



**College of Education and Human Development  
Division of Special Education and disAbility Research**

Fall 2014

EDSE 662 684: Consultation and Collaboration

CRN: 81446, 3 - Credits

<b>Professor:</b> Dr. Sheryl Asen	<b>Meeting Dates:</b> 9/11/2014 - 11/13/2014
<b>Phone:</b> o703-993-5448; c802-595-9663	<b>Meeting Day(s):</b> Thursdays
<b>E-Mail:</b> sasen@gmu.edu	<b>Meeting Time(s):</b> 4:30 p.m. - 8:30 p.m.
<b>Office Hours:</b> by appointment	<b>Meeting Location:</b> LCPS Administration Building, 21000 Education Court, Ashburn, VA 20148 rooms 420 & 421
<p><i>"A candle loses nothing by lighting another candle." - Erin Majors</i></p> <p><i>"If we can really understand the problem, the answer will come out of it, because the answer is not separate from the problem." - Jiddu Krishnamurti</i></p> <p><i>"Ultimately a genuine leader is not a searcher for consensus, but a molder of consensus." -Martin Luther King, Jr.</i></p> <p><i>"It is very important to generate a good attitude, a good heart, as much as possible. From this, happiness in both the short term and the long term for both yourself and others will come. " - Dalai Lama</i></p> <p><i>"I not only use all of the brains I have, but all I can borrow." -Woodrow Wilson</i></p> <p><i>"Every collaboration helps you grow." -Brian Eno, musician</i></p> <p><i>"Leaders are problem solvers by talent and temperament, and by choice." -Harlan Cleveland, diplomat, educator, and author</i></p> <p><i>"Some folks succeed because they're destined to, but most succeed because they're determined to." -Roy Reiman, founder, Reiman Publications</i></p>	
<p>NOTE: The open window for <b>registering with the Field Placement Office</b> the student subject for the NCATE assignment is through <b>September 26, 2014</b>. <a href="https://cehd.gmu.edu/endorse/ferf">https://cehd.gmu.edu/endorse/ferf</a> (it is assumed that cohort students will not need placement assistance). For information and assistance on registration contact <a href="mailto:fieldexp@gmu.edu">fieldexp@gmu.edu</a>.</p>	

**Note:** This syllabus may change according to class needs. Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.

### **Course Description**

Provides professionals in special education, regular education, and related fields with knowledge and communications skills necessary for collaborative consultation and technical assistance to other educators and service providers. Prerequisite(s): Teaching licensure, or enrollment in graduate degree program in education. Hours of Lecture or Seminar per week: 3 Hours of Lab or Studio per week: 0

**Prerequisite(s):** Teaching licensure, or enrollment in graduate degree program in education

**Co-requisite(s):** None

### **Advising Contact Information**

Please make sure that you are being advised on a regular basis as to your status and progress through your program. Mason M.Ed. and Certificate students should contact the Special Education Advising Office at (703) 993-3670 for assistance. All other students should refer to their faculty advisor.

### **Nature of Course Delivery**

Students:

- Construct knowledge through in class small and large group activities and through course assignments, including independent study and research;
- Reflect on practices, personal skills, and orientations;
- Assess their growth related to course content; and
- Provide constructive feedback to peers.

Interactive and teaming strategies are used to facilitate fulfillment of the outcomes established for the course. Professor and student led class experiences and presentations incorporate a variety of formats, which may include whole and small group activities, discussion, demonstration, guest presenters, use of media/technologies, and lecture. The professor at times will use Socratic dialog and problem-solving tools and techniques. Students are expected to know and use GMU e-mail for course communication with the professor and other students and to use Blackboard for course assignments and sharing.

Learning activities include the following:

1. Class lecture and discussion;
2. Application activities;
3. Small group activities and assignments;
4. Video and other media supports;

5. Research and presentation activities; and
6. Electronic supplements and activities via Blackboard.

### **Evidence-Based Practices**

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

### **Learner Outcomes**

Upon completion of this course, students will 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.
- Develop an Individualized Education Plan

### **Required Textbooks**

Friend, M. & Cook, L. (2012) *Interactions: Collaboration skills for school professionals* (7th ed). Boston: Allyn and Bacon, Pearson.

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

### **Digital Library Option**

The Pearson textbook(s) for this course **may be** available as part of the **George Mason University Division of Special Education and disAbility Research Digital Library**. Please note that not all textbooks are available through this option. Visit the links below before purchasing the digital library to ensure that your course(s) text(s) are available in this format.

The division and Pearson have partnered to bring you the Digital Library; a convenient, digital solution that can save you money on your course materials. The Digital Library offers you access to a complete digital library of **all Pearson textbooks** and MyEducationLabs used across the Division of Special Education and disAbility Research curriculum at a low 1-year or 3-year subscription price. Access codes are available in the school bookstore. Please visit <http://gmu.bncollege.com> and search the ISBN. To register your access code or purchase the Digital Library, visit:

<http://www.pearsoncustom.com/va/gmu/digitallibrary/education/index.html>

- 1 year subscription \$200 ISBN-13: 9781269541411
- 3 years subscription \$525 ISBN-13: 9781269541381
- Individual e-book(s) also available at the bookstore link above or at <http://www.pearsoncustom.com/va/gmu/digitallibrary/education/index.html>

### **Recommended Textbooks**

American Psychological Association (2009). Publication manual of the American Psychological Association (6th ed.). Washington, DC: Author.

### **Required Resources**

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### **Additional Readings**

TBD, relevant to individual and team assignments.

### **Course Relationships to Program Goals and Professional Organizations**

This course is part of the George Mason University, Graduate School of Education (GSE), Special Education Programs for teacher licensure in the Commonwealth of Virginia in the special education areas of Special Education: Students with Disabilities who Access the General Curriculum K-12, Visual Impairments PK-12, and Adapted Curriculum K-12. This program complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC), the major special education professional organization. The CEC standards that will be addressed in this class include Standard 1: Foundations, Standard 2: Characteristics of Learners, Standard 3: Individual Learning Differences, Standard 7: Instructional Planning, Standard 9: Professional and Ethical Practice and Standard 10: Collaboration.

### **GMU POLICIES AND RESOURCES FOR STUDENTS:**

a. Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/the-mason-honor-code/>].

b. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].

c. 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.

d. 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/>].

e. 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/>].

f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

g. 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/>].

## **PROFESSIONAL DISPOSITIONS**

Students are expected to exhibit professional behaviors and dispositions at all times.

## **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 our website [See <http://gse.gmu.edu/>]

### **Course Policies & Expectations**

#### **Attendance.**

- Students, to receive participation credit for a class session, are expected to be in attendance , exhibit professional dispositions, and come to class fully prepared (all assignments completed and submitted). Attendance includes:
  - (a) Arriving on time, including back from break(s),
  - (b) Staying in the classroom/activity area for the duration of the class time,
  - (c) Participating in all class activities (face-to-face and outside of class, including by electronic means),
  - (d) Having on hand all materials required for the class session as per course assignments and the syllabus, and

(e) Demonstrating professional behavior. The GMU CEHD Professional Dispositions serve as a minimum standard (<http://gse.gmu.edu/facultystaffres/profdisp.htm>).

- Class starts promptly at 4:30 p.m. and ends at 8:30 p.m. as per the clock on the classroom wall (which may differ from your time piece) or as per the professor. It will not be considered disruptive or disrespectful to leave at 8:30 p.m. No required new class content will be presented after that time but discussion may continue for those for those who have questions and for those who wish to participate.

- When possible, please alert the professor via email, phone, or text at least 2.5 hours prior to class of impending late arrival, early exit from class, or absence (see information below). After 2:00p on the day of class, as the professor may not be available electronically or by phone, please **additionally** call or text a classmate, who then will inform the professor.

- Students are expected to attend all class sessions to receive full participation credit. As adult learners, you make personal decisions about enacting professional responsibilities, including those as a student.

(a) Class attendance is crucial to course competence; however, there may be an instance when you are not able to attend class. Please do not request permission to miss a class—you must make your own decision.

(b) Students who are absent or who miss partial class time are held responsible for the material covered, including assignment discussions/clarifications/explanation, and assignments due as if in attendance and as outlined in the course syllabus. It is your responsibility to arrange with another student for collection of materials and to promptly obtain class notes, handouts, lecture details, explanations of content and procedures/assignments, etc.

(c) All students are **granted one absence**; however, all work still is due on Blackboard according to the course calendar (please bring your printed copies to class the next week) and class session participation points are not awarded if a student has not attended class.

(d) A second absence will result in the final grade dropping by 5 points.

(e) Three absences (including the granted absence—i.e., two absences in addition to the granted absence) will result in a base grade of C, equivalent to 79 points, from which unearned points will be deducted.

(f) ***If there are extreme extenuating circumstances resulting in more than one absence, you must consult with the professor regarding the impact on your grade and you must notify the professor by email prior to the start time of a missed class session.***

#### Late Work.

An assignment is considered late if it is not submitted by the posted due date and time.

- All learning activity assignments are required to be completed and submitted on time, including posting to Blackboard and bringing a print copy of each assignment to class on the due date. The posting of work to Blackboard is due no later than 4:30 p.m. the day it is due. The final copy of the course NCATE/TaskStream assignment, the ***Individualized Education Plan project, is due by 4:30 p.m. the last day of class both on Blackboard and in print/hard copy. Each student must submit a project on Bb and on TaskStream, even though this is a team endeavor.***

- Submitting an assignment late does not alter the due dates of the other assignments. It prevents timely feedback regarding work that may be of value in later assignments. Strive to keep up with the assignment schedule so that you will be able to have appropriate formative evaluation and feedback from your professor across the semester.
  
- When the format for assignment response includes print/hard copy, students must make every effort to bring to class a print/hard copy, which is part of the assignment expectation. If the student forgets the print copy, the student is to bring it to class the following week as the professor will not print out the copy on Bb (and therefore will not read and grade it). In fairness to students who make the effort to submit hard copies of papers on time, if a student has more than 2 occurrences of not bringing in on time the print copy of any assignment, the assignment will be considered late, even if posted to Blackboard. The exception is the IEP Project, which *must* be submitted on time in print as well as electronically (see above).
  
- For late submissions of assignments:
  - (a) Fifty percent (50%) of the points will be deducted from your assignment grade for late submissions unless the professor has agreed to an extension (which may be used one time only and only for one assignment). The maximum extension is 7 days, after which the assignment is not awarded any points toward a final grade. See below for further conditions.
  - (b) The earlier date that the assignment was received by the professor in hand as a print/hard copy or posted on Blackboard will be considered the date submitted; however, the professor will not print out student work and, therefore, will not provide feedback or grade the work until a printed copy is received.
  - (c) The assignment will not be considered completed until the work is posted to Blackboard *and* handed in in print. If a student does not complete an assignment within 7 days of the original due date, no points will be awarded for the assignment. The assignment still must be submitted by the last class session; otherwise, the course will not be considered completed until the work, of satisfactory quality, is received by the professor. This may result in the assignment of a grade of Incomplete, which will be changed once the professor receives the delinquent work.
  - (d) Presentations and related materials are due in class and posted to Blackboard according to the class schedule.

Other Considerations:

- Written Language: Students at the graduate level are expected to compose with accuracy (grammar, spelling, other mechanics, form, structure, etc.) and at a conceptual level commensurate with advanced degree study. APA Style is the standard format for any written work in the College of Education and Human Development. If you are unfamiliar with APA format, it would benefit you to purchase the current edition of the Publication Manual of the American Psychological Association. You are required to use APA guidelines for all course assignments as noted in the assignment descriptions. This website links to APA format guidelines: <http://apastyle.apa.org>.
  
- Oral Language: Use “person-first language” in class discussions and written assignments (and, ideally, in professional practice). In accordance with terminology choices in the disability community, strive to replace the term “Mental Retardation” with “Intellectual Disabilities” in oral and written communication and to avoid language labels by stating, for example, a “student

with disabilities” (SWD) rather than a “disabled student”. Please refer to guidelines for non handicapping language in APA Journals, including information available at: <http://www.apa.org/pi/disability/resources/policy/resolution-ada.pdf> and <http://supp.apa.org/style/pubman-ch03.15.pdf>.

- ***Your GMU email address and the professor’s GMU email address are the only email addresses that will be used for communication in this course.*** Student email is accessed at <http://masonlive.gmu.edu>. ***ALL*** communications regarding coursework, enrollment issues, advising, internship and important program listserv announcements are sent to students via their Mason email accounts. Students are held responsible for this information. Failing to check your Mason email or citing technical difficulties does not relieve you of the responsibility to communicate via your GMU account. Please make sure your ***GMU email is activated and checked at least once per day and early enough on class meeting days to allow for appropriate response.*** Any student who experiences technical issues or who has questions with regard to activating and/or accessing his/her MasonLive email account should contact the ITU Support Center directly (and immediately!) at 703-993-8870 and [support@gmu.edu](mailto:support@gmu.edu). ITU information is available at <http://itservices.gmu.edu/>. It is your responsibility to communicate with the professor about options if technical difficulties you are experiencing are prohibiting course participation, receipt of course related email messages, and access to Blackboard.

- Please keep up-to-date with cohort announcements and requirements as posted at the GMU Special Education Cohort web site: [http://gse.gmu.edu/programs/sped\\_cohort\\_program/cohort\\_home/](http://gse.gmu.edu/programs/sped_cohort_program/cohort_home/). This site includes information to assist cohort participants, including announcements, a cohort handbook, and cohort specific information. For additional assistance with cohort and outreach program queries, please contact Pam Baker ([pbaker5@gmu.edu](mailto:pbaker5@gmu.edu)).

- All student work may be shared in future courses and professional development taught by Dr. Sheryl Asen. Author credit explicitly will be given to student authors for their work.

### **TaskStream Submission**

Every student registered for any Special Education course with a required performance-based assessment is required to submit this assessment, *Individualized Education Program (Spec Ed General) OR Collaborative Team Improvement Project (Adapted/VI)* to TaskStream (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete(IN). Unless the IN grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

If you have never used TaskStream before, you **MUST** use the login and password information that has been created for you. This information is distributed to students through GMU email, so



it is very important that you set up your GMU email. For more TaskStream information, go to <http://cehd.gmu.edu/api/taskstream>.

### **Grading Scale**

Attendance, preparation, and professionally relevant, active participation that demonstrates proper professional behavior are expected in all class sessions and interactions for a grade of B or better.

93 – 100 points = A

90 – 92 points = A-

86 – 89 points = B+

80 – 85 points = B

70 – 79 points = C

< 70 points = F

### **Assignments**

#### **Performance-based Assessment (TaskStream submission required).**

In the Individualized Education Program assignment/project, EDSE 662 students demonstrate:

- their abilities to develop the critical components of an Individualized Education Program (IEP) for a student with a mild to moderate exceptional learning need and
- understanding of how these components come together to build a framework for the K-12 student subject's educational program.

For this project, EDSE 662 students must register the experience with the GMU GSE field placement office. <http://cehd.gmu.edu/endorse/ferf>

The specifics of this project are introduced in the section "Appendix: Major Learning Activities". A full description of the assignment, required in all sections of EDSE 662 and considered an extension of this syllabus, will be shared in class and on Bb.

#### **Performance-based Common Assignments (No TaskStream submission required).**

An EDSE 662 common assignment is the Group Professional Development Presentation. This assignment is introduced in the section "Appendix: Major Learning Activities".

#### **Other Assignments.**

*All* major learning assignments are introduced following the course schedule. Full descriptions (expanded explanations) and assessment matrices will be shared in class and posted on Bb. The full descriptions are considered extensions of/appendices to/part of this syllabus.

## Schedule

**The course calendar is subject to change (topics, assignments, due dates, etc.) at the discretion of the professor. The most current version will be kept on Bb.**

Class	Topics	Assignments; Due Next Class
1: 9/11	Stakeholders Affirmation of goal Partnerships Identity Molecule/Perspectives Syllabus, Assignments, Assessments Teams: IEP; group presentation IEP: selecting a student; gathering background information; PLAAFP Everyday Leadership	Read/respond: Friend & Cook chapter 1 Foundations and Perspectives Read/respond: Friend & Cook chapter 5 Interpersonal Problem Solving Read Gibb & Dyches Preface, Introduction (pages 1-7); review the case studies and sample IEPs (page 9 – 38) Read and respond Gibb & Dyches Step 1 PLAAFP  Due next class: <ul style="list-style-type: none"> <li>• 2 reading logs: chapter 1; chapter 5</li> <li>• Select a student for your IEP project and complete IEP Project Step One Choose a Student</li> </ul>
2: 9/18	Fundamentals of collaboration Problem solving process and tools Professional development IEP: gathering background information, PLAAFP, measurable annual goals	Read/respond: Friend & Cook chapter 11 Families Read/complete: Gibb & Dyches, Step 2 Write Measurable Annual Goals Read/complete: Gibb & Dyches, Step 3 Measure and Report Student Progress  Due next class (10/2): <ul style="list-style-type: none"> <li>• 1 reading log: chapter 11</li> <li>• Draft of IEP project Step Two Component A.1 Prepare Case background information and Component A.2 PLAAFP</li> <li>• Draft of IEP project Step Two Component B.1 and B.2: Measurable Annual Goals with Rationale</li> </ul>
3: 9/25	No f2f class – assignments are due 10/2/14, class 4.	

Class	Topics	Assignments; Due Next Class
4: 10/1	<p>Problem solving processes and tools</p> <p>Discussion and draft review: PLAAFP, Goals, Objectives, Benchmarks, Measuring/Reporting Student Progress</p> <p>Working with families; guest Robert Brown, parent (via Skype)</p>	<p>Read/respond: Friend &amp; Cook chapter 12 Community and Interagency Contexts</p> <p>Read/respond: Friend &amp; Cook chapter 13 Issues Related to Education Collaboration</p> <p>Read/complete: Gibb &amp; Dyches Step 4 Services Needed</p> <p>Read/complete: Gibb &amp; Dyches Step 5 Non-participation</p> <p>Due next class:</p> <ul style="list-style-type: none"> <li>• 2 reading logs: chapter 12; chapter 13</li> <li>• Final copy of IEP Project Step Two Component B.1 and B.2</li> <li>• Final copy of IEP Project Step Two Component C (all parts)</li> </ul>
5: 10/9	<p><b>This class session will be held at: LCPS Parent Resource Center, 20 Union Street, NW, Leesburg, VA</b></p> <p>Hosts: Allyson Pate, Educator, and Pam Spiering, Parent Working with Families</p>	<p>Read/respond: Friend &amp; Cook chapter 6 Teams Readings (TBA) in preparation for next week's speaker.</p> <p>Due next class:</p> <ul style="list-style-type: none"> <li>• 1 reading log: chapter 6</li> <li>• Final copy of IEP Project Step Two Component C (all parts)</li> <li>• Draft of IEP Project Step Two Component D Services, LRE, Placement</li> <li>• Draft of IEP Project Step Two Component E Participation in State Assessments</li> </ul>
6: 10/16	<p>Guest: Allyne Zappella LCPS Student Support Services/Social Work Services</p> <p>Guest: Beth Doyle, LCPS School Counseling Services</p> <p>Guest: Greg Taylor, Arlington Public Schools Minority Achievement Coordinator – Cultural Competence and Responsiveness</p>	<p>Read/respond: Friend &amp; Cook chapter 2 Interpersonal Communication</p> <p>Read/respond: Friend &amp; Cook chapter 7 Co-Teaching – pages 161-175 are review; focus on pages 176-187</p> <p>Read/respond: Friend &amp; Cook chapter 10 Paraeducators</p> <p>Draft reviews via exchange to be completed out of class</p> <p>Due next class:</p> <ul style="list-style-type: none"> <li>• 3 reading logs: chapter 2; chapter 7 (from focus pages 176-187); chapter 10</li> <li>• Final copy: Step Two Component D (all parts)</li> <li>• Final copy: Step Two Component E (all parts)</li> </ul>

Class	Topics	Assignments; Due Next Class
7: 10/23	Presentation: Teams Presentation: Co-Teaching and Paraeducators Services, LRE, Placement Participation in State Assessments Accommodations Problem solving tools	Read/respond: Friend & Cook chapter 3 Listening, Responding, and Giving Feedback Read/respond: Friend & Cook chapter 4 Integrating Skills in Interviews Read/complete: Gibb & Dyches Part 6 Accommodations  Due next class: <ul style="list-style-type: none"> <li>• 2 reading logs: chapter 3; chapter 4</li> <li>• Final copy: Step Two Component D (all parts)</li> <li>• Final copy: Step Two Component E (all parts)</li> <li>• Draft: Step Two Component F (all parts)</li> </ul>
8: 10/30	Presentation: Interpersonal Communication Presentation: Listening, Responding, and Giving Feedback Presentation: Integrating Skills in Interviews Accommodations	Read/respond: Friend & Cook chapter 8 Consultation, Coaching, and Mentoring Read/respond: Friend & Cook chapter 9 Difficult Interactions  Due next class: <ul style="list-style-type: none"> <li>• 2 reading logs: chapter 8; chapter 9</li> <li>• Final copy: Step Two Component F (all parts)</li> <li>• Draft: Step Three: Narrative on IEP Collaboration</li> </ul>
9: 11/5	Presentation: Consultation, Coaching, and Mentoring Presentation: Difficult Interactions Roles and collaboration in IEP planning Course alignment with CEC Standards 1, 2, 3, and 7	Due next class: Final copy of the IEP Project (all steps, all components): <ul style="list-style-type: none"> <li>• Team submission to instructor</li> <li>• Individual submission to TaskStream</li> </ul>
10: 11/12	Change-Based Adoption Model (C-BAM) Negotiation Being an Ally Viewing from the Balcony Goals quilt Parting Thoughts Self-assessment Course evaluation	Rest & Relaxation WAHOO! Yea, you!

## **Appendix: Major Learning Activities**

**Full descriptions (expanded explanations) and assessment matrices will be shared in class and posted on Bb. The full descriptions are considered extensions of/appendices to/part of this syllabus.**

### **I. Attendance, Participation, and Class Session “Take Away” Reflection (9% of final grade)**

EDSE 662 students are expected to attend class, come prepared, and demonstrate professional dispositions. The dynamic for participation and the resulting course credit is achieved through active, thoughtful, deliberate participation in and completion of all course activities (both in and outside of class meeting time), conducting oneself professionally, and treating all respectfully. At the conclusion of each f2f class session the professor will allocate at least 5 minutes for the students to compose a brief but substantive “take away” statement relating something from that evening’s class to professional practice. Start with noting something you learned, were struck by, wish to know more about, will keep “on your radar”, etc. Then explain WHY what you are writing about is of importance (of note) to you. This is completed each week before leaving the class session. **NOTE:** There is no f2f class on September 24th; therefore, “take away” reflection points are not awarded for that session.

### **II. Readings – Preparation for Class Discussions, Presentations, and NCATE Assessment Narrative: (26% of final grade)**

For each chapter in the course text assigned, the EDSE 662 student will keep a log to note information in the readings that provide direction and insight into the topics of the narrative in the IEP assignment.

- Roles of students with disabilities, families, and school and community personnel in planning the IEP.
- The collaborative activities that should occur prior to development of the IEP.
- The collaborative activities that should occur after the development of the IEP.
- Methods of involving students, families, related service providers, and other professionals in the IEP development process.
- Methods for fostering respectful and beneficial relationships among students and their families and professionals throughout the IEP development process.

Additionally the student briefly will note an idea in the readings that is of personal primary interest—something s/he wishes to “keep in mind” to improve professional practice. The logs will be shared in class in small and large group exercises.

### **III. Group Professional Development Presentation (30% of final grade)**

The purposes of the Group Professional Development (PD) Presentation (60 minutes) on chapter topics are to:

- Gain experience providing a professional development activity to colleagues, including practices tools/techniques discussed in class.
- Assist class members in deepening their thinking beyond initial contemplation of the material in the course readings.
- Provide opportunity to practice/apply some of the knowledge and skills in the course text.

- Guide reflection of the audience (classmates) on how the topic helps improve collaboration skills and the ability to create and implement IEPs.

#### **IV. NCATE Assessment: Individualized Education Program Project: Plan and Narratives (35% of final grade; group assignment)**

This assignment is standard to all sections of EDSE 662. The details are posted on Bb and will be reviewed and referred to in class. The purpose is for EDSE 662 students to demonstrate knowledge of the individualized planning process required for the development of educational programs for students with mild to moderate exceptional learning needs. This is achieved through:

- The creation of IEP planning documentation,
- A sample IEP with components and content reflecting characteristics as discussed in class and readings, and
- A narrative that discusses:
  - Roles of students with disabilities, families, and school and community personnel in planning of an individualized program.
  - The collaborative activities that should occur prior to development of the IEP.
  - The collaborative activities that should occur after the development of the IEP.
  - Methods of involving students, families, related service providers, and other professionals in the IEP development process.
  - Methods for fostering respectful and beneficial relationships among students and their families and professionals throughout the IEP development process.

In Dr. Asen's classes, this is a team assignment.