

**George Mason University**  
**College of Education and Human Development, Graduate School of Education**  
**EDSE 662: Consultation and Collaboration**  
**Prince William Cohort 17, Section 668**  
**Summer Semester 2012**

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**Course Location:** Independent Hill, Building 100, Room 32, Prince William County Public Schools

**Course Dates & Time:** Tuesdays, June 5, 2012 – July 31, 2012, 4:15p – 8:45p (**NOTE:** class **will** meet on July 3rd)

*“Innovation is fostered by information gathered from new connections; from insights gained by journeys into other disciplines or places; from active, collegial networks and fluid, open boundaries. Innovation arises from ongoing circles of exchange, where information is not just accumulated or stored, but created. Knowledge is generated anew from connections that weren't there before.”*

-Margaret Wheatley, organizational behavior theorist and consultant

*“I not only use all of the brains I have, but all I can borrow.”* -Woodrow Wilson

*“Every collaboration helps you grow.”* -Brian Eno, musician

*“Leaders are problem solvers by talent and temperament, and by choice.”*

-Harlan Cleveland, diplomat, educator, and author

**NOTE: This syllabus is dynamic—it may change according to emerging students' needs, the instructor's formative evaluation of course effectiveness, and unpredicted opportunities....**

**The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. <http://cehd.gmu.edu/values/>**

### **Course Description**

EDSE 662 provides professionals in special education, regular education, and related fields with knowledge and communications skills necessary for collaborative consultation and technical assistance to other educators and service providers.

### **Evidence-Based Practices (EBPs)**

The purpose of this course is to develop and enhance teamwork, collaborative, and consultative skills. This course will incorporate the evidence-based practices (EBPs) relevant to Consultation, Collaboration, and Communication. These EBPs are indicated with an asterisk (\*) in this syllabus' schedule. 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 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. Go to <http://iris.peabody.vanderbilt.edu/resources.html> and select the Collaboration tab to find a variety of resources and EBPs to enhance course content.

### **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 other professionals and 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 the 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 in 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;
- Plan activities that implement effective consultation and collaboration techniques; and
- Collaboratively develop a student's Individualized Education Program

#### **NATURE OF COURSE DELIVERY**

Students:

- Construct knowledge through in class activities and course assignments;
- Reflect on practices, personal skills and orientations;
- Assess their growth related to course content; and
- Provide constructive feedback to peers.

Interactive and teaming strategies are used to facilitate fulfillment of the outcomes established for the course. Instructor and student led class experiences and presentations incorporate a variety of formats, including whole and small group activities, discussion, demonstration, guest presenters, use of technologies, and lecture. The instructor at times will use Socratic dialog and problem-solving tools and techniques. Students are expected to know and use e-mail for course communication with the professor and other students and to use Blackboard for course assignments and sharing.

#### **REQUIRED TEXTS**

1. Friend, M. & Cook, L. (2010) *Interactions: Collaboration skills for school professionals* (6th ed). Boston: Allyn and Bacon, Pearson.
2. Gibb, G. S. & Dyches, T.T. (2007) *Guide to writing quality individualized education programs* (2nd ed.). Boston: Allyn and Bacon, Pearson.
3. Additional readings as assigned.

#### **HIGHLY RECOMMENDED**

American Psychological Association (2009). Publication manual of the American Psychological Association (6th ed.). Washington, DC: Author.

#### **Assessment of Course Requirements**

The major portion of your learning in this course will be the result of your personal involvement with an investigation of the materials and topics and of your application of the principles to your own situation. The instructor's role is to facilitate and to provide a favorable environment in which learning can take place. The major responsibility necessarily rests with the student.

All assignments, to receive full credit, must reflect graduate-level conception, planning, creativity, and execution, including accuracy of spelling, syntax, and grammar, and must include all components of the assignment, including following file formatting and naming conventions described in the syllabus (see individual assignment descriptions for examples).

Input from the student is required for assessment of some assignments (quality and evaluation of overall student growth and mastery); however, final grading is based on the judgment of the instructor. As noted in the syllabus, for some course assignments students are required to submit a self-assessment and/or reflection, which must be completed thoughtfully for the assignment reflected upon to be considered complete. The course assessment matrices used by the instructor are provided at the end of this syllabus.

#### **GRADING SCALE**

96 – 100%	=	A
92 – 95%	=	A-
89 – 91%	=	B+
85 – 88%	=	B
80 – 84%	=	B-
70 – 79%	=	C
< 70%	=	F

The instructor may award additional points beyond an assignment's weight to the evaluation of a student's work. The instructor may also award plus (+) or minus (-) components to a project grade or to the course grade based on class community and individual effort as demonstrated through participation, collaboration, cooperation, contribution, leadership, effort, and other collegial and scholarship factors.

A request for assignment of a course grade of Incomplete (IN) must be discussed in advance with the instructor and will be considered only under circumstances that sufficiently warrant the extension for final submission of course assignments.

#### **TaskStream: Electronic Portfolios**

In addition to submitting the signature assignment required for this course separately to the instructor, the signature assignment must be **submitted electronically** to Mason's NCATE management system, TaskStream: (<https://www.taskstream.com>) **by 4:15p the day of the last class meeting.**

To locate the correct area on TaskStream to submit the required assessment assignment, **look on your TaskStream homepage for the EDSE 662.668 Asen Summer 2012 course link.**

Several changes have been made that affect which assessments (formerly called signature assignments) are submitted to TaskStream, where those assessments are submitted, and how they are evaluated. These changes are outlined below.

- **DRF:** As of Spring 2012, students in the general access program will no longer use the Special Education Portfolio DRF to submit work. Students will be enrolled in a new DRF based on the specific course in which they are enrolled. For example, students would be enrolled in the Summer 2012 EDSE 662 DRF.
- **Rubrics:** In the old system, each assessment was aligned to one specific CEC standard. In the new system, each assessment is aligned to multiple CEC standards. Assignments and rubrics have been revised to be more comprehensive and better align to the CEC standards.
- **TaskStream: Directions for Phase 1: Creating a TaskStream Account, Phase 2: Enrolling into a DRF, and Phase 3: Uploading Assessments** are posted on Blackboard. Phase 1 directions remain the same for users. Students will automatically be enrolled into the new DRFs so Phase 2 directions should be ignored at this time. Phase 3 directions for uploading assignments are the

same; however students should disregard all references to the Special Education Portfolio and instead to be sure to post assessments into their new course-specific DRF.

**Note:** Every student registered for any EDSE course is required to submit the assessment assignment/signature assignment to TaskStream (regardless of whether a course is an elective, a one time course or part of an undergraduate minor). Failure to submit the assignment to TaskStream will result in reporting the course grade as Incomplete (IN). Unless this grade is changed, upon completion of the required submission, the IN will convert to an "F" nine weeks into the following semester.

### **Field Experience Registration**

Any course member who creates a case study and IEP based on a student whom s/he teaches and/or interviews a K-12 student must complete the GMU Online Field Experience Registration Form:

<http://cehd.gmu.edu/endorse/ferf>

### **Major Learning Activities (MLA)**

"It is not good enough to have a good mind; the main thing is to use it well."

-Rene Descartes

### **I. Attendance and Participation (10% of final grade)**

The dynamic for participation and the resulting course credit is achieved through active, thoughtful, deliberate participation in and completion of all course activities (both in and outside of class meeting time), conducting oneself professionally, and treating all respectfully. These qualities are expected as part of being a graduate student; if any are not in evidence in a specific class session or in other interactions that week, points will not be earned at all for the associated week's class session. A second occurrence of breach in expected practices will result in instructor contact with appropriate GMU personnel and loss of all course participation points.

Other important components of this part of the grade include but are not limited to the following:

A. Attendance in class. Included in attendance are:

- Promptness (getting to class and back from breaks on time),
- Being present for the full duration of class, and
- Appropriate time allocation to activities and assignments both in and out of class face-to-face meeting time.

See "Course Expectations" for more information.

B. Preparedness: Coming to class prepared with required materials, including:

- All assignments due are completed and submitted on time and
- Demonstration of being psychologically available to learn.
- If a student does not have required materials for a class session, that student will earn 0 points (that is, no attendance and participation points will be awarded) for all aspects of attendance and participation (I.A, I.B, and I.C) for that class session. If a student does not have required materials for more than 2 class sessions for any reason, that student will not receive any of the 10 points for this major activity. If there are extreme extenuating circumstances, please consult with the instructor.

C. Participation: Demonstrates professional dispositions and actively engages in class activities.

Participation includes but is not limited to:

- Contributing thoughtfully and fully to class activities and discussions,
- Listening to the ideas of others,
- Assisting positive class dynamics (disruptive or off-task use of electronics or other items negatively influences class dynamics),
- Demonstrating enthusiasm for learning,
- Taking initiative in class discussions without dominating the discourse and may include leading discussions on assigned content, and
- Facilitating group work.

To earn points you **must** demonstrate the above **and**, on the assessment matrix for this MLA, before leaving the class session, write a “take away” from that evening’s class--something you learned, were struck by, wish to know more about, etc.

## **II. Readings: Personal “Take Away” Response Logs (12% of final grade)**

Create personal “take away” response logs for course readings as noted in the course calendar. The content of the log focuses on three (3) “take away” ideas discussed in the reading assignment that were meaningful to you. The reflections note:

- Descriptions of the topic (note text page[s])
- Rationales for why you selected each topic; that is, why the topic is personally and/or professionally relevant to you, and
- Key insights gained about the topics.

You may choose any personally meaningful mode of response that successfully conveys the relevance and thoughtful consideration. For example, you may: use a Thinking Map or other graphic organizer and/or visual representation; outline/bullet your points; write in the style of a journal entry; draw a cartoon strip illustrating highlights; compose a poem—you have the opportunity to be creative in how you present your personal connection to the text.

For those who take a traditional approach, a response log form for each chapter is provided on Blackboard under the Assignments area, in the Reading Reflections folder. Please use these forms if you do not opt for another method of expressing your response/“take away”. The responses will be shared in class in pairs, in small groups, or with the whole group.

**No written response is required for chapter 13 Perspectives and Issues** as the reading will contribute to the assignment for developing 3 personal professional goals (see V below).

## **III. Presentation: Chapter Topics (25% of final grade)**

The purposes of the Chapter Topics Presentation is to **assist class members in deepening their thinking beyond initial contemplation of the material in the course readings** through:

- Applying the chapter’s essential content during guided discussion about effective consultation and collaboration practices for special educators and
- Gaining first-hand experience with and proficiency in applying concepts and skills through activities.

**This is NOT a review of reading key facts and information; rather, it is an extension and application of the readings.**

Each Chapter Topic Presentation is **120 minutes** (though the communications presentation may be extended up to 30 minutes). Higher order thinking approaches and activities (those that require analysis, synthesis, evaluation, and creation) are emphasized throughout.

The Chapter Topics Seminar & Activities consists of planning and implementing an integration of discussion and experience to more deeply explore, contemplate, and apply concepts and strategies addressed in course readings. The presentation weaves together items from the chapter with additional references about professional practices that effective consultation and collaboration by special educators. Presenters further our exploration of the topic through posing higher order questions and facilitating discussion about the topics. The presentation consists of carefully designed and implemented activities that require class members to apply the concepts discussed in the readings, encourage personal professional connections to the topic, . Discussion and activities are intermingled to promote engagement, application, reflection, and personal connection. The main focus of the presentation is deepening understanding of concepts and how to effectively apply those concepts in practice. (Q & A and presentation feedback occur after the presentation timeframe.)

The assignment also includes:

- Submitting the following to the instructor via the Bb assignment drop box prior to the presentation:
  - A outline or “lesson plan” of the presentation, which includes explicitly stated goals for the seminar and activity portions and steps that the presentation follows and
  - Handouts that are used in/created for the presentation. As appropriate, all sources on shared documents must be cited in APA format.
- Submitting to the instructor in writing a self-assessment of the project (due via the Bb assignment drop box within 72 hours of the conclusion of the class in which the student presented).
- Participating with the instructor in a oral discussion about the project’s effectiveness, during which a final grade will be assigned. This evaluative discussion ideally will occur prior to the next class session.

Suggested resources for leading seminar discussions:

<http://faculty.quinnipiac.edu/libarts/polsci/discussion.html>

<http://pegasus.cc.ucf.edu/~janzb/courses/seminarleading.html>

[http://www.brunel.ac.uk/learnhigher/participating-in-seminars/Facilitating\\_discussions.pdf](http://www.brunel.ac.uk/learnhigher/participating-in-seminars/Facilitating_discussions.pdf)

For information on effective presentations and tips, go to: <http://www.the-eggman.com/writings/keystep1.html>

<http://go.owu.edu/~dapeople/ggpresnt.html>

<http://www.auburn.edu/~burnsma/oralpres.html>

[http://www.presentationmagazine.com/Essential\\_Presentation\\_skills.htm](http://www.presentationmagazine.com/Essential_Presentation_skills.htm)

[http://www.timetomarket.co.uk/presentation-skills-tips\\_November.htm](http://www.timetomarket.co.uk/presentation-skills-tips_November.htm)

<http://www.brunel.ac.uk/learnhigher/giving-oral-presentations/index.shtml>

Recommended books:

Garmston, R. (2005). *The Presenter’s Fieldbook: A Practical Guide*. Norwood, MA: Christopher-Gordon.

Burmark, L. (2002). *Visual Literacy: Learn to See, See to Learn*. Alexandria, VA: ASCD.

Please see the course calendar for the schedule of topics. The self-assessment form will be shared at least one week prior to the first scheduled presentation.

#### **IV. Stakeholder Interviews (10% of final grade)**

Students interview a pair of stakeholder in the schooling experience of students with disabilities (SWD). The purpose is to find out stakeholders’ views about and experiences with consultation, collaboration, and teaming related to the education of SWD, particularly with inclusive education. Interviewers create 3 open-ended interview questions (which most likely will be expanded upon as the interviewer follows up on/probes responses) that are key to the investigation. Each student asks these 3 questions of both stakeholders in the pair. The student then summarizes the findings as similarities and differences between the interviewees in a Venn diagram with semantic prompts and a summary of what was learned about the role of collaboration in the education of a SWD (the “so what” in the model provided of the graphic organizer).

#### **V. Personal Goals for Demonstration of Ethical Behavior for Consultation and Collaboration Practices by Special Education Professionals (10% of final grade)**

Students state in written list form five (5) personal goals they aspire to that demonstrate ethical behavior for their participation in consultation and collaboration activities as a special education professional. The goals must be explicit enough to provide a clear target for mastery. Additionally, each goal is explained by a brief statement of why the student believes the goal is important, relevant, and/or necessary.

#### **VI. NCATE Assessment: Individualized Education Program Project: Plan and Narratives (33% of final grade)**

**Description of Assessment and Its Use in the Program:**

**NOTE:** The full assessment description, rubric, and resources (VDOE IEP form; optional case study) are available on the course Blackboard site under Assessments in the folder NCATE Assessment: IEP Plan. Students may use the provided case study or create a case using a student to whom they provide educational services. For IEP plan format and forms, students use the VDOE forms provided for this assignment with ***all components as described below and as referred to in the assessment rubric present, in appropriate sequence, in the final project.***

**Assessment 1: Individualized Education Program (IEP)  
Required: Pedagogical and Professional Knowledge, Skills, and Dispositions  
EDSE 662: Consultation and Collaboration**

**1. Description of Assessment and Its Use in the Program**

The purpose of this assessment is to have candidates demonstrate knowledge of the individualized planning process required for the development of educational programs planning for students with mild to moderate exceptional learning needs. Candidates will demonstrate their ability to develop the critical components of an Individualized Education Program (IEP) that are legally sufficient and educationally appropriate for the described case study student. Candidates will also provide clear rationales for each component of the IEP and write a narrative describing the collaborative components of the IEP development process.

**2. How the Assessment Aligns with the Standards Cited**

**3. Brief Analysis of the Data Findings**

**4. Interpretation of How the Data Provides Evidence for Meeting Standards**

**5. Directions for the Assessment**

In this assignment/project, you will demonstrate your ability to develop the critical components of an Individualized Education Program (IEP) for a student with a mild to moderate exceptional learning need. You will also will demonstrate your understanding of how these components come together to build a framework for the student's educational program.

**Step One: Choose a Student**

For this assignment, you may use the student case study given to you by your instructor or you may choose to use information you gather from on one of your own students. If you choose to use information from one of your students, you must:

1. Verify with your school that you have access to the necessary student informational files,
2. Provide evidence that the student is a student with a mild/moderate disability,
3. Submit for in writing and receive written approval from your Instructor for your use of this students, and
4. Assign a pseudonym for the student.

It is critical to remember that you are only ONE member of an IEP team who would be developing this IEP. If appropriate, the student should be encouraged to be a member of the development team, as should in collaboration with the student (as appropriate), family members, general educators, related service providers, and other appropriate relevant stakeholders. In addition to developing the critical components of the IEP itself, you should continuously consider the collaborative aspects of the IEP process so that you will be prepared for collaborative learning opportunities in class, such as ready for role-play exercises. and other collaborative learning opportunities in class.

**Step Two: Prepare Your Case**

To begin this assignment, you will:

- Complete a thorough review of student informational files.

- Write a brief synopsis of what you would present to the IEP team about the student. This should include items related to the below factors for IEP team consideration (listed below), and a discussion of specific additional information you would request from each service provider.

### **Factors for IEP Team Considerations**

In developing, reviewing and revising the IEP, the team must consider all special factors without regard to disability category, including:

- Parent Student PerspectiveConcerns: The strengths and concerns of the student and concerns of the parent forrelevant to enhancing the education of the student as expressed by the student, when appropriate.
- StrengthsParent/Guardian Perspective: The strengths of the student and concerns of the parent forrelevant to enhancing the education of the student as expressed by the parent(s)/guardian(s).
- Evaluations: The results of the initial or most recent evaluations of the student (educational, speech/language, psychological, OT/PT, social, etc.)..
- Assessments: As appropriate, the results of the student's performance on any general state or district-wide assessments.
- Needs: The academic, developmental, and functional needs of the student.
- Behavior: In the case of a child whose behavior impedes the student's learning or tlearning bythat of others, consideconsider interventions, supports, and strategies to address that behavior (e.g., Positive Behavioral Interventions and Supports [PBIS]; Functional Behavioral Analysis [FBA]). to address that beh
- Limited English Proficiency: In the case of a student with limited English proficiency, consider the language needs of the student as those needs relate to the student's IEP.
- Blind or Visually Impaired: In the case of a student who is blind or visually impaired, provide for instruction in Braille and the use of Braille unless the IEP Team determines, after an evaluation of the student's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the student's future needs for instruction in Braille or the use of Braille), that instruction in Braille or the use of Braille is not appropriate for the student.
- Communication (Including Deaf or Hard of Hearing): Consider the communication needs of the student, and, in the case of a student who is deaf or hard of hearing, consider the student's language and communication needs, opportunities for direct communications with peers and professional personnel in the student's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode.
- Assistive Technology: Consider whether the student needs assistive technology devices and services.

### **Step Three: Complete IEP Planning Document**

Complete the IEP planning document, including the items described below, using specific instructions provided by your instructor.

#### **Component A: Present Level of Performance**

Given Using the information discussed and identified in Step 1, develop present levels of performance and individual need statements in each of the following areas:

- Results of the student's most recent individual evaluation(s); Student's strengths;
- Student's results on State and district-wide assessments;
- Student's strengths and areas of need
- Student's concerns about his/her educational program and needs;
- Parents'/Guardians' concerns for enhancing the education of their child;
- Special factors related to the student's disability such as a student's needs in the areas of behavior, communication, limited English proficiency, instruction in and the use of Braille, and assistive

- technology devices and services;
- How the student's disability affects involvement and progress in the general curriculum, or for preschool students, participation in age-appropriate activities; and
- The results of age-appropriate transition assessments and the student's strengths, preferences, and interests as they relate to transition from school to post school activities.

To create quality present levels of performance and need statements, you must:

- Summarize information from a variety of sources.
- Translate information from technical evaluation reports to clear, concise statements;
- Identify the instructional implications of evaluations.
- Describe, in language the parents/guardians and professionals can understand, the unique needs of the student that the IEP will address and identify the student's level of performance in those need areas.
- Include the child's strengths in each area as well as his or her needs.
- Describe what the student is doing now including strengths, needs related to the student's exceptionality, and parent/guardian concerns with in relation to both academic and non-academic areas (such as: classroom, community, bus, lunchroom).
- Describe learning accommodations and strategies that are currently in place for the student.
- Describe how the student's exceptionality affects the student's involvement and progress in the general education curriculum.
- Ensure that the present levels of performance establish a baseline of information about the student that can be used as the starting point from which to determine progress toward annual goals. Describe learning accommodations and strategies that are currently in place for the student.

### **Component B: Measurable Annual Goals**

Create **3 annual goals** for your the student based upon the present level of performance statements and the student's needs. Remember that the purpose of the goals is twofold:

- To meet the needs of the learner as identified in present levels of performance and
- To ensure that the student makes progress towards meeting the appropriate standards and the scope and sequence of the general education curriculum.

You should also should address behavioral, motor, social-emotional, communication and self-help needs, as necessary. The key is to identify and prioritize both areas of student need and areas of the general education curriculum that are most critical to the student.

To create quality measurable annual goals, you must:

- Include broad goals that relate directly to the information in the present levels of performance and that can be achieved in one year.
- Write in the behavioral objective format:
  - Given or condition statement (e.g., "given a bus schedule"; avoid "false givens")
  - Operational definition of the observable target behavior (e.g., "Steve will arrive at the bus stop")
  - Criterion statement (e.g., "between 5 to -2 minutes before the bus arrives")
  - Measured over time (e.g., "for 4/5 consecutive days of a work week") should be ongoing and include allow for/include intermittent data collection that provides updated evidence at the time progress is reported to parents/guardians.

### **Component C: Short Term Objectives/Benchmarks**

Write at least **2 short-term objectives/benchmarks** for each annual goal.

To write quality short-term objectives/benchmarks, you must:

- Write in the behavioral objective format described above.
- Break the annual goals down into smaller, achievable tasks.

- Verify that each benchmark relates back to the achievement of the annual goal (e.g., if the annual goal is reading 30 words per minute, a benchmark might relate to phonemic awareness or issues related to reading fluency)
- Consider the following:
  - What individualized sequential intermediate steps or temporal milestones are needed to reach the annual goal (2 or more for each goal)?
  - What specific strategies can be integrated into the objectives/benchmarks to help the learner meet their his/her annual goal?
  - What culturally, linguistically, and gender responsive instructional content, resources, and strategies can be implemented?
  - What evaluation measures (indicators of progress toward meeting the goal) will be implemented intermittently during the year?

#### **Component D: Accommodations and Modifications**

Describe and provide a rationale for the **accommodations** needed for the student to be successful in the classroom. Accommodations provide equal educational learning opportunity and access to the curriculum but do not reduce grade level standards. Areas to consider may include options for multi-sensory presentation, response, setting, organization, timing, and scheduling options.

Describe the **modifications** needed for the student. Modifications lower learning expectations and should only be used if this is the only way for the child to be successful. Parents/guardians must understand that if modifications to grade level standards are being made their child may be at risk for not meeting graduation requirements.

To write quality accommodations and modifications statements, you must:

- Ensure that accommodations/modifications are highly individualized, based on assessment data and student needs, as stated in the present level of performance statements.
- Provide a rationale that reflects a strong understanding of the impact disabilities may have on the auditory and information processing skills, test taking abilities, and cultural, linguistic, and gender differences of the student.

#### **Component E: Services, Least Restrictive Environment, Placement**

List all special education and related services that the child might need to succeed.

Provide a justification for the services that you select for your student.

- *Related services* include physical therapy, occupational therapy, speech-language pathology, social work, and other services.
- *Assistive Technology* **must** be one of the services considered for this assignment.

List all special education and related services that the child might need to participate in extracurricular and non-academic activities.

Consider: Are there any activities in which the student is unable to participate even with support?

#### **Component F: Participation in State Assessments**

Describe the student's participation in state assessments. You may use Virginia state assessments as your model. Describe the accommodations needed when participating in the state assessments. Provide a rationale for the team's decision about participation in state assessments. All students with disabilities must be included in State or and district-wide assessment programs.

If the student needs assessment accommodations, ensure that the accommodations are described.

To write a quality rationale, you must include a description of:

- Consideration of issues,
- Assurance,
- Due process rights,
- The student's exceptional condition(s), and
- Levels of student participation in the selected state and district-wide assessments as related to present levels of performance.

### Step ThreeFour: Narrative on Collaborative Components

Write a narrative describing the collaborative components of the IEP development process. This could include a discussion of what the collaboration activities that should occur prior to the IEP development, methods of involving families, related service providers, and other professionals in the IEP development process, and what collaboration should activities occur after the IEP is developed, including next steps for working with general education teachers, the student, and other stakeholders.

To write a quality narrative, you must:

- Include a description of how the CEC standards identified in this document (**Section 2. How the Assessment Aligns with the Standards Cited**) and course syllabus relate to collaboration between among IEP team members.
- Identify areas of collaboration experienced that have occurred and areas that would be desirable for your specific future collaboration to benefit the student (e.g., transition planning might include outside agencies).
- Briefly describe how the information included in the IEP pPlanning document you use for this assignment is applicable to (could be transferred to or used in) a standard state IEP form, using any state of your choosing as an example.

### Targets and Point Allocations for the IEP Plan Project

<p><b>I. Present Levels of Performance</b>  <b>CEC/IGC</b>  <b>Standards 2 &amp; 3</b></p> <p><b>3 points</b></p>	<ul style="list-style-type: none"> <li>•Candidate writes appropriate present levels of performance with a clear link to assessments and demonstrates an understanding of the educational implications of the characteristics of various mild to moderate exceptionalities, sensory impairments, and variations in beliefs, traditions, and values across and within cultures.</li> <li>•Candidate demonstrates respect for the student and an understanding of the similarities and differences in human development in writing about the present levels of performance.</li> <li>•Candidate justifies present levels of performance through the use of curriculum based assessment data.</li> <li>•Candidate describes strengths and areas in need of improvement in relation to Virginia Standards of Learning.</li> </ul>
<p><b>II. Measurable Annual Goals</b>  <b>CEC/IGC</b>  <b>Standards 1 &amp; 7</b></p> <p><b>3 points</b></p>	<ul style="list-style-type: none"> <li>•Candidate demonstrates an understanding of the models and theories related to instructional planning by writing age and ability appropriate annual goals which are responsive to issues of human diversity including cultural, linguistic and gender differences, are measurable, prioritized and based upon the scope and sequence of the Virginia Standards of Learning, reflect present levels of performance, and show emphasis on increasing skills or positive behavior.</li> </ul>
<p><b>III. Short Term Objectives/ Benchmarks</b>  <b>CEC/IGC</b>  <b>Standards 1 &amp; 7</b></p>	<ul style="list-style-type: none"> <li>•Candidate demonstrates an understanding of the models and theories related to instructional planning by writing sequential age and ability appropriate individualized learning objectives/benchmarks that respond to cultural, linguistic and gender differences and relates all benchmarks directly to an annual goal.</li> <li>•Candidate includes the condition, measurable and observable learner behavior,</li> </ul>

<b>3 points</b>	<p>and verifiable criteria.</p> <ul style="list-style-type: none"> <li>•Candidate utilizes learner criteria that are appropriate to task performance.</li> </ul>
<b>IV. Services/ Least Restrictive Environment/ Placement CEC/IGC Standards 1 &amp; 7 3 points</b>	<ul style="list-style-type: none"> <li>•Candidate lists appropriate program and primary services which demonstrate an understanding of the continuum of placement and services available for individuals with mild to moderate exceptional learning needs, and the concept of the least restrictive environment.</li> <li>•Candidate selects primary and related services that align with areas of need based on present levels of performance.</li> </ul>
<b>V. Participation in State Assessments: VGLA, VSEP, VAAP, VMAST, and SOL CEC/IGC Standards 1 &amp; 3 3 points</b>	<ul style="list-style-type: none"> <li>•Candidate considers issues, assurance, and due process rights related to assessment as they select appropriate levels of student participation in state assessments based on present levels of performance and student's exceptional condition(s).</li> <li>•Candidate selects participation levels that reflect the impact an exceptional condition(s) can have on an individual's testing abilities including auditory and information processing skills.</li> </ul>
<b>VI. Accommodations / Modifications CEC/IGC Standards 3 &amp; 7  3 points</b>	<ul style="list-style-type: none"> <li>•Candidate identifies and prioritizes appropriate accommodations/modifications (including frequency, location, setting, and duration) based on present levels of performance, which provide access to nonacademic and extracurricular activities and educationally related settings.</li> <li>•Candidate describes the accommodations/modifications which provide the foundation upon which special educators individualize instruction to provide meaningful and challenging learning for individuals with mild to moderate learning needs including appropriate technologies (as needed), explicit modeling and efficient guided practice.</li> <li>•Candidate selects accommodations/modifications that are based on assessment data and reflect the candidate's understanding of the impact disabilities may have on auditory and information processing skills, test taking abilities and cultural, linguistic and gender differences.</li> </ul>
<b>VII. Legal Compliance of IEP CEC/IGC Standard 1  3 points</b>	<ul style="list-style-type: none"> <li>•Candidate writes a comprehensive IEP which 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.</li> <li>•Candidate includes a list of services, including start and end date, frequency, duration and location.</li> <li>•Candidate writes the IEP using neutral, non-inflammatory language, with clarity, minimal use of acronyms, legibility, and accuracy (including spelling).</li> <li>•Candidate writes areas of need, goals, objectives/benchmarks, placements and services with a strong connection to the present levels of performance.</li> </ul>
<p>The narratives are submitted individually and separately from the IEP forms.</p>	
<b>VIII. Narrative on IEP Collaboration CEC/IGC Standard 10</b>	<ul style="list-style-type: none"> <li>•Candidate writes a narrative which reflects an understanding of the collaborative nature of the IEP development process, as well as the roles of individuals with exceptional learning needs, families, and school and community personnel in planning of an individualized program.</li> </ul>

<b>3 points</b>	<ul style="list-style-type: none"> <li>•Candidate describes specific methods for fostering respectful and beneficial relationships between families and professionals throughout the IEP development process.</li> </ul>
<b>IX. Alignment with CEC Standards</b>  <b>3 points</b>	<ul style="list-style-type: none"> <li>•Candidate discusses in writing in an extensive and thoughtful manner, the connection between the content of this assignment and CEC Standards 1, 2, 3, 7 and 10.</li> </ul>
<b>X. Quality of Communication</b>  <b>6 points</b>	<ul style="list-style-type: none"> <li>•Communicates with clarity, precision, accuracy, and engagement.</li> <li>•Reflects written composition abilities of a graduate student and professional educator (conception, sequence and flow, and mechanics).</li> <li>•Uses neutral, non-inflammatory language.</li> <li>•Uses acronyms minimally.</li> </ul>

**Summary of Course Requirements:**

	EDSE 662-668 PW17 Course Requirements	Points
I	Attendance, Preparedness, Participation, and Professional Disposition, including class session “take away”, due weekly, and last class session course reflection	10
II	Readings: Personal “Take Away” Response Logs (one point per chapter; reflections recorded for a total of 3 topics between the each chapter and any associated additional readings); due weekly	12
III	Chapter Topics Presentation: see course calendar for schedule and assignment assessment matrix for points allocation	25
IV	Stakeholder Interviews: due July 3 <sup>rd</sup>	10
V	5 Personal Goals for Demonstration of Ethical Behavior for Consultation and Collaboration Practices by Special Education Professionals: due July 31 <sup>st</sup>	10
VI	IEP Plan and Narratives Plan: due July 24 <sup>th</sup> Narratives: Collaboration and Alignment with CEC Standards: due July 31 <sup>st</sup>	33
	Total	100

At the end of the semester you will be asked to confirm your course self-assessment (points you assign for each major learning activity) and reflect on your growth in the course. A form for the course self-assessment will be provided before or at the last class.

## Course Expectations

- Attendance at and preparedness for all sessions are very important. Many of the activities in class that contribute to building and revising conceptual models and personal orientations are planned in such a way that they cannot necessarily be recreated outside of the class session. Information, activities, guest speakers, and role plays will be presented in class that are not a part of the text and can be experienced only in the class.
- Students are required to (a) attend all classes during the course, (b) arrive on time, including back from break(s), (c) stay for the duration of the class time, (d) participate in all class activities (both face-to-face and electronic means), and (e) complete and submit all assignments on time. Attendance and professionally relevant, active participation that demonstrates proper professional behavior are expected in all class sessions and interactions for a grade of B or better.
- Attendance, preparedness (assignments are: submitted on time; complete; of sufficient quality), participation, and professional disposition are required in each class session to be eligible to earn points for that class session (including for receiving points for homework assignments due that session). The GMU CEHD Professional Dispositions serve as a minimum standard for class member behavior (<http://gse.gmu.edu/facultystaffres/profdisp.htm>).
- Use of Computers, Cell Phones, PDAs, iPads, and other electronic devices: Please be *fully* present in class. It is impossible to participate fully in this class while texting, engaging in Facebook, tweeting, working on documents, checking email, etc. Please use computers only for work related to the current class activity. Checking email, surfing the web, using applications software, or working on material other than the current class activity are considered distractions and counter. Students engaging in such conduct during class time will not be permitted use of devices in class and the breach will be considered as non-attendance for that class session. If, for emergency reasons, you must be available via cell phone, please seek permission from the instructor in advance of class and, if access is granted, place your cell phone on vibrate and mute the ring tone to avoid class disruption.
- Class starts at 4:15 p.m. and ends at 8:45 p.m. as per the clock on the classroom wall (which may differ from your time piece). It will not be considered disruptive or disrespectful to leave at 8:45 p.m. No required new class content will be presented after that time but discussion may continue for those for those who have questions and for those who wish to participate.
- Please alert the instructor prior to class of impending late arrival, early exit from class, or absence (see information below).
- As adult learners, you make personal decisions about enacting professional responsibilities, including those as a student. Class attendance is crucial to course competence; however, there may be an instance when you are not able to attend class. Please do not request permission to miss a class—you must make your own decision. All students are granted one absence. More than one absence for any reason will result in the final grade dropping by 5 points per absence. If there are extreme extenuating circumstances, please consult with the instructor.
- Students who are absent or who miss partial class time are held responsible for the material covered and assignments due as if in attendance and as outlined in the course syllabus. It is your responsibility to arrange with another student for collection of and to promptly obtain class notes, handouts, lecture details, explanations of content and procedures, etc.
- In-depth reading, study, and work on course requirements require outside class time. Students are expected to allot at least three hours per course meeting hour (or at least 13.5 hours per week for this course) for class session preparation (reading, study, planning, etc.). This is in addition to time devoted to assignments that take the place of class time and time devoted to completing course major learning activities.

- If you feel you cannot adhere to the assignment and class schedule noted in the syllabus, please contact the Instructor immediately to discuss options for withdrawing and completing the course during another semester or under agreed upon conditions.
- Use the GMU Blackboard site to refer to, post, and access important information for this course (<https://mymasonportal.gmu.edu/webapps/portal/frameset.jsp>). Many course materials (e.g., handouts; slide presentations) and class assignments will be posted on Blackboard. Students are responsible for accessing these materials and having materials available for each class.
- All learning activity assignments are required to be completed and submitted on time. This includes posting the assessment/signature assignment to TaskStream by 4:30 p.m. the last day of class. When the format for assignment response includes print/hard copy, to be considered handed in on time the print/hard copy must be received by the instructor by the start of the class session at which the assignment is due. In fairness to students who make the effort to submit papers on time, If an assignment is not submitted on time IN PRINT/HARD COPY it is LATE even if submitted on time electronically. **Exceptions must receive prior instructor approval.**
- For late submissions of assignments:  
Major Learning Activities:
  - Five (5) points will be deducted from your assignment grade for late submissions unless the instructor has agreed to an extension (which may be used one time only for one assignment only). The maximum extension is 7 days, after which the assignment is not awarded any points toward a final grade.
  - The date that the assignment was **received in hand as a print/hard copy** by the instructor will be considered the date submitted.
  - Submitting an assignment late does not alter the due dates of the other assignments and prevents timely feedback regarding work that may be of value in later assignments. Strive to keep up with the assignment schedule so that you will be able to have appropriate formative evaluation and feedback from your instructor across the semester.
 Assignments Due Weekly (e.g., responses to readings):
  - One-half of the point value will be deducted from your assignment grade for late submissions unless the instructor has agreed to an extension. The maximum extension is 7 days, after which the assignment is not awarded any points toward a final grade.
- As noted in this syllabus, students are responsible for electronically submitting major learning activity assignments to the instructor via Blackboard and to TaskStream (assessment/signature assignment only) as per set timelines. Electronic submissions are required to use designated file name protocols. One (1) point will be deducted for each day late of not adhering to the Bb and TaskStream electronic submission timelines. One (1) point will be deducted for each incidence of not adhering to file name guidelines stated in the syllabus. One (1) point will be deducted for each incidence of not including identifying information (name, date, course, section) on your submitted work.
- Your GMU email address and the instructor's GMU email address are the only email addresses that will be used for communication in this course. Student email is accessed at <http://masonlive.gmu.edu>. ALL communication regarding coursework, enrollment issues, advising, internship and important program listserv announcements are sent to students via their Mason email accounts. Students are held responsible for this information. Failing to check your Mason email or citing technical difficulties does not relieve you of this responsibility. Please make sure your *GMU email is activated and checked daily* for communications from the instructor as well as for university announcements. Any student who experiences technical issues or who has questions with regard to activating and/or accessing his/her MasonLive email account should contact the ITU Support Center directly (and immediately!) at 703-993-8870 and [support@gmu.edu](mailto:support@gmu.edu). ITU information is available at <http://itservices.gmu.edu/>.

- It is your responsibility to communicate with the instructor about options if technical difficulties you are experiencing are prohibiting course participation, receipt of course related email messages, and access to Blackboard.
- Please send outgoing email messages only through your GMU email account when related to this course and GMU business. Do NOT send course related email through your personal or professional email account(s) unless you have a documented issue using GMU email. You may activate and forward your GMU email to your most-checked account; however, send any reply/outgoing message via your GMU email account. (To forward email: Go to <http://mail.gmu.edu>. Click on Options tab at the top of the page. Click on Settings link on the left of the page. Type in your most-checked email account in the box labeled Mail Forwarding.)
- Subscribe to the GMU/GSE Special Education list serve if you do not already receive list serve announcements. Please subscribe to the GMU/GSE Special Education list serve to receive important program updates and announcements. You can subscribe or unsubscribe the listserv via email:
  - Address an email message to [listserv@listserv.gmu.edu](mailto:listserv@listserv.gmu.edu)
  - Put the following in the body of the message: subscribe SPECIAL-EDUCATION-PROGRAM-L yourfirstname yourlastname
  - A confirmation message will be sent to your email 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.
- Written Language: APA Style is the standard format for any written work in the College of Education. If unfamiliar with APA format, it would benefit you to purchase the Publication Manual of the American Psychological Association (6th ed.) You are required to use APA guidelines for all course assignments. This website links to APA format guidelines: <http://apastyle.apa.org>.
- Oral Language: Use person-first language in class discussions and written assignments. Use "person-first language" in class discussions and written assignments (and ideally in professional practice). In accordance with terminology choices in the disability community, strive to replace the term "Mental Retardation" with "Intellectual Disabilities" in oral and written communication and to avoid language labels by stating, for example, a "student with disabilities" (SWD) rather than a "disabled student". Please refer to guidelines for non-handicapping language in APA Journals, including information available at: <http://www.apa.org/pi/disability/resources/policy/resolution-ada.pdf> and <http://supp.apa.org/style/pubman-ch03.15.pdf>.
- Academic Integrity: Students in this course are expected to exhibit academic integrity at all times. Be aware that plagiarism is presenting someone else's work as your own. **Whether the act is deliberate or unintentional is irrelevant.** You must take great care to give credit to an author when you borrow either exact words or ideas. Generally, if you use 4 or more words in a row you should use quotation marks and a proper APA citation. Remember that plagiarism is a very serious offense and can result in dismissal from the University. Evidence of plagiarism or any other form of cheating in this class will result in a zero on that assignment and a report of the incident to the Dean's Office.
- Be an Informed Student: Negotiating all the requirements for your Master's and/or VA Licensure is extremely complex. It is recommended that you schedule a phone/email or in-person appointment with one of the Special Education Advisors, Jancy Templeton ([jtemple1@gmu.edu](mailto:jtemple1@gmu.edu); 703-993-2387) or Danielle Williamson ([dwilli19@gmu.edu](mailto:dwilli19@gmu.edu); 703-993-4361). Doing so each semester will ensure that you rectify any outstanding issues, are timely with all necessary paperwork, and are ultimately in good standing to graduate on time.
- Please keep up-to-date with cohort announcements and requirements as posted at the GMU Special Education Cohort web site: [http://gse.gmu.edu/programs/sped\\_cohort\\_program/cohort\\_home/](http://gse.gmu.edu/programs/sped_cohort_program/cohort_home/). This site includes information to assist cohort participants, including announcements, a cohort handbook, and cohort specific information. For additional assistance with cohort and outreach program queries, please contact Pam Baker ([pbaker5@gmu.edu](mailto:pbaker5@gmu.edu)).

- All student work may be shared in future courses and professional development taught by Dr. Sheryl Asen. Author credit explicitly will be given to the student authors for their work.

### General Directions for Assignments

Please retain a copy of each of your assignments in addition to copies submitted. It is recommended that students retain copies of all products in all courses to document their progress through the GSE ED/LD program.

Written components for all assignments should: be printed via electronic means (e.g., using word processing); are due on the dates and times indicated; and must be submitted both in print and electronically as noted in this syllabus. Consult with the instructor in advance if there is a problem. In fairness to students who make the successful effort to submit assignments on time, grades will reflect promptness (or degree of delinquency). (See Course Expectations for a detailed explanation of the resulting point deductions for late work.)

All work must follow sensible, well-known guidelines. Documents created in word processing should be:

- Double-spaced,
- Have at least 1" margins all around,
- Use a common legible type (e.g., Arial; Times New Roman), and
- Use a 12-point font in black (though color may be used for hyperlinks or when necessary for distinguishing points for which color is required).

There are many resources on the web on PowerPoint (or electronic slideshow) guidelines / do's and don'ts—please review and apply these.

All work must include the student's name, course-section (EDSE 544-669), and date of the submission/version. For Word and PDF documents, include this information and pagination in a document header and/or footer; for PowerPoint files, note the identifying information in the first slide.

Electronic copies of written work must be in either MS Office applications (Word or PowerPoint) or Adobe Acrobat (PDF format). For images and sound/video, JPG or GIF files and wav and mp4 files are acceptable when such format use is appropriate. **Please do not use Publisher, BMP files, or Notebook files.** If you have questions about file formats, contact the instructor.

For electronic file names, please:

- Do not use any non-alphabetic or non-numeric characters in file names (e.g., do not use dashes, underscores, or dots/periods embedded in the file name stem).
- Start the file name with your LastF (for last name first initial. Use your middle initial as well if someone in the course has the same first and last name).
- Follow your name with a product description.
- Example: AsenScommunityresource.doc or AsenSpotsecondaryresource.pdf

If you have questions, contact the instructor. Files that are not named using the convention protocol described above may be returned to the student, particularly as sometimes files named otherwise cannot be opened by different computer operating systems and applications versions.

If you experience difficulties with the writing process, documentation of your work and efforts with the GMU Writing Center to improve your skills must be submitted to the instructor. (See Campus Resources in this syllabus.)

**Please note that for all course related activities, student and family privacy must be protected in all written, visual, and oral communication. Please refrain from including any information that would jeopardize compliance with FERPA regulations** (<http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>).

## COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

### Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [see <http://academicintegrity.gmu.edu/honorcode/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [see <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [see <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of university communications sent to their George Mason University 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 must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

### Campus Resources

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [see <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [see <http://writingcenter.gmu.edu/>].
- The George Mason University Office of Disabilities Services implements and coordinates reasonable accommodations and disability-related services that afford equal access to university programs and activities. The Office of Disability Services at George Mason University offers a variety of services for students with documented disabilities

### Core Values Commitment

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. <http://cehd.gmu.edu/values/>

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [see <http://gse.gmu.edu/>].

## RELATIONSHIP OF COURSE TO PROGRAM GOALS AND PROFESSIONAL ORGANIZATIONS

This course is part of the George Mason University, Graduate School of Education, and Special Education Program for teacher licensure in the Commonwealth of Virginia in the special education areas of Emotional Disturbance and Learning Disabilities, and Intellectual Disabilities. This program complies with the standards for teacher licensure established by the Council for Exceptional Children, the major special education professional organization. As such, the learning objectives for this course cover many of the competencies for secondary curriculum and strategies for teaching individuals with emotional disturbances, learning disabilities, and mild intellectual disabilities kindergarten through grade 12.

The CEC Standards are listed on the following web site:

[http://www.cec.sped.org/Content/NavigationMenu/ProfessionalDevelopment/ProfessionalStandards/EthicsPracticeStandards/Professional\\_Standards\\_CEC\\_Performance\\_Based\\_Standards.htm](http://www.cec.sped.org/Content/NavigationMenu/ProfessionalDevelopment/ProfessionalStandards/EthicsPracticeStandards/Professional_Standards_CEC_Performance_Based_Standards.htm). CEC standards that are addressed in the class assignments include the following.

### **Standard 1: Foundations**

Special educators understand the field as an evolving and changing discipline based on philosophies, evidence-based principles and theories, relevant laws and policies, diverse and historical points of view, and human issues that have historically influenced and continue to influence the field of special education and the education and treatment of individuals with exceptional needs both in school and society. Special educators understand how these influence professional practice, including assessment, instructional planning, implementation, and program evaluation. Special educators understand how issues of human diversity can impact families, cultures, and schools, and how these complex human issues can interact with issues in the delivery of special education services. They understand the relationships of organizations of special education to the organizations and functions of schools, school systems, and other agencies. Special educators use this knowledge as a ground upon which to construct their own personal understandings and philosophies of special education.

### **Standard 3: Individual Learning Differences**

Special educators understand the effects that an exceptional condition can have on an individual's learning in school and throughout life. 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 exceptional condition to impact the individual's academic and social abilities, attitudes, values, interests, and career options. The understanding of these learning differences and their possible interactions provide the foundation upon which special educators individualize instruction to provide meaningful and challenging learning for individuals with ELN.

### **Standard 5: Learning Environments and Social Interactions**

Special educators actively create learning environments for individuals with ELN that foster cultural understanding, safety and emotional well-being, positive social interactions, and active engagement of individuals with ELN. In addition, special educators foster environments in which diversity is valued and individuals are taught to live harmoniously and productively in a culturally diverse world. Special educators shape environments to encourage the independence, self-motivation, self-direction, personal empowerment, and self-advocacy of individuals with ELN. Special educators help their general education colleagues integrate individuals with ELN in regular environments and engage them in meaningful learning activities and interactions. Special educators use direct motivational and instructional interventions with individuals with ELN to teach them to respond effectively to current expectations. When necessary, special educators coordinate all these efforts and provide guidance and direction to para-educators and others, such as classroom volunteers and tutors.

### **Standard 6: Language**

Special educators understand typical and atypical language development and the ways in which exceptional conditions can interact with an individual's experience with and use of language. Special

educators use individualized strategies to enhance language development and teach communication skills to individuals with ELN. Special educators are familiar with augmentative, alternative, and assistive technologies to support and enhance communication of individuals with exceptional needs. Special educators match their communication methods to an individual's language proficiency and cultural and linguistic differences. Special educators provide effective language models, and they use communication strategies and resources to facilitate understanding of subject matter for individuals with ELN whose primary language is not English. Beginning special educators demonstrate their mastery of language for and with individuals with ELN through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the preparation program is preparing candidates.

### **Standard 7. Instructional Planning**

Individualized decision-making and instruction is at the center of special education practice. Special educators develop long-range individualized instructional plans anchored in both general and special curricula. In addition, special educators systematically translate these individualized plans into carefully selected shorter-range goals and objectives taking into consideration an individual's abilities and needs, the learning environment, and a myriad of cultural and linguistic factors. Individualized instructional plans emphasize explicit modeling and efficient guided practice to assure acquisition and fluency through maintenance and generalization. Understanding of these factors as well as the implications of an individual's exceptional condition, guides the special educator's selection, adaptation, and creation of materials, and the use of powerful instructional variables. Instructional plans are modified based on ongoing analysis of the individual's learning progress. Moreover, special educators facilitate this instructional planning in a collaborative context including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate. Special educators also develop a variety of individualized transition plans, such as transitions from preschool to post secondary work learning contexts. Special educators are comfortable using appropriate technologies to support instructional planning and individualized instruction.

### **Standard 8. Assessment**

Assessment is integral to the decision-making and teaching of special educators and special educators use multiple types of assessment information for a variety of educational decisions. Special educators use the results of assessments to help identify exceptional learning needs and to develop and implement individualized instructional programs, as well as to adjust instruction in response to ongoing learning progress. Special educators understand the legal policies and ethical principles of measurement and assessment related to referral, eligibility, program planning, instruction, and placement for individuals with ELN, including those from culturally and linguistically diverse backgrounds. Special educators understand measurement theory and practices for addressing issues of validity, reliability, norms, bias, and interpretation of assessment results. In addition, special educators understand the appropriate use and limitations of various types of assessments. Special educators conduct formal and informal assessments of behavior, learning, achievement, and environments to design learning experiences that support the growth and development of individuals with ELN. Special educators use assessment information to identify supports and adaptations required for individuals with ELN to access the general curriculum and to participate in school, system, and statewide assessment programs. Special educators regularly monitor the progress of individuals with ELN in general and special curricula. Special educators use appropriate technologies to support their assessments.

### **Standard 9: Professional and Ethical Practice**

Special educators are guided by the profession's ethical and professional practice standards. Special educators practice in multiple roles and complex situations across wide age and developmental ranges. 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 individuals with ELN, their families, colleagues, and their own professional growth. Special educators view themselves as lifelong learners and regularly reflect on and adjust their practice. Special educators are aware of how their own and others attitudes, behaviors, and ways of communicating can influence their practice. Special educators understand that culture and language can

interact with exceptionalities, and are sensitive to the many aspects of diversity of individuals with ELN and their families. Special educators actively plan and engage in activities that foster their professional growth and keep them current with evidence-based best practices. Special educators know their own limits of practice and practice within them.

**Standard 10. Collaboration**

Special educators routinely and effectively collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways. This collaboration assures that the needs of individuals with ELN are addressed throughout schooling. Moreover, special educators embrace their special roles as advocate for individuals with ELN. Special educators promote and advocate the learning and well being of individuals with ELN across a wide range of settings and a range of different learning experiences. Special educators are viewed as specialists by a myriad of people who actively seek their collaboration to effectively include and teach individuals with ELN. Special educators are a resource to their colleagues in understanding the laws and policies relevant to individuals with ELN. Special educators use collaboration to facilitate the successful transitions of individuals with ELN across settings and services.

## EDSE 662-668 PW17 Calendar

Version: June 5, 2012

**Subject to change and additional assignments added as appropriate.**

**Bring the course texts to class each week!**

**NOTE: All IEP steps require submitting the correlated pages of the VDOE IEP form.**

Class #: Date	Topics	Assignments Due Next Class (Do this for the next week!)
1: June 5	Stakeholders Affirmation of goal: consultation and collaboration Partnerships Assets Syllabus, Assignments, Teams Getting ready: PLAAFP with Walk Talk about case study students	Read/reflect: Friend & Cook chapter 1, The Fundamentals of Collaboration Read/respond: Gibb & Dyches, Preface, Introduction; Meet Our Students; Step 1 PLAAFP Due: <ul style="list-style-type: none"> <li>• Reading Responses</li> <li>• Draft of step 1 PLAAFP for case study student</li> <li>• Align targets for NCATE assessment with steps in Gibb &amp; Dyches</li> </ul>
2: June 12	Fundamentals of Collaboration Alignment of NCATE assessment with steps in Gibb & Dyches Step 1: PLAAFP discussion, responses, and draft review What I know... preparing for our interviews	Read/reflect: Friend & Cook chapter 2, Interpersonal Problem Solving Read/respond: Gibb & Dyches, Step 2 measurable annual goals Due: <ul style="list-style-type: none"> <li>• Reading Responses</li> <li>• Final copy: PLAAFP (Bb; print)</li> <li>• Draft of step 2, measurable annual goals</li> </ul>
3: June 19	Hand in final copy in print and on Bb of PLAAFP Step 2: measurable annual goals discussion, responses, and draft review Problem solving steps and tools	Read/reflect on each: Friend & Cook chapter 5 Co-Teaching and chapter 6 Paraeducators Read/respond: Gibb & Dyches, step 3 student progress Due: <ul style="list-style-type: none"> <li>• Reading Responses</li> <li>• Final copy: step 2 measurable annual goals (Bb; print)</li> <li>• Draft of step 3, student progress</li> </ul>
4: June 26	Hand in final copy in print and on Bb of step 2 measurable annual goals Step 3: student progress discussion, responses, and draft review Presentation: Co-Teaching and Paraeducators School-based coaches	Read/reflect: Friend & Cook chapter 8 Families Read/respond: Gibb & Dyches, step 4 services needed Due: <ul style="list-style-type: none"> <li>• Reading Responses</li> <li>• Interview Analyses</li> <li>• Final copy: step 3 student progress (Bb; print)</li> <li>• Draft of step 4 services needed</li> </ul>
5: July 3	Hand in final copy in print and on Bb of step 3 student progress Step 4: services needed discussion, responses, and draft review Presentation: Families Interviews: lessons learned	Read/reflect: Friend & Cook chapter 3 Teams, chapter 4 Consultation Read/respond: Gibb & Dyches, step 5 student participation Due: <ul style="list-style-type: none"> <li>• Reading Responses</li> <li>• Final copy: step 4 services needed (Bb; print)</li> <li>• Draft of step 5 student participation</li> </ul>

## EDSE 662-668 PW17 Calendar

Version: June 5, 2012

**Subject to change and additional assignments added as appropriate.**

**Bring the course texts to class each week!**

**NOTE: All IEP steps require submitting the correlated pages of the VDOE IEP form.**

Class #: Date	Topics	Assignments Due Next Class
6: July 10	Hand in final copy in print and on Bb of step 4 services needed Step 5: student participation discussion, responses, and draft review Presentation: Teams and Consultation	Read/reflect: Friend & Cook chapter 9 Interpersonal Communication, chapter 10 Using Statements, chapter 11 Asking Questions Read/respond: Gibb & Dyches, step 6 accommodations Due: <ul style="list-style-type: none"> <li>• Reading Responses</li> <li>• Final copy: step 5 student participation (Bb; print)</li> <li>• Draft of step 6 accommodations</li> </ul>
7: July 17	Hand in final copy in print and on Bb of step 5 student participation Step 6: accommodations discussion, responses, and draft review Presentation: Interpersonal Communication, Using Statements, and Asking Questions	Read/reflect: Friend & Cook chapter 7 Practical Matters and chapter 12 Difficult Interactions Due: <ul style="list-style-type: none"> <li>• Reading responses</li> <li>• Final copy: step 6 accommodations (Bb; print)</li> <li>• Draft of: <ul style="list-style-type: none"> <li>○ Narrative on IEP collaboration</li> <li>○ Connection between content of NCATE assessment and CEC Standards 1, 2, 3, 7, and 10</li> <li>○ 5 Personal Goals for Demonstration of Ethical Behavior for Consultation and Collaboration</li> </ul> </li> </ul>
8: July 24	Hand in final copy in print and on Bb of step 6 accommodations Discussion and draft review of narrative on IEP collaboration Presentation: Practical Matters and Difficult Interactions Cultural responsiveness, including being an ally	Read/reflect: Friend & Cook chapter 13 Perspectives and Issues (written application is the goals assignment) Due: <ul style="list-style-type: none"> <li>• Final copy: <ul style="list-style-type: none"> <li>○ Narrative on IEP collaboration</li> <li>○ Discussion of connection between content of NCATE assessment and CEC Standards 1, 2, 3, 7, and 10</li> <li>○ 5 Personal Goals for Demonstration of Ethical Behavior for Consultation and Collaboration</li> </ul> </li> <li>• Post all NCATE assessment documents to TaskStream</li> </ul>
9: July 31	Best Alternative to a Negotiated Agreement (BATNA) Concerns-Based Adoption Model (C-BAM) IEP Collaboration & Ethics Another transition....	Rest & Relaxation WAHOO!