GEORGE MASON UNIVERSITY
GRADUATE SCHOOL OF EDUCATION

Consultation and Collaboration
EDSE 662, Section 5S1
Fall – 2004

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Office hours: By appointment

COURSE DATES, TIME, & LOCATION
Time: Wednesday from 7:20 p.m. – 10:00 p.m.
Location: Fairfax High School

EDSE 662 COURSE DESCRIPTION (3 credits)
Prerequisites: Teaching licensure or enrollment in a graduate degree program in education. EDSE 662 provides professionals in special education, regular education, and related fields with the knowledge and communication skills necessary to provide collaborative consultation and technical assistance to other educators and service providers. The purpose of this course is to develop and enhance teamwork, collaborative, and consultative skills. Use of e-mail and other electronic file exchange (e.g., WORD, PowerPoint) is required.

STUDENT OUTCOMES
The expectations for professionals who work in schools have changed dramatically over the past decade. Special educators routinely collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways. Few educators, however, can be effective unless they (a) develop and refine skills for interacting effectively with professionals as well as parents and (b) understand the context, process, and content of collaborative consultation.

EDSE 662 is designed to prepare graduate students to interact with other professionals about students with special needs. Graduate students will refine targeted skills for communication and begin to develop skills needed to provide professional development opportunities for colleagues. At the conclusion of this course, students should be able to:
• Define collaboration, consultation, and teamwork and explain the essential characteristics of each;
• Identify variables that may facilitate or constrain participation in collaboration, consultation, or teamwork settings;
• Demonstrate communication skills of listening, avoiding communication roadblocks, dealing with resistance, being appropriately assertive, and resolving conflicts;
• Apply problem-solving techniques while collaborating with professional colleagues, parents, and related and ancillary personnel to provide for students’ learning and behavioral needs;
• Develop self-assessment techniques for improving consultative and collaboration skills; and
• Plan a professional development activity.

RELATIONSHIP TO PROGRAM GOALS AND PROFESSIONAL ORGANIZATION
EDSE 662 is part of the George Mason University, Graduate School of Education (GSE) program for teacher licensure in the Commonwealth of Virginia and is aligned with the National Council for the Accreditation of Teacher Education (NCATE)/Council for Exceptional Children (CEC) performance-based standards for the preparation and licensure of special educators. As such, the curriculum for EDSE 662 is aligned primarily with Standard #10 (Collaboration) of CEC’s Common Standards for Beginning Teachers of Special Education (as well as for teachers of students with learning and emotional disabilities). Acknowledging the multidimensional nature of teaching, EDSE 662 draws secondarily from most CEC/NCATE Standards. The table on the following page describes CEC Content Standards (Standard #10) in relation to course outcomes and requirements.

\[\text{Standard 1: Foundations.} \text{ Special educators understand the relationships of organizations of special education to the organizations and functions of schools, school systems, and other agencies; Standard 3: Individual Learning Differences. Special educators understand that the beliefs, traditions, and values across and within cultures can affect relationships among and between students, their families, and the school community. Moreover, special educators are active and resourceful in seeking to understand how primary language, culture, and familial backgrounds interact with the individual’s disability to impact the individual’s academic and social abilities, attitudes, values, interests, and career options; Standard 5: Learning Environments and Social Interactions. Special educators help their general education colleagues integrate individuals with disabilities in environments with their nondisabled peers and engage them in meaningful learning activities and interactions; Standard 6: Language. Special educators match their communication methods to an individual’s language proficiency and cultural and linguistic differences; Standard 7: Instructional Planning. Special educators facilitate instructional planning in a collaborative context including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate; Standard 8: Assessment. Special educators collaborate with families and other colleagues to assure non-biased, meaningful assessments and decision-making; Standard 9: Professional and Ethical Practice. Special educators practice in multiple roles and complex situations across wide age and developmental ranges and across diverse cultures. Their practice requires ongoing attention to legal matters along with serious professional and ethical considerations. Special educators engage in professional activities and participate in learning communities that benefit students with disabilities, their families, colleagues, and their own professional growth. Special educators are aware of how their own and other’s attitudes, behaviors, and ways of communicating can influence their practice.}\]
### ALIGNMENT OF OUTCOMES & REQUIREMENTS WITH CEC/NCATE STANDARD #10

<table>
<thead>
<tr>
<th>CEC/INTASC STANDARD #10 COLLABORATION COMMON CORE KNOWLEDGE &amp; SKILLS</th>
<th>STUDENT OUTCOMES</th>
<th>COURSE REQUIREMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Models and strategies of consultation and collaboration; collaborative and consultative roles of the special education teacher in the reintegration of individuals with emotional/behavioral disorders.</td>
<td>Define collaboration, consultation, and teamwork and explain the essential characteristics of each.</td>
<td>Small group discussions; large group class participation; midterm quiz</td>
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<tr>
<td>Culturally responsive factors that promote effective communication and collaboration with individuals with exceptional learning needs, families, school personnel, and community members; services, networks, and organizations that provide support across the life span for students with LD and BD; role of professional groups and referral agencies in identifying, assessing, and providing services to individuals with emotional/behavioral disorders.</td>
<td>Identify variables that may facilitate or constrain participation in collaboration, consultation, or teamwork settings</td>
<td>Interview report; case studies; website readings; midterm quiz; small group discussions</td>
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<tr>
<td>Concerns of families of individuals with exceptional learning needs and strategies to help address these concerns.</td>
<td>Demonstrate communication skills of listening, avoiding communication roadblocks, dealing with resistance, being appropriately assertive, and resolving conflicts</td>
<td>Class activities; small group discussions; large group class participation; midterm quiz</td>
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<td>Roles of students, families, and school and community personnel in planning of an individualized program; co-planning and co-teaching methods to strengthen content acquisition of students with learning disabilities; parent education programs and behavior management guides that address severe behavioral problems and facilitate communication for students with emotional/behavioral disorders.</td>
<td>Apply problem-solving techniques in collaborating with professional colleagues, parents, and related personnel to provide for students' learning &amp; behavioral needs</td>
<td>Class activities; small group discussions; information packet; case study discussions; professional development activity; final exam</td>
</tr>
<tr>
<td>Special educators reflect on and are aware of how their own and other’s attitudes, behaviors, and ways of communicating can influence their practice (Standard 9).</td>
<td>Develop self-assessment techniques for improving consultative and collaboration skills</td>
<td>Small group discussions; midterm quiz; case study discussions</td>
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<tr>
<td>See Standard #10 Skills (*)</td>
<td>Plan a professional development activity</td>
<td>Professional development activity; final exam</td>
</tr>
</tbody>
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**Skills:** Maintain confidential communication about individuals with exceptional learning needs. Collaborate with families and others in assessment of individuals with exceptional learning needs. Foster respectful and beneficial relationships between families and professionals. Assist individuals with exceptional learning needs and their families in becoming active participants in the educational team. Plan and conduct collaborative conferences with individuals with exceptional learning needs and their families. Collaborate with school personnel and community members in integrating individuals with exceptional learning needs into various settings. Use group problem solving skills to develop, implement, and evaluate collaborative activities. Model techniques and coach others in the use of instructional methods and accommodations. Observe, evaluate, and provide feedback to paraeducators Communicate with school personnel about the characteristics and needs of individuals with exceptional learning needs. Communicate effectively with families of individuals with exceptional learning needs from diverse backgrounds. Teach parents to use appropriate behavior management and counseling techniques (SED).
REQUIRED TEXTS

SUPPLEMENTAL TEXTS


Special Education List Serve

Please subscribe to the special education list serve. Send an email to listproc@gmu.edu and type the following in the message of the text: Subscribe (special-education-program) (your full name). For example: subscribe special-education-program Kim Brophy. Send the mail message and you will receive an email confirmation of your subscription to the list. This will allow you to receive notices from GMU/GSE’s special education program.

GSE Blackboard will be used to post important information for this course (and others) and in completing some course assignments. Your professor will email you as soon as your email address is entered in the Blackboard system. The following is how you will access the Blackboard-GSE Login Page:

1. Enter the URL http://blackboard.gmu.edu into your browser location field.
2. Click on the Login button.
3. Enter your Username & Password assigned to you. If you are a new user to Blackboard, most likely it will be your first initial of your first name and your entire last name (for example - kbrophy). This will serve as both your username and password. If you are already a participant in blackboard for another course, your username and password should be the same as for the other course.
4. Click Login.
5. Find EDSE 662 and click on it.

Other Websites (additional sites may be posted on blackboard)

Virginia Department of Education: http://www.pen.k12.va.us/


(includes information about all content areas, vocational education, NCLB, etc.)

“The Achiever”, the government’s weekly newsletter to inform parents, students and teachers about the implementation of No Child Left Behind (NCLB):

www.nclb.gov/Newsletter/index.html
American Educator’s Online Newspaper: www.edweek.org
Educational Resources Information Center (ERIC): http://www.eric.ed.gov/
Association for Supervision and Curriculum Development: www.ascd.org
Council for Exceptional Children: http://www.cec.sped.org/
Phi Delta Kappa: http://www.pdkintl.org/
Sample Virginia web-based Lesson Plans: http://oncampus.richmond.edu/academics/education/projects/

NATURE OF COURSE DELIVERY
Experiential, observational, and interactive strategies are used to facilitate fulfillment of the outcomes established for the course. Course sessions include a variety of formats and integrate instructional technology with lecture, discussion, guest presenters (when appropriate), role plays, small group activities, student presentations, and the use of Blackboard. Students are expected to know and skillfully use email and Blackboard for course communication with the professor and other students.

EXPECTATIONS

- Students are expected to (a) attend all classes during the course, (b) arrive on time, (c) stay for the duration of the class time, and (d) complete Blackboard assignments on time. Class participation activities may not be made up unless prior arrangements have been made with the instructor regarding absences.

- In-depth reading and study require outside class time. Students are expected to allot approximately three hours for class study and preparation for each credit hour weekly (a three credit hour course would require nine hours of work weekly in a semester course).

- Use APA guidelines for course assignments. This website links to APA format guidelines. http://www.psywww.com/resource/apacrib.htm

- Students are expected to exhibit professional behavior and dispositions. These behaviors include a:
  • Commitment to the profession
  • Commitment to honoring professional ethical standards
  • Commitment to key elements of professional practice
  • Commitment to being a member of a learning community
  • Commitment to democratic values and social justice
See http://gse.gmu.edu/facultystaffres/profdisp.htm for a detailed description of GMU’s professional behavior and dispositions.

- Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See www.gmu.edu/student/drc or call 703-993-2474 to access the DRC.

- The GMU Honor Code defines student conduct to promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community. Students must follow the guidelines of the University Honor Code. See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.

- Students must agree to abide by the university policy for Responsible Use of Computing. See http://mail.gmu.edu and click on Responsible Use of Computing at the bottom of the screen.

EVALUATION
Final course grades will be assigned on the basis of the total number of whole points earned.
A   = 950 – 1000 points  B+ = 850 – 899 points  C = 750 – 799 points
A - = 900 – 949 points  B    = 800 – 859 points  D = < 750 points

COURSE REQUIREMENTS

| Class Activities & Reflections | 150 points |
| Written Assignments            | 400 points |
| Assignment #1 – Interview Report | 200 points |
| Assignment #2 – Information Packet | 200 points |
| Professional Development Project   | 250 points |
| Midterm Quiz                      | 100 points |
| Final Exam                        | 100 points |
| **TOTAL**                         | **1000 points** |

COURSE REQUIREMENTS (description)
- Class Participation, Activities, and Reflections (150 points)
  Thoroughly study the readings as assigned in the syllabus and all class handouts; be prepared to discuss in class and via Blackboard. Students are expected to participate during large and small group discussions (in class and via Blackboard) with evidence of having read assignments. Class participation is very important and includes attendance (including on time and duration), quality of contributions in group activities and discussions, and interactions with colleagues during small group and class activities (up to 11.5 points per 13 classes). Copy and use reflection forms located on page 15 and 17-18 of this syllabus.
• **Written Assignments (400 points)**
  Written assignments are intended to provide practical information, usable professional tools, and resources in consultation/collaboration roles. Due dates are indicated on the course calendar. Written assignments should be typed in size 10-12 font, double-spaced, with one-inch margins.

• **Assignment #1 – INTERVIEW REPORT – (INDIVIDUAL) (200)**
  - Interview three (3) school professionals (i.e., general education teacher, special education teacher, administrator, clinical staff member) to determine their views about consulting personnel in schools, collaboration among school personnel, and teamwork among educators. **Develop a list of interview questions (5 minimum; should be the same for each interview) and attach it to your report. Summarize your interviews in a 3-4 page essay.** Reference at least two relevant materials from text and/or course readings. Use pseudonyms for school personnel, schools, or towns. **Emphasize with interviewees that (a) interviews are a course assignment and (b) confidentiality of responses is assured.**

• **Assignment #2 – INFORMATION PACKET (TEAM) (200 points)**
  Design an informational packet (electronic) for informing
  - paraeducators about their roles in inclusionary school settings; or
  - general education teachers about their role as a co-teacher; or
  - special educators about their role as a co-teacher.

  When possible, reference relevant information from text and course readings. This assignment is due electronically to the course professor and **class list** on Blackboard by 4 pm on the due date; name the file with the Group # and list all names of group members on the first page (cover) of assignment. **Provide hard copy to professor on due date.**

• **Professional Development Project (TEAM) (250 points)**
  Design a professional development activity. The purpose of this team assignment is twofold: (a) to develop a 30 minute staff development activity to be presented during class meetings 12 or 13 and (b) to provide students with the opportunity to improve their collaborative skills. This project will introduce the staff development process, effective practices, and provide the opportunity to work in and reflect upon group dynamics and teamwork. The activity should deal specifically with **conducting an IEP meeting or on another topic approved by the course professor.** At a minimum, your activity should include handouts, PowerPoint, a related reading and/or list of references, an agenda or outline, and definitions of related terms that might be unfamiliar to your audience. All materials and activities, such as simulations, should reflect effective communication and collaborative strategies. Finally, the team must prepare an **evaluation form** to be distributed to the class at the end of the presentation. It will be completed by the class participants.
PRESENTATION TOPIC

Your team needs to obtain information about not only effective communication strategies, but also the appropriate process for an IEP meeting. Use a parent/family/student IEP scenario. Develop your presentation on one of the following:

- Facilitating strategies for working with families to draft the IEP goals,
- Supporting student-directed IEPs,
- Avoiding common pitfalls in conducting an IEP meeting,
- Engaging general educators (or paraeducators) in the IEP process, or
- Transition planning and its relationship with student IEP goals and course selection.

Evaluation of teamwork is based on established criteria and evaluated by the professor as well as rated by your group peers. See Evaluation for Informational Packet, Evaluation of Professional Development Project and Peer Evaluation of Group Work (distributed later in the course). Emails to professor about group progress are required (one from each group at specific times designated by professor).

Note that assignments turned in late do not receive full credit.

EDSE 791 Mid-Point & EDSE 792 Final Portfolio Courses - are required for students enrolled for the master’s degree and/or in a GMU/GSE Licensure Certificate

It is recommended that students retain copies of all graded course products to document their progress through the GSE ED/LD master’s and/or licensure certificate program. Products from this course may become part of your individual professional portfolio that documents your satisfactory progress through the GSE program and the CEC performance based standards. Students are encouraged to be both professional and creative in the visual presentation of their work.
# TENTATIVE CALENDAR
(subject to change for weather or other unforeseen interruptions)

<table>
<thead>
<tr>
<th>Class</th>
<th>Topics</th>
<th>Assignments Due</th>
<th>Class Activities</th>
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</thead>
<tbody>
<tr>
<td>9/1/04</td>
<td>Course orientation</td>
<td>• Read language usage website <a href="http://www.apastyle.org/disabilities.html">http://www.apastyle.org/disabilities.html</a></td>
<td>• Introductions- large group activity</td>
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<tr>
<td>Class 1</td>
<td>Context for collaboration: No Child Left Behind</td>
<td>• Bookmark and use <a href="http://www.ideaapractices.org/">http://www.ideaapractices.org/</a></td>
<td>• Review and discuss syllabus, text preview</td>
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<td>• Review information about NCLB using <a href="http://www.nclb.gov/Newsletter/index.html">http://www.nclb.gov/Newsletter/index.html</a></td>
<td>• Group Selection/Roles</td>
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<td>• Introductions- large group activity</td>
<td>• Team building activity</td>
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<tr>
<td>9/8/04</td>
<td>School consultation components</td>
<td>• Chapter 1 – Consultation, Collaboration, and Teamwork in Schools</td>
<td>• Define terms</td>
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<tr>
<td>Class 2</td>
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<td>• Read Case Study #3, Kelly, p.27 A summary of research on inclusive education can be found at <a href="http://interact.uoregon.edu/wrrc/AKInclusion.html">http://interact.uoregon.edu/wrrc/AKInclusion.html</a> , website for Western Regional Resource Center (WRRC) at the University of Oregon.</td>
<td>• Group Discussion</td>
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<td>• Chapter 2 Foundations and Frameworks for Collaborative School Consultation</td>
<td>• Collaborative Observation – Group at Work</td>
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<td>• Lecture</td>
<td>• Small Group Discussion</td>
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<td>• Class discussion</td>
<td>• Case Study #3, Kelly, p.27</td>
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<td>• Group work time</td>
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<tr>
<td>9/15/04</td>
<td>Historical Perspective Collaboration in action – inclusion, NCLB</td>
<td>• Read Case Study #14, Jose, p. 63</td>
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<td>Class 3</td>
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<td>• Small Group Discussion</td>
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<td>• Working with Parents and Families</td>
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<td>• Case Study #14, Jose, p. 63</td>
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<tr>
<td>9/22/04</td>
<td>Use of targeted resources for parents and families; Establishing family partnerships with schools</td>
<td>• Chapters 3 Working Together w/Family &amp; Students</td>
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<td>Class 4</td>
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<td>• Read Case Study #39 Raymond, p. 152</td>
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<td>This website highlights changing roles of educators and other personnel in order to meet the needs of students with disabilities. <a href="http://www.uni.edu/coe/inclusion/legal/index.html">http://www.uni.edu/coe/inclusion/legal/index.html</a></td>
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<td>• Working with Parents and Families</td>
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<td>• Case Study #39 Raymond, p. 152</td>
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<td>9/29/04</td>
<td>Verbal and non-verbal communication, active and reflective listening, dealing with resistance, and conflict resolution.</td>
<td>• Chapters 4 Communication Process for C, C, &amp; T</td>
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<td>Class 5</td>
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<td>• Read Case Study #39 Raymond, p. 152</td>
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<td>• Case Study #39 Raymond, p. 152</td>
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<tr>
<td>10/6/04</td>
<td>The 10 Step Process and techniques for group problem solving</td>
<td>• Chapter 5 Problem Solving Strategies for Collaborative School Consultation</td>
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<td>Class 6</td>
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<td>• Interview Paper due</td>
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<td></td>
<td>• Read Case Study #35, Kathy, p. 146</td>
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<td>• Group Discussion</td>
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<td>• Read Case Study #35, Kathy, p. 146</td>
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<tr>
<td>10/13/04</td>
<td>Developing an evaluation plan; Coping with stress and burnout, time and records management, using technology</td>
<td>• Chapter 6 Management &amp; Assessment of Collaborative School Consultation</td>
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<tr>
<td>Class 7</td>
<td></td>
<td>• Read Case Study # 43, Darlene, p. 164</td>
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<td>The University of Northern Iowa’s website on inclusion <a href="http://www.uni.edu/coe/inclusion/">http://www.uni.edu/coe/inclusion/</a> describes the philosophy of inclusion and includes other useful links.</td>
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<td>• Group Discussion / activity</td>
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<td>• Sharing of resources</td>
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<td>• Case Study # 43, Darlene, p. 164</td>
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<tr>
<td>Date</td>
<td>Class No.</td>
<td>Activity Description</td>
<td>Relevance and Due Dates</td>
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</tbody>
</table>
| 10/20/04   | Class 8   | Collaborating in a   | • Chapter 7
Collaborate in a multicultural setting: Working together for Students from Diverse Populations
Supporting students of select populations (homeless)
• Read Case Study #16 Simon, p. 71
Midterm Examination – Take Home

| 10/27/04   | Class 9   | Planning co-teaching | • Chapter 8
Planning co-teaching lessons, planning curricular modifications, planning instructional support
Working together for Students with Disabilities
• Midterm Examination due
Midterm Examination due
• Read Case Study #12 Toby, p. 56
Group Discussion
Midterm due
Group Discussion
Lecture
Group work time

| 11/3/04    | Class 10  | Benefits and barriers | • Chapter 9
Benefits and barriers in collaborative consultation high ability students
Working together for Students with High Ability
• Information Packet due
Sharing of information packets
Midterm Examination due
Group Discussion
Case Study #12 Toby, p. 56

| 11/10/04   | Class 11  | Defining the roles and | • Chapter 10
Roles and responsibilities of paraeducators, school administrators' role
Roles, responsibilities, and opportunities for professional development, advocacy for student
• Chapter 9
Working together for Students with High Ability
• Read Case Study #50 Elizabeth, p. 185
• Chapter 11
Related Services Personnel, Resources, and Technology in Collaborative School Environments
Read Case Study #50 Elizabeth, p. 185
Develop a plan for implementing collaborative consultation and teamwork in an ideal school context
Group Discussion
Case Study #50 Elizabeth, p. 185

| 11/17/04   | Class 12  | Coordinating a wide range of services and personnel | • Chapter 12
Coordinating a wide range of services and personnel
Putting it All Together with Collaborative School Consultation and Teamwork
• Read Case Study - TBA
• Professional Development Team Presentations
Group Discussion
Case Study TBA

| 12/1/04    | Class 13  | Group Presentations   | Professional Development Team Presentations
Group Presentations

| 12/8/04    | Class 14  | FINAL EXAM            | Final Exam
Integrating communication for successful IEP meetings and other collaborative processes

EDSE 662 – Fall 2004
Kim Brophy, Adjunct Professor
BENCHMARKS FOR EVALUATING WRITTEN WORK

Demonstrated Competence (A, A-)
- Conforms to all requirements in topics, sources, and format.
- Rationale and methodology are sound and thorough:
  - methods of collecting data to address questions are consistent; and
  - data collected from different sources.
- Descriptions and summaries are thorough.
- Analysis and reflection are thoughtful for all areas:
  - includes synthesis and analysis (summation, metaphor, relationships);
  - metacognitive evaluation of perceptions (why am I thinking this way?);
  - references to literature, interview, and class content; and
  - generation of relevant questions and ideas.
- Conclusions and recommendations flow logically from results and reflection.
- Applies knowledge to future professional situations.
- Writes clearly with few stylistic and grammatical errors.

Competent (B, B+)
- Conforms to most requirements in topics, sources, and format.
- Rationale and methodology are basically thorough.
- Descriptions and summaries are basically thorough with minor omissions.
- Analysis and reflection are thoughtful for all areas.
- Conclusions and recommendations basically flow logically from results and reflection.
- Applies knowledge to future professional situations.
- Writes clearly with few stylistic and grammatical errors.

Minimal (C)
- Conforms to some requirements in topics, sources, and format.
- Rationale and methodology are not thorough with major omissions.
- Summaries are minimal, additional information can be supplied.
- Surface analysis/reflective does not contemplate many possibilities.
- Conclusions and recommendations do not flow logically from results and reflection.
- Does not apply knowledge to future professional situations.
- Writes with stylistic and grammatical errors.

Unsatisfactory (F)
**EDSE 662, 5S1 CONSULTATION AND COLLABORATION**

**EVALUATION OF INTERVIEW REPORT**

**INDIVIDUAL PROJECT**

TOPIC: ________________________________

Team: ____________________________________________________________________

Possible Points: 200 points

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Submitted on time (on time =10, 1 day late = 5; 2+ late =0)</td>
<td>0 5 10</td>
</tr>
<tr>
<td>2. Three school professionals interviewed</td>
<td>0 5 10 15</td>
</tr>
<tr>
<td>3. Interview questions (minimum of 5) submitted (5 = 15 pts; 5+ = 20pts)</td>
<td>0 5 10 15 20</td>
</tr>
<tr>
<td>4. Interview questions reflective of consultation, collaboration and teamwork topics and challenges</td>
<td>0 5 10 15 20 25 30</td>
</tr>
<tr>
<td>5. Written presentation – grammar, spelling, and format</td>
<td>0 5 10 15 20 25 30 35</td>
</tr>
<tr>
<td>6. Content – evidence of understanding of varying view points, issues associated with specific roles, discuss challenges faced</td>
<td>0 15 20 25 30 35 40 45 50 55 60</td>
</tr>
<tr>
<td>7. Referenced at least 2 outside resources (textbook, article,… )</td>
<td>0 10 20</td>
</tr>
<tr>
<td>8. Sources in correct APA style</td>
<td>0 5 10</td>
</tr>
</tbody>
</table>

_____ Total points earned (200 total pts)

Comments:
EDSE 662, 5S1 CONSULTATION AND COLLABORATION

EVALUATION FOR INFORMATIONAL PACKET
TEAM PROJECT

TOPIC: ________________________________

Team: ____________________________________________________________________

Possible Points: 200 points

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Sources in APA style</td>
<td>0 5 10</td>
</tr>
<tr>
<td>2. Minimum of three appropriate sources used</td>
<td>0 5 10 15</td>
</tr>
<tr>
<td>(current, reputable source)</td>
<td></td>
</tr>
<tr>
<td>3. Submitted on time both on blackboard and in hard copy format</td>
<td>0 5 10</td>
</tr>
<tr>
<td>4. Content – timely, accurate, and research-based with appropriate</td>
<td>0 15 20 25 30</td>
</tr>
<tr>
<td>references to the literature</td>
<td>35 40 45</td>
</tr>
<tr>
<td>5. Useful product (such as glossary of terms) --clear, concise, quality</td>
<td>0 5 10 15 20 25 30</td>
</tr>
<tr>
<td>6. Effective use of multi-media and use of multiple strategies</td>
<td>0 15 20 25 30 35 40</td>
</tr>
<tr>
<td>(PowerPoint, video, web-based, simulations, role playing)</td>
<td></td>
</tr>
<tr>
<td>7. Evidence of shared responsibility, shared commitment, and shared</td>
<td>0 5 10 15 20 25 30</td>
</tr>
<tr>
<td>level of effort</td>
<td></td>
</tr>
<tr>
<td>8. Group members’ assessment of other’s collaboration and teamwork</td>
<td>0 5 10 15 20</td>
</tr>
</tbody>
</table>

Total Points Possible – 200 (180 all participants; 20 individual based on group input)

_____ Total points for group  _____ Total points for individual

_____ Total Project points

Comments:
EDSE 662, 5S1 CONSULTATION AND COLLABORATION

EVALUATION FOR PROFESSIONAL DEVELOPMENT
TEAM PROJECT

TOPIC: _______________________________________

Team: ____________________________________________________________________

Possible Points: 250 points

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Five sources in APA style</td>
<td>0  5   10  15  20</td>
</tr>
<tr>
<td>2. Presentation no more than 30 minutes</td>
<td>0  5   10  15</td>
</tr>
<tr>
<td>3. Content – timely, accurate, and research-based with references to the literature</td>
<td>0  15  20  25  30  35  40  45</td>
</tr>
<tr>
<td>4. Useful product (such as glossary of terms) -- clear, concise, quality</td>
<td>0  5   10  15  20  25  30</td>
</tr>
<tr>
<td>5. Effective use of multi-media and use of multiple strategies (PowerPoint, video, web-based, simulations, role playing)</td>
<td>0  15  20  25  30  35  40</td>
</tr>
<tr>
<td>6. Evaluation Tool aligned to the content</td>
<td>0  5   10  15  20  25  30  40</td>
</tr>
<tr>
<td>7. Record of team meetings sent weekly via email to professor and documents progress of team’s work*</td>
<td>0  5   10  15  20  25  30</td>
</tr>
<tr>
<td>8. Evidence of shared responsibility, shared commitment, and shared level of effort</td>
<td>0  5   10  15  20  25  30</td>
</tr>
</tbody>
</table>

* Individual students may be assessed different point values for criteria # 7

_____ Total points earned (250 total pts possible for each participant)

Comments:
Course Reading Reflections

In a well-written paragraph, respond to one of the To Do and Think About prompts at the end of the chapter in your text. This should be completed prior to each class meeting. Be prepared to discuss with your group.

(Make copies or access this form on Blackboard if you would like to type your response.)

Name: ________________________________   Session # ______

Chapter Read: __________________________   To Do and Think About # ______
### Sample guiding questions... Please feel free to express yourself using a different approach

<table>
<thead>
<tr>
<th>What was valuable/not valuable for you about tonight’s class session?</th>
<th>What have you added to your knowledge base or repertoire?</th>
</tr>
</thead>
<tbody>
<tr>
<td>How are you growing as an educator?</td>
<td>What was easiest, most difficult for you tonight?</td>
</tr>
<tr>
<td>What could we do to improve this session?</td>
<td>What happens next for you as a result?</td>
</tr>
<tr>
<td>How does this change your ideas about students, parents, teachers, schools?</td>
<td>Open Choice:</td>
</tr>
<tr>
<td>I am still wondering about...</td>
<td>Open Choice</td>
</tr>
</tbody>
</table>
### Weekly “Consultation & Collaboration Discussion Session”
(one from each small group during several sessions)

<table>
<thead>
<tr>
<th>Date: _____________</th>
<th>Class # _________</th>
</tr>
</thead>
</table>

**Names of participants in this small group discussion:**

<table>
<thead>
<tr>
<th>Name 1</th>
<th>Name 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Chapter/Article/ Website:** _____________________________________________________

**Is this resource:**

- _____ based on research?  
- _____ someone’s opinion?
- _____ reflect a particular field of study (psychology), organization, college, political agenda?

**Sponsor/Author:** _______________________  **Possible Implication:** ___________________

**Main Topic or Strategy Identified:** ________________________________________________

_____________________________________________________________________________

**Basic research question:** (What problem is being solved? What approach is being critiqued?)

_____________________________________________________________________________

**Applicable to: (check all that apply)**

- ___ all content areas  
- ___ reading  
- ___ writing  
- ___ speaking  
- ___ listening  
- ___ mathematics  
- ___ social studies  
- ___ English  
- ___ science  
- ___ electives  
- ___ consultation  
- ___ collaboration  
- ___ middle school  
- ___ high school  
- ___ teachers  
- ___ parents  
- ___ students  
- ___ administrators  
- ___ career/transition  
- ___ Life skills  
- ___ Other:

**This reading is primarily:**

- ___ editorial/opinion  
- ___ longitudinal study  
- ___ case study  
- ___ literature review  
- ___ intervention research  
- ___ teacher-led (action) research  
- ___ Other: _______________________
Pros (+) and Cons (-) Discussed:

- Choose a potential question or two to discuss or create your own
- Take notes, identifying items as positive (+), negative (-), or neutral (=)

Potential questions:

___ How would this work in my classroom? My school? On my team? In my field?

___ Why would this be likely/not likely to work with my population? What populations would this serve?

___ How credible is this source and what does their agenda seem to be? Research?

___ What is its best application in the public schools? In society? In transition/career ed.?

After the above discussion . . .

Thinking:
What are your intellectual reactions? What else does this connect to? What questions remain? What questions are answered? (Makes me think . . . Reminds me of . . . As educators, we should . . .)

Feeling:
What are your emotional reactions? What else does this connect to for you?

Does this article inspire you to take action? What actions?

On a scale of 1 to 10, how valuable was it to discuss tonight's article in your group? _____
STUDENT INFORMATION FORM

EDSE 662, Section 5S1

GMU, Fall 2004

_________________________________________      _______________________________
LAST NAME                                                                           FIRST NAME

PROGRAM/DEGREE: _______________________

What is a positive one-word descriptor of yourself? ________________________________

Your favorite thing to do? ________________________________

Home address:

Work phone: ___________________    Home Phone: ___________________
Cell (optional): ________________    Email: _______________________

Place(s) of Work:

1. Years teaching? (or working as a teaching assistant, school personnel)
2. Grade level(s) taught? or hope to teach?
3. Disabilities taught? or hope to teach?
4. Brief description of your experience and/or knowledge of “consultation & collaboration” for students with disabilities at the secondary level.
5. How are you challenged intellectually in terms of a graduate level course?
6. What type of university professor do you prefer and what does that person need to do to meet your learning needs? Please be specific.
7. What else would you like me to know about you? ☺ (Use other side of sheet)