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

Summer 2017
EDSE 662 625: Consultation and Collaboration
CRN: 42538, 3 – Credits

Instructor: Dr. Christine McElwee	**Meeting Dates**: 5/23/2017 – 7/25/2017
Phone: 703-864-5776	**Meeting Day(s)**: Tuesday
E-Mail: cmcelwee@gmu.edu	**Meeting Time(s)**:4:30 pm - 9:00 pm
Office Hours: By Appointment	**Meeting Location**: Off-campus
Office Location: Finley, Rm. 208A	**Other Phone**:NA

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

Prerequisite(s) Teaching licensure, or enrollment in graduate degree program in education
Co-requisite(s) None

Course Description
Provides professionals in special education, regular education, and related fields with knowledge and communication skills necessary for collaborative consultation and technical assistance to other educators and service providers. Note: Field experience required.

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 teacher candidates/students should contact the Special Education Advising Office at (703) 993-3670 for assistance. All other teacher candidates/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.

Course Delivery Method

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

Learner Outcomes

Upon completion of this course, teacher candidates/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

Course Relationship 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, as well as those established by the Interstate Teacher Assessment and Support consortium (InTASC). The standards addressed in this class include CEC Standard 1: Learner Development and Individual Learning Differences (InTASC 1,2); CEC Standard 3: Curricular content knowledge (InTASC 4,5); CEC Standard 5: Instructional planning and strategies (InTASC 7,8); CEC Standard 6: Professional learning and ethical practice (InTASC 9) & CEC Standard 7: Collaboration (InTASC 10).

Evidence Based Practices

This course will incorporate the evidence-based practices (EBPs) relevant to communication, collaboration, and consultation. 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 teacher candidates/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 Textbooks

Bateman, B. & Linden, M.A. (2012). *Better IEPs: How to develop legally correct and educationally useful programs* (5th ed). Verona, WI: Attainment Co.

Friend, M. & Cook, L. (2016). *Interactions: Collaboration for school professionals* (8th ed). Upper Saddle River, NJ: Pearson.

Recommended Textbooks

American Psychological Association*. (2010). Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Additional Readings

Additional readings will be posted on Blackboard as needed.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

Tk20 Performance-Based Assessment Submission Requirement

It is critical for the special education program to collect data on how our students are meeting accreditation standards. Every teacher candidate/student registered for an EDSE course with a required Performance-based Assessment (PBA) is required to upload the PBA to Tk20 (regardless of whether a course is an elective, a one-time course or part of an undergraduate minor). A PBA is a specific assignment, presentation, or project that best demonstrates one or more CEC, InTASC or other standard connected to the course. A PBA is evaluated in two ways. The first is for a grade, based on the instructor's grading rubric. The second is for program accreditation purposes. Your instructor will provide directions as to how to upload the PBA to Tk20.

For EDSE 662, the required PBA is Individualized Education Program (Spec Ed General) OR Collaborative Team Improvement Project (Adapted/VI). Failure to submit the assignment to Tk20 will result in reporting the course grade as Incomplete (IN). Teacher candidates/students have until five days prior to the University-stated grade change deadline to upload the required PBA in order to change the course grade. When the PBA is uploaded, the teacher candidate/student is required to notify the instructor so that the "IN" can be changed to a grade. If the required PBA is not uploaded five days prior to the University-stated grade change deadline and, therefore, the grade not changed, it will become an F. Please check to verify your ability to upload items to Tk20 before the PBA due date.

Assignments and/or Examinations

Performance-based Assessment (Tk20 submission required)

<u>Individualized Education Program</u> – (100% points)

The required PBA assignment for this course is an Individualized Education Program (IEP). Students will work to craft a well-developed IEP on a case K-12 student with special needs. *Specific instructions will be given in the directions packet that will be distributed on the first night of class.*

College Wide Common Assessment (Tk20 submission required)
None

Performance-based Common Assignments (No Tk20 submission required.)
None

Other Assignments/Fieldwork Experience

<u>**Professional Learning Community Group and Assignments**</u> – (100 % points *per assignment*)

Each student will be placed in a PLC group for the course. Within the PLC group, three major assignments will be completed: Chapter presentation, a collaborative lesson plan based on the chapter being presented, and a position paper about a topic in the chapter being presented. A collaborative journal will be kept by the group and handed in and graded as a separate assignment. *The assignments will be described in the directions packet that will be distributed on the first night of class.*

- **PLC log/journal** – Each PLC group will keep a journal of questions, responses, discussion, etc.
- **Chapter Group Presentation** – Each PLC group will plan and present one of the following chapters to the class: Chapters 5, 6, 7, 9, 10.
- **Collaborative Lesson Plan** pertaining to the chapter group presentation chapter.
- **Position Paper** pertaining to the chapter being presented. The PLC group will decide on a topic for research and discussion based on the information in the chapter they are presenting.

<u>**Interview Summary and Synthesis Assignment**</u> – (100% points/each interview)
During the course, there will be **two presenters** – a parent of a student with disabilities and a SPED teacher who collaborates with an ESOL teacher. During

the presentations, students will "interview" the presenters using questions develop in your PLC group. *Specific instructions will be given in the directions packet that will be distributed on the first night of class.*

Case Study "Back to the Case" Discussion Questions – (100% points – *10 points per set of discussion questions*)
As part of the participation grade, each student who is not presenting the chapter will complete the "Back to the Case" Discussion Questions. *The list of questions will be distributed the first night of class.*

Course Policies and Expectations
Attendance/Participation

Class attendance and participation are essential to this course because of the complexity of the course content. Attendance points are earned for each class to give students experience with and class credit for engaging in key activities related to the course content. Students are expected to be timely; actively participate in activities; and remain for the duration of class time. Attendance will be maintained through the artifacts students produce during class through group and individual work. For full attendance credit during each class, students must not only attend the full class session, but actively participate, work cooperatively, and turn in high quality class products. *If you are unable to make any class sessions during the summer semester, please contact the instructor by phone or email BEFORE the class session where you will be absent. In the rare event of an emergency or severe sickness, each student is given 1 "grace" absence without penalty, as long as the instructor is notified BEFORE the class session.* In this case, it is still the student's responsibility to make arrangements to obtain notes, handouts, and lecture details from another student. **Two or more unexcused absences may result in students not being successful in the course.**

 In addition, as part of the **participation grade**, students will complete *the "Back to the Case" discussion questions* if not presenting the chapter (Ch. 5, 6, 7, 9, 10) being presented (*directions will be given on the first night of class*).

Use of Computers, Cell Phones, PDAs iPads and other electronic devices and materials: Please be *fully present* in class. It is impossible to participate wholly in this class while texting, engaging in social media sites, tweeting, working on documents, checking email, etc. *Please use computers only for work related to the current class activity*. Checking email, surfing the web, using applications software, or working on material other than the current class activity are considered distractions and counterproductive. Students engaging in such conduct during class time will not be permitted use of devices in class. The breach will be considered as non-attendance for the

class session. If, *for emergency reasons*, you must be available via cell phone, place your cell phone on vibrate and mute the ring tone to avoid class disruption.

Late Work

All assignments should be submitted ___on or before___ the assigned due date**. In fairness to students who make the effort to submit work on time, total assignment points will be deducted from your grade for late assignments.**

Course evaluation and final grades will be calculated based on each student's percentage point score. Late assignments will be accepted in the following manner:

o **5% point deduction – up to 1 class late**
o **10% point deduction – 2 classes late**
o **25% point deduction – 3 classes late**
o **50%-point deduction – more than 3 classes late**

Grading Scale

Grade	%
A+	98-100
A	93-97
A-	90-92
B+	88-89
B	83-87
B-	80-82
C	70-79
F	<70

Evaluation

Assignment	% Points
**Individualized Education Program	100
PLC Group Activity: PLC Log/Journal	100
PLC Group Activity: Chapter Group Presentation	100
PLC Group Activity: Collaboration Lesson Plan	100
PLC Group Activity: Position Paper	100
2 Interview Summaries	100/each
Attendance/Participation: Discussion Questions	100 (50 pts. attendance; 10 pts./question set)
TOTAL	**Average of all grades**

**Performance-based Assignment

*Note: The George Mason University Honor Code will be strictly enforced. Students are responsible for reading and understanding the Code. "To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work." Work submitted <u>must</u> be your own or with proper citations (see http://oai.gmu.edu/the-mason-honor-code/).

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

Class Schedule
*<u>Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.</u>

Date	Topics	Assignments Due
May23	• Overview of Course • Review of Syllabus • Introduction to Consultation and Collaboration • **Ch. 1** (Friend and Cook) – Foundations and Perspectives • Forming PLC Groups • Developing Interview Questions	
May 30	• Integrating Skills in Formal & Informal Interviews • The IEP in Perspective • The Legally Correct IEP • Writing the PLAAFP for IEPs	➢ Friend & Cook (FC) - Ch. 4 ➢ Bateman & Linden (BL) - Ch. 1 & 3 ➢ PLC – develop interview questions for guest speaker

June 6	• Group Problem Solving
	• Educationally Useful IEPs
	• Writing Annual Goals
	
	Guest Speaker #1– Karola Scarce (SPED teacher)
		➢ FC – Ch. 5
		   • **Chapter Group Presentation**
		   • **Back to the Case Discussion Questions**
		➢ BL – Ch. 5

June 13	- Teams - The IEP Team - New Twists and Old Conundrums	- FC – 6 **Chapter Group Presentation** **Back to the Case Discussion Questions** - BL – 2 & 7 **Interview Summary #1 due**
June 20	- Co-Teaching - Not-the-Right-Way IEPs - Standards-Based IEPs **Guest Speaker #2 – Becky Spain (Parent)**	- FC – 7 **Chapter Group Presentation** **Back to the Case Discussion Questions** - BL – 4 & 6
June 27	- Difficult Interactions - Co-Teaching (cont.)	- FC – 9 **Chapter Group Presentation** **Back to the Case Discussion Questions** **Interview Summary #2 due**
July 4	**No Class - Holiday**	
July 11	Paraeducators	- FC – 10 **Chapter Group Presentation** **Back to the Case Discussion Questions** **IEP Papers due and Upload to Tk20**
July 18	Position Paper Presentations	**PLC Position Papers and Presentations due** **PLC Journals due**
July 25	- Position Paper Presentations - TBA	

Core Values Commitment
The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: http://cehd.gmu.edu/values/

GMU Policies and Resources for Students

Policies
- Students must adhere to the guidelines of the Mason Honor Code (see http://oai.gmu.edu/the-mason-honor-code/).

- Students must follow the university policy for Responsible Use of Computing (see http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).

- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.

- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see http://ods.gmu.edu/).

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

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.

- The 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/).

- The 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/).) to enhance students' personal experience and academic performance (see http://caps.gmu.edu/).

- The Student Support & Advocacy Center staff helps students develop and maintain healthy

lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see http://ssac.gmu.edu/). Students in need of these services may contact the office by phone at 703-993-3686. Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to http://ssac.gmu.edu/make-a-referral/.

For additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu/.

Assessment Rubric(s)

EDSE 662: Individualized Education Program (IEP) Rubric

Present Level of Academic Achievement and Functional Performance (PLOP) *CEC/IGC Standards 1 & 4*
 /20 points
	• Candidate interprets information from formal and informal assessments to write appropriate, relevant present levels of performance statement with:
	   o clear links to evaluations and assessments (such as interviews, observations, standardized tests),
	   o description of educational implications of the characteristics of various exceptionalities, sensory impairments (as applicable), and
	   o description of variations in beliefs, traditions, and values across and within cultures (as applicable).
	
	 • Candidate uses unbiased and objective language.
	
	 • Candidate includes description of the similarities and differences between the student's development and typical human development.

Component B: Measurable Annual Goals *CEC/IGC Standard 3*
 /10 points
	• Candidate demonstrates an understanding of the models and theories related to instructional planning by writing three age and ability appropriate annual goals that:
	   o are measurable,
	   o reflect present levels of performance and
	   o show direction for student growth.
	
	 • Candidate writes goals that focus on both decreasing and/or increasing learner behaviors.
	
	 • Candidate demonstrates consideration of variations in beliefs, traditions, and values across and within cultures (as appropriate) while integrating affective, social, and life skills with academic curricula.

Short Term Objectives/Benchmarks *CEC/IGC Standard 3* **/10 points**	• Candidate demonstrates an understanding of the models and theories related to instructional planning by writing two individualized learning objectives/benchmarks for each annual goal (total of six short term objectives) that
	  o relate to an annual goal AND
	  o are sequential age and ability appropriate AND
	  o include the condition, measurable and observable learner behavior, and verifiable criteria.
	
	• Candidate demonstrates consideration of variations in beliefs, traditions, and values across and within cultures (as appropriate) while integrating affective, social, and life skills with academic curricula.

Component D: Services, Least Restrictive Environment, Placement *CEC/IGC Standard 1* **/10 points**	• Candidate lists appropriate program and primary services and related services (as appropriate) that:
	  o demonstrate an understanding of the continuum of placement and services available for individuals with exceptional learning needs, and the concept of the least restrictive environment and
	  o consistently align with the individual's areas of need based on present levels of performance as well as the supports needed to be successful in the LRE.
	
	• Candidate includes the following:
	  o Location
	  o Frequency
	  o Setting
	  o Duration
	  o Start and end dates

Component E: Participation in State Assessments *CEC/IGC Standard 3* **/10 points**	• Candidate selects appropriate levels of student participation in state assessments based on present levels of performance and student's exceptional condition(s), indicating consideration of issues, assurance, and due process rights related to assessment. • Candidate lists and justifies all accommodations for state assessments suggested.
Component F: Accommodations and Modifications *CEC/IGC Standard 3* **/10 points**	• Candidate identifies and prioritizes areas of the general curriculum and the accommodations and/or modifications to individualize instruction to provide meaningful and challenging learning for individuals with exceptional learning needs including appropriate technologies (as needed). • Candidate identifies and prioritizes appropriate

	accommodations and/or modifications based on present levels of performance, to provide access to nonacademic and extracurricular activities in educationally related settings.
Legal Compliance of IEP *CEC/IGC Standard 6* **/10 points**	• Candidate writes a complete IEP that complies with all relevant laws and policies, reflects an understanding of requirements such as FAPE and LRE (and the history of these points of view) and other human issues that have historically influenced and continue to influence the field of special education. • Candidate writes the IEP using neutral, objective, non-inflammatory language, with clarity, minimal use of acronyms, legibility, and accuracy (including spelling). • Candidate writes areas of need, goals, objectives/benchmarks, placements and services with a strong connection to the present levels of performance.
Narrative on IEP Collaboration /20 points	• Under a separate heading in the document, describe the collaborative nature of the IEP development process, as well as the roles of individuals with exceptional learning needs, families, and school and community personnel in planning of an individualized program. This includes a discussion of: • The collaborative activities that should occur prior to 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 between students and their families and professionals throughout the IEP development process. • Collaborative activities that should occur after the IEP is developed, including next steps for working with general education teachers, the student, and other stakeholders.