



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

Spring 2022

EDSE 354 001: Consultation and Collaboration

CRN: 17336, 3 – Credits

Instructor: Dr. Margaret Weiss	Meeting Dates: 1/24/22 – 5/18/22
Phone: 703.993.5732	Meeting Day(s): Tuesday/Thursday
E-Mail: mweiss9@gmu.edu	Meeting Time(s): 10:30 am – 11:45 am
Office Hours: By appointment (in person or online)	Meeting Location: Fairfax; Horizon 1011
Office Location: Finley 213	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):

None

Co-requisite(s):

None

Course Description

Provides professionals in special education, general education, and related fields with knowledge and skills necessary for collaboration with a wide variety of stakeholders. Emphasizes developing and implementing individualized education programs for individuals with disabilities using a team approach. Demonstrates active listening, group process, and problem-solving strategies.

Course Overview

EDSE 354 provides professionals in special education, general education, and related fields with descriptions of, and practice opportunities for, the knowledge and skills necessary for collaboration with a wide variety of stakeholders. The course emphasizes developing and implementing individualized education programs for individuals with disabilities using a team

approach. Students learn to use active listening, group process, and problem-solving strategies for education contexts.

Advising Contact Information

Please make sure that you are being advised on a regular basis as to your status and progress in your program. Students in Special Education and Assistive Technology programs can contact the Special Education Advising Office at 703-993-3670 or speced@gmu.edu for assistance. All other students should refer to their assigned program advisor or the Mason Care Network (703-993-2470).

Advising Tip

Are you familiar with Mason career resources? Email speced@gmu.edu to be added to the Special Education employment listserv, and check out Career Services: <https://careers.gmu.edu/>.

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, students will be able to:

1. Articulate the value of collaboration and its role in serving students with disabilities.
2. Describe models of consultation and collaboration (e.g., co-teaching with co-planning, student intervention teams).
3. Clearly articulate the knowledge and skills that are the expertise of special educators, understanding the standards of professionalism.
4. Identify the roles and responsibilities of collaborative team members (e.g., individuals, families, school personnel, community members) in development of individualized programs.
5. Use active listening and group processing skills to promote effective communication and collaboration with all stakeholders.
6. Evaluate cultural factors and their impact on communication, including strategies to promote students' self-advocacy skills.
7. Apply the Council for Exceptional Children standards of ethics in confidentiality.
8. Demonstrate the ability to plan and conduct collaborative conferences with individuals with disabilities and with professional peers.
9. Use meaningful conflict resolution skills to identify, define, and alleviate sources of conflict.
10. Demonstrate the ability to plan and conduct instruction with a co-teacher with awareness of SOLs or adapted curriculum, structure of curriculum, accountability systems, and general education classroom environments.
11. Effectively use multiple forms of communication to collaborate with peers and other

stakeholders.

12. Develop an individualized education program that addresses academic and functional needs of individuals with disabilities, including modifications and accommodations, using a variety of standardized and non-standardized assessment data.
13. Collaboratively plan, provide, and evaluate instruction and behavioral plans for students with disabilities.
14. Observe, evaluate, and provide feedback to paraeducators.

Professional Standards

(Council for Exceptional Children [CEC] and the Interstate Teacher Assessment and Support Consortium [InTASC]). Upon completion of this course, students will have met the following professional standards: CEC Standard 7: Collaboration (InTASC 7).

Required Texts

Friend, M. (2021). *Interactions: Collaboration Skills for School Professionals*. Pearson.

Recommended Texts

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>

Archer, A. L., & Hughes, C. A. (2010). *Explicit instruction: Effective and efficient teaching*. Guilford Press.

Required Resources

As posted on Blackboard

Additional Readings

As posted on Blackboard

Course Performance Evaluation

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

VIA 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 VIA (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 VIA.

For EDSE 354, the required PBA is Individualized Education Program. Please check to verify your ability to upload items to VIA before the PBA due date.

Assignments and/or Examinations

Performance-based Assessment

(VIA submission required)

Individualized Education Plan Assignment (rubric in Appendix A)

College Wide Common Assessment

(VIA submission required)

None

Other Assignments (all directions and grading rubrics on Blackboard)

Individualized Education Plan Assignment (50 points)

Candidates will write a complete IEP for a provided case study student. In addition, each candidate will write an accompanying narrative that provides rationale for the decisions made related to material in the IEP. Specific directions and evaluation rubric are available on Blackboard.

Case Study Analysis “Jigsaw” Activity (50 points)

Throughout the course, we will be using case studies to provide opportunities for interaction and dialogue. Each candidate will be part of a group that will be responsible for becoming experts about one case. The expert group will write a case summary and case study questions. Each candidate in the group will then use that information and those guiding questions to conduct a case study group session with classmates. Evaluation will be on the written case documentation (group) and on each candidate’s running of the case study group. Each candidate will submit the group’s case summary and case questions, as well as a targeted reflection on the case study group session.

In addition to running a case study group session, each candidate will complete a Process Observation Account. Using a guideline document, each candidate will be assigned to observe a case study group. The candidate will provide feedback on the group session. Specific directions and evaluation rubric are on Blackboard.

Professional Learning Community (PLC) Project (50 points)

This assignment provides candidates with the opportunity to refine their collaboration skills while evaluating student work and related instructional plans. Each group will analyze student data, determine student need and instructional objective, evaluate a general curriculum lesson plan, and provide recommendations for making the instruction and content accessible for the identified student(s). Specific directions and evaluation rubric are available on Blackboard.

Professionalism and Participation (28 sessions @ 2 points/session; 56 points)

Attendance, punctuality, and active participation during each class session and assigned activity are expected. For each session, students will earn up to 2 Professionalism checks for the following expectations:

- Attendance: Students are expected to attend all classes, arrive on time, and remain in class for the duration of each session. Refer to the Attendance Policy below for detailed expectations.
- Participation & Professional Behavior: Throughout all classes, students are expected to demonstrate professional and ethical behavior in the classroom, and complete all assignments (including those completed in class, out of class, or on Blackboard) with professional quality, integrity, and in a timely manner. Students are expected to read all assigned readings prior to class and to actively participate in discussions and activities during class sessions.

Professionalism and participation will be documented using an in-class folder. At the end of each class, candidates will reflect on class activities. I will respond and assign participation points based on the rubric found on Blackboard.

Assignment Summary

Case study assignment	50 points
PLC assignment	50 points
IEP assignment	50 points
Participation	56 points
Total Points:	206 points

Course Policies and Expectations

Attendance/Participation

Class 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. Students are expected to (a) attend all classes during the course, (b) arrive on time, (c) remain in class for the duration of each session, (d) actively participate and demonstrate professional behavior in the classroom, and (e) complete all assignments with professional quality and on time. All assigned readings should be completed prior to class. (Note: assigned readings may be added or removed as the semester progresses.)

COVID statement: Should a student need to isolate or quarantine, please contact me immediately. Audio recordings and class session materials will be made available to students who must miss class due to COVID restrictions. If more than 20% of students in the class must miss due to COVID restrictions, I reserve the right to shift to online instruction until such time as students may return.

Late Work

To successfully complete this course, students need to adhere to all due dates for readings and assignments. All assignments should be submitted on or before the assigned due date. To be considered on time, assignments must be submitted by the start of class on the due date, unless otherwise noted by the instructor. On all assignments, full credit is available for those submitted on time. For every 24-hour period that an assignment is late, a 5% point deduction will occur. After one week from the due date (or until the last class session per the syllabus, whichever

comes first), assignments will not be accepted. Please contact the instructor in advance if there is a problem with submitting your work on time.

Grading

A	95-100%
A-	90-94%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	73-76%
C-	70-72%
D	60-69%
F	<60%

***Note:** The George Mason University Honor Code will be strictly enforced. See [Academic Integrity Site](https://oai.gmu.edu/) (<https://oai.gmu.edu/>) and [Honor Code and System](https://catalog.gmu.edu/policies/honor-code-system/) (<https://catalog.gmu.edu/policies/honor-code-system/>). 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 new, original work for this course or with proper citations.

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See [Policies and Procedures](https://cehd.gmu.edu/students/policies-procedures/) (<https://cehd.gmu.edu/students/policies-procedures/>). Students are expected to exhibit professional behaviors and dispositions at all times. Professional dispositions are an essential function of a special educator’s job, indicating that these dispositions are critical to develop and assess in special education licensure programs. 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, a self-evaluation at the mid-point of their program, and a university supervisor’s evaluation during internship. In special education graduate licensure programs, the initial self-evaluation is completed in designated courses (EDSE 241, EDSE 361, EDSE 311), the mid-point self-evaluation is completed in designated courses (EDSE 445, EDSE 465, and EDSE 419), and the internship evaluation is completed by instructors in EDSE 482, EDSE 483, and EDSE 484. In addition to these three designated evaluation times, instructors may complete instructor-rated disposition assessments other times throughout the program. When dispositions are assessed, it is important that for areas where a positive disposition is rated as “not proficient,” 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	Topic	Readings	Assignments due
1/26	Introductions; norms	Friend chp 1	
1/27	Framing collaboration/role of special educator	Friend chp 2	
2/1	Communication skills	Friend chp 3	
2/3	Practice		
2/8	Communication Skills	Friend chp 6	
2/10	Practice		
2/16	Problem solving	Friend chp 5	
2/17	Problem solving		
2/22	Practice		
2/24	Case study groups		Case study presentation
3/1	Case study groups		Case study presentation
3/3	Teams and Co-teaching	Friend chp 10	Final case study assignment due
3/8	Co-teaching	Friend chp 7; Rodgers & Weiss (2019)	
3/10	Co-teaching	Scruggs & Mastropieri (2017) Murawski & Hughes (2021) Hensley & Huddle (2021)	
	SPRING BREAK		
3/22	Other school collaboration	Friend chp 12	
3/24	Working with families	Friend chp 11	PLC assignment due
3/29	Working with families	Avendano & Cho (2020); Howard, Reed, & Francis (2021)	
3/31	IEPs: overview and components	Yell et al. (2013)	
4/5	PLOP	Harmon et al. (2020) Yell, Bateman & Shriner (2020)	
4/7	Practice		
4/12	Annual goals	Goran et al. (2020)	
4/14	Practice		
4/19	Services/Accommodations/t ransition	Yell, Katsiyannis et al. (2020)	

		Biegen, Peterson, McNaught, & Sutterfield (2020)	
4/21	Practice		
4/26	IEP meetings	Biegun et al (2020) Howard, Reed, & Francis (2021)	
4/28	Practice		
5/3	Guest speakers		
5/5	Mock IEP meetings		Final IEP assignment 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: See [Core Values](http://cehd.gmu.edu/values/) (<http://cehd.gmu.edu/values/>).

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code. See [Honor Code and System](https://catalog.gmu.edu/policies/honor-code-system/) (<https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing. See [Responsible Use of Computing](http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/) (<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 [Disability Services](https://ds.gmu.edu/) (<https://ds.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 VIA should be directed to viahelp@gmu.edu or <https://cehd.gmu.edu/aero/assessments>.

- Questions or concerns regarding use of Blackboard should be directed to [Blackboard Instructional Technology Support for Students](https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/) (<https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>).

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Non-confidential Employee” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

For additional information on the College of Education and Human Development, please visit our website [College of Education and Human Development](http://cehd.gmu.edu/) (<http://cehd.gmu.edu/>).

Appendix A

Assessment Rubric(s)

	Expectations	Points
Present Levels of Performance	<ul style="list-style-type: none"> • Candidate writes appropriate, relevant present levels of performance statement with: <ul style="list-style-type: none"> ○ clear links to evaluations and assessments (such as interviews, observations, standardized tests), ○ description of educational implications of the characteristics of various exceptionalities, sensory impairments (as applicable), and ○ 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. 	• ___/10
Measurable Annual Goals	<ul style="list-style-type: none"> • Candidate writes age and ability appropriate annual goals that: <ul style="list-style-type: none"> ○ are measurable, ○ reflect present levels of performance and ○ show direction for student growth. • Candidate writes goals that focus on both decreasing and/or increasing learner behaviors. 	• ___/10
Short Term Objectives or Benchmarks	<ul style="list-style-type: none"> • Candidate writes individualized learning objectives/benchmarks that <ul style="list-style-type: none"> ○ relate to an annual goal AND ○ are sequential age and ability appropriate AND ○ include the condition, measurable and observable learner behavior, and verifiable criteria. 	• ___/7

	Expectations	Points
	<ul style="list-style-type: none"> • Candidate integrates affective, social, and life skills with academic curricula. 	
Services, Least Restrictive Environment (LRE), Placement	<ul style="list-style-type: none"> • Candidate lists appropriate program and primary services and related services (as appropriate) that: <ul style="list-style-type: none"> ○ 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 ○ 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: <ul style="list-style-type: none"> ○ Location ○ Frequency ○ Setting ○ Duration ○ Start and end dates 	• ___/5
Participation in State Assessments	<ul style="list-style-type: none"> • Candidate selects appropriate levels of student participation in state assessments based on present levels of performance and student's exceptional condition(s). • Candidate lists and justifies all accommodations for state assessments suggested. 	• ___/5
Accommodations and Modifications	<ul style="list-style-type: none"> • 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. 	• ___/5
Narrative on IEP	<ul style="list-style-type: none"> • Candidate writes a complete IEP that reflects an understanding of requirements such as FAPE and LRE. • Candidate provides description of collaborative process used to develop IEP, including all components outlined in the directions. 	• ___/8
	• TOTAL	• ___/50