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

Fall 2016
EDSE 662 623: Consultation and Collaboration
CRN: 82183, 3 - Credits

Instructor: Dr. Sheryl Asen	**Meeting Dates:** 09/14/16 - 11/16/16
Phone: o703-993-5448; c802-595-9663	**Meeting Day(s):** Wednesday; **NOTE**: no class session on October 12th
E-Mail: sasen@gmu.edu	**Meeting Time(s):** 5:00 pm - 9:30 pm
Office Hours: by appointment (206A Finley)	**Meeting Location:** Fairfax HS room C127

"Stay human and on your pupil's side." -Richard Feynman

"A candle loses nothing by lighting another candle." -Erin Majors

"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

"The worthwhile problems are the ones you can really solve or help solve, the ones you can really contribute something to. ... No problem is too small or too trivial if we can really do something about it." ~~ Richard Feynman

"Ultimately a genuine leader is not a searcher for consensus, but a molder of consensus." -Martin Luther King, Jr.

"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 not only use all of the brains I have, but all I can borrow." -Woodrow Wilson

"Every collaboration helps you grow." -Brian Eno, musician

"Leaders are problem solvers by talent and temperament, and by choice." -Harlan Cleveland, diplomat, educator, and author

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

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.

Advising Tip

Did you know that to receive your teaching license you need to submit your request to VDOE? Depending on your situation, you can either submit your paperwork to VDOE through your county HR office or through GMU. For instructions, visit http://cehd.gmu.edu/teacher/instructions.

Nature of Course Delivery

Candidates:
- 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 candidate 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. Candidates are expected to know and use GMU e-mail for course communication with the professor and other candidates 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;

6. Electronic supplements and activities via Blackboard; and
7. Reflection and self-assessment.

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:
1. Define collaboration, consultation, and teamwork and explain the essential characteristics of each;
2. Identify variables that may facilitate or constrain participation in collaboration, consultation, or teamwork settings;
3. Demonstrate communication skills of listening, avoiding communication roadblocks, dealing with resistance, being appropriately assertive, and resolving conflicts;
4. Apply problem-solving techniques in collaborating with professional colleagues, parents, and related and ancillary personnel to provide for students' learning and behavioral needs;
5. Develop self-assessment techniques for improving consultative and collaboration skills.
6. Plan activities that implement effective consultation and collaboration techniques.
7. Develop an Individualized Education Plan

Required Textbooks

Friend & Cook, _Interactions: Collaboration Skills for School Professionals_, Pearson, 8th edition, ISBN 9780134168548

Gibb & Dyches, _Guide to Writing Quality Individualized Education Programs_, Pearson, 3rd edition, ISBN 9780133949520

Recommended Textbooks

Mager. R. _Preparing Instructional Objectives: A Critical Tool in the Development of Effective Instruction_, 3rd ed., The Center for Effective Performance, Inc., Atlanta. ISBN-13: 978-1879618039

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

Required and Recommended Resources and Additional Readings
- Recommended resources are available on the course Blackboard site.
- Some required readings are To Be Determined (TBD), depending on class and team assignments.
- For information on effective presentations and tips, go to:
  http://seggleston.com/1/business/key-steps
  http://go.owu.edu/~dapeople/ggpresnt.html
  http://www.auburn.edu/~burnsma/oralpres.html
  http://www.effectivemeetings.com/presenting/delivery/taboos.asp
  http://www.presentationmagazine.com/Essential_Presentation_skills.htm
  http://www.timetomarket.co.uk/presentation-skills-tips_November.htm
  http://trainingtoday.blr.com/employee-training-resources/How-Conduct-Effective-Training-Session
- For information on effective use of slideshow/PowerPoint presentations, go to:
  http://mason.gmu.edu/~montecin/powerpoint.html
  http://wmich.edu/writing/readability
  http://www.garrreynolds.com/preso-tips/design/
  http://www.ellenfinkelstein.com/powerpoint_tips.html
  http://desktoppub.about.com/od/microsoft/bb/powerpointrules.htm
  http://depts.washington.edu/cidrweb/OLD/Bulletin/PowerPoint.html
  http://www.utexas.edu/lbj/21cp/syllabus/powerpoint_tips2.htm
  http://www.utexas.edu/lbj/21cp/syllabus/powerpoint_tips.htm
  http://www.cis.tcu.edu/pages/media-production/graphics-production/PPT-Hints.pdf
- Recommended books on educational presentations:
  - Burmark, L. (2002). Visual Literacy: Learn to See, See to Learn. Alexandria, VA: ASCD.
  - Garmston, R. (2005). *The Presenter's Fieldbook: A Practical* Guide. Norwood, MA: Christopher-Gordon.

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: Learner development and individual learning differences; Standard 3: Curricular content knowledge; Standard 5: Instructional planning and strategies; Standard 6: Professional learning and ethical practice; Standard 7: 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 George Mason University Disability Services and inform their instructor, in writing, as soon as possible. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor. [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.
• Candidates register for cohort classes with an understanding about the compacted semester time frame, the extended time frame for class sessions, and that all work is to be completed within the cohort semester. Candidates also register for cohort classes with the understanding that these are graduate level courses, not school division professional development, and appropriate standards and rigor are applied to the course requirements. Candidates who are unable to attend class and

complete course requirements within the cohort semester are advised to discuss options with their academic advisors.

• Candidates, 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) Being present in the classroom/activity area for the full 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 George Mason University College of Education and Human Development Professional Dispositions serve as a minimum standard (http://cehd.gmu.edu/teacher/professional-disposition).

• Class starts promptly at 5:00 p.m. and ends at 9:30 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 9:30 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.

• Candidates are expected to attend all class sessions for the full amount of class time to receive full participation credit. As adult learners, you make personal decisions about enacting professional responsibilities, including those as a graduate candidate.
(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) Candidates 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 candidate for collection of materials and to promptly obtain and discuss with cohort colleagues class notes, handouts, lecture details, explanations of content and procedures/assignments, etc. The professor does not provide tutorials for missed class sessions.
(c) All candidates are *granted one full or partial class session absence*; however, all work still is due on Blackboard according to the course calendar—please bring your printed copies to class the next week. Class session participation points are not awarded for absence—that is, if a candidate has not attended class or misses more than one (1) hour of a class session.
(d) A second absence (missing all or more than one hour of a class session) 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) Face-to-face class session cancellations are not counted as an absence; however failure to complete by the next class session all the substitute assignments is counted as an absence.

(g) *If there are extreme extenuating circumstances resulting in more than one absence and/or in coming to class late or leaving early, 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 the impacted class session(s).* In general, extenuating circumstances involve a serious health situation (self; immediate family member). Please discuss with the professor extenuating circumstances surrounding job responsibilities.

Late Work.

An assignment is considered late if it is not submitted as outlined below.

• All learning activity assignments are required to be completed and submitted on time, including posting to Blackboard (no later than 5:00 p.m. the day it is due).

• 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 and peers across the semester.

• Weekly assignments must be accessible by the candidate electronically or in print format in order to support in class activities. If the assignment is not accessible for the class activity, it will be considered late.

• The final copy of the course common assessment, the EDSE 662 Individualized Education Program Project assignment, is due no later than 5:00 p.m. the last day of class **both on TK20/Blackboard and in print/hard copy**.

• 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 candidate work and, therefore, will not provide feedback if a printed copy is not received.
(c) If a candidate does not complete an assignment within 7 days of the original due date, no points will be awarded for the assignment.
(d) The common assessment (IEP Project) will not be considered completed until the work is posted to Blackboard **and** handed in in print.
(e) Presentations and related materials are due in class and posted to Blackboard according to the assignment description and class schedule.

Other Considerations.
• If a candidate submits a weekly assignment only in electronic form, the professor will read the response and assess whether or not it meets requirements (that the candidate's work is substantive and complete) and, therefore, earns associated points; however, under most

circumstances the professor will not provide a response in return (e.g., feedback on ideas).

•A candidate may not use projects, data, or material generated in and submitted for credit in another course. Violations result in a grade of ZERO for the assignment and, for the EDSE 662 common assessment (IEP project), also receive an evaluation in TK20/Blackboard of "DOES NOT MEET EXPECTATIONS.

• A candidate who verifies extenuating circumstances must make arrangements through the professor *no later than 7 calendar days prior to the last day of class* for course completion. Otherwise, failure to submit coursework by the end of the course will result in a further deduction of 10 points from the final grade. Any exams must be taken no later than the last class.

• Written Language: Candidates 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 formal assignment written work in the College of Education and Human Development and is required for citing references in the presentation assignment. In this section of EDSE 662, APA format is *not* required for weekly assignments (e.g., when using the course assignment response templates). 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. In accordance with terminology choices in the disability community, strive to replace formerly used terms with currently preferred forms (e.g., use "Intellectual Disabilities"; "Emotional 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 George Mason University email address and the professor's George Mason University email address are the only email addresses that will be used for communication in this course.* Candidate email is accessed at http://masonlive.gmu.edu. *ALL* communications regarding coursework, enrollment issues, advising, internship and important program listserv announcements are sent to candidates via their Mason email accounts. Candidates 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 George Mason University account. Please make sure your *George Mason University email is activated and checked at least once per day and early enough on class meeting days to allow for appropriate response.* Any candidate 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. 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. For guidelines on communicating with your professor via email, see http://gradlife.gmu.edu/communicating-with-your-professor-how-to-write-an-email/.

• 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/. 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 Dr. Pam Baker (pbaker5@gmu.edu).

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

Tk20 Performance-Based Assessment Submission Requirement
Every student registered for any Special Education course with a required performance-based assessment is required to submit the *Individualized Education Program (Spec Ed General) OR Collaborative Team Improvement Project (Adapted/VI)* to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a onetime course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester.

Grading Scale
Attendance, preparation, and professionally relevant, active participation that demonstrate proper educator and graduate candidate dispositions and behaviors are expected in all class sessions and interactions for a grade of B or better.
90 – 100 points = A
86 – 89 points = B+
80 – 85 points = B
70 – 79 points = C
< 70 points = F

Assignments
 Performance-based Assessment (Tk20 submission required).
In the Individualized Education Program assignment/project, EDSE 662 candidates 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.
The specifics of this project are introduced in the section below, "Major Learning Activities".

For this project, EDSE 662 candidates are required to register the experience with the George Mason University Graduate School of Education Clincial Practice office through http://cehd.gmu.edu/endorse/ferf. The due date for registration is February 1, 2016.

Performance-based Common Assignments (No Tk20 submission required).
An EDSE 662 common assignment is the Group Professional Development Presentation. This assignment is explained in the section "Appendix: Major Learning Activities".

Other Assignments.
All major learning assignments, including the Performance-based Assessment and Common Assignment are introduced below. All additional descriptions (expanded explanations) and related materials, including assessment matrices, will be shared in class and posted on Bb. Any additional/expanded descriptions and assessments are considered extentions of/appendices to/part of this syllabus.

Major Learning Activities

I. Attendance, Participation, and Class Session "Take Away" Reflection (9% of final grade)

To earn participation points, EDSE 662 candidates are expected to attend class, come prepared, and demonstrate professional dispositions. Participation credit is achieved through active, thoughtful, deliberate involvement 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 ~5 minutes for the candidates to compose a brief but substantive "take away" statement relating something from that evening's class to professional practice. Start by 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. Candidates who do not demonstration professional dispositions in more than one instance will have 10 points deducted from their final grades.

II. Readings – Preparation for Class Discussions, Presentations, NCATE Assessment Narrative, and Goals: (25% of final grade)

For each of the 12 assigned chapters in the course text, the EDSE 662 candidate will reord in a log at least 5 notes. These notes are comprised of information in the readings that provide insight into the topics of the narrative section of the IEP assignment. Each recorded note will be correlated to the one or two most relevant topics of the following.

    A. Roles of students with disabilities, families, and school and community personnel in planning the IEP.
    B. Methods for fostering respectful and beneficial relationships among students and their families and professionals throughout the IEP development process.
    C. Methods of involving students, families, related service providers, and other professionals in the IEP development process.

D. The collaborative activities that should occur prior to development of the IEP.
E. The collaborative activities that should occur after the development of the IEP.

Additionally, for each chapter, the candidate briefly will reflect on 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. A sample of a log is on Blackboard. For each chapter, the reflection is worth 1 point and the log notes (a set of 5 or more) are worth 1 point.

For the final class, the candidate will bring in, in writing, 3 personal professional goals based on the course content (1 point).

III. Group Professional Development Presentation (26% of final grade)

The purposes of the Group Professional Development (PD) Presentation 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.

The details of this assignment, which are considered part of this syllabus, are posted on Bb and will be reviewed in class.

IV. Individualized Education Program Project: Plan and Narrative (40% of final grade)

This assignment is standard to all sections of EDSE 662. In Dr. Asen's classes, this is a team assignment. The details of this assignment, which are considered part of this syllabus, are posted on Bb and will be reviewed in class. The purpose is for EDSE 662 candidates 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:
    o Roles of students with disabilities, families, and school and community personnel in planning the IEP.
    o Methods for fostering respectful and beneficial relationships among students and their families and professionals throughout the IEP development process.
    o Methods of involving students, families, related service providers, and other professionals in the IEP development process.
    o The collaborative activities that should occur prior to development of the IEP.
    o The collaborative activities that should occur after the development of the IEP.

Note that the preparation for the narrative occurs throughout the course based on required readings—see section II above.

Schedule

A full schedule starts on the next page. The course schedule is subject to change (topics, assignments, due dates, etc.) at the discretion of the professor. Special notes are listed on the schedule. Additionally:

- The most current version of the course schedule will be kept as a separate file on Bb in the "Syllabus" folder with the version date in the file name.
- Class sessions are 4.5 hours in duration. Please plan accordingly.
- In the event FCPS closes early or schools are closed on a day on which this course meets, the face-to-face class will be canceled and make up assignments will be posted on Bb ASAP.
- The Group Professional Development Presentations are correlated to the schedule of readings—a presentation on a topic will be scheduled for the class session for which the reading log on that topic (chapter) is due.
- The Individualized Education Program Project: Plan and Narrative components are due in stages. The due dates are outlined on the course schedule. The final submissions to TK20/Blackboard and in print to the instructor are due by 5:00p on November 16, 2016 (the start of the last class session).

- The course **schedule is subject to change** (topics, assignments, due dates, etc.) at the discretion of the professor.
- The most current version of the course schedule will be kept on Bb as a separate course schedule file with the version date in the file name.
- **For drafts** of the IEP Project components, **include planning documents** on Bb.
- **"Read/respond"** indicates a reading **log is required** for the selection(s). Check the schedule for those instances in which readings are combined into one log.
- **"Read/complete"** indicates **written responses are required as prompted**.
- All IEP Project components are created by the team **EXCEPT**:
    o Goals and associated objectives/benchmarks
    o Step Three Narrative.
- **Bring your Friend & Cook book, your Gibb & Dyches book/printouts, and drafts (as per the schedule) to each class.**

Class	Topics	Assignments; Due Next Class
1: 9/14	Stakeholders Affirmation of goal Partnerships Identity Molecule/ Perspectives Syllabus, Assignments, Assessments Teams: group presentation; tool: laddering (paired comparisons) Professional development Teams: IEP Project; tool: Four Corners IEP Project components: selecting a student; gathering background information; PLAAFP; goals and objectives Everyday Leadership	• Read/respond: Friend & Cook chapter 1 Foundations and Perspectives • Read/respond: Friend & Cook chapter 5 • Read/respond: Gibb & Dyches Preface, Introduction (pages 1-13) • Select a student for your IEP project, complete IEP Project Step One Choose a Student form and submit the form to Bb. Bring a printed copy to class (one per team). Put all team members' names on the form.
2: 9/21	Fundamentals of & ethics in collaboration Problem solving processes and tools IEP – intro to components: background information; PLAAFP Resources on Bb	• Read/respond: Friend & Cook chapter 12 Special Considerations • Read/respond: Friend & Cook chapter 6 Teams • Skim in Gibb & Dyches the background information for the 4 case study students to become familiar with the cases (pages 9 – 38) • Read/complete Gibb & Dyches Step 1 PLAAFP • Draft: IEP project Step Two Component A.1 Prepare Case/Background Information • Think about questions for next week's guests.

Class	Topics	Assignments; Due Next Class
3: 9/28	Guests: Barbara Fisher, FCPS School Social Work Services, and Kristen Biernesser, FCPS School Counseling Services Presentation: Teams Problem solving processes and tools IEP: PLAAFP	• Read/respond: Friend & Cook chapter 11 Families • Readings for guest speaker presentation – see Bb • Draft: IEP project Step Two Component A.2: PLAAFP • Final copy: IEP Project Step Two Component A.1 Prepare Case/Background Information
4: 10/5	**This class session will be held at the FCPS Parent Resource Center, room 100 & 105, 2334 Gallows Rd., Dunn Loring, VA 22027** Guest Judy Polivy, FCPS Parent Resource Center Guest Robert Brown, Organizational Development Consultant on Interpersonal Interactions and Levels of Commitment Presentation: Families IEP: PLAAFP, goals, objectives, benchmarks	**For the draft, use the planning document on Bb. Bring your G&D book to class.** • Read/respond: Friend & Cook chapter 2 Interpersonal Communication • Read/respond: Friend & Cook chapter 3 Listening, Responding, and Giving Feedback • Final copy: IEP Project Step Two Component A.2 PLAAFP • Read/complete: Gibb & Dyches Step 2 Write Measurable Annual Goals • IEP team members individually complete their readings of "Preparing Instructional Objectives" by Mager; team members share a copy checked out from Dr. Asen (or read their own procured copies) • Draft: *each* IEP team member creates a goal with associated objectives/benchmarks and the rationales
	October 12th: There is no class session/class does not meet.	
5: 10/19	Presentation: Interpersonal Communication Presentation: Listening, Responding, and Giving Feedback IEP Project: more on goals, objectives, benchmarks	• Read/respond: Friend & Cook chapter 4 Integrating Skills in Formal and Informal Interviews • Draft: expand/revise individual goal with associated objectives/benchmarks as per Mager and Gibb & Dyches (include maintenance and generalization)

Class	Topics	Assignments; Due Next Class
6: 10/26	Presentation: Integrating Skills in Interviews Check of IEP goals with objectives or benchmarks and rationales	• Read/respond: Friend & Cook chapter 7 Co-Teaching; NOTE: Respond to p. 172-182 as p. 158-172 are review of EDSE 629 content. • Read/respond: Friend & Cook chapter 10 Paraeducators • Read/respond: Friend & Cook chapter 8 Consultation, Coaching, and Mentoring

7: 11/2	Presentation: Co-Teaching and Paraeducators
	Presentation: Consultation, Coaching, and Mentoring
	IEP Project: Services, Least Restrictive Environment, Non-Participation, Accommodations
		• Read/respond: Friend & Cook chapter 9 Difficult Interactions
		• Read/complete: Gibb & Dyches, Step 3 Measure and Report Student Progress
		• Read/complete: Gibb & Dyches Step 4 Services Needed
		• Read/complete: Gibb & Dyches Step 5 Non-participation
		• Read/complete: Gibb & Dyches Step 6 Accommodations
		• Draft: IEP project:
		  o Step Two Component D Services, LRE, Placement
		  o Step Two Component E Participation in State Assessments
		  o Step Two Component F Accommodations
		• Final copy **by individual candidate** of IEP Project Step Two Component B.1 and B.2: Measurable Annual Goals with Rationale and Step 2 Component C.1, C.2, and C.3: Short Term Objectives / Benchmarks
		• **NOTE: The final submission of the IEP project at the end of the course must have all team members' goals with objectives/benchmarks included in the project document(s).**
		• Complete the planning document for the IEP Project narrative

Class	Topics	Assignments; Due Next Class

8: 11/9	Guest: Laura Buchwald, U.S. Department of State and graduate candidate, GMU Center for the Advancement of Well-Being on resilience
	
	Presentation: Difficult Interactions
	
	IEP Project: review of drafts for Step Two Components D, E, F; writing the narrative; course alignment with CEC Standards 1, 2, 3, and 7
		• Write and bring to class 3 personal goals related to the course content.
		• Final copy of all components of the IEP Project due:
		  o On Blackboard (each candidate must post all project components individually)
		  o In print (one copy per team for all Step Two components; one copy per candidate for the Step Three component)
		• **NOTE: The final submission at the end of the course must have all team members' goals with objectives/benchmarks included in the project document (total of at least 3 goals with objectives/benchmarks).**

9: 11/16	Guest: Tim Cottman, Minority Achievement Coordinator, Arlington Public Schools, on Interpersonal Interactions – Personal Lenses Course alignment with CEC Standards 1, 2, 3, and 7 Goals Quit View from the Balcony Parting Thoughts Course Evaluation	Rest & Relaxation WAHOO! Yea, you!