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

Fall 2023
EDSE 662 671: Consultation and Collaboration
CRN: 84185, 3 – Credits

Instructor: Dr. Kevin Wallace	**Meeting Dates:** 9/13/23 – 11/15/23
Phone: 703.955.1544	**Meeting Day(s):** Wednesday
E-Mail: kwallac4@gmu.edu	**Meeting Time(s):** 4:45 pm – 8:45 pm
Office Hours: 4:30 or by appointment	**Meeting Location:** Briar Woods HS Room 311
Office Location: Briar Woods HS Room 311	**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.

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

Required Resources
Laptop required for class.

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, 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/SLL (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/SLL.

For EDSE 662, the required PBA is Individualized Education Program Project. Please check to verify your ability to upload to VIA/SLL before the PBA due date.

Assignments and/or Examinations
Performance-based Assessment
(VIA submission required)

Please see Blackboard - Assignments → Individualized Education Program Project - CAEP Assessment). 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

College Wide Common Assessment
(VIA 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).

IEP Assignment	40 points
Code of Ethics	20 points
Professional Development Presentation	30 points
Attendance and participation	10 points
Total Points	100 points

Student Evaluations of Teaching:
The student evaluation of teaching, or SET, is an online course survey. You are strongly encouraged to complete this form for each course as this feedback helps instructors and administrators improve your class experiences. Towards the end of the course, you will receive email and Blackboard notifications when the evaluations open. Your anonymous and confidential feedback is only shared with instructors after final grades have been submitted. More information about the SET can be found on The Institute of Effectiveness and Planning website at https://oiep.gmu.edu/set/

Course Policies and Expectations
Attendance/Participation
    * It is expected that students attend all classes and actively participate.

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 in advance 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.

Grading

> Grading Scale
>
> 95-100% = A
>
> 90-94% = A-
>
> 84-89% = B
>
> 83-79% = C
>
> < 79% = F

*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. See Policies and Procedures (https://cehd.gmu.edu/students/polices-procedures/). 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 a designated course (EDSE 501), the mid-point self-evaluation is completed in designated courses (EDSE 627, EDSE 661, and EDSE 616), and the internship evaluation is completed by instructors in EDSE 783, EDSE 784, and EDSE 785. 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.

Class Schedule

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

Class Session	Topic/Learning Experiences	Readings and Assignments (to be completed on or before this session)
1 9/13	Overview of Consultation, Collaboration, and Teamwork Collaborative Work Styles	Friend and Cook Chapters 1 and 2
2 9/20	Collaborative Work Styles in Action With whom do we collaborate?	Friend and Cook Chapters 3 and 4
3 9/27	Preventing and Managing Conflict with Stakeholders pt. 1	Friend and Cook Chapter 5
4 10/4	Preventing and managing Conflict pt. 2	Friend and Cook Chapter 6
5 10/11	Diversity, Equity and Cultural Competence	Friend and Cook Chapter 7
6 10/18	Collaborating with Families and Students Consultation and Coteaching	Friend and Cook Chapter 8 Code of Ethics Paper
7 10/25	Legal Imperatives for Collaboration Writing SMART Goals	Friend and Cook Chapter 9
8 11/1	Collaborative IEPS	Friend and Cook Chapter 10 Collaborative IEP assignment submitted to TK20 after this class session
9 11/8	Leading and Collaborating on Change Efforts in professional learning communities	Friend and Cook Chapter 11
10 11/15	Presentations	Friend and Cook Chapter 12 Coteaching/Collaboration 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: See Core 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/).

- 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/).

- 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/).

- 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/).

- Learning Services (learningservices@gmu.edu) - Provides a variety of experience-based learning opportunities through which students explore a wide range of academic concerns. Services include support to students with learning differences, individual study strategy coaching, individualized programs of study, and referrals to tutoring resources. Presentations on a variety of academic topics such as time management, reading, and note taking are available to the university community. The programs are open to all George Mason University students free of charge.

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

As a faculty member, I am designated as a "Non-Confidential Employee," and must report all disclosures of sexual assault, sexual harassment, 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 the Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological

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
Assessment Rubric(s)

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 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 irrelevant information statements.	• Candidate interprets information from formal and informal assessments to write appropriate, relevant present levels of performance statement with: ○ 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.	• Candidate interprets information from formal and informal assessments to write appropriate, relevant present levels of performance statement with: ○ 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. • 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	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: ○ are measurable, ○ reflect present levels of performance, and ○ show direction for student growth. • Candidate writes goals that focus on both decreasing	• Candidate demonstrates an understanding of the models and theories related to instructional planning by writing age and ability appropriate annual goals that: ○ are measurable, ○ are and based upon the scope and sequence of the Virginia Standards of Learning (as appropriate), ○ reflect present levels of performance, and

individuals with exceptionalities.		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.	○ 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.

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: ○ are not directly related to the annual goals OR ○ are not sequentially age and ability appropriate OR ○ 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 ○ relate to an annual goal AND ○ are sequential age and ability appropriate AND ○ 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 ○ relate to an annual goal AND ○ are sequential age and ability appropriate AND ○ include the condition, measurable and observable learner behavior and verifiable criteria AND ○ a statement of generalization AND ○ 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	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: ○ 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: ○ location ○ frequency	• Candidate lists appropriate program and primary services and related services (as appropriate) that: ○ 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: ○ location ○ frequency

		o setting o duration o start and end dates.	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.
individuals with exceptionalities.			

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.

Ethics Paper and Coteaching/Collaboration Project Rubrics are on Blackboard under the Assignments tab.