



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

Fall 2015

EDSE 662 001: Consultation and Collaboration

CRN: 73097, 3 - Credits

<b>Instructor:</b> Dr. Sharon Ray	<b>Meeting Dates:</b> 08/31/15 - 12/21/15
<b>Phone:</b> Office (703) 993-5247 Cell (703) 673-8540	<b>Meeting Day(s):</b> Monday
<b>E-Mail:</b> <a href="mailto:sray4@gmu.edu">sray4@gmu.edu</a> *Best Contact Method	<b>Meeting Time(s):</b> 7:20 pm-10:00 pm
<b>Office Hours:</b> Before/After Class or By Appointment	<b>Meeting Location:</b> Fairfax KH 15

***Note:** This syllabus may change according to class needs. Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.*

**Course Description**

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. Prerequisite(s): Teaching licensure, or enrollment in graduate degree program in education. Hours of Lecture or Seminar per week: 3 Hours of Lab or Studio per week: 0

**Prerequisite(s):** Teaching licensure, or enrollment in graduate degree program in education

**Co-requisite(s):** None

**Advising Contact Information**

Please make sure that you are being advised on a regular basis as to your status and progress through your program. Mason M.Ed. and Certificate students should contact the Special Education Advising Office at (703) 993-3670 for assistance. All other students should refer to their faculty advisor.

### **Advising Tip**

Did you know that to receive your teaching license you need to submit your request to VDOE? Depending on your situation, you can either submit your paperwork to VDOE through your county HR office or through GMU. For instructions, visit <http://cehd.gmu.edu/teacher/instructions>.

### **Nature of Course Delivery**

Learning activities include the following:

1. Class lecture and discussion
2. Application activities
3. Small group activities and assignments
4. Video and other media supports
5. Research and presentation activities
6. Electronic supplements and activities via Blackboard

### **Evidence-Based Practices**

This course will incorporate the evidence-based practices (EBPs) relevant to communication, collaboration, and consultation. 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.

### **Learner Outcomes**

Upon completion of this course, students will 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.
- Develop an Individualized Education Plan

## **Required Textbooks**

Bateman, B. & Linden, M.A. (2012). *Better IEPs: How to develop legally correct and educationally useful programs* (5th ed). Verona, WI: Attainment Co.

Friend, M. & Cook, L. (2013). *Interactions: Collaboration for school professionals* (7th ed). Upper Saddle River, NJ: Pearson.

## **Digital Library**

Effective summer 2015, the Division of Special Education and disAbility Research will discontinue the use of the Pearson Digital Library. No further registrations will be accepted. Students who hold current subscriptions will continue to have access to the library for the remainder of their subscription time. However, no further updates will be made to the digital library. During this time, should a textbook be revised or a new book is adopted for a class where the text is included in the digital library, Pearson will have options available to you and will provide you with an individual e-text or, if there is no e-text, a printed copy. Students, who have purchased a 3-year subscription directly through Pearson Education, will also have an option to obtain a prorated refund. However, 3-year subscription access cards purchased via the GMU bookstore will need to speak with a George Mason Bookstore Representative. Please be aware that the issuance of a refund, in this case, is at the discretion of the George Mason bookstore. Concerns or questions may be directed to Molly Haines at Molly.Haines@pearson.com.

## **Recommended Textbooks**

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author. **(make sure it is the second printing)**

## **Required Resources**

### **Required Access to Course Blackboard Site**

The George Mason Blackboard system will be used as an integral part of this course. It is important to access Blackboard several times a week between class sessions to check posted updates and messages. Additionally, class handouts will be posted on Blackboard for upcoming classes. The first night of class all handouts will be provided. After the first night, all handouts will be posted on Blackboard. Students are responsible for downloading these handouts or printing hard copies for use in class from the second class onwards. You can access Bb at <http://courses.gmu.edu> .

**\*\*Starting September 14<sup>th</sup>, be sure to come to class prepared with the electronic copies of materials or hard copies (whichever works best for you)!\*\***

## **Additional Readings**

Additional readings will be posted on Blackboard as needed.

## **Course Relationships to Program Goals and Professional Organizations**

This course is part of the George Mason University, Graduate School of Education (GSE), Special Education Programs for teacher licensure in the Commonwealth of Virginia in the special education areas of Special Education: Students with Disabilities who Access the General Curriculum K-12, Visual Impairments PK-12, and Adapted Curriculum K-12. This program complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC), the major special education professional organization. The CEC standards that will be addressed in this class include Standard 1: Learner development and individual learning differences; Standard 3: Curricular content knowledge; Standard 5: Instructional planning and strategies; Standard 6: Professional learning and ethical practice; Standard 7: Collaboration.

## **GMU Policies and Resources for Students:**

- a. Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/the-mason-honor-code/>].
- b. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- c. 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.
- d. 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/>].
- e. 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/>].
- f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g. 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/>].

## Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times.

## 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. [See <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/>]

## Course Policies & Expectations

### *Attendance.*

Class attendance and participation are essential to this course because of the complexity of the IEP knowledge at its core. Attendance points are earned for each class to give students experience with and class credit for engaging in key activities that educational researchers participate in on a regular basis. Students are expected to be timely; actively participate in activities; and remain for the duration of class time.

### *Late Work.*

All assignments should be submitted *on or before* the assigned due date. **In fairness to students who make the effort to submit work on time, total assignment points will be deducted from your grade for late assignments.**

Course evaluation and final grades will be calculated based each individual student's point score out of the possible 100 point total. Late assignments will be accepted in the following manner:

- **5% point deduction – up to 1 class late**
- **10% point deduction – 2 classes late**
- **25% point deduction – 3 classes late**
- **50% point deduction – more than 3 classes late**

## Assessment of Course Requirements:

Requirements of this course include readings from your textbook, professional journal articles, and websites, and activities, which include in-class individual and group work, as well as independent and group assignments outside of class. The goal of all work for this course is to increase your knowledge and skills for writing well-structured Individualized Education Plans and developing positive and productive collaborative partnerships with other school professionals.

The performance-based assignment for this course is the Individualized Education Program (IEP), which involves drafting an IEP using best practices, and must be submitted to BlackBoard before final grades are posted in Patriot Web for this course. The common course assignment for this course is the Professional Learning Community (PLC) Assignment, which includes having a small group of professionals identify, research, discuss, and synthesize key ideas on an important issue to the education of students with special needs. This assignment should also be posted to BlackBoard for grading. Students are expected to complete all forms of class assessment and final grading will be based on the cumulative points that students earn based on their performance on all course assessments. Student performance on assignments is expected to be both timely and of high quality.

Online submission of student work is required. All written assignments should be submitted through the Blackboard Digital Assignments tab. Assignments should not be submitted by email unless there is an emergency technical issue with Blackboard. Each assignment should be submitted by the start of class on the due date (7:20PM). Assignments that are not submitted at the appropriate time ***are late***. Late assignments will be accepted with a point deduction. All course assignments should be completed with graduate level use of content, grammar, spelling, and written expression clarity. If writing is an area of difficulty, you will need to visit the GMU Writing Center to work on these skills (<http://writingcenter.gmu.edu>).

Submitted assignments should be labeled with filenames that correspond to: <your first initial your last name abbreviated form of the assignment's name>. We will return graded assignments to you via the course Blackboard email. It is suggested that you download and save all returned assignments, as well as corresponding evaluations and comments. Below is example labeling for submission of all written assignments that can be submitted electronically:

- **SRayInterview – Interview Assignment**
- **SRayPLC – PLC Assignment**
- **SRayIEP – IEP Assignment**
- **SRayLessPlanPort – Lesson Plan Portfolio**

<b>Course Requirements Evaluation</b>	
<b>Assignment</b>	<b>Points Earned/Total Points</b>
1. Attendance & Participation (1 pt. per class meeting)	/13
2. Interview Assignment	/17
*3. PLC Assignment	/20
**4. IEP Assignment	/30
5. Lesson Plan Portfolio	/20

<b>Total # of points earned</b>	<b>/100</b>
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\*\*Performance-based assignment

\*Common course assignment

### **Blackboard Submission**

Every student registered for any Special Education course with a required performance-based assessment is required to submit this assessment, Individualized Education Program (Spec Ed General) OR Collaborative Team Improvement Project (Adapted/VI) to Blackboard (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor).

Evaluation of the performance based assessment by the course instructor will also be completed in Blackboard. Failure to submit the assessment to Blackboard will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Blackboard submission, the IN will convert to an F nine weeks into the following semester.

### **Grading Scale**

A = 95-100%

A- = 90-94%

B+ = 87-89%

B = 80-86%

C+ = 77-79%

C = 70-76%

F = 69% and below

### **Assignments**

**Performance-based Assessment (Blackboard submission required).**

**Individualized Education Program – November 16<sup>th</sup> (30 points)**

The required NCATE assignment for this course is an Individualized Education Program (IEP). Students will work to craft a well-developed IEP on a case K-12 student with special needs. Specific instructions will be given in the directions packet that will be distributed on the first night of class.

**Performance-based Common Assignments (No Blackboard submission required).**

**Professional Learning Community Assignment – October 26<sup>th</sup> (20 points)**

There is a Common Assignment requiring group work throughout the semester. Specific instructions on the Professional Learning Community (PLC) Assignment will be given in the directions packet that will be distributed on the first night of class. In small groups, students will explore core issues surrounding effective co-teaching and collaboration, sharing their findings via a written paper and class discussion.

### **Other Assignments.**

#### **Attendance and Participation - Weekly (1 point per class for a total of 13 points)**

Class attendance and participation are an important part of this class because of the specific and in depth information learned through the course. Attendance points are earned for each class to emphasize the importance of engaging in the learning activities and educational environment of the course. Students are expected to arrive on time, participate in all class discussions, presentations, and activities, and stay until the end of class. Attendance will be maintained through the artifacts students produce during class through group and individual work. For full attendance credit during each class, students must not only attend the full class session, but actively participate, work cooperatively, and turn in high quality class products. If you are unable to make any class sessions during the semester, please contact the instructor by phone or e-mail before the class session where you will be absent. In the rare event of an emergency or severe sickness, each student is given 1 “grace” absence without a point penalty, as long as the instructor is notified before the class session. In this case, it is still the student’s responsibility to make arrangements to obtain notes, handouts, and lecture details from another student.

**Attendance points missed for more than one absence or any absence without instructor contact before class cannot be made up! Two or more unexcused absences may result in students not being successful in the course.**

#### **Interview Summary & Synthesis Assignment – October 5<sup>th</sup> (17 points)**

During the course, you will be working with pairs and groups of teachers in a collaborative fashion. For this collaborative assignment, you will interview a school professional regarding his/her experiences with collaboration in education settings. This assignment will include three detailed phases/steps and specific instructions will be given in the directions packet that will be distributed on the first night of class.

#### **Lesson Plan Portfolio – December 7<sup>th</sup> (20 points)**

In the final weeks of this course, we will focus on developing lesson plans and strategies based on content you learned in the course. As such, you will develop a series of co-taught lessons that include effective practices and accommodations for students with diverse learning needs. Each lesson should be annotated with notes as to what the effective practice is, why it was chosen, and the instructional needs it addresses. You will also develop a narrative explaining your collaborative process. And finally, on the final course meeting, you will present in a poster-style presentation for your peers. Specific

instructions for this assignment will be given in the directions packet that will be distributed on the first night of class.

**Schedule**

<b>TENTATIVE COURSE SCHEDULE</b>		
<b>Date</b>	<b>Topics</b>	<b>Assignments Due</b>
<b>8/31</b>	<ul style="list-style-type: none"><li>• Overview of</li></ul>	

<b>TENTATIVE COURSE SCHEDULE</b>		
<b>Date</b>	<b>Topics</b>	<b>Assignments Due</b>
	Course <ul style="list-style-type: none"> <li>• Review of Syllabus</li> <li>• Introduction to Consultation and Collaboration</li> </ul>	
<b>9/7</b>	<b><i>Labor Day Holiday – No Class Meeting!</i></b>	
<b>9/14</b>	<ul style="list-style-type: none"> <li>• Foundations of Collaboration</li> <li>• The IEP in Perspective</li> </ul>	<ul style="list-style-type: none"> <li>➤ Friend &amp; Cook (FC): Chapter 1; Bateman &amp; Linden (BL): Chapter 1</li> </ul>
<b>9/21</b>	<ul style="list-style-type: none"> <li>• Integrating Skills in Interviews</li> <li>• The Legally Correct IEP</li> <li>• Writing the PLAAFP for IEPs</li> </ul>	<ul style="list-style-type: none"> <li>➤ FC: Chapter 4; BL: Chapter 3</li> </ul>
<b>9/28</b>	<ul style="list-style-type: none"> <li>• Listening, Responding, Giving Feedback</li> <li>• Not-the-Right Way IEP</li> </ul>	<ul style="list-style-type: none"> <li>➤ FC: Chapter 3; BL: Chapter 4</li> </ul>
<b>10/5</b>	<ul style="list-style-type: none"> <li>• Interpersonal Communication</li> <li>• Educationally Useful IEPs</li> <li>• Writing Annual Goals for IEPs</li> </ul>	<ul style="list-style-type: none"> <li>➤ FC: Chapter 2; BL: Chapter 5</li> <li>➤ <b>Interview Assignment</b></li> </ul>
<b>10/12</b>	<b><i>Columbus Day Recess – No Class Meeting!</i></b>	
<b>10/19</b>	<ul style="list-style-type: none"> <li>• Interpersonal Problem Solving</li> <li>• Standards-Based IEPs</li> </ul>	<ul style="list-style-type: none"> <li>➤ FC: Chapter 5; BL: Chapter 6</li> </ul>
<b>10/26</b>	<ul style="list-style-type: none"> <li>• Teams</li> </ul>	<ul style="list-style-type: none"> <li>➤ FC: Chapter 6; BL: Chapter 2</li> <li>➤ <b>PLC Assignment</b></li> </ul>
<b>11/2</b>	<b><i>Independent Work Week on Research Papers &amp; Individual Meetings</i></b>	
<b>11/9</b>	<ul style="list-style-type: none"> <li>• Co-Teaching</li> </ul>	<ul style="list-style-type: none"> <li>➤ FC: Chapter 7; BL: Chapter 7</li> </ul>

<b>TENTATIVE COURSE SCHEDULE</b>		
<b>Date</b>	<b>Topics</b>	<b>Assignments Due</b>
	<ul style="list-style-type: none"> <li>• IEPs: New Twists and old Conundrums</li> </ul>	
<b>11/16</b>	<ul style="list-style-type: none"> <li>• Consultation, Coaching, Mentoring</li> <li>• Difficult Interactions</li> </ul>	<ul style="list-style-type: none"> <li>➤ FC: Chapters 8 &amp; 9</li> <li>➤ <b>IEP Assignment</b></li> </ul>
<b>11/23</b>	<ul style="list-style-type: none"> <li>• Paraeducators</li> <li>• Families: Cultural Reciprocity in Special Education</li> </ul>	<ul style="list-style-type: none"> <li>➤ FC: Chapter 10</li> </ul>
<b>11/30</b>	<ul style="list-style-type: none"> <li>• Family Involvement and Satisfaction in the Special Education Process</li> </ul>	<ul style="list-style-type: none"> <li>➤ FC: Chapter 11</li> </ul>
<b>12/7</b>	<ul style="list-style-type: none"> <li>• <b>Lesson Plan Portfolio Presentations</b></li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>Lesson Plan Assignment &amp; Presentation</b></li> </ul>

## **Appendix**