Dr. Jane Ann Razeghi
Email: jrazeghi@gmu.edu
Phone: 703-993-2055
Fax: 703-993-3681
Office hours: By appointment
1st Floor Krug Hall, Room 110 A
Mailbox # 1F2 (in Kellar Institute in Krug Hall 110 if you are dropping off assignments)

COURSE DATES, TIME, & LOCATION
Dates: 9/14/05 – 12/14/05 (not 11/23)
Time: Wednesdays – 4:30 – 8:30 p.m.
Location: 11 Oaks Conference Room

COURSE DESCRIPTION (3 credits)
This course 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.

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.

ALIGNMENT OF OUTCOMES & REQUIREMENTS WITH CEC/NCATE STANDARD #10

<table>
<thead>
<tr>
<th>CEC/INTASC STANDARD#10 COLLABORATION COMMON CORE KNOWLEDGE &amp; SKILL</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 &amp; final exams</td>
</tr>
<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; co-teaching activity consultative journal &amp; small group discussions,</td>
</tr>
<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; interviews; professional development activity, midterm &amp; final exams</td>
</tr>
</tbody>
</table>

EDSE 662, 613 Fall 05
Dr. Jane A. Razeghi
<table>
<thead>
<tr>
<th><strong>CEC/INTASC STANDARD#10 COLLABORATION COMMON CORE KNOWLEDGE &amp; SKILL</strong></th>
<th><strong>STUDENT OUTCOMES</strong></th>
<th><strong>COURSE REQUIREMENTS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<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; mini-case study discussions; consultative journal; 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; co-teaching activity; consultative journal; mini-case study discussions.</td>
</tr>
<tr>
<td>See Standard #10 Skills at website <a href="http://www.cec.sped.org/ps/perf_stds/common_core_4-21-01.html">http://www.cec.sped.org/ps/perf_stds/common_core_4-21-01.html</a> or <a href="http://www.cec.sped.org">http://www.cec.sped.org</a> and click on professional standards.</td>
<td>Plan a professional development activity.</td>
<td>Professional development project; final exam.</td>
</tr>
</tbody>
</table>

**REQUIRED TEXTS**
Other readings as assigned.

**SUPPLEMENTAL TEXT (optional)**

**Special Education List Serve**
Please subscribe to the special education list serve. You can subscribe (join) or unsubscribe (sign-off) a listserv via e-mail:

1. Address an e-mail message to listserv@listserv.gmu.edu
2. Put the following in the body of the message:
   subscribe SPECIAL-EDUCATION-PROGRAM-L yourfirstname yourlastname

A confirmation message will be sent to your e-mail address asking you to confirm your subscription request. You must reply to this message with ok in the body of the message. Leave the subject unchanged.

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 special education.
**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:**

- Enter the URL [http://blackboard.gmu.edu](http://blackboard.gmu.edu) into your browser location field.
- Click on the **Login** button.
- 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 - jrazeghi). 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.

- Click **Login**.

- Find EDSE 662 and click on it.

**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**

The Graduate School of Education (GSE) expects that all students abide by the following:

Students are expected to exhibit professional behavior and dispositions. See gse.gmu.edu for a listing of these dispositions.

Students must follow the guidelines of the University Honor Code. See [http://www.gmu.edu/catalog/apolicies/#TOC_H12](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](http://mail.gmu.edu) and click on Responsible Use of Computing at the bottom of the screen.

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](http://www.gmu.edu/student/drc) or call 703-993-2474 to access the DRC.

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.
OVERVIEW OF COURSE REQUIREMENTS

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Course Requirements</th>
<th>Small</th>
<th>Individual</th>
<th>Page # of Assignment Description</th>
<th>Page # of Other Relevant Forms</th>
<th>Page # of Rubric</th>
<th>% or Pts</th>
<th>Portfolio Entry Form To be Included</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly &amp; On-going</td>
<td>#1 Class Participation, Activities, &amp; Reflections</td>
<td>Yes</td>
<td>Yes</td>
<td>5</td>
<td>None</td>
<td>None</td>
<td>15</td>
<td>No</td>
</tr>
<tr>
<td>10-12-05</td>
<td>#2 Interview Report</td>
<td>No</td>
<td>Yes</td>
<td>5</td>
<td>None</td>
<td>7</td>
<td>20</td>
<td>Optional</td>
</tr>
<tr>
<td>11-30-05</td>
<td>#3 Consultative Journal</td>
<td>No</td>
<td>Yes</td>
<td>6</td>
<td>9 &amp; 10</td>
<td>8</td>
<td>15</td>
<td>Optional</td>
</tr>
<tr>
<td>Week prior to PDA</td>
<td>#4 Information Packet for Professional Development Activity (PDA)</td>
<td>Yes</td>
<td>No</td>
<td>6</td>
<td>None</td>
<td>14</td>
<td>10</td>
<td>Yes</td>
</tr>
<tr>
<td>10/26 -11/9</td>
<td>#5 Co-teaching Activity</td>
<td>Yes</td>
<td>No</td>
<td>6</td>
<td>12</td>
<td>11</td>
<td>15</td>
<td>Optional</td>
</tr>
<tr>
<td>11/30 &amp; 12/7</td>
<td>#6 Professional Development Activity</td>
<td>Yes</td>
<td>No</td>
<td>6</td>
<td>13 &amp; 16</td>
<td>15</td>
<td>15</td>
<td>Yes</td>
</tr>
<tr>
<td>Announced</td>
<td>#7 Quizzes</td>
<td>No</td>
<td>Yes</td>
<td>None</td>
<td>None</td>
<td>None</td>
<td>10</td>
<td>No</td>
</tr>
</tbody>
</table>

EVALUATION

<table>
<thead>
<tr>
<th>A = 96 – 100 points</th>
<th>B+ = 86 – 89 points</th>
<th>C = 75 – 79 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A- = 90 – 95 points</td>
<td>B = 80 – 85 points</td>
<td>D = &lt; 75 points</td>
</tr>
</tbody>
</table>

DESCRIPTION OF COURSE REQUIREMENTS

1. Class Participation, Activities, and Reflections (15 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. Copy and use reflection forms located in this syllabus.

2. Interview Report – Individual (20 points)

Interview three (3) school professionals (i.e., general education teacher, special education teacher, principal) to determine their views about consulting personnel in schools, collaboration among school personnel, and teamwork among educators. Develop a list of interview questions (should be the same for each interview) and attach it to the report. Suggested questions for paraprofessionals are included in this syllabus. Summarize interviews in a short essay. When possible, reference relevant material from text and course readings. Interviewees can be approached with definitions of terms if they ask, or by suggesting when they ask that they reply by using their own perceptions of the terms. Pseudonyms for school personnel, schools, or towns. Interviewees should be assured that (a) interviews are a course assignment and (b) confidentiality of responses is assured. Note also...
any indications of interest in collaboration, consultation, and teaming, and if they occur, suggest ways this could be followed up productively.

3. **Consultative Journal – Individual (15 points)**  
Select a co-worker or a group of co-workers at a school to serve as consultee(s). Over a one-month period, complete steps 1-7 of the Ten-Step Process and keep a journal describing activities and reflecting on the interactions using the prescribed format. Information contained in Chapters 5 and 6 of the text should be applied as the consultation is provided.

4. **Information Packet for the Professional Development Activity (PDA) – Small Group (10 points)**

Design an informational packet (electronic) for informing to accompany the Professional Development Presentation (#6 below). When possible, reference relevant information from text and course readings. Include the names of all group members on the first page (cover) of assignment. Provide hard copy to professor on due date.

5. **Co-Teaching Activity – Individual & Small Group (15 points)**

With a partner, plan and present a 15 minute co-teaching activity. The activity should demonstrate the steps of the Instructional Process and teach “students” a new skill. The purpose of this co-teaching assignment is 1) to give students an experience in co-planning and 2) an experience in co-teaching. Be as creative and entertaining as possible! A co-planning worksheet will be submitted.

6. **Professional Development Activity – Individual (15 points)**

With a small group of classmates, design a 30-minute professional development activity to acquaint the audience with the concept of collaboration (see group topics included in this syllabus). The general audience is a school faculty used to working in isolation. The activity should appeal to the characteristics of the adult learner delineated on pages 308-310 of your text and follow the Instructional Process. The information packet (above) is to be used and may 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 the audience. All materials and activities, such as simulations, should reflect effective communication and collaborative strategies. Finally, each team will need to prepare an evaluation form to be distributed to the audience at the end of the presentation.

The purpose of this team assignment is twofold: (1) to develop a 30 minute staff development activity to be presented during several of the last class meetings; and (2) to provide an opportunity to improve collaborative skills. This project will allow students to participate in the staff development process, apply effective practices for teaching adult learners, and reflect upon group dynamics and teamwork.

7. **Quizzes (10 points)**
**INTERVIEW RUBRIC** (Copy & Include with Assignment)

Name: _________________________________________

<table>
<thead>
<tr>
<th>Content</th>
<th>Pts Possible</th>
<th>Pts</th>
<th>Benchmarks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Interviewed 3 school professionals</strong></td>
<td>0 - 3</td>
<td></td>
<td><strong>Unsatisfactory</strong></td>
</tr>
<tr>
<td><em>(general, special, administrative)</em></td>
<td></td>
<td></td>
<td>Omitted or does not minimally meet requirements</td>
</tr>
<tr>
<td><em>(Identified in introductory paragraph)</em></td>
<td></td>
<td></td>
<td><strong>Minimal</strong></td>
</tr>
<tr>
<td><em>(Rationale &amp; methods are not thorough, with major omissions.)</em></td>
<td></td>
<td></td>
<td>Rationale &amp; methods are not thorough, with major omissions.</td>
</tr>
<tr>
<td><em>(Data collection conforms to some requirements in topics, sources, &amp; formats.)</em></td>
<td></td>
<td></td>
<td>Data collection conforms to some requirements in topics, sources, &amp; formats.</td>
</tr>
<tr>
<td><em>(Descriptions are sketchy with major omissions.)</em></td>
<td></td>
<td></td>
<td><strong>Competent</strong></td>
</tr>
<tr>
<td><em>(Rationale &amp; methodology are basically thorough.)</em></td>
<td></td>
<td></td>
<td>Rationale &amp; methodology are basically thorough.</td>
</tr>
<tr>
<td><em>(Data collection conforms to most requirements in topics, sources, and formats.)</em></td>
<td></td>
<td></td>
<td>Data collection conforms to most requirements in topics, sources, and formats.</td>
</tr>
<tr>
<td><em>(Descriptions are basically thorough, with minor commissions.)</em></td>
<td></td>
<td></td>
<td><strong>Outstanding</strong></td>
</tr>
<tr>
<td><em>(Rational &amp; methodology are sound and thorough.)</em></td>
<td></td>
<td></td>
<td>Rational &amp; methodology are sound and thorough.</td>
</tr>
<tr>
<td><em>(Methods of collecting data are consistent).</em></td>
<td></td>
<td></td>
<td>- Methods of collecting data are consistent.</td>
</tr>
<tr>
<td><em>(Data collected from different sources and participants.)</em></td>
<td></td>
<td></td>
<td>- Data collected from different sources and participants.</td>
</tr>
<tr>
<td><em>(Purpose statement included.)</em></td>
<td></td>
<td></td>
<td>- Purpose statement included.</td>
</tr>
<tr>
<td><em>(Descriptions are thorough.)</em></td>
<td></td>
<td></td>
<td>- Descriptions are thorough.</td>
</tr>
<tr>
<td><strong>Includes interviewees’ views on:</strong></td>
<td></td>
<td></td>
<td><strong>Surface analysis.</strong></td>
</tr>
<tr>
<td>1) Consulting personnel in schools;</td>
<td>0 - 3</td>
<td></td>
<td>Reflection does not contemplate many possibilities.</td>
</tr>
<tr>
<td>2) Collaboration among school personnel;</td>
<td>0 – 3</td>
<td></td>
<td><strong>Analysis and reflection are thoughtful for all areas.</strong></td>
</tr>
<tr>
<td>3) Teamwork among educators</td>
<td>0 – 3</td>
<td></td>
<td>- Analysis &amp; reflection are thoughtful for all areas.</td>
</tr>
<tr>
<td><strong>Summary of Interviews</strong></td>
<td>0 – 6</td>
<td></td>
<td>- Includes synthesis &amp; analysis (summation and relationships)</td>
</tr>
<tr>
<td><em>(Summaries are minimal; more information is needed.)</em></td>
<td></td>
<td></td>
<td>- Metacognitive evaluation of perceptions</td>
</tr>
<tr>
<td><em>(Summaries are basically thorough with minor omissions.)</em></td>
<td></td>
<td></td>
<td>- References to literature &amp; class content</td>
</tr>
<tr>
<td><em>(Summaries are thorough.)</em></td>
<td></td>
<td></td>
<td>- Generation of relevant questions/ideas.</td>
</tr>
<tr>
<td><strong>Other Criteria</strong></td>
<td></td>
<td></td>
<td><strong>Total</strong></td>
</tr>
<tr>
<td><strong>Included list of interview questions &amp; responses</strong></td>
<td>0 - 1</td>
<td></td>
<td>20</td>
</tr>
<tr>
<td><em>(Questions/answers are minimal &amp; additional information is needed.)</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>(Questions/answers are basically thorough with minor omissions.)</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>(Questions/answers are thorough.)</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Submitted on time</strong></td>
<td>0 – 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>(Not submitted on due date.)</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>(Submitted as soon as possible.)</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>(Emailed on due date; hard copy to follow.)</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>(Submitted on due date in class.)</em></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
CONSULTATION JOURNAL RUBRIC (Copy & Include with Assignment)

Name: _______________________________    Date: ______________

Purpose: The purpose of this assignment is to give you practice in providing consultation to a co-worker. You will utilize the Ten-Step Process for Collaborative School Consultation described in Chapter 5 of your textbook.

Directions: Select a co-worker or a group of co-workers at your school to serve as your consultee(s). Over a one-month period, you will complete steps 1-7 of the Ten-Step Process and keep a journal describing your activities and reflecting on the interactions using the prescribed format. You will apply information contained in Chapters 5 and 6 of your textbook as you carry out the consultation.

CONSULTATION JOURNAL SCORING RUBRIC

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Adequate</th>
<th>Marginal</th>
<th>Inadequate</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

Exemplary: The journal is organized in the prescribed manner. The writing is clear with attention to language mechanics and spelling. Each of the seven steps is clearly identified. The activities are described in detail and the consultant has identified personal strengths and recommended improvements. The problem is clearly defined and identified. At least two techniques for problem solving described in Chapter 5 are used in an effective manner. The plan targets the identified problem and contains relevant evaluation methods and criteria.

Adequate: The journal is generally organized in the prescribed manner. The writing is acceptable. The seven steps are identified. The activities are described and the consultant is able to evaluate his/her performance to some degree. The problem is defined and identified. At least two techniques for problem solving are utilized. The plan contains evaluation methods and criteria.

Marginal: The journal is generally organized. The writing is somewhat acceptable. The reader can identify the seven steps. The activities are not clearly described and the consultant does not evaluate his/her performance. The problem is vague and is not clearly defined. One technique for problem solving is utilized. The plan contains evaluation methods and criteria, but they do not appear to target the problem.

Inadequate: The consultant turns in a journal on the due date. The writing is not graduate-level. The seven steps are not identified. Activities are not described and there is no evaluation of performance. The reader cannot identify the problem. No techniques for problem solving are obvious. The plan contains no evaluation methods or criteria.

Unacceptable: The student does not submit a Consultation Journal.
CONSULTATION JOURNAL SCORING SHEET (Copy & Include with Assignment)

Name _______________________________

This activity is worth 15 points of the student’s total grade.

(2 points each)

___ 1. The journal is organized in the prescribed manner with each of the seven steps clearly identified.

___ 2. The writer describes appropriate activities for each step.

___ 3. The problem is clearly defined and identified in Step IV.

___ 4. Two techniques for problem solving are effectively used in Step VI.

___ 5. The consultant helps the consultee decide on a solution for the identified problem in Step VI.

___ 6. The consultant and consultee identify evaluation methods and criteria in Step VII.

___ 7. The writer clearly understands his/her role as the consultant.

(1 point)

___ 8. The journal is written with attention to language mechanics & spelling.

TOTAL _____/15
CONSULTATION JOURNAL

Name: ______________________       Consultation Date: ________

Step Number/Title: _________________________________

Description of Situation /Activities & How Step Identified Is Relevant:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Personal Reflection:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Next Steps:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
CO-TEACHING ACTIVITY RUBRIC

Name: _______________________________ Date: ________________

Purpose: The purpose of this co-teaching assignment is: 1) to give students an experience in co-planning and 2) to give students an experience in co-teaching.

Directions: With a partner, plan and present a 15 minute co-teaching activity. The activity should demonstrate the steps of the Instructional Process and teach your “students” a new skill. Be as creative and entertaining as possible! You will hand in your co-planning worksheet.

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Adequate</th>
<th>Marginal</th>
<th>Inadequate</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

**Exemplary:** The co-teachers keep within the 15 minute time limit and reflect poise, clarity, knowledge and interest in the content being presented. The co-planning worksheet is detailed and there is evidence that roles and responsibilities are shared. Both “teachers” are active participants and supportive of each other. The Instructional Process is followed. The co-teachers make effective use of overheads, handouts, demonstrations, media, etc. They keep the audience engaged and entertained. Audience ratings are 9-10.

**Adequate:** The co-teachers present a good overall presentation, but may be lacking in one or two of the criteria specified in the exemplary presentation. They may seem a little less polished or prepared. The co-teaching planning worksheet is vague or disorganized. Co-teaching roles do not appear to be evenly dispersed. Some steps of the Instructional Process are omitted. The presentation may fail to completely engage the audience. Audience ratings are 7-8.

**Marginal:** The co-teachers provide relevant information but demonstrate a limited understanding of the concept of co-teaching. They do not appear to have practiced the presentation. The co-teaching planning worksheet lacks detail and organization. The steps of the Instructional Process are not evident in the presentation. The presentation does not engage the audience and activities may not enhance the presentation. Audience ratings are 5-6.

**Inadequate:** Weak overall presentation that reflects little understanding of the concept of co-teaching. There is little evidence of planning and/or preparation. The co-teaching planning worksheet is perfunctory. The presentation does not follow the Instructional Process. The presentation does not engage the audience. Audience ratings are 3-4.

**Unacceptable:** This is a completely unsatisfactory presentation. There is no evidence of co-planning and no evidence that the co-teachers grasp the concept of co-teaching. Audience ratings are 0-2.
CO-TEACHING ASSESSMENT (copy and submit with assignment)

Co-Teachers: _______________________________ & _______________________________

Date: ______________

Lesson Taught: ______________________________________

Each item is worth 2 points with the exception of the first one which is worth 1 point. Total of 15 points is possible.

___ The presenters kept within the 15-minute time limit.

___ The co-planning worksheet is complete with sufficient detail.

___ The presenters were prepared and showed poise, clarity and knowledge of the content being presented.

___ The Instructional Process was followed. Each step was obvious in the presentation.

___ This was a true partnership. Each participant was an active member of the team.

___ Effective use of media/instructional props is demonstrated.

___ The lesson kept me completely engaged and entertained.

TOTAL: ____/15 points

Comments:
PROFESSIONAL DEVELOPMENT ACTIVITY
GROUP DESCRIPTIONS

Group #1:
You are providing a 30 minute professional development activity to a group of paraprofessionals. They have recently been hired to work with special education students. They will work with LD and ED students in a self-contained classroom setting. You want to prepare them for their responsibilities in the classroom.

Group #2:
You are providing a 30 minute professional development activity to a group of special education teachers. Until now, they have worked in self-contained settings. This year, they have asked to work with their students in a co-teaching situation in the regular classroom. You want to give them ideas for working in collaboration with the general education teacher.

Group #3:
You are providing a 30 minute professional development activity to a group of parents whose children have been referred for an initial special education evaluation. The Parent Resource Center has asked you to prepare them for the eligibility meeting and their role on that team.

Group #4:
You are providing a 30 minute professional development activity to a group of general education teachers. They have been told by their administrator that one or two students with moderate disabilities will be integrated into their classrooms next year. Each class will have a paraprofessional assigned to the class to provide support. You want to prepare them for their role in educating these students.

Group #5:
You are providing a 30 minute professional development activity to general educators. They have been told by their administrator that one or two students who are emotionally disturbed will be integrated into their classrooms this year. Each class will have a paraprofessional assigned to the class to provide support. You want to prepare them for their role in educating these students.

Group #6:
You are providing a 30 minute professional development activity to general educators who will serve on IEP teams. None of them is familiar with the process and know very little about special education. You want to prepare them to become active team members.
# INFORMATION PACKET FOR
PROFESSIONAL DEVELOPMENT ACTIVITY RUBRIC
(Copy & submit with assignment)

Name: ___________________________________________ Date: ______________________

<table>
<thead>
<tr>
<th></th>
<th>4 Exemplary</th>
<th>3 Good</th>
<th>2 Acceptable</th>
<th>1 Inadequate</th>
<th>0 Unacceptable</th>
</tr>
</thead>
</table>

**BACKGROUND**
Relevance of professional development activity to course content-- Why chosen?
Link to Consultation/Collaboration

**QUALITY**
Assignment reflects all requirements in syllabus description and quality reflects graduate-level status

**Reflection**
Summarizes activity, includes agenda of day and how collaboration/consultation was incorporated into design and/or activities
- Depth of reflection & depth of linkages to other course readings, teaching, and learning in general.

**Format**
- Agenda
- Verification
- Written summary

**Writing**
Paper is written to graduate-level standards and there are very few writing or printing errors.

Total: _____/10 possible

**Comments:**
Purpose: The purpose of this team assignment is twofold: (1) to develop a 30 minute staff development activity to be presented at the last class meeting; and (2) to provide you with the opportunity to improve your collaborative skills. This project will allow you to participate in the staff development process, apply effective practices for teaching adult learners and reflect upon group dynamics and teamwork.

Directions: With a team of your classmates, design a 30-minute professional development activity to acquaint your audience with the concept of collaboration. Your audience is a school faculty used to working in isolation. The activity should appeal to the characteristics of the adult learner delineated on pages 308-310 of your text and follow the Instructional Process. You may 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, you will need to prepare an evaluation form to be distributed to the audience at the end of your presentation.

You will be given an evaluation form to rate your own collaborative process as you develop this activity.

Exemplary: Group keeps within time limits; reflects poise, clarity, knowledge and interest in the content being presented; reflects a high level of preparation of all group members; makes effective use of overheads, handouts, demonstrations, media; keeps the audience engaged and entertained; provides information of interest and value to the audience. Creativity abounds!!

Adequate: Good overall presentation, but may be lacking in one or two of the criteria specified in exemplary presentation. May seem a little less polished or prepared, may be vague or disorganized. Team member roles and responsibilities do not appear to be evenly dispersed. The presentation may fail to completely engage the audience. There is some evidence of creativity.

Marginal: Presentation provides relevant information, but demonstrates only a limited understanding of the concept of collaboration. Handouts, visual aids and activities may not enhance the presentation.

Inadequate: Weak overall presentation that reflects very little knowledge of the topic. May appear very poorly prepared or may not have followed directions. Handouts, visual aids and participatory activities may be inadequate or lacking.

Unacceptable: Completely unsatisfactory presentation, with no reasonable reference to the topic or no presentation made.
PROFESSIONAL DEVELOPMENT ACTIVITY
GROUP EVALUATION

Team Name: _______________________  Team Members:_____________________

On a scale of 1-4, rate your team’s collaborative effort.

_____ Team members worked to identify mutually-convenient planning times and met that commitment.

_____ The team used time productively.

_____ Each member actively contributed to the presentation.

_____ Each team member followed through on their commitment and met group-established timelines.

_____ Communication was accomplished in an efficient manner.

_____ The team respected and utilized the varying learning styles of each member.

_____ This project was valuable to my understanding of the collaborative process.

Comments:
<table>
<thead>
<tr>
<th>Class</th>
<th>Topics</th>
<th>Assignments Due Tonight</th>
<th>Assignments for Next Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>9-14-05</td>
<td>Class 1</td>
<td>Course orientation • Introductions- large group activity • Review and discuss syllabus for EDSE 792 &amp; EDSE 662 • Group Selection/Roles • Video: “The Power of 2”</td>
<td><strong>Chapter 1</strong> – Consultation, Collaboration &amp; Teamwork in Schools A summary of research on inclusive education can be found at • Read language usage website <a href="http://www.apastyle.org/disabilities.html">http://www.apastyle.org/disabilities.html</a> • Bookmark and use <a href="http://www.ideapRACTICES.org">http://www.ideapRACTICES.org</a> • Myers-Briggs Profile - Go to <a href="http://www.typelogic.com">http://www.typelogic.com</a> or other related sites • Begin <strong>interviews</strong></td>
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<tr>
<td>9-21-05</td>
<td>Class 2</td>
<td>Consultation, Collaboration &amp; Teamwork in Schools</td>
<td><strong>Chapter 2</strong> Foundations and Frameworks for Collaborative School Consultation &amp; Preview the 10 Step Process in Chapter 5</td>
</tr>
<tr>
<td>9-28-05</td>
<td>Class 3</td>
<td>Foundations and Frameworks for Collaborative School Consultation Review 10 Step Process</td>
<td><strong>Chapter 3</strong> Working Together with Families &amp; Students (Diversity in School Environments) * 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>
</tr>
<tr>
<td>10-5-05</td>
<td>Class 4</td>
<td>Working Together with Families &amp; Students</td>
<td><strong>Chapter 4</strong> Communication Processes for Consultation, Collaboration &amp; Teamwork</td>
</tr>
<tr>
<td>10-12-05</td>
<td>Class 5</td>
<td>Communication Processes for Consultation, Collaboration &amp; Teamwork</td>
<td><strong>Chapter 5</strong> Problem-Solving Strategies for Collaborative School Consultation The 10 Step Process and techniques for group problem solving</td>
</tr>
<tr>
<td>10-19-05</td>
<td>Class 6</td>
<td>Small group meetings to finalize plans for co-teaching, information packets, &amp; professional development activities</td>
<td><strong>Chapter 6</strong> Management &amp; Assessment of Collaborative School Consultation</td>
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<td>10-26-05</td>
<td>Class 7</td>
<td>The 10 Step Process and techniques for group problem solving Management &amp; Assessment of Collaborative School Consultation</td>
<td><strong>Chapter 7</strong> Working Together for Students from Diverse Populations <strong>Chapter 8</strong> Working Together for Students with High Ability</td>
</tr>
<tr>
<td>11-2-05</td>
<td>Class 8</td>
<td>Working Together for Students from Diverse Populations Working Together for Students with High Ability</td>
<td><strong>Chapter 8</strong> Working Together for Students with Disabilities</td>
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<tr>
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<td>Topics</td>
<td>Assignments Due Tonight</td>
<td>Assignments for Next Session</td>
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<td>11-9-05</td>
<td>Working Together for Students with Disabilities</td>
<td>Co-Teaching Presentations</td>
<td>Chapter 10</td>
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<tr>
<td>Class 9</td>
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<td>Roles of School Administrators, Para-educators &amp; Development Personnel in School Consultation</td>
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<td>11-16-05</td>
<td>Roles of School Administrators, Para-educators &amp; Development Personnel</td>
<td>EDSE 792: Draft Introductory Narrative + 2 new entry forms + peer eval rubric</td>
<td>Chapter 12</td>
</tr>
<tr>
<td>Class 10</td>
<td>&amp; Related-Services &amp; Support Personnel</td>
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<td>Putting It All Together with Collaborative School Consultation &amp; Teamwork</td>
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<td>11-30-05</td>
<td>Putting It All Together with Collaborative School Consultation &amp; Teamwork</td>
<td>Professional Development Team Presentations &amp; Info Packet &amp; Consultative Journal</td>
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<td>Class 11</td>
<td>Consultative Journal Due Presentations</td>
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<td>12-7-05</td>
<td>Presentations</td>
<td>Professional Development Team Presentations &amp; Info Packet</td>
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<tr>
<td>Class 12</td>
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<tr>
<td>12-14-05</td>
<td>Final Portfolio Presentations</td>
<td>Final Portfolios</td>
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</tr>
<tr>
<td>Class 13</td>
<td></td>
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</tbody>
</table>

**Relevant Websites**

Virginia Department of Education:  [http://www.pen.k12.va.us/](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](http://www.nclb.gov/Newsletter/index.html)

American Educator’s Online Newspaper:  [www.edweek.org](http://www.edweek.org)


National Association For Middle School Principals (NASSP):  [www.nassp.org](http://www.nassp.org)

Association for Supervision and Curriculum Development:  [www.ascd.org](http://www.ascd.org)


EDSE 662, 613 Fall 05
Dr. Jane A. Razeghi
Sample Virginia SOL Lesson Plans:  
http://oncampus.richmond.edu/academics/a&s/education/solsites/ctteacher.html

Virginia SOL website to view: Standards of Learning Instruction, Training, and Assessment Resources  
http://www.pen.k12.va.us/VDOE/Instruction/sol.html
http://www.pen.k12.va.us/VDOE/Assessment/SWDsol.html


Division on Career Development and Transition (DCDT) of the Council of Exceptional Children (CEC)  
http://ww.dcdt.org

Council of Exceptional Children (CEC). This is the professional organization for special educators (teachers, administrators, etc.)  
http://www.cec.sped.org

IDEA Partnerships – complete copies of legislation, communities of practice & much, much more  
http://www.ideainfo.org

**SUGGESTED INTERVIEW QUESTIONS FOR A PARAEDUCATOR**

1. What grade level/subject and disability areas do you work with? How long have you been a paraeducator?
2. What are your responsibilities?
3. How many teachers do you work with?
4. What training did you receive either before or after starting this position? Were you informed of the characteristics of the disability you work with?
5. What experiences prior to being hired did you feel made you a good applicant for the job?
6. What makes you want to come to work most days?
7. What is the most frustrating part of your job?
8. On a scale of 1-10, how comfortable are you when the teacher leaves the room and you are left in charge?
9. Do you feel that the school climate supports you as part of the educational team? How?
10. Other than the pay scale, how would you like to see your position changed or enhanced?

**Suggested Questions for All:**

1. Under what conditions do you think collaboration is most effective?
2. Does your administration create the necessary time for consultation and/or collaboration? If so, is the amount of time provided adequate? How do you personally incorporate consultation and/or collaboration into your schedule?
3. What qualities and attributes do you think make an effective educational consultant?
4. What is your definition of consultation and collaboration and how do you utilize it within the scope of your job?

5. If you are in a team teaching relationship what is your role and how was it determined?

6. Identify and elaborate on a positive experience you have encountered in consultation or collaboration in your school?

7. Identify and elaborate on a negative aspect and/or obstacle you encountered in consultation or collaboration in your school?

8. What are the differences between the teams(s) that your administration designated and those people you choose to collaborate with?

9. Who would you choose to collaborate with when you are having difficulty with …
   a. Behavior ____________________
   b. Learning difficulties ____________________
   c. Transition questions (vertical teaming) ____________________
   d. Issues with parents ____________________
   e. Implementing the IEP goals ____________________
   f. Conflicts with staff members ____________________
   g. Paperwork and other school administration ____________________
   h. Other ____________________

10. Would your team be interested in further training to maximize the team’s efficiency?
**STUDENT INFORMATION FORM**  
**FALL 2005**  
**EDSE 662 SECTION 619**

<table>
<thead>
<tr>
<th>LAST NAME</th>
<th>FIRST NAME</th>
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</table>

**GMU EMAIL:** ________________________________  
**PROGRAM/DEGREE:** ________________

Your **favorite** thing to do? ________________  
One Word Descriptor of Self: ________________

**Home address:**

<table>
<thead>
<tr>
<th>Work phone:</th>
<th>Home Phone:</th>
<th>Cell (optional):</th>
</tr>
</thead>
</table>

**Place(s) of Work:**

1. Brief description of your experience and/or knowledge of **“consultation & collaboration”** for students with disabilities at the secondary level.

2. How are you challenged intellectually in terms of a graduate level course?

3. What type of university professor do you prefer and what does that person need to do to meet your learning needs? Please be specific.

4. What else would you like me to know about you that I may not already know? ☺