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

Fall 2019
EDSE 662 645: Consultation and Collaboration
CRN: 82686 3 – Credits

Instructor: Dr. Christine McElwee	**Meeting Dates**: 09/10/2019 – 11/12/2019
Phone: 703-864-5776	**Meeting Day(s)**: Tuesday
E-Mail: cmcelwee@gmu.edu	**Meeting Time(s)**: 4:30 pm – 8:30 pm
Office Hours: By Appointment	**Meeting Location**: Off Campus
Office Location: Finley, Rm. 208	**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.

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.

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

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.

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 Project. 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 Project**</u> – (100% points)
> >
> > The required PBA assignment for this course is an Individualized Education
> > Program (IEP) Project. Students will work to craft a well-developed IEP on a case
> > K-12 student with disabilities.
> >
> > **Specific instructions will be given in the <u>directions packet</u> that will be
> > distributed on the first night of class.*

College Wide Common Assessment (TK20 submission required)
NA

Performance-based Common Assignments (No Tk20 submission required)
See <u>Collaborative Learning Team Group and Assignments</u> below.

Other Assignments
<u>**Collaborative Learning Team Group and Assignments**</u> – (100 % points *per assignment*)

Each student will be placed by the professor in a Collaborative Learning Team (CLT) group for the course. Within the CLT group, three major assignments will be completed: a 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 <u>directions packet</u> that will be distributed on the first night of class.*

- <u>**CLT log/journal**</u> – Each CLT group will keep a journal of questions, responses, discussion, etc.
- <u>**Chapter Group Presentation**</u> – Each CLT group will plan and present one of the following chapters to the class: Chapters 5, 6, 7, 9, 10.
- <u>**Collaborative Lesson Plan**</u> pertaining to the chapter group presentation chapter.
- <u>**Position Paper**</u> pertaining to the chapter being presented. The CLT 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 interviews of special educators and/or administrators** who collaborate with other staff members (e.g., ESOL teachers, General Education teachers, Special Education teachers, administrators, etc...) within their work setting during the school day. During the interview sessions, students will "interview" the special educator using questions developed in your CLT group.

***Specific instructions will be given in the directions packet that will be distributed on the first night of class.*

<u>**Case Study "Back to the Case" Discussion Questions**</u> – (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 and further directions will be given in the <u>directions packet</u> that will be distributed on 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 (5 points per class) 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 <u>to be on time for class</u>; <u>actively participate</u> in activities; and <u>remain for the duration</u> 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 a class session during the semester, please contact the instructor by phone or email BEFORE the class session when 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 ***<u>on or before</u>*** 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, ***on rare occasions per professor*** approval, 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	93-100
A-	90-92
B+	88-89
B	83-87
B-	80-82
C	70-79
F	<70

Self-Monitoring Evaluation Chart

Assignment	% Points	Student Score
**Individualized Education Program Project	100	
CLT Group Activity: CLT Log/Journal	100	
CLT Group Activity: Chapter Group Presentation	100	
CLT Group Activity: Collaboration Lesson Plan	100	
CLT Group Activity: Position Paper	100	
Interview 1 Summary	100	
Interview 2 Summary	100	
Attendance/Participation: Discussion Questions	100 (50 pts. attendance; 50 pts. Back to the Case question sets)	
TOTAL	**Average of all percentage grades**	

*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 must 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. In the College of Education and Human Development, dispositions are formally and separately evaluated in at least two points in each student's program – a self-evaluation at the start of their program, and a university supervisor's evaluation during internship. In special education licensure programs, the self-evaluation is an online survey distributed via email upon program entry, and the internship evaluation is completed by instructors in EDSE 783, EDSE 784, and EDSE 785. 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.

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

Date	Topics	Assignments Due
Sept. 10	Overview of Course Review of Syllabus Introduction to Consultation and Collaboration **Ch. 1** (Friend and Cook) – Foundations and Perspectives Forming CLT Groups Developing Interview Questions	
Sept. 17	• Integrating Skills in Formal & Informal Interviews • The IEP in Perspective • The Legally Correct IEP • Writing the PLAAFP for IEPs **Review IEP paper assignment ****CLT Work**	➤ Read Friend & Cook (FC) – Ch. 4 ➤ Read Gibb & Dyches (GD) – Ch. 1
Sept. 24	• Group Problem Solving ****Possible Interview Guest Speaker #1** ** Review Interview Summary paper assignment	➤ Read FC – Ch. 5 • **Chapter Group Presentation** • **Back to the Case Discussion Questions**

	**CLT Work	

Oct. 1	• Teams	➢ Read FC – 6
		    • **Chapter Group Presentation**
		    • **Back to the Case Discussion Questions**

	• Educationally Useful IEPs • Writing Annual Goals • Writing Short Term Objectives ****CLT Work**	➢ Read GD – Ch. 2 ➢ **Interview Summary #1 due**

Oct. 8	• Co-Teaching
	
	**Possible Interview Guest Speaker #2
	
	** CLT Work
		➢ Read FC – 7
		    • **Chapter Group Presentation**
		    • **Back to the Case Discussion Questions**

Oct. 15	• Difficult Interactions	➢ Read FC – 9
		    • **Chapter Group Presentation**
		    • **Back to the Case Discussion Questions**

	• IEP services • Participating with nondisabled peers ****CLT Work**	➢ Read GD - Ch. 4 & 5 ➢ **Interview Summary #2 due**

Oct. 22	• Paraeducators	➢ Read FC – 10
		    • **Chapter Group Presentation**
		    • **Back to the Case Discussion Questions**
		    •

	• Classroom and State Assessment Accommodations ****CLT Work**	➢ Read GD – Ch. 6

Oct. 29	• APA Reference list and citation review **CLT Work** ** Review CLT Position Paper	➢ **IEP Papers due and Upload to Tk20**
Nov. 5	• Listening, Responding, and Giving Feedback ** Review CLT Journal Assignment	➢ Read FC – Ch. 3 ➢ **CLT Position Papers due**
Nov. 12	• Position Paper Presentations	**CLT Journals 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)**
Tk20 Performance-Based Assessment for EDSE 662: Individualized Education Program

Fall 2018

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: ○ lacks consistent or logical links to evaluations and assessments and/or ○ fails to include educational implications of the student's exceptionality, and/or ○ 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 statements irrelevant to the performance within the past calendar year or since the last IEP. • Candidate uses educational jargon and/or does not define terms that may not be understood by all who participate in the IEP development.	• Candidate interprets information from formal and informal assessments to write an appropriate, relevant present levels of performance statement with: ○ clear links to evaluations and assessments (such as interviews, observations, informal and classroom assessments, and standardized tests), ○ reference to the similarities and differences between the student's development and typical human development, ○ description of educational implications of the characteristics of various exceptionalities and sensory impairments (as applicable), and ○ description of variations in beliefs, traditions, and values across and within cultures (as applicable). • Candidate identifies specific areas of need and for each identified area describes what the student: ○ currently can do, ○ currently cannot do that is appropriate for curriculum-based or age-based or ability-based expectations, and ○ needs to do within the coming IEP year. • Candidate uses unbiased, objective language, defines terms and acronyms to assist understanding by all who	• Candidate interprets information from formal and informal assessments to write an appropriate, relevant present levels of performance statement with: ○ clear links to evaluations and assessments (such as interviews, observations, informal and classroom assessments, and standardized tests), ○ reference to the similarities and differences between the student's development and typical human development, ○ description of educational implications of the characteristics of various exceptionalities and sensory impairments (as applicable), and ○ description of variations in beliefs, traditions, and values across and within cultures (as applicable). • Candidate identifies specific areas of need and for each identified area describes what the student: ○ currently can do, ○ currently cannot do that is appropriate for curriculum-based or age-based or ability-based expectations, and ○ needs to do within the coming IEP year. • Candidate uses unbiased, objective language, defines terms and acronyms to assist understanding by all who

EDSE 662 CAEP Assessment	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
		participate in the IEP development.	participate in the IEP development. • Candidate describes strengths and areas in need of improvement in relation to Virginia Standards of Learning.