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

Fall 2017
EDSE 662: Consultation and Collaboration
3 - Credits
Section 002; CRN: 71456
Section 601; CRN: 82202

Instructor: Dr. Carlyn Floyd	**Meeting Dates**: 08/28/17 – 12/20/17
Phone: 571-205-4929	**Meeting Day(s)**: Thursday
E-Mail: cfloyd3@gmu.edu	**Meeting Time(s)**:5:00 pm - 6:40 pm + online work
Office Hours: By appointment, please email	**Meeting Location**: Fairfax, KH 17
Office Location: By appointment, please email	**Other Phone**: N/A

*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. Offered by Graduate School of Education. May not be repeated for credit.
Recommended Prerequisite: Teaching licensure or enrollment in a graduate degree program in education.
Registration Restrictions:
Enrollment limited to students with a class of Graduate or Senior Plus.
Enrollment is limited to Graduate or Undergraduate level students.
Schedule Type: Lecture

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. Hybrid class lecture and discussion
2. Application activities
3. Small group activities and assignments
4. Video and other media supports
5. Guest speakers
6. Presentation activities
7. 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 TextbooksDr.
Friend, M., & Cook, L. (2017). *Interactions: Collaboration Skills for School Professionals* (8th Ed.). Upper Saddle River, NJ: Pearson. ISBN-13: 9780134493169

Gibb, G. S., & Dyches, T. T. (2016). *Guide to Writing Quality Individualized Education Programs* (3rd Ed.). Upper Saddle River, NJ: Pearson. ISBN-13: 9780133949520

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

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)
Please see Blackboard: IEP Assignment (Assignment 4: 55 points), rubric follows this syllabus

Performance-based Common Assignments (No Tk20 submission required.)

Assignment 1 (5 points)

Respond to videos on BB "Discussion Board" tab

Assignment 2 (20 points) CCT Paper

Your text defines Consultation, Collaboration, and Teamwork and provides frameworks and characteristics to illustrate the essential attributes of each. In this paper you will reflect upon and analyze your strengths and challenges related to **EACH** of these essential components of teaching and learning. You will apply this analysis to your current (or future if you are not currently teaching in special education) professional practice. The purpose of this activity is for you to a) define your current skills in relation to **EACH** component, and b) develop a plan of improvement to address your challenges in each area. You will need to use and cite your text as a reference, and you may incorporate feedback from stakeholders as well. Your paper will be approximately 8-10 pages in length, double-spaced in APA.

Assignment 3: Group Professional Development Presentation (20 points)

Design a professional development activity. The purpose of this assignment is twofold: (1) to develop a one-hour staff development presentation which will be presented to the class on the last class meeting; and, (2) to provide students with the opportunity to hone their collaborative skills. This project will introduce the staff development process, best practices, and provide the opportunity to work in and reflect upon group dynamics and teamwork. The presentation should deal specifically with some aspect of instruction or an area of need for your group, for example, in the area of instruction, you might consider **a research-based instructional practice, co-teaching,** or your might consider **positive behavioral supports or mindfulness**. Your presentation should include handouts, PowerPoint, a related reading and/or list of references, an agenda or outline, and definitions of related terms that might be unfamiliar to your audience. *This includes an individual one page reflection about YOUR role in the*

collaborative process, your strengths, weaknesses and how you worked with the team and vice versa,m how they worked with you. All materials and activities should reflect key concepts in the presentation. Finally, you will need to prepare an <u>evaluation form</u> to be distributed to the group at the end of your presentation.

Course Policies and Expectations
Attendance/Participation

Students are expected to (a) attend all classes during the course, (b) arrive on time, (c) stay for the duration of the class time and (d) complete all assignments. Attendance, timeliness, and professionally relevant, active participation are expected. Attendance and professional participation at all sessions is very important because many of the activities in class are planned in such a way that they cannot necessarily be recreated outside of the class session. Missing **more than one class** or **repeated** tardiness/leaving early will result in *the loss of five points off your final grade per incident.* Please notify me ***in advance*** by phone or email if you will not be able to attend class.

Note: It is impossible to participate fully in this class while texting, Facebooking, tweeting, working on documents, etc. Please be *fully* present in class ☺

Late Work

All assignments are due on the dates indicated**.** Consult with me ***in advance*** if there is a problem. In fairness to students who make the effort to submit papers on time, 5 points will be deducted from your assignment grade for late papers **unless** I have agreed to an extension (may be used **one time** only for **one assignment only**). Maximum extension is 1 week. Please retain a copy of your assignments in addition to the one you submit.

Grading Scale

95-100% = A
90-94% = A-
80-89% = B
70-79% = C
< 70% = F

*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

*Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Class	Date	Topic	Due for this class
1	8/31	Fundamentals of Collaboration: Overview, definitions, characteristics, problems and framework for understanding; Ch 1	
2	9/7	Interviews and problem solving; Communication and collaboration and teamwork; Ch 4 and 5	
3	9/14	Communication and collaboration and teamwork; Consultation, Coaching and Mentoring;	Online class – see blackboard Also, read pg 15-46 in the IEP workbook (Assignment 1)
4	9/21	Writing IEPs part 1	
5	9/28	Teams! Coteaching and Paraeducators; beginning of group work; Ch 6 and 7 and 10	
6	10/5	Writing IEPS part 2	Assignment 2 Due 10/5 by 8PM
7	10/12	IEP Part 3	
8	10/19	IEP Part 4, 5	
10	10/26	IEP Work Session – differentiated class– optional based on comfort level with writing IEPs	
11	11/2	Families and Community, coaching, mentoring and consultation; Ch 8, 9, 11, 12	
12	11/9	Group Presentation Preparation Class	
13	11/16	Issues and ethics in education collaboration; Difficult interactions: conflict and resistance; Ch 13	
14	11/23	Thanksgiving	IEP Assignment Due to Dr. Floyd by 11/25 at 3 PM
15	11/30	IEP Collaboration; Legal issues around IEPs IEP assignment will be returned to you with feedback for needed changes prior to submitting to TK 20 by 12/1 at 7PM	
16	12/7	Presentations – all materials are due this night; whole group must be present to	**FINAL Project – IEP – due to**

		present, individual group members not in attendance will lose 5 points.	**TK20 by 8PM on 12/10**
17	12/14	**Last Day of Class (presentations if needed this period)**	

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 turned off 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/.

Appendix
Assessment Rubric(s)

Individualized Education Program (IEP) Rubric

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
Present Levels of Performance CEC/IGC Standards 1 & 4 Candidate understands how exceptionalities may interact with development and learning and uses this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities. Candidate uses	• Candidate writes a present levels of performance statement that: 　o lacks consistent links to evaluations and assessments, AND/OR 　o fails to include educational implications of the student's exceptionality, AND/OR 　o fails to consider variations in beliefs, traditions, and values across and within cultures. • Candidate fails to demonstrate respect for the student by using biased and negative language.	• 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	• 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.

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
multiple methods of assessment and data sources in making educational decisions.	• Candidate fails to show evidence of the similarities and differences between the student's development and typical human development. • Candidate includes irrelevant information statements.	and differences between the student's development and typical human development.	• Candidate describes strengths and areas in need of improvement in relation to Virginia Standards of Learning.

Measurable Annual Goals
 	
CEC/IGC Standard 3
 	
Candidate uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.
	• Candidate fails to demonstrate an understanding of the models and theories related to instructional planning by writing annual goals that are not priorities and/ OR do not reflect present levels of performance and/ OR lack direction for student growth.	• Candidate demonstrates an understanding of the models and theories related to instructional planning by writing 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.
			• Candidate demonstrates an understanding of the models and theories related to instructional planning by writing age and ability appropriate annual goals that:
			  o are measurable,
			  o are and based upon the scope and sequence of the Virginia Standards of Learning (as appropriate),
			  o reflect present levels of performance, and
			  o show emphasis on increasing skills and/or positive behaviors.
			• Candidate demonstrates consideration of variations in beliefs, traditions, and values across and within cultures while integrating affective, social, and life skills with academic curricula.

Short Term Objectives or Benchmarks	• Candidate fails to demonstrate an understanding of the models and theories related to instructional planning by writing	• Candidate demonstrates an understanding of the models and theories related to instructional planning by writing individualized	• Candidate demonstrates an understanding of the models and theories related to instructional planning by writing individualized learning objectives/benchmarks that o relate to an annual goal AND

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
CEC/IGC Standard 3 Candidate uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.	individualized learning objectives/benchmarks that: o Are not directly related to the annual goals OR o Are not sequential age and ability appropriate OR o Utilize learner criteria that are inappropriate to task performance.	learning objectives/benchmarks 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.	o are sequential age and ability appropriate AND o include the condition, measurable and observable learner behavior, and verifiable criteria AND o a statement of generalization AND o a statement of maintenance. • Candidate demonstrates consideration of variations in beliefs, traditions, and values across and within cultures while integrating affective, social, and life skills with academic curricula.
Services, Least Restrictive Environment (LRE), Placement **CEC/IGC Standard 1** Candidate understands how exceptionalities may interact with development and learning and uses this knowledge to provide meaningful and challenging learning experiences for individuals with	• Candidate lists program or primary or related services that do not or inconsistently align with areas of need based on present level of performance.	• 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	• Candidate lists and describes 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 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 • Candidate includes statement of how services relate to the individual's needs as well as the rationale for any activities in which the student cannot participate.
Participation in State Assessments	• Candidate selects inappropriate levels of student participation in state assessments based on present levels of	• Candidate selects appropriate levels of student participation in state assessments based on present levels of performance and student's exceptional	• Candidate selects appropriate levels of student participation in state assessments based on present levels of performance and student's exceptional condition(s), indicating

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
CEC/IGC Standard 3 Candidate uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.	performance and student's exceptional condition(s), indicating a failure to consider issues, assurance, and due process rights related to assessment.	condition(s), indicating consideration of issues, assurance, and due process rights related to assessment. • Candidate lists and justifies all accommodations for state assessments suggested.	consideration of issues, assurance, and due process rights related to assessment. • Candidate lists and justifies all accommodations for state assessments suggested. • Candidate selects and justifies participation levels that reflect the impact an exceptional condition(s) can have on an individual's testing abilities including auditory and information processing skills.
Accommodations and Modifications CEC/IGC Standard 3 Candidate uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.	• Candidate identifies inappropriate accommodations and/or modifications. **OR** • Candidate fails to describe the accommodations and/or modifications which provide the foundation upon which special educators individualize instruction to provide meaningful and challenging learning for individuals with exceptional learning needs.	• 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.	• Candidate selects accommodations and/or modifications that are based on assessment data and reflect the candidate's understanding of the impact exceptionalities may have on auditory and information processing skills, test taking abilities and variations in beliefs, traditions, and values across and within cultures with a statement relating these accommodations to specific instructional goals. • 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 in extracurricular activities and educationally related settings.
Legal Compliance of IEP CEC/IGC Standard 6	• Candidate writes an incomplete IEP which fails to comply with all relevant laws and policies, reflect an understanding of requirements such as FAPE and LRE (and the history of these points of	• 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	• Candidate writes a comprehensive IEP which 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

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
Candidate uses foundational knowledge of the field and his/her ethical principles and practice standards to inform special education practice, to engage in lifelong learning, and to advance the profession.	view) or other human issues that have historically influenced and continue to influence the field of special education. • Candidate writes the IEP using biased, inflammatory language, with a lack of clarity, numerous acronyms, illegibility, or inaccuracies (including spelling).	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.	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. • Candidate includes documentation for procedural safeguards and advocates for appropriate services for the individual with exceptionalities.