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

Summer 2018
EDSE 662 630: Consultation and Collaboration
CRN: 43216, 3 – Credits

Instructor: Carmen Rioux Bailey	**Meeting Dates**: 5/24/2018 7/26/2018
Phone: 202-302-3223 mobile	**Meeting Day(s)**: Thursday
E-Mail: criouxba@gmu.edu	**Meeting Time(s)**: 5 pm – 9:30 pm
Office Hours: Thursdays by appointment	**Meeting Location**: Woodson High School Room TBD
Office Location: Finley 100D	**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 a 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.

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
7. Guest speakers

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
Friend & Cook, *Interactions: Collaboration Skills for School Professionals* (2017, 8th ed.). Boston, MA: Pearson. ISBN 9780134168548

Gibb & Dyches, *Guide to Writing Quality Individualized Education Programs* (2016, 3rd ed.). Boston, MA: Pearson. ISBN 9780133949520

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

Additional Readings
 As assigned on Blackboard

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). 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)

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.

College Wide Common 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.

This project is introduced in the section below, "Major Learning Activities". The full project description and accompanying supporting materials, including the project assessment rubric, are posted on the course Blackboard site (Assignments → Individualized Education Program Project - CAEP Assessment).

Performance-based Common Assignments (No Tk20 submission required)

An EDSE 662 common assignment is the Group Professional Development Presentation. You will conduct a half-hour professional development presentation on a topic of choice to be confirmed by the instructor beforehand.

Other Assignments

Code of Ethics Assignment. See Blackboard for Rubrics
Review the GMU CEHD Professional Dispositions at
http://cehd.gmu.edu/teacher/professional-disposition and the CEC Special Education Professional Ethical Principles at https://www.cec.sped.org/Standards/Ethical-Principles-and-Practice-Standards

Then reflect upon all you've learned about students, families, instruction, and collaborative practices in your program and work-related experiences. Develop a minimum of 10 professional ethics that you will strive to honor and abide by as you work in the field of special education and that represent your core values and beliefs about stakeholders, practices, and non-negotiables. Each ethic should have a **thorough** rationale accompanying it. You do not need to cite specific research, but it should be **clear** to the reader that your values are informed by your studies and professional experiences. This paper should have an introduction and conclusion in narrative format and individual ethics may be presented in a list form. Your paper will be approximately 8-10 pages in length, double-spaced in APA.

Course Policies and Expectations
Attendance/Participation

All course participants are granted one full *or* partial class session absence; however, all work still is due on Blackboard according to the course calendar. Class session participation points are not awarded if a teacher candidate/student has not attended class or misses more than one (1) hour. A second absence will result in the final grade dropping by 8 points. A third absence means the student cannot complete the class with a passing grade.

Late Work

• All assignments are required to be completed and submitted on time.

• For late submissions of assignments: 25% 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.

Other Requirements
Class Attendance and Participation (1 point each; there are 9 total)

This is an important part of this class due to the compact schedule. Class attendance and participation is demonstrated by being psychologically available to learn, and participating in class discussions/activities throughout the semester. Points are negatively affected by being late to class, demonstrating a disinterest in the material/discussions (e.g., reflection activities, small group activities, discussions, etc.), and/or absences. Points are positively impacted by thoughtful contributions made in class, listening to the ideas of other peers, respectively, and demonstrating an enthusiasm for learning. Please display digital etiquette during class sessions. If you are unable to make any class session during the semester, please contact the instructor by phone or through GMU e-mail before the class session where you will be absent/arrive late/leave early.

Grading Scale

95-100% = A

90-94% = A-

84-89% = B

83-79% = C

< 79% = F

IEP Assignment: 41points
Code of Ethics: 20 points
Professional Development Presentation: 30 points
Attendance and Participation: 9 points
Total = 100 points

*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 https://catalog.gmu.edu/policies/honor-code-system/).

Professional Dispositions
Students are expected to exhibit professional behaviors and dispositions at all times. See https://cehd.gmu.edu/students/polices-procedures/. In the College of Education and Human Development, dispositions are formally and separately evaluated in at least three points in each student's program – a self-evaluation at the start of their program, an instructor's evaluation in the middle of their program, and a university supervisor's evaluation during internship. When dispositions are assessed, it is important that for areas where a positive disposition is 'occasionally evident' or 'rarely evident,' the student takes steps to grow as an educator. See https://cehd.gmu.edu/epo/candidate-dispositions. In special education licensure programs, the mid-point evaluation is completed by instructors in EDSE 628, EDSE 661, and EDSE 616, and the internship evaluation is completed by instructors in EDSE 783, EDSE 784, and EDSE 785.

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

Class Session	Topic/Learning Experiences	Do This: Readings (complete *after* this session) and Assignments (to be turned in *on or before* this session)
1 5/24	Overview of Consultation, Collaboration, and Teamwork Collaborative Work Styles	Friend and Cook Chapters 1 and 2
2 5/31	Collaborative Work Styles in Action **Giving Feedback**	Friend and Cook Chapters 3 and 4
3 6/7	Collaborating with School Professionals, Families, and Students	**Ethics Paper Due** Friend and Cook Chapters 9, 10, 11
4 6/14	Race and Cultural Competence: Guest Speaker	Friend and Cook Chapters 7 and 8
5 6/21	Consultation and Coteaching	Friend and Cook Chapters 5 and 9
6 6/28	Preventing and Managing Conflict	Gibb and Dyches: Whole Book
7 7/12	Collaborative IEPs	**Collaborative IEP assignment submitted to TK20 after this class session** Friend and Cook Chapters 12 and 6
8 7/19	Leading and Collaborating on Change Efforts	Friend and Cook Chapters 1 and 2
9 7/26	Presentations	**Coteaching Best Practices Presentation due**

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 https://catalog.gmu.edu/policies/honor-code-system/).

- 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 silence all sound emitting devices 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/.

- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

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

Appendix

Assessment Rubric(s)

Rubrics: EDSE 662 Tk20 CAEP Performance-based Assessment - IEP Project

EDSE 662 CAEP Assessment	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 multiple methods of assessment and data sources in making educational decisions.	• 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 fails to show evidence of the similarities and differences between the student's development and typical human development. • Candidate includes irrelevant information statements.	• 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.	• 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. • 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,	• 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,

		and life skills with academic curricula.	social, and life skills with academic curricula.

EDSE 662 CAEP Assessment	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
Short Term Objectives or Benchmarks 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 individualized learning objectives/benchmarks that: o are not directly related to the annual goals OR o are not sequentially age and ability appropriate OR o utilize learner criteria that are inappropriate to task performance.	• 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 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 criteria.	• 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 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 (as appropriate) while integrating affective, social, and life skills with academic criteria.
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 exceptionalities.	Candidate lists program or primary related services that do not or inconsistently align with areas of need based on present levels 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 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 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.

EDSE 662 CAEP Assessment	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
Participation in State Assessments CEC/IGC Standard 3 Candidate uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.	Candidate selects inappropriate levels of student participation in state assessments based on present levels of performance and student's exceptional condition(s), indicating a failure to consider issues, assurance, and due process rights related to assessment.	• 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.	• 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. • 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.
Legal Compliance of IEP CEC/IGC Standard 6 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.	• 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 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).	• 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.	• 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. • Candidate includes documentation for procedural safeguards and advocates for appropriate services for the individual with exceptionalities.

EDSE 662 CAEP Assessment	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
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 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 and extracurricular activities in educationally related settings.