



George Mason University
Graduate School of Education
EDSE 662 Section 669: Consultation and Collaboration
Summer 2012

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Course Day/time: Thursdays, 4:30-9:30

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Course Description

EDSE 662 provides professionals in special education, regular education, and related fields with knowledge and communications skills necessary for collaborative consultation and technical assistance to other educators and service providers. **Prerequisites** Teaching licensure, or enrollment in graduate degree program in education.

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;

- Plan activities that implement effective consultation and collaboration techniques; and
- Collaboratively develop a student's Individualized Education Program

Nature of Course Delivery

Experiential, observational, and interactive strategies are used to facilitate fulfillment of the outcomes established for the course. Course sessions may include a variety of formats and integrate instructional technology with lecture, discussion, guest presenters, small group activities, and student presentations.

General Course Expectations

This is a graduate level course for professional educators. As such, please be advised of the following expectations for all participants.

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, (d) show evidence of having read/studied material, and (e) complete all in-class assignments to earn points for class participation.

Workload

Graduate-level courses require in-depth reading, study, and work on course requirements outside of class time. The general expectation is approximately three hours per week for each credit hour of a course. Students are expected to allot class study and preparation time 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* (6th ed.) You are required to use APA guidelines for all course assignments. Please use the following website for APA format guidelines: <http://apastyle.apa.org>.

We will use person-first language in our class discussions, 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 general ideas. Generally, if you use four or more words in a row you should use quotation marks and a proper APA citation. If you use facts, statistics, and/or ideas from any source, give the author credit. 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 the class will result in a zero on that assignment and a report of the incident to the Dean's Office.

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 an appointment with the Special Education Advisor, Jancy Templeton (jtemple1@gmu.edu 703/993-2387). 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.

George Mason University College of Education and Human Development Student Expectations

All expectations of the University apply to this course. For further information about each, please see the indicated website.

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, program, and instructor 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 (see <http://cehd.gmu.edu/values/>).

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

Course Specific Expectations and Requirements

This course will incorporate the evidence-based practices (EBPs) relevant to collaboration and consultation in schools. 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.

Required Text

Dettmer, P., Thurston, L. P., Knackendoffel, A., & Dyck, N.J. (2009). *Collaboration, consultation, and teamwork for students with special needs*. Columbus, Ohio: Pearson

Gibb, G.S. & Dyches, T.T. (2007). *Guide to Writing Quality Individualized Education Programs*, 2nd edition, Columbus, Ohio: Pearson

Blackboard Site

We will use the Blackboard website for posting of course materials, announcements, discussion boards, journals, and grades. You will be responsible for all material posted on the website. Please check it regularly.

Communication with the Instructor

The most efficient way to contact me is through email. I check email regularly in the morning Monday-Friday (between 6:00-7:00am). On weekends, I check my Mason account on Sunday evenings (between 6:00-7:00 pm) and will respond to all received email at that time. If I am out of town I will respond upon my return. Please make sure your requests for assistance or the need to have questions answered are submitted in a timely fashion. If you would prefer to meet with me after class, please do not hesitate to contact me to make an appointment.

Instructors Ideas About This Course

This is a professional course, directly related to the teaching required in schools. Therefore, my goal is to help students master the skills taught in the course, not to assign grades. As such, I am happy to review drafts of assignments, discuss ideas and progress, and generally provide feedback to students on all aspects of the course at any time before an assignment is due or before the end of the course. I

provide grading expectations for all course assignments and encourage students to follow these as they complete their work. If, at any time, you are confused about course material or assignments, or something is not going as you hoped in the course (e.g., our interactions, interactions with other students, difficulty of the work), please contact me FIRST so that we can problem solve together.

Late Work

Assignments are due on the date indicated in the syllabus. If I change the due date for reasons related to student need in the course, the change will be discussed in class, posted on the Blackboard site, and confirmed in an email to all students.

I will not accept late work. If you are not in class on the day an assignment is due, you are still responsible for submitting the assignment. You may submit an assignment by emailing the assignment to me with a time sent no later than the end of the class on the date due or by having someone bring the assignment to me in hard copy by the same time. Choose the person wisely--if I do not receive the assignment on the due date, it will not be accepted.

TaskStream

Each course in the program has an identified signature assignment. A signature assignment is a specific assignment, presentation, or project that best demonstrates one or more CEC standard(s) connected to the course. A signature assignment is evaluated in two ways: first is for a grade in the course, based on the instructor's grading rubric and second is for GSE program evaluation. Each student must add the identified signature assignment for each course into the TaskStream portfolio system. TaskStream information is available at <http://gse.gmu.edu/programs/sped/>.

In this EDSE 662 course, the Individualized Education Program (IEP) assignment is the signature assignment. 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 semester, the grade becomes an F. Please check to verify your account and your ability to post items to your account at the beginning of the course, not at the end.

Student Evaluation

Evaluation	Points
Class Attendance and Participation	40 points
Interview	15 points
Group Professional Learning Project	20 points
IEP Assignment **	25 points
Total possible points	100 points

**This assignment is the "signature" assignment for TaskStream. Students are required to post the signature case study in GMU's portfolio TASKSTREAM site no later than Midnight on July 26, 2012. Failure to post a signature case study for evaluation will result in an INCOMPLETE grade for the course until posted.

GRADING SCALE

96-100% = A 92-95% = A- 89-91% = B+ 85-88% = B 80-84% = B- 70-79% = C
< 70% = F

Major Course Assignments

Attendance and Participation (40 points)

Attendance and participation in the in class is required. These points can only be earned if you attend class and actively participate in class and online discussions. You must arrive on time and stay for the duration of the class session to earn full participation points. Participation takes many forms and does not mean always raising a hand and speaking in the class. Engagement with the material, participation in activities, and quality discussion with peers and/or professor constitute participation as well. In order to receive full credit for online discussion questions you must respond to the original post with at least 250 words. In addition, you must respond to at least 2 posts by your classmates with a minimum of 100 words. Your responses should be based on experience and the reading.

Interview Paper (15 points due date 6/21 via Blackboard Journal)

Interview three (3) school professionals, such as a general education teacher, a special education teacher, related services professional (i.e. speech/language, occupational therapy, vision, etc.), or instructional assistant. The focus of the interview should be to find out their views about and experiences with consulting personnel in schools, collaboration among school educators, teamwork among educators, and inclusive education. Use no names of school personnel, schools, or towns. Attach your list of interview questions to the assignment. Your Interview paper should include your reactions and provide evidence of linkage to course content and readings. See Appendix A for specific directions.

Group Professional Learning Presentation (20 points/due date 7/26)

Design a professional learning activity. The purpose of this assignment is twofold: (1) to develop a professional learning presentation (approximately 45-60 minutes long) which will be presented to the class and (2) to provide students with the opportunity to hone their collaborative skills. This project will 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, the group might consider a research-based instructional practice or co-teaching configurations. An area of need might be collaboration, communication skills, or participating in an IEP meeting. Your presentation should include an information packet from each member of the group (see below), an activity or visual presentation, a related reading, 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. See Appendix B for specific directions.

IEP Assignment **signature assignment (25 points/ due date 7/26)

In this assignment/project, you will demonstrate your ability to develop an Individualized Education Program (IEP) for a hypothetical student with a mild to moderate disability. You will have the option to use the GMU case study or one of your current students. Using this information, you will write an IEP that thoroughly addresses the needs of the student. See Appendix C for specific directions. Grading Rubric will be posted on BB.

Proposed Calendar

Class No.	Date	Topic	Reading Due	Activities/Due Dates
1	6/7	Course Orientation Setting the Stage	Chapter 1	
2	6/14	Role Delineation; Understanding Self IEP: Considerations, Present Level of Performance	Chapter 2	Case study chosen; groups formed and topics chosen for Professional Learning Presentation
3	6/21	Communicating with Other Professionals IEP: Goals & Objectives	Chapter 4	<i>Interview paper due</i> Professional Learning Groups meet during class
4	6/28	Essential features of collaborative schools	Chapter 6	Class Online (check blackboard for assignment), work on group assignment and IEP development
5	7/5	Problem Solving IEP: LRE, Services, Accommodations	Chapter 5	Present Level of Performance; measurable annual goals; short term objectives <i>draft due</i> Role Playing IEP Meeting
6	7/12	Working with Families IEP: Testing, PWN	Chapter 8	Field Trip to Parent Resource Center, panel of parents.
7	7/19	Co-Teaching	Article Review, posted on BB Discussion questions on BB Chapter 7	Class Online (check blackboard for assignment), work on group assignment and IEP development
8	7/26	Last Class- Presentations		Final IEPs due Group Presentations

Appendix A

Interview Paper Directions (15 points/due date 6/21 via Blackboard Journal)

Interview at least two school professionals, such as a general education teacher, a special education teacher, related services professional (i.e. speech/language, occupational therapy, vision, etc.), psychologist, disability related specialist (i.e. autism specialist, behavior specialist) or instructional assistant. The focus of the interview should be to find out their views about and experiences with consulting personnel in schools, collaboration among school educators, teamwork among educators, and inclusive education. Use no names of school personnel, schools, or towns. Attach your list of interview questions to the assignment. Your Interview paper should include your reactions and provide evidence of linkage to course content and readings.

Your paper should include the following sections and be written in APA style:

1. Introduction with general description of the focus of your interview, overview of questions, and description of personnel interviewed.
2. Summary of interview responses from three individuals. You may use a question and answer format, if you would prefer but you do not need to include every word from every response.
3. Synthesis of responses with integration of your ideas about collaboration (explicitly stated as such) and any information from our course (including readings, class sessions, or class discussions).
4. Interview questions attached.

I will evaluate your paper as follows:

Introduction	5 points	<ul style="list-style-type: none"> • Variety of professionals interviewed • Interview questions relevant and complete • Rationale for interviews developed
Summary	5 points	<ul style="list-style-type: none"> • Responses from each professional included • Summary is organized in coherent manner • Summary is thorough enough to identify and provide evidence for major ideas
Synthesis	5 points	<ul style="list-style-type: none"> • Major ideas from all professional responses identified • Major ideas linked to multiple components of course material • Writing is coherent and logical • Major ideas linked to current practice of district, school, or classroom

Appendix B

Group Professional Learning Presentation (20 points/due date 7/26)

Design a professional learning activity. The purpose of this assignment is twofold: (1) to develop a professional learning presentation (approximately 45-60 minutes long) which will be presented to the class and (2) to provide students with the opportunity to develop their collaborative skills. This project will provide the opportunity to work in small groups 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, the group might consider a research-based instructional practice or co-teaching configurations. An area of need might be collaboration, communication skills, or participating in an IEP meeting. All materials and activities should reflect key concepts in the presentation.

I will evaluate your Professional Learning Presentation on the following components:

Topic	5 points	<ul style="list-style-type: none"> • Relevance to the group • Clarity of major concepts, objectives of presentation • Coherence of activities and presentation to objectives
Activities/visual presentation	5 points	<ul style="list-style-type: none"> • Clarity • Focus on major concepts with connection to course objectives • Relevance to objectives • Accessibility (terms defined, target audience addressed, variety of modalities)
Group cohesion	5 points	<ul style="list-style-type: none"> • All group members actively participated in development of the presentation • All group members actively participated in presentation
Presentation	5 points	<ul style="list-style-type: none"> • Engaging (participants required to actively participate) • Thorough (met objectives and assessed that met objectives) • Provided unique information (not rehash of what had done in class) • Presenters were prepared

Appendix C

IEP Development Assignment (25 points/due on 7/26)

Assessment

1. Description of Assessment and Its Use in the Program:

The purpose of this assessment is to have candidates demonstrate knowledge of the individualized planning process required for the development of program planning for students with mild to moderate exceptional learning needs. Candidates will demonstrate their ability to develop the critical components of an Individualized Education Program (IEP) that are legally sufficient and educationally appropriate for the described case study student. Candidates will also provide clear rationales for each component of the IEP and write a narrative describing the collaborative components of the IEP development process.

2. How the Assessment Aligns with the Standards Cited:

3. Brief Analysis of the Data Findings:

4. Interpretation of How the Data Provides Evidence for Meeting Standards:

5. Directions for the Assessment:

In this assignment/project, you will demonstrate your ability to develop the critical components of an Individualized Education Program (IEP) for a hypothetical student with a mild to moderate exceptional learning need and demonstrate your understanding of how these components come together to build a framework for the student's educational program.

You will be presented with a student case study and may choose to use this student or one of your own students, with instructor approval. Using the information in your case study, you will develop the critical components of an IEP that thoroughly and appropriately address the needs of the student.

It is critical to remember that you are only ONE member of an IEP team who would be developing this IEP. The learner themselves should be encouraged to be a member of the development team, as should the family members, general educators, related service providers and other appropriate stakeholders. In addition to developing the critical components of the IEP itself, you should continuously consider the collaborative aspects of the IEP process so that you will be ready for role-play exercises and other collaborative learning opportunities in class.

As you complete this assignment you will:

- Complete a thorough review of the case study
- Write a brief synopsis of what you would present to the IEP team about the student. This should include the factors for IEP team consideration, and a discussion of specific additional information you would request from each service provider.

- Factors for IEP Team Considerations: In developing, reviewing and revising the IEP, the team must consider all special factors without regard to disability category including:
 1. Parent Concerns: The strengths of the student and concerns of the parent for enhancing the education of the student;
 2. Strengths: The strengths of the student and concerns of the parent for enhancing the education of the student;
 3. Evaluations: The results of the initial or most recent evaluation of the student;
 4. Assessments: As appropriate, the results of the student's performance on any general state or district-wide assessments;
 5. Needs: The academic, developmental, and functional needs of the child.
 6. Behavior: In the case of a child whose behavior impedes the child's learning or that of others, consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior;
 7. Limited English Proficiency: In the case of a child with limited English proficiency, consider the language needs of the child as those needs relate to the child's IEP;
 8. Blind or Visually Impaired: In the case of a child who is blind or visually impaired, provide for instruction in Braille and the use of Braille unless the IEP Team determines, after an evaluation of the child's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the child's future needs for instruction in Braille or the use of Braille), that instruction in Braille or the use of Braille is not appropriate for the child;
 9. Communication (Including Deaf or Hard of Hearing): Consider the communication needs of the child, and in the case of a child who is deaf or hard of hearing, consider the child's language and communication needs, opportunities for direct communications with peers and professional personnel in the child's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the child's language and communication mode; and
 10. Assistive Technology: Consider whether the child needs assistive technology devices and services.
- Write a narrative describing the collaborative components of the IEP development process. This could include a discussion of what collaboration should occur prior to the IEP development, methods of involving families, related service providers, and other professionals in the IEP development process, and what collaboration should occur after the IEP is developed, including next steps for working with general education teachers, the student, and other stakeholders.
- Complete the IEP planning document, using specific instructions provided by the instructor

Individualized Education Program Planning Document

Present Level of Performance

Your task is to develop present levels of performance and individual need statements in each of the following areas of consideration:

- Results of the student's most recent individual evaluation(s);

- Student's strengths;
- Student's results on State and district-wide assessments;
- Parents' concerns for enhancing the education of their child;
- Special factors related to the student's disability such as a student's needs in the areas of behavior, communication, limited English proficiency, instruction in and the use of Braille, and assistive technology devices and services;
- How the student's disability affects involvement and progress in the general curriculum, or for preschool students, participation in age-appropriate activities; and
- The results of age-appropriate transition assessments and the student's strengths, preferences and interests as they relate to transition from school to post school activities.

Present Levels of Performance and Need Statements:

- Summarize information from a variety of sources;
- Translate information from technical evaluation reports to clear, concise statements;
- Identify the instructional implications of evaluations; and
- Describe, in language the parents and professionals can understand, the unique needs of the student that the IEP will address and identify the student's level of performance in those need areas.

Other Considerations for Present Level of Performance:

- Statements of present level of performance should include the child's strength in this area as well as his or her needs.
- Describe what the student is doing now including strengths, needs related to the student's exceptionality, and parent concerns with relation to both academic and non-academic areas such as classroom, community, bus, lunchroom.
- Describe how the student's exceptionality affects the student's involvement and progress in the general education curriculum.
- Ensure that the present levels of performance establish a baseline of information about the student that can be used as the starting point from which to determine progress toward annual goals.
- Describe learning accommodations and strategies that are currently in place for the student.

Measurable Annual Goals

- Create 3 annual goals for your child based upon your vignette and peer-reviewed research. Remember that the goal is twofold: 1) to meet the needs of the learner as identified in present levels of performance and 2) to ensure that the student makes progress towards meeting the appropriate Virginia Standards of Learning and the scope and sequence of the general education curriculum. You should also address behavioral, motor, social-emotional, communication and self-help needs. The key is to identify and prioritize both areas of student need and areas of the general education curriculum that are most critical to the student.
- Your annual goals should be broad goals that relate directly to the information in the present levels of performance and can be achieved in one year.
- Annual goals MUST be written in the behavioral objective format:

- Given or condition statement (e.g., "given a bus schedule")
- Operational definition of the target behavior (e.g., "Steve will arrive at the bus stop")
- Criterion statement (e.g., "between 5-2 minutes before the bus arrives")
- Measured over time (e.g., "for 4/5 consecutive days of a work week") should be ongoing and include intermittent data collection that provides updated evidence at the time progress is reported to parents.

Short Term Objectives/Benchmarks

- Write at least two short-term objectives/benchmarks for each annual goal. Be sure that each objective/benchmark is written in the behavioral objective format described above.
- Objectives/benchmarks should break the annual goals down into smaller, achievable tasks.
- Each benchmark should relate back to the achievement of the annual goal (e.g., if the annual goal is reading 30 words per minute, a benchmark might relate to phonemic awareness or issues related to reading fluency)
- Some considerations in the development of these objectives/benchmarks include:
 - What individualized sequential intermediate steps or temporal milestones are needed to reach goal (2 or more for each goal)?
 - What specific strategies can be integrated into the objectives/benchmarks to help the learner meet their annual goal?
 - What culturally, linguistically, and gender responsive instructional content, resources and strategies can be implemented?
 - What evaluation measures (indicators of progress toward meeting the goal) will be implemented intermittently during the year?

Services, Least Restrictive Environment, Placement

- List all special education and related services that the child might need to succeed.
- Related services include physical therapy, occupational therapy, speech-language pathology, social work, and other services. Provide a justification for the services that you select for your student.
- Assistive Technology must be one of the services considered.
- List all special education and related services that the child might need to participate in extracurricular and nonacademic activities.
- Are there any activities the student is unable to participate in even with support?

Participation in State Assessments

- In this section, you will address the student's participation and accommodations needed when participating in Virginia State Assessments. All students with disabilities must be included in State or district-wide assessment programs. If the Committee determines that the student will participate in an alternate assessment on a particular State or district-wide assessment of student achievement, the IEO must provide a statement of

why the student cannot participate in the regular assessment, and why the particular alternate assessment selected is appropriate for the student.

- Your rationale should include consideration of issues, assurance, due process rights, the student's exceptional condition(s) and present levels of performance rights related to assessment as you select appropriate levels of student participation in these state assessments.
- If the student needs assessment accommodations, ensure that the accommodations are described.
- In the state of Virginia, students have the opportunity to participate in the following State Assessments:
 - Virginia's Standards of Learning Assessments (SOL)
 - Virginia Substitute Evaluation Program (VSEP)
 - Virginia Alternate Assessment Program (VAAP)
 - Virginia Modified Achievement Standards Test (VMAST)
 - Virginia Grade Level Alternative (VGLA) (Currently being phased out)

Accommodations and Modifications

- In this section you will describe the accommodations needed for the student to be successful in the classroom. Accommodations provide equal educational learning opportunity and access to the curriculum but do not reduce grade level standards. Areas to consider may include multi-sensory presentation, response, setting, organization, timing and scheduling options.
- The selected accommodations must be used on a regular basis during classroom instruction and assessments.
- You will also describe the modifications needed for the student. Modifications lower learning expectations and should only be used if this is the only way for the child to be successful. Parents must understand that if modifications to grade level standards are being made their child may be at risk for not meeting graduation requirements.
- Ensure that accommodations/modifications are highly individualized, based on assessment data, student needs, and personal learning styles and interests, and reflect a strong understanding of the impact disabilities may have on the auditory and information processing skills, test taking abilities, and cultural, linguistic, and gender differences of the student.

Course Objective

Relationship to Program Goals and Professional Organization

EDSE 662 is part of the George Mason University, Graduate School of Education (GSE) program for teacher licensure in the Commonwealth of Virginia and is aligned with the National Council for the Accreditation of Teacher Education (NCATE)/Council for Exceptional Children (CEC) performance-based standards for the preparation and licensure of special educators. As such, the curriculum for EDSE 662 is aligned primarily with Standard #10 (Collaboration) of CEC's *Common Core of Knowledge for Beginning Teachers of Special Education* (as well as for teachers of students with learning and emotional disabilities). Acknowledging the many dimensions of teaching, EDSE 662 draws secondarily from most CEC/NCATE Standards. The table below describes the CEC Knowledge and Skills (Standard 10) in relation to course outcomes and requirements.

Standard 1: Foundations

Special educators understand the relationships of organizations of special education to the organizations and functions of schools, school systems, and other agencies.

Standard 3: Individual Learning Differences

Special educators understand that the beliefs, traditions, and values across and within cultures can affect relationships among and between students, their families, and the school community. Moreover, special educators are active and resourceful in seeking to understand how primary language, culture, and familial backgrounds interact with the individual's disability to impact the individual's academic and social abilities, attitudes, values, interests, and career options;

Standard 5: Learning Environments and Social Interactions

Special educators help their general education colleagues integrate individuals with disabilities in environments with their nondisabled peers and engage them in meaningful learning activities and interactions;

Standard 6: Language

Special educators match their communication methods to an individual's language proficiency and cultural and linguistic differences.

Standard 7: Instructional Planning

Special educators facilitate instructional planning in a collaborative context including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate.

Standard 8: Assessment

Special educators collaborate with families and other colleagues to assure non-biased, meaningful assessments and decision-making.

Standard 9: Professional and Ethical Practice

Special educators practice in multiple roles and complex situations across wide age and developmental ranges and across diverse cultures. Their practice requires ongoing attention to legal matters along with serious professional and ethical considerations.

Special educators engage in professional activities and participate in learning communities that benefit students with disabilities, their families, colleagues, and their own professional growth. Special educators are aware of how their own and other's attitudes, behaviors, and ways of communicating can influence their practice.

Skills:

- Maintain confidential communication about individuals with exceptional learning needs.
- Collaborate with families and others in assessment of individuals with exceptional learning needs.
- Foster respectful and beneficial relationships between families and professionals.
- Assist individuals with exceptional learning needs and their families in becoming active participants in the educational team.
- Plan and conduct collaborative conferences with individuals with exceptional learning needs and their families.
- Collaborate with school personnel and community members in integrating individuals with exceptional learning needs into various settings.
- Use group problem solving skills to develop, implement, and evaluate collaborative activities.
- Model techniques and coach others in the use of instructional methods and accommodations. Observe, evaluate, and provide feedback to para-educators
Communicate with school personnel about the characteristics and needs of individuals with exceptional learning needs.
- Communicate effectively with families of individuals with exceptional learning needs from diverse backgrounds.
- Teach parents to use appropriate behavior management and counseling techniques (SED).

<i>Alignment of Course Outcomes & Requirements with NCATE/CEC Standard #10 CEC/INTASC</i>	Course Outcomes	Course Requirements
Models and strategies of consultation and collaboration; collaborative and consultative roles of the special education teacher in the reintegration of individuals with emotional/behavioral disorders.	Define collaboration, consultation, and teamwork and explain the essential characteristics of each.	Small group discussions; large group class participation.
Culturally responsive factors that promote effective communication and collaboration with individuals with exceptional learning needs, families, school personnel, and community members; services, networks, and organizations that provide support across the life span for students with LD and BD; role of professional groups and referral agencies in identifying, assessing, and providing services to individuals with emotional/behavioral disorders.	Identify variables that may facilitate or constrain participation in collaboration, consultation, or teamwork settings	Interviews; case studies; website readings.
Concerns of families of individuals with exceptional learning needs and strategies to help address these concerns.	Demonstrate communication skills of listening, avoiding communication roadblocks, dealing with resistance, being appropriately assertive, and resolving conflicts	Small group discussions; large group class participation.
Roles of students, families, and school and community personnel in planning of an individualized program; co-planning and co-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	Small group discussions; community resources directory; information packet; professional development activity.
Special educators reflect on and are aware of how their own and other's attitudes, behaviors, and ways of communicating can influence their practice (Standard 9).	Develop self-assessment techniques for improving consultative and collaboration skills	Small and large group discussions.
See Standard #10 Skills (b)	Plan a professional development activity	Professional development activity.

Evidence-based Practices

This course will incorporate the evidence-based practices (EBPs) relevant to communication, collaboration, and consultation. These EBPs are indicated with an asterisk (*) in this syllabus' schedule. Evidence for the selected research-based practices is informed by meta-analysis, literature reviews/synthesis, the technical assistance networks that provide web-based resources, and the national organizations whose mission is to support students with disabilities. We address both promising and emerging practices in the field of special education. This course will provide opportunities for students to take an active, decision-making role to thoughtfully select, modify, apply, and evaluate EBPs in order to improve outcomes for students with disabilities.