with cheating and attempted cheating, plagiarism, lying, and stealing. See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.

▪ Students must agree to abide by the university policy for Responsible Use of Computing. See http://mail.gmu.edu and click on Responsible Use of Computing at the bottom of the screen.

▪ Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing at the beginning of the semester. See www.gmu.edu/student/drc or call 703-993-2474 to access the DRC.

ADDITIONAL COURSE EXPECTATIONS FOR THIS ONLINE CLASS

You are expected to (a) attend all classes during the course, meaning that you conduct your learning activities for the week in order to contribute electronically through computer-medicated collaboration engaged in asynchronously or synchronous learning opportunities established by the professor or the group, also electronic in nature, (b) arrive on time, meaning that you pace yourself to conduct your work each week and, by Sunday nights, have completed your week's work and are ready for the upcoming week[5], (c) stay for the duration of the class time, meaning, in this instance, that you put in the time needed for you to master the content for the week (d) bring books to each class, meaning for this course that you actually spend time reading your assignments in the texts as well as engaging in online collaborative activities as required for mastery and (e) complete Blackboard discussion boards and other assignments. The typical course syllabus for this course states that, "All out-of class assignments are to be competed prior to the beginning of class on the date that they are due". In our case, we will not actually 'convene' every week in the traditional sense. Instead there will be assigned tasks for you to complete between Monday and the following Sunday evening midnight, which denotes the end of our 'week'. Sometimes there will be set periods of work, either for individual work or mini-group things. Now and then there will be professor-student interactions using technology, but these will be scheduled to fit both parties. Just use the Sunday night midnight date each week as a marker for pacing to denote the end of the week; be sure you have any assignments for that week done by the dates shown on the course calendar on Blackboard.

Attendance is measured in terms of class contributions through email, discussion forum postings, and shared documents. In general, professionally relevant, active participation is expected in any traditional class session for a grade of **B** or better. Given that the focus here is on outcomes as opposed to time-in-engagement, attendance might better be described as engagement in learning. That is up to the individual student; how much time he/she requires to complete the activities and reflect on the content as well as the experience is an individual matter. It is important that your technology equipment be properly maintained and available to you; that equipment is your vehicle to 'attendance' of sorts. For emphasis, please note that full point credit on in-class activities and small group presentations, students must make meaningful

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[5] Our 'weeks' in this online class run Monday-Sunday night; this just gives us a point of reference to navigate the course material.

contributions to class through discussion and active participation using the technologies available for the class.

Late assignments will not be graded. However, if you cannot make a particular deadline as shown on the calendar, notify me at bprice3@gmu.edu and request an extension. In the subject line of the email, use the word **EXTENSION 662** and list the assignment number. Even if I do not respond before the deadline, an extension will be given as it is understood that, as graduate students with busy personal and professional lives, you may sometimes need a little more time. If you are getting significantly behind, communicate with the teacher as to *why* you continue to need extensions. If you wait and ask AFTER the deadline, the assignment will not be graded unless, of course, you were sick, it was a religious holiday or you had some family emergency. Talk to me; that is the safest bet. Also work ahead on the assignments. Just focus on the learning. The main thing in this online class is to focus on your learning.

TEAM PROJECTS CANNOT BE EXTENDED EXCEPT IN VERY RARE SITUATIONS.

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.

It is recommended that students retain copies of all graded course products to document their progress through the GSE master's and/or licensure certificate program. Products from this course may become part of a student's individual professional documents that provide evidence of satisfactory progress through the GSE program and the CEC performance based standards.

NOTE: Evidence Based Practices (EBPs)

*This course will incorporate the evidence-based practices (EBPs) relevant to **communication, collaboration, and consultation**. Evidence for the selected evidence-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. These can be 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 ASSIGNMENTS & POINT DISTRIBUTION

Product	Description
1 P2P* 30 pts	Class Participation, Discussions, Activities, Self-Assessments, Peer-to-Peer Assessments and Reflections[6] 10 points – Select 5 Discussion Postings from the 8 Weeks' Option (Weeks 2-9) 10 points in Week 10 – Self-Assessment Activity, Analysis and Synthesis of Collaborative Process in IEP and PDA 10 points – Peer-to-Peer Reviews of IEP and PDA 5 points – Analysis and Synthesis of Collaborative Process in IEP and PDA
2 InR* 15 pts	**Interview Report** (InR) – Based on the readings in Dettmer and other resources, the student develops an Interview Form and conducts at least 3 interviews as per the instructions. Conducts analysis and synthesis with essay report.
3 IEP (Small group but also goes on Task Stream) 25 pts	**Collaborative IEP Development Project (Signature Assignment for this Course)**
4 PDA 25 pts	**Professional Development Activity (PDA) with Information/Handout Packet (incorporated co-teaching planning into this activity)**
5 CoE* 5 pts	**Code of Ethics (CoE)** (can be used as an artifact under standard 9)
100 pts	*Individual Projects, not small group RUBRICS PROVIDED ON BLACKBOARD

1.   Class Participation, Discussions, Activities, Self- Assessments, Peer-to-Peer (P2P) Assessments & Reflections (30 points) – Individual and Small Group

Thoroughly study the readings as assigned and all class resources provided. Students are expected to actively participate with **evidence of having read assignments**. Throughout the course, students may be required to **reflect** on an assignment or at the end of a topic or activity. In addition, class participation is very important and includes the activities described earlier in this document and modified for online students. Some Peer-to-Peer (P2P) assessments and feedback for purposes of collaboration may be used as well. These activities will be created to reflect the unique nature of each online group as well as the particular technology tools to which they have access. Activities will include those shown below:

Blackboard Discussion Activities: 10 Points Weeks 2-9

You will be required to participate in 5 class blackboard discussions (2 points each) for topics throughout the course (1 will be posted for each of 8 weeks; you select the minimum 5 though you are encouraged to respond as often as possible beyond that). These are asynchronous activities, allowing you to select your own time for participation, meaning that the postings are expected to reflect real research and contemplation.

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[6] As in other activities, this will be modified to reflect the online nature of this class.

Self-Assessment of Collaborative Work Activity(ies): 10 Points – Week 10

You will be asked to engage in a self-assessment activity, related to creating your own PD goals with respect to collaboration and consultation in services to students.

Rubric for the Points: To be Developed Based on the specific group in this class but will be provided to class members in advance of week 10.

P2P Activities: 10 Points – Weeks as Shown

You will earn P2P (Peer-to-Peer Points) by engaging in formal reviews (rubrics) of your peers' projects and providing useful feedback on target products. You will each evaluate the others in the class on 2 products (IEP and PDA for 5 points each) using tools provided and give feedback as part of the collaborative and consultative processes.

2. Interview Report – Individual (15 points) – Week 3

At least three (3) school professionals serving in different positions (i.e., general education teacher, special education teacher, principal) should be interviewed to determine their views about

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

A list of interview questions (should be the same for each interview) should be developed and attached with responses to the report. **Suggested questions** will be available on Blackboard **or provided otherwise by the professor. This activity builds on Part 1 of Dettmer.** Interviews should be analyzed and summarized in a short essay. Use APA style for this report. Length 4-6 pages, excluding any reference page. After the Reference page, append listing of Interview Questions used.   The link takes you to a sample APA paper (http://owl.english.purdue.edu/owl/resource/560/18/) but you should omit the ABSTRACT in this essay. Also your essay will not have all of the references as shown in the sample, which summarizes research. Your essay may include a chart of summary points and/or supporting statements, etc. if that strengthens your summary of what you learned from the interviews. However, in your analysis and report of what you learned (the essay), reference any relevant material from **text** and course readings where appropriate. Include those cited in your essay as part of your references, APA style, as shown in the sample paper on Purdue University's OWL (Online Writing Lab), cited above. Instructions for turning in this assignment will be on Blackboard.

Interviewees should be assured that (a) interviews are a course assignment and (b) confidentiality of responses is assured. Note also any indications of interest in collaboration, consultation, and teaming, and if they occur, suggest ways this could be followed up productively.

3. Collaborative IEP Development Project (25 points)

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 collaboratively 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. The possible case studies will be presented on the course Blackboard site. Based on the information in the assigned case study, students will work in small groups to write an **IEP** that thoroughly and appropriately addresses the needs of the student in the case scenario. Additional information and the rubric will be found on the Blackboard site and should be consulted before beginning this assignment.

In conjunction with the PDA assignment, described below, students will have the opportunity to work in small groups to accomplish this **IEP** for this assignment through the steps of the **IEP** development, such as completing:
- a thorough review of the case study facts and
- all components of the **IEP** form, using specific instructions

While doing the **IEP** forms through collaborative work, each student, individually, should think about the *collaborative* nature of the **IEP process** and consider questions such as:
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?

4. **Group Professional Development Activity (PDA) – (25 Points)**

Together you will design a professional development activity that is **based upon research**. The purpose of this assignment is threefold: (1) expand your knowledge of current research in the field of consultation and collaboration (2)for the traditional class, this included the purpose to develop a F2F staff development presentation which will be presented to the class on the last class meeting but for this group, we will use computer-mediated collaboration tools; and, (3) to provide students with the opportunity to hone their collaborative skills, in this case, using technology as the medium. This project will introduce the staff development process, best practices, and provide the opportunity to work in and reflect upon group dynamics and teamwork. The presentation should deal specifically with some aspect of instruction or an area

of need for your group, for example, in the area of instruction, you might consider **a research-based instructional practice, co-teaching,** or your might consider **positive behavioral supports**. Your presentation should include *handouts, PowerPoint, a list of references, an agenda or outline, and definitions of related terms that might be unfamiliar to your audience.* All materials and activities should reflect key concepts in the presentation. Finally, you will need to prepare an evaluation form that would distributed to the group at the end of your presentation. The traditional rubric will be used as the framework, but some accommodations will be made by our group to make this directly relevant to our compute-mediated experiences this term.

All materials and activities in plan, such as simulations and role plays, should reflect effective communication and *collaborative* strategies. The evaluation form is the one to be used by *the anticipated audience* to evaluate the materials and, depending on the unique setting for each team. 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 slide of the PPT and in the header for any written products in assignment. The process of "turning in the materials" will be determined once the professor is familiar with the students enrolled in this section.

<u>Note to Online Students</u>: You will be using computer-mediated tools, such as a wiki, so the specifics of the assignment will be modified, not requiring a hard copy, for example. Tutorials as needed on working via computer-mediated tools will be provided and the professor will guide you in the actual work process. Specifics for 'turning in the product' will emerge as the term progresses, depending on the technology available to the teams.

The purpose of this team assignment is twofold: (1) to develop the equivalent of a 30 - 40 minute staff development activity that might be presented to colleagues at school or in other PD environments, including conferences[7]; 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.

5. **Code of Ethics – Individual (5 points)** http://gse.gmu.edu/facultystaffres/profdisp.htm

The recently published CEC Special Education Professional Ethical Principles at www.cec.sped.org should be reviewed as well as other resources provided for the class. Students should reflect upon them as well as what they have learned about students, families, instruction, and collaborative practices in their schools, programs, and work-related experiences. A minimum of **10 professional ethics statements** should be developed, personal to the author, to be honored and abided by in the field of special education. Each ethics statement should have a brief but thorough rationale accompanying it. Citations are not required, but it should be clear to the reader that the values are informed by studies and professional experiences. This paper should have an **introduction** and **conclusion** in

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[7] For the online students, the 'presentations' will involve the use of technologies, based on what is available to students, with the guidance from the Professor. Each individual student's technology context will drive the final process used.

narrative format and individual ethics may be presented in a **list** format. The paper should be approximately 3-4 pages in length.

It is recommended that students retain ***ELECTRONIC*** *copies of all course products to document their progress through the GSE special education program. Products from this class can become part of your individual professional portfolio used in your portfolio classes that documents your satisfactory progress through the GSE program and the CEC performance based standards.* *This assignment is an entry for the student portfolio

RUBRICS FOR ALL PRODUCTS FOUND ON BLACKBOARD.

EVALUATION

A = 96 – 100 points	B+ = 86 – 89 points	C = 75 – 79 points
A- = 90 – 95 points	B = 80 – 85 points	F = < 75 points

Tentative Class Topics and Due Dates - (Subject to change)

Date	Class Topic	Reading Plus Any Others on BlackBoard for this Topic	Product List
Week 1 May 29-June 3 NOTE: If you have difficulty getting the Dettmer book, email the professor (bprice3@gmu.edu and to the alternative email bjprice@emTech.net)	**Topic 1. Introduction Topic 2. Collaboration, Consultation and Co-Teaching**: Professional and Personal Perspectives Core Principles and Group Dynamics **Topic 3. School Improvement**	**Read Part 1:** CONTEXTS FOR WORKING TOGETHER IN SCHOOLS in Dettmer et al **Read chapters 1 & 2** -Professional and Personal Perspectives Core Principles and Group Dynamics **Read chapter 3** — Overview of school improvement issues and collaborative school consultation history, theory, and research Additional Reading: Handout for Week on Blackboard (or sent to you by email as alternative)	Spend time getting computer and materials organized. Make sure you can navigate BlackBoard. Introduction to the Group on BBoard. Consider who the 3 people might be that you would interview during Week 2 (due end of Week 2). See syllabus.
Wks 2-3 June 4 -17, 2012	**PART 2: Dettmer et al – Processes that facilitate collaborative school consultation and working in teams** **Topic 4. Educators Work Together: Identification & Planning**	**Read chapter 4 in Dettmer et al** on developing co-educators' verbal & non-verbal communication skills **Read chapter 5 & 6 in Dettmer et al** Finding the problems that affect student learning and behavior, and then planning ways to address those problems so that students with special needs can succeed. And Chapter 6 deals with avoiding stress and burnout on a professional level Additional Reading: Handout for Week on Blackboard (or sent to you by email as alternative)	By the end of the course, you will need to respond to 5 out of the 8 postings (2 points each). **By Week 2,** all 8 postings are up for weeks 2-9[8]. You can begin responding with Weeks 2 and/or 3, if you wish. Responses for each week due by end of the appropriate week (2 pts). Responses posted AFTER the end of the week will not be counted in the grading. **Week 3** – No. 2 InR (Interview Report Essay) Due by end of the week (15 pts)
Weeks 4-7 June 18-July 15, 2012	**PART 3: Content needed by co-educators to work effectively in partnerships for students' special needs.**	**Read chapter 7, 8, & 9 in Dettmer et al** These chapters look at teaching activities as well as family partnerships as means to address special students' needs. Chapter 9 specifically addresses needs of many diverse populations, including culturally and linguistically diverse students, who in rural and isolated areas, military dependent students, students who move frequently, and, those who are home schooled Additional Reading: Handout for Week on Blackboard	Options each week for Discussion Postings (5 required from the total 8 options) – 2 pts each **Week 4** – No Products other than option to respond to discussion posting. Work on collaborative IEP assignment due next week. **Week 5** – No. 3 Collaborative IEP (25 points) due by end of week 5. Option to respond to discussion posting for week 5. Weeks 6 & 7 – Option for Discussion Postings (5 required from the 8 options) – 2 pts - Work on Collaborative PDActivity due end of Week 8 Week 7: P2P Evaluation of IEPs (5 pts)
Weeks 8-9 July 9-22	**PART 4: A LARGER CONTEXT**	**Read chapters 10-12 in Part IV of Dettmer et al** The chapters in Part 4 deal with the collaborative roles among a variety of co-educators in the schools and communities, the place of technology in collaborative consultation and teams efforts, and advocacy and leadership among educators for the future. READ CHAPTER 10.	Week 8- Option for Discussion Posting (2 pts) plus Product No. 4, PDA is due at end of Week 8. Week 9 – Option for Discussion Posting (2 pts) plus Product No. 5, Ethics and P2P of PDAs (5 pts).
Week 10 July30-August 4, 2010	**Concluding Activities: Presentations-Groups, self-reviews, peer reviews.**	**Group Project**	Self-Assessment for Class Participation (5 points) and Analysis and Synthesis of Collaborative Process (5 points)

The professor reserves the right to alter this schedule and/or content to reflect new knowledge or changing foci in the course.

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[8] NOTE TO STUDENTS JUNE 1 – so far I am not able to get access to BB but as soon as I do, I will post the discussion items. If necessary, we will adjust this to reflect the week 1 difficulties.

Plagiarism Statement

Plagiarism means using the exact words, opinions, or factual information from another person without giving that person credit. Writers give credit through accepted documentation styles, such as parenthetical citation, footnotes, or endnotes; a simple listing of books and articles is not sufficient. Plagiarism is the equivalent of intellectual robbery and cannot be tolerated in an academic setting. Student writers are often confused as to what should be cited. Some think that only direct quotations need to be credited. While direct quotations do need citations, so do paraphrases and summaries of opinions or factual information formerly unknown to the writers or which the writers did not discover themselves. Exceptions for this include factual information which can be obtained from a variety of sources, the writers' own insights or findings from their own field research, and what has been termed common knowledge. What constitutes common knowledge can sometimes be precarious; what is common knowledge for one audience may not be so for another. In such situations, it is helpful, to keep the reader in mind and to think of citations as being "reader friendly." In other words, writers provide a citation for any piece of information that they think their readers might want to investigate further. Not only is this attitude considerate of readers, it will almost certainly ensure that writers will never be guilty of plagiarism. (statement of English Department at George Mason University)

Plagiarism and the Internet

Copyright rules also apply to users of the Internet who cite from Internet sources. Information and graphics accessed electronically must also be cited, giving credit to the sources. This material includes but is not limited to e-mail (don't cite or forward someone else's e-mail without permission), newsgroup material, information from Web sites, including graphics. Even if you give credit, you must get permission from the original source to put any graphic that you did not create on your web page. Shareware graphics are not free. Freeware clipart is available for you to freely use. If the material does not say "free," assume it is not. Putting someone else's Internet material on your web page is stealing intellectual property. Making links to a site is, at this time, okay, but getting permission is strongly advised, since many Web sites have their own requirements for linking to their material. (Virginia Montecino)

Montecino, V. (n.d.). George mason university honor system and code . Retrieved Jan.
06, 2006, from Education and Technology Resources Web site:
http://mason.gmu.edu/~montecin/plagiarism.htm.