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

Fall 2017
EDSE 662 628: Consultation and Collaboration
CRN: 82171, 3 – Credits

Instructor: Dr. Sheryl Asen	**Meeting Dates**: 09/13/17 – 11/15/17
Phone: c802-595-9663	**Meeting Day(s)**: Wednesday
E-Mail: sasen@gmu.edu	**Meeting Time(s)**: 5:00 pm - 9:30 pm
Office Hours: by appointment	**Meeting Location**: Woodson HS; room E124 **9/13 only**: Gatehouse Admin Complex, 3050/51
Office Location: Finley 206A	**Other Phone**: office 703-993-5448

• There is no class session on Wednesday, September 20, 2017.

• The professor does not respond to email, phone calls, or texts after 3:00 p.m. on class days.

"Stay human and on your pupil's side." -Richard Feynman

"A candle loses nothing by lighting another candle." -Erin Majors

"If we can really understand the problem, the answer will come out of it, because the answer is not separate from the problem." - Jiddu Krishnamurti

"The worthwhile problems are the ones you can really solve or help solve, the ones you can really contribute something to…. No problem is too small or too trivial if we can really do something about it." -Richard Feynman

"Ultimately a genuine leader is not a searcher for consensus, but a molder of consensus." -Martin Luther King, Jr.

"It is very important to generate a good attitude, a good heart, as much as possible. From this, happiness in both the short term and the long term for both yourself and others will come. " -Dalai Lama

"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

 "Unity is strength... when there is teamwork and collaboration, wonderful things can be achieved." -Mattie Stepanek

Docendo discimus. (Latin proverb: "By teaching, we learn.")

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

Prerequisite(s) Teaching licensure, or enrollment in graduate degree program in education
Co-requisite(s) None

Course Description
Provides professionals in special education, regular education, and related fields with knowledge and communication skills necessary for collaborative consultation and technical assistance to other educators and service providers. ***Note***: Field experience required. Offered by Graduate School of Education. May not be repeated for credit.
Recommended Prerequisite: Teaching licensure or enrollment in a graduate degree program in education.
Registration Restrictions:
Enrollment limited to students with a class of Graduate or Senior Plus.
Enrollment is limited to Graduate or Undergraduate level students.
Schedule Type: Lecture

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 teacher candidates/students should contact the Special Education Advising Office at (703) 993-3670 for assistance. All other teacher candidates/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.

Course Delivery Method
Learning activities include the following:
1. Class lecture and discussion;
2. Application activities;
3. Small group activities and assignments;
4. Video and other media supports;
5. Research and presentation activities;
6. Electronic supplements and activities via Blackboard; and
7. Reflection and self-assessment.

Learner Outcomes
Upon completion of this course, teacher candidates/students will be able to:
1. Define collaboration, consultation, and teamwork and explain the essential characteristics of each;
2. Identify variables that may facilitate or constrain participation in collaboration, consultation, or teamwork settings;
3. Demonstrate communication skills of listening, avoiding communication roadblocks, dealing with resistance, being appropriately assertive, and resolving conflicts;
4. Apply problem-solving techniques in collaborating with professional colleagues,

parents, and related and ancillary personnel to provide for students' learning and behavioral needs;

5. Develop self-assessment techniques for improving consultative and collaboration skills.
6. Plan activities that implement effective consultation and collaboration techniques.
7. Develop an Individualized Education Plan

Course Relationship 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, as well as those established by the Interstate Teacher Assessment and Support consortium (InTASC). The standards addressed in this class include CEC Standard 1: Learner Development and Individual Learning Differences (InTASC 1,2); CEC Standard 3: Curricular content knowledge (InTASC 4,5); CEC Standard 5: Instructional planning and strategies (InTASC 7,8); CEC Standard 6: Professional learning and ethical practice (InTASC 9) & CEC Standard 7: Collaboration (InTASC 10).

Evidence-Based Practices

This course will incorporate the evidence-based practices (EBPs) relevant to communication, collaboration, and consultation. Evidence for the selected research-based practices is informed by meta-analysis, literature reviews/synthesis, the technical assistance networks which provide web-based resources, and the national organizations whose mission is to support students with disabilities. We address both promising and emerging practices in the field of special education. This course will provide opportunities for teacher candidates/students to take an active, decision-making role to thoughtfully select, modify, apply, and evaluate EBPs in order to improve outcomes for students with disabilities.

Required Textbooks

Friend & Cook, *Interactions: Collaboration Skills for School Professionals* (8th ed.). Boston, MA: Pearson. ISBN 9780134168548

Gibb & Dyches, *Guide to Writing Quality Individualized Education Programs* (3rd ed.). Boston, MA: Pearson. ISBN 9780133949520

Mager. R. *Preparing Instructional Objectives: A Critical Tool in the Development of Effective Instruction* (3rd ed.). Atlanta, GA: The Center for Effective Performance. ISBN-13: 978-1879618039 **Note:** Dr. Asen will provide copies to be shared among IEP Project team members. You may purchase your own copy if you wish. The book is out of print but is available through resellers.

Recommended Textbooks

American Psychological Association. *(2010). Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Required Resources and Additional Readings

- For information on preparing presentations, see on Bb the guide, "Tips for Conducting Professional Development Presentations Asen and Glassnagel December 2015" (Additional Resources EDSE 662 -> Effective Presentations).
- Some required readings are To Be Determined (TBD), depending on class and team assignments.

Recommended Resources/Readings

- Recommended resources are available on the course Blackboard site: Course Content → Additional Resources EDSE 662.
- For further information on individual education plans (IEPs), see:
  Bateman, B. (2012). How to Develop Legally Correct and Educationally Useful Programs. Champaign, IL. Research Press. ISBN: 978-1-57861-568-1.
  https://www2.ed.gov/parents/needs/speced/iepguide/index.html
  http://www.wrightslaw.com/info/iep.index.htm
  https://www.understood.org/en/school-learning/special-services/ieps/understanding-individualized-education-programs
- For further information on working with paraprofessionals, see:
  Doyle, M.B. (2008). *The Paraprofessional's Guide to the Inclusive Classroom*. Baltimore, MD. Brookes Publishing. ISBN: 978-1-55766-924-7.
- Recommended books on educational presentations:
  Burmark, L. (2002). *Visual Literacy: Learn to See, See to Learn*. Alexandria, VA: ASCD. ISBN-13: 978-0871206404
  Garmston, R. (2005). *The Presenter's Fieldbook: A Practical Guide*. Norwood, MA: Christopher-Gordon. ISBN-13: 978-1929024889
- For additional information on effective presentations and tips, go to:
  http://seggleston.com/1/business/key-steps
  http://go.owu.edu/~dapeople/ggpresnt.html
  http://www.auburn.edu/~burnsma/oralpres.html
  http://www.effectivemeetings.com/presenting/delivery/taboos.asp
  http://www.presentationmagazine.com/Essential_Presentation_skills.htm
  http://www.timetomarket.co.uk/presentation-skills-tips_November.htm
  http://trainingtoday.blr.com/employee-training-resources/How-Conduct-Effective-Training-Session
- For information on effective use of slideshow/PowerPoint presentations, go to:
  http://mason.gmu.edu/~montecin/powerpoint.html
  http://wmich.edu/writing/readability
  http://www.garrreynolds.com/preso-tips/design/
  http://www.ellenfinkelstein.com/powerpoint_tips.html
  http://desktoppub.about.com/od/microsoft/bb/powerpointrules.htm
  http://depts.washington.edu/cidrweb/OLD/Bulletin/PowerPoint.html
  http://www.utexas.edu/lbj/21cp/syllabus/powerpoint_tips2.htm
  http://www.utexas.edu/lbj/21cp/syllabus/powerpoint_tips.htm
  http://www.cis.tcu.edu/pages/media-production/graphics-production/PPT-Hints.pdf

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

Tk20 Performance-Based Assessment Submission Requirement

It is critical for the special education program to collect data on how our students are meeting accreditation standards. Every teacher candidate/student registered for an EDSE course with a required Performance-based Assessment (PBA) is required to upload the PBA to Tk20 (regardless of whether a course is an elective, a one-time course or part of an undergraduate minor). A PBA is a specific assignment, presentation, or project that best demonstrates one or more CEC, InTASC or other standard connected to the course. A PBA is evaluated in two ways. The first is for a grade, based on the instructor's grading rubric. The second is for program accreditation purposes. Your instructor will provide directions as to how to upload the PBA to Tk20.

For EDSE 662, the required PBA is Individualized Education Program (Spec Ed General) OR Collaborative Team Improvement Project (Adapted/VI). Failure to submit the assignment to Tk20 will result in reporting the course grade as Incomplete (IN). Teacher candidates/students have until five days prior to the University-stated grade change deadline to upload the required PBA in order to change the course grade. When the PBA is uploaded, the teacher candidate/student is required to notify the instructor so that the "IN" can be changed to a grade. If the required PBA is not uploaded five days prior to the University-stated grade change deadline and, therefore, the grade not changed, it will become an F. Please check to verify your ability to upload items to Tk20 before the PBA due date.

Assignments and/or Examinations
Performance-based Assessment (Tk20 submission required)

In the Individualized Education Program assignment/project, EDSE 662 candidates demonstrate:

- Their abilities to develop the critical components of an Individualized Education Program (IEP) for a student with a mild to moderate exceptional learning need and
- Understanding of how these components come together to build a framework for the K-12 student subject's educational program.

This project is introduced in the section below, "Major Learning Activities". The full project description and accompanying supporting materials, including the project assessment rubric, are posted on the course Blackboard site (Assignments $\rightarrow$ Individualized Education Program Project - CAEP Assessment).

Performance-based Common Assignments (No Tk20 submission required.)

An EDSE 662 common assignment is the Group Professional Development Presentation. This assignment is explained in the section "Appendix: Major Learning Activities".

Other Assignments

All major learning assignments, including the Performance-based Assessment and Common Assignment are introduced below. All additional descriptions (expanded explanations) and related materials, including assessment matrices, will be shared in class and posted on Bb. Any

additional/expanded descriptions and assessments are considered extensions of/appendices to/part of this syllabus.

For all course assignments:
- A teacher candidate/student may not use projects, data, or material generated in and submitted for credit in another course or generated by another individual. Violations result in a grade of ZERO for the assignment and also receive an evaluation of "DOES NOT MEET EXPECTATIONS" entered for the artifact in the TK20 evaluation.
- Please submit files in Microsoft Office format (e.g., Word; PowerPoint), and/or as PDF documents, and/or as JPG/JPEG or GIF or PNG files. For consideration of other formats, please contact the professor.

Major Learning Activities

I. Attendance, Participation, and Class Session "Take Away" Reflection (9% of final grade)

To earn participation points, EDSE 662 candidates are expected to attend class, come prepared, and demonstrate professional dispositions. Participation credit is achieved through active, thoughtful, deliberate involvement in and completion of all course activities (both in and outside of class meeting time), conducting oneself professionally, and treating all respectfully. At the conclusion of each face-to-face class session the professor will allocate ~5 minutes for the candidates to compose a brief but substantive "take away" statement relating something from that evening's class to professional practice. The statement should start by noting something you learned, were struck by, wish to know more about, will keep "on your radar", etc. Then explain WHY what you are writing about is of importance (of note) to you. This is completed each week before leaving the class session.

Candidates who do not demonstration professional dispositions in more than one instance will have 10 points deducted from their final grades.

Note: Per professor judgment, use of electronics or engagement in activities or with devices not directly and appropriately applicable to the current class focus/activity is considered unprofessional behavior and a violation of the requirement to demonstrate professional dispositions.

Please see the subsequent syllabus section, "Course Policies and Expectations Attendance/Participation".

II. Readings – Preparation for Class Discussions, Presentations, NCATE Assessment Narrative, and Goals (25% of final grade)
For each of the 12 assigned chapters in the course text, the EDSE 662 candidate will record in a log at least 5 notes. These notes are comprised of information in the readings that provide insight into the topics of the narrative section of the IEP assignment. Each recorded note will be correlated to the one or two most relevant topics of the following.
   A. Roles of students with disabilities, families, and school and community personnel in planning the IEP.
   B. Methods for fostering respectful and beneficial relationships among students and their families and professionals throughout the IEP development process.
   C. Methods of involving students, families, related service providers, and other professionals

in the IEP development process.
- D. The collaborative activities that should occur prior to development of the IEP.
- E. The collaborative activities that should occur after the development of the IEP.

Additionally, for each chapter, the candidate briefly will reflect on an idea in the readings that is of personal primary interest—something s/he wishes to "keep in mind" to improve professional practice. The logs will be shared in class in small and large group exercises. A sample of a log is on Blackboard. For each of the 12 chapters, the reflection is worth 1 point and the log notes (a set of 5 or more) are worth 1 point.

For the final class, the candidate will bring in, in writing, 3 personal professional goals based on the course content (1 point).

III. Team Professional Development Presentation (26% of final grade)
The purposes of the Team Professional Development (PD) Presentation on course topics, correlated to text chapters, are to:
- Gain experience providing a professional development activity to colleagues, including practices tools/techniques discussed in class.
- Assist class members in deepening their thinking beyond initial contemplation of the material in the course readings.
- Provide opportunity to practice/apply some of the knowledge and skills in the course text and/or course resources and/or resources beyond course materials, including focus on how skills and knowledge apply to the IEP development and/or implementation processes.

The team selects a member who serves as the contact person with the professor for presentation guidance, answering questions, giving feedback, etc. Details of this assignment, which are considered part of this syllabus, are posted on Bb and will be reviewed in class.

IV. Individualized Education Program Project: Plan and Narrative (40% of final grade)
This assignment is standard to all sections of EDSE 662. In Dr. Asen's classes, this is a team assignment. The details of this assignment, which are considered part of this syllabus, are posted on Bb and will be reviewed in class.

The purpose is for EDSE 662 candidates to demonstrate knowledge and skills in developing individualized education programs (IEPs) for students with mild to moderate exceptional learning needs. This is achieved through creating:
- IEP planning documentation,
- IEP sample components with supporting rationales that reflect characteristics discussed in class and readings, and
- A narrative that discusses:
  - Roles of students with disabilities, families, and school and community personnel in planning the IEP.
  - Methods for fostering respectful and beneficial relationships among students and their families and professionals throughout the IEP development process.
  - Methods of involving students, families, related service providers, and other professionals in the IEP development process.
  - The collaborative activities that should occur prior to development of the IEP.
  - The collaborative activities that should occur after the development of the IEP.

The team selects a member who serves as the contact person with the professor for project guidance, answering questions, giving feedback, etc. Details of this assignment, which are considered part of this syllabus, are posted on Bb and will be reviewed in class.

Notes:
- The preparation for the narrative occurs throughout the course based on required readings. See section II above. The narrative is written by the team to further the collaborative experience.
- The IEP Project team members share the required text, "Preparing Instructional Objectives", provided by the professor, and apply the principles in this text in conjunction with those in the Gibb & Dyches text to writing the project's goals and objectives/benchmarks.
- Students in the licensure and master's program for Students with Disabilities Who Access the General Curriculum are exposed to and immersed in course content related to and focusing on IEPs in the following EDSE courses: 501, 540, 544, 627, 628, 629, and 662. EDSE 662 attends to appropriate writing of IEPs as well as professional skills that support collaborative interactions in the school community, including IEP development and implementation. Aspects of IEP creation that are addressed in the above courses through the George Mason University Division of Special Education and disAbilities Research will not be directly taught in EDSE 662. To see the listing of which components are addressed in which courses, please contact the professor of this course. This syllabus provides some recommended resources on IEPs (see the section Recommended Resources/Readings).

Course Policies and Expectations
Attendance/Participation
- Course participants register for cohort classes with an understanding about the compacted semester time frame: that the time allocation for class sessions is extensive and that all work is to be completed within the cohort semester. Course participants also register for cohort classes with the understanding that these are graduate level courses, not school division professional development, and appropriate standards and rigor are applied to the course requirements. Teacher candidates/students who are unable to attend class and complete course requirements within the cohort semester are advised to discuss options with their academic advisors.
- Teacher candidates/students, to receive attendance/participation credit for a class session, are expected to be in attendance, exhibit professional dispositions, and fully participate, which includes writing a class session "take away". (See the above section on "Other Assignments" for directions on class session "take away" reflective writing requirements.)
- Attendance includes/considers:
  - Promptness (getting to class and back from breaks on time) and
  - Being present for the full duration of class in the classroom and, as appropriate, other areas of course activity (except for break periods, which equal a total of 20 minutes per class session). *Note:* Class starts promptly at 5:00 p.m. and ends at 9:30 p.m. as per the clock on the classroom wall (which may differ from your time piece) or as per the professor. It will not be considered disruptive or disrespectful to leave at 9:30 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.
  - Absences:

- Face-to-face (f2f) class session cancellations are not counted as absences; however, failure to complete by the next class session all the assignments that substitute for the f2f session is counted as an absence.
- Course participants who are absent or who miss partial class time are held responsible for the material covered, including assignment discussions, clarifications, and explanations. Assignments are due as if in attendance and as outlined in the course syllabus. It is the teacher candidate's/student's responsibility to arrange with a colleague, not with the professor, for collection of materials and to promptly obtain from colleagues and discuss with them class notes, handouts, lecture details, explanations of content and procedures/assignments, etc.
- All course participants are granted one full or partial class session absence; however, all work still is due on Blackboard according to the course calendar.
- Class session participation points are not awarded if a teacher candidate/student has not attended class or misses more than one (1) hour.
- A second absence will result in the final grade dropping by 5 points.
- Three absences (including the granted absence—i.e., two absences in addition to the granted absence) will result in a base grade of C, equivalent to 79 points, from which unearned points will be deducted.
- Please do not request permission to miss a class—you must make your own decision.
- There may be *extenuating circumstances*—those that involve a *critical* health situation (self; immediate family member) or job responsibilities of a *serious* nature. Please discuss with the professor circumstances that *truly* are extenuating as soon as possible. The professor may require confirmation from a health care provider and/or job supervisor and/or GMU academic advisor and/or the school division contact person (per the professor's choice). If there are extenuating circumstances, you must discuss with the professor (in person or by phone) within 5 days of the related absence the impact on course mastery and assignments (including due dates and date of course completion).
- Participation implies demonstration of being psychologically and socially available to learn as well as coming to class prepared (having completed the required assignments). Participation considers the teacher candidate's/student's professional dispositions and level of engagement in class activities and includes, but is not limited to:
  - Preparing in advance for the session by completing assigned work on time (see the section below on "Late Work") and having on hand/in class all materials required for the class session as per the course assignments/class schedule and professor communications.
  - Contributing thoughtfully and fully to class activities and discussions;
  - Listening to and being respectful of the ideas of others;
  - Assisting positive class dynamics (disruptive or off-task use of electronics or other items negatively influence class dynamics);
  - Demonstrating enthusiasm for learning;
  - Taking initiative in class discussions without dominating the discourse and may include leading discussions on assigned content;
  - Facilitating group work;
  - Self-assessing course work.

Late Work

An assignment is considered late if it is not submitted as outlined below.

- All assignments are required to be completed and submitted on time as per descriptions in the syllabus and timelines posted in the class schedule. Assignment submission includes posting to Blackboard and, when required, bringing a print or electronically accessible (if appropriate) copy of the assignment to class on the due date. Work must be posted to Blackboard no later than 5:00 p.m. the day it is due to be considered "on time".
- Submitting an assignment late does not alter the due dates of the other assignments. The professor may not provide feedback on late assignments. Strive to keep up with the assignment schedule to allow for appropriate formative evaluation and feedback from your professor and peers across the semester and to assist understanding of content addressed in class.
- The EDSE 662 CAEP Assessment IEP assignment must be submitted on time to Bb (Assessments → Tk20 EDSE 662 Individualized Education Plan Section 628 students only) for the course to be considered completed.
- For late submissions of assignments:
  - Fifty percent (50%) of the points will be deducted from your assignment grade for late submissions unless the professor has agreed in advance to the due date and time to an extension (which may be used one time only and only for one assignment). The maximum extension is 7 days, after which the assignment is not awarded any points toward a final grade. See below for further conditions.
  - The earlier date that the assignment was received by the professor in hand as a print copy or posted on Blackboard will be considered the date submitted; however, the professor will read but will not print out work on Bb and, therefore, will not provide written feedback or grade work that has been submitted only electronically.
  - The assignment will not be considered completed until the work is posted to Blackboard. If a course participant does not complete an assignment within 7 days of the original due date, no points will be awarded for the assignment.
- A candidate who verifies extenuating circumstances must make arrangements through the professor no later than 3 calendar days prior to the last day of class for course completion. Otherwise, failure to submit coursework by the end of the course will result in a further deduction of 10 points from the final grade.

Communication

- Candidates at the graduate level are expected to compose with accuracy (grammar, spelling, other mechanics, form, structure, etc.) and at a conceptual level commensurate with advanced degree study. Points will be deducted from any assignment that does not reflect appropriate communication.
- Use APA guidelines for all course assignments when explicitly noted in the assignment descriptions or otherwise appropriate. Answers to frequently asked questions about APA format guidelines may be found at http://www.apastyle.org.
- Use "person-first language" in class discussions and written assignments unless otherwise noted. In accordance with terminology choices in the disability community, strive to replace formerly used terms with currently preferred forms (e.g., use "Intellectual Disabilities"; "Emotional Disabilities") in oral and written communication and avoid language labels by stating, for example, a "student with disabilities" (SWD) rather than a "disabled student".

Please use guidelines for language in APA Journals, including information available at: http://www.apastyle.org/manual/related/nonhandicapping-language.aspx.

- For file submissions to the professor, please put as the first word in the filename your last name (e.g., Asen Chapter 5 Reflection). If there is a cohort colleague that has the same last name, please add your first name following your last name (e.g., Asen Sheryl Chapter 5 Reflection).
- Your George Mason University email address and the professor's George Mason University email address are the only email addresses that will be used for communication in this course. Failing to check your Mason email does not relieve you of the responsibility to communicate via your George Mason University account. If you send email from an account other than your GMU account, the professor may respond ONLY to your GMU email address.
- Check your GMU email account at least once per day and early enough on class meeting days to allow for appropriate response.
- Any course participant who experiences technical issues has the responsibility to contact the ITU Support Center directly and immediately at 703-993-8870 and support@gmu.edu. Additionally, it is your responsibility to communicate with the professor about options if technical difficulties interfere with course participation, receipt of course related email messages, and/or access to Blackboard.
- When you send email to the professor, always put at the beginning of the subject line your full name and the entire course number, which includes the 3-digit section number/extension (e.g. Subject: Rocket Raccoon 662-628).
- When you send a text to the professor or leave a voice message, please state your full name and your course number (include the 3-digit section/extension number); for example, "This is Rocket Raccoon in 662-628."
- The professor may not be able to receive or respond to calls, voice mail, and/or email messages after 3:00 p.m. on class days until after class has ended.
- The professor attempts to respond to communications within 24 hours (barring unforeseen events).

Use of Course Participants' Products
- All work by course participants may be shared in current and future courses and professional development led by Dr. Sheryl Asen. Author credit explicitly will be given to teacher candidate/student authors for their work.
- Teacher candidates/students may opt out of having their work shared or explicitly/publicly credited (that is, work may be shared by the author identification removed) by sending an email request to the professor's GMU email account (sasen@gmu.edu; use the subject line "Opt Out [First Last name] EDSE 662-628"; e.g., "Opt Out Sheryl Asen EDSE 662-628"). Provide a specific request (e.g., may use work but not state authorship; may use only the reading case study; do not share my course products). Requests to opt out must be received by the posting of grades for the course in which the candidate is enrolled.

Grading Scale
Attendance, preparation, and professionally relevant, active participation that demonstrate proper educator and graduate candidate dispositions and behaviors are expected in all class sessions and interactions for a grade of B or better.

90 – 100 points = A
86 – 89 points = B+
80 – 85 points = B
70 – 79 points = C
< 70 points = F

*__Note__: The George Mason University Honor Code will be strictly enforced. Students are responsible for reading and understanding the Code. "To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work." Work submitted must be your own or with proper citations (see http://oai.gmu.edu/the-mason-honor-code/).

Professional Dispositions
Students are expected to exhibit professional behaviors and dispositions at all times. For additional information on professional dispositions as per the College of Education and Human Development, go to http://cehd.gmu.edu/teacher/professional-disposition. The document "Dispositions for a Career Educator" can be downloaded at https://cehd.gmu.edu/assets/docs/cehd/Dispositions%20for%20a%20Career%20Educator.pdf.

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

 The class schedule is provided at the end of this document.
- The most current version of the class schedule will be kept as a separate file on Bb in the "Syllabus" folder with the version date in the file name.
- Class sessions are 4.5 hours in duration. Please plan accordingly.
- In the event FCPS closes early or schools are closed on a day on which this course meets, the face-to-face class will be canceled and make up assignments will be posted on Bb ASAP.

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

GMU Policies and Resources for Students

Policies
- Students must adhere to the guidelines of the Mason Honor Code (see http://oai.gmu.edu/the-mason-honor-code/).
- Students must follow the university policy for Responsible Use of Computing (see http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).
- Students are responsible for the content of university communications sent to their Mason

email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.

- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see http://ods.gmu.edu/).
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.
- The 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 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/).) to enhance students' personal experience and academic performance (see http://caps.gmu.edu/).
- The Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see http://ssac.gmu.edu/). Students in need of these services may contact the office by phone at 703-993-3686. Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to http://ssac.gmu.edu/make-a-referral/.

For additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu/.

Assessment Rubrics

The Tk20 rubrics, which are applied to the CAEP Performance-based Assessment - IEP Project Plan for accreditation data collection, begin on the following page. All other course rubrics are posted on Blackboard.

Rubrics: EDSE 662 Tk20 CAEP Performance-based Assessment - IEP Project

EDSE 662 CAEP Assessment	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
Present Levels of Performance CEC/IGC Standards 1 & 4 Candidate understands how exceptionalities may interact with development and learning and uses this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities. Candidate uses multiple methods of assessment and data sources in making educational decisions.	• Candidate writes a present levels of performance statement that: ○ lacks consistent links to evaluations and assessments and/or ○ fails to include educational implications of the student's exceptionality, and/or ○ fails to consider variations in beliefs, traditions, and values across and within cultures. • Candidate fails to demonstrate respect for the student by using biased and negative language. • Candidate fails to show evidence of the similarities and differences between the student's development and typical human development. • Candidate includes irrelevant information statements.	• Candidate interprets information from formal and informal assessments to write appropriate, relevant present levels of performance statement with: ○ clear links to evaluations and assessments (such as interviews, observations, standardized tests), ○ description of educational implications of the characteristics of various exceptionalities, sensory impairments (as applicable), and ○ description of variations in beliefs, traditions, and values across and within cultures (as applicable). • Candidate uses unbiased and objective language. • Candidate includes description of the similarities • and differences between the student's development and typical human development.	• Candidate interprets information from formal and informal assessments to write appropriate, relevant present levels of performance statement with: ○ clear links to evaluations and assessments (such as interviews, observations, standardized tests), ○ description of educational implications of the characteristics of various exceptionalities, sensory impairments (as applicable), and ○ description of variations in beliefs, traditions, and values across and within cultures (as applicable). • Candidate uses unbiased and objective language. • Candidate includes description of the similarities and differences between the student's development and typical human development. • Candidate describes strengths and areas in need of improvement in relation to Virginia Standards of Learning.
Measurable Annual Goals CEC/IGC Standard 3 Candidate uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.	Candidate fails to demonstrate an understanding of the models and theories related to instructional planning by writing annual goals that are not priorities and/ OR do not reflect present levels of performance and/ OR lack direction for student growth.	• Candidate demonstrates an understanding of the models and theories related to instructional planning by writing age and ability appropriate annual goals that: ○ are measurable, ○ reflect present levels of performance, and ○ show direction for student growth. • Candidate writes goals that focus on both decreasing and/or increasing learner behaviors. • Candidate demonstrates consideration of variations in beliefs, traditions, and values across and within cultures (as appropriate) while integrating affective, social, and life skills with academic curricula.	• Candidate demonstrates an understanding of the models and theories related to instructional planning by writing age and ability appropriate annual goals that: ○ are measurable, ○ are and based upon the scope and sequence of the Virginia Standards of Learning (as appropriate), ○ reflect present levels of performance, and ○ show emphasis on increasing skills and/or positive behaviors. • Candidate demonstrates consideration of variations in beliefs, traditions, and values across and within cultures while integrating affective, social, and life skills with academic curricula.

EDSE 662 CAEP Assessment	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
Short Term Objectives or Benchmarks CEC/IGC Standard 3 Candidate uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.	Candidate fails to demonstrate an understanding of the models and theories related to instructional planning by writing individualized learning objectives/benchmarks that: ○ are not directly related to the annual goals OR ○ are not sequentially age and ability appropriate OR ○ utilize learner criteria that are inappropriate to task performance.	• Candidate demonstrates an understanding of the models and theories related to instructional planning by writing individualized learning objectives/benchmarks that ○ relate to an annual goal AND ○ are sequential age and ability appropriate AND ○ include the condition, measurable and observable learner behavior and verifiable criteria. • Candidate demonstrates consideration of variations in beliefs, traditions, and values across and within cultures (as appropriate) while integrating affective, social, and life skills with academic criteria.	• Candidate demonstrates an understanding of the models and theories related to instructional planning by writing individualized learning objectives/benchmarks that ○ relate to an annual goal AND ○ are sequential age and ability appropriate AND ○ include the condition, measurable and observable learner behavior and verifiable criteria AND ○ a statement of generalization AND ○ a statement of maintenance. • Candidate demonstrates consideration of variations in beliefs, traditions, and values across and within cultures (as appropriate) while integrating affective, social, and life skills with academic criteria.
Services, Least Restrictive Environment (LRE), Placement CEC/IGC Standard 1 Candidate understands how exceptionalities may interact with development and learning and uses this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.	Candidate lists program or primary related services that do not or inconsistently align with areas of need based on present levels of performance.	• Candidate lists appropriate program and primary services and related services (as appropriate) that: ○ demonstrate an understanding of the continuum of placement and services available for individuals with exceptional learning needs, and the concept of the least restrictive environment and ○ consistently align with the individual's areas of need based on present levels of performance as well as the supports needed to be successful in the LRE. • Candidate includes the following: ○ location ○ frequency ○ setting ○ duration ○ start and end dates.	• Candidate lists appropriate program and primary services and related services (as appropriate) that: ○ demonstrate an understanding of the continuum of placement and services available for individuals with exceptional learning needs, and the concept of the least restrictive environment and ○ consistently align with the individual's areas of need based on present levels of performance as well as the supports needed to be successful in the LRE. • Candidate includes the following: ○ location ○ frequency ○ setting ○ duration ○ start and end dates. • Candidate includes statement of how services relate to the individual's needs as well as the rationale for any activities in which the student cannot participate.

EDSE 662 CAEP Assessment	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
Participation in State Assessments CEC/IGC Standard 3 Candidate uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.	Candidate selects inappropriate levels of student participation in state assessments based on present levels of performance and student's exceptional condition(s), indicating a failure to consider issues, assurance, and due process rights related to assessment.	• Candidate selects appropriate levels of student participation in state assessments based on present levels of performance and student's exceptional condition(s), indicating consideration of issues, assurance, and due process rights related to assessment. • Candidate lists and justifies all accommodations for state assessments suggested.	• Candidate selects appropriate levels of student participation in state assessments based on present levels of performance and student's exceptional condition(s), indicating consideration of issues, assurance, and due process rights related to assessment. • Candidate lists and justifies all accommodations for state assessments suggested. • Candidate selects and justifies participation levels that reflect the impact (an) exceptional condition(s) can have on an individual's testing abilities, including auditory and information processing skills.
Legal Compliance of IEP CEC/IGC Standard 6 Candidate uses foundational knowledge of the field and his/her ethical principles and practice standards to inform special education practice, to engage in lifelong learning, and to advance the profession.	• Candidate writes an incomplete IEP which fails to comply with all relevant laws and policies, reflect an understanding of requirements such as FAPE and LRE (and the history of these points of view) or other human issues that have historically influenced and continue to influence the field of special education. • Candidate writes the IEP using biased, inflammatory language, with a lack of clarity, numerous acronyms, illegibility, or inaccuracies (including spelling).	• Candidate writes a complete IEP that complies with all relevant laws and policies, reflects an understanding of requirements such as FAPE and LRE (and the history of these points of view) and other human issues that have historically influenced and continue to influence the field of special education. • Candidate writes the IEP using neutral, objective, non-inflammatory language, with clarity, minimal use of acronyms, legibility, and accuracy (including spelling). • Candidate writes areas of need, goals, objectives/benchmarks, placements and services with a strong connection to the present levels of performance.	• Candidate writes a complete IEP that complies with all relevant laws and policies, reflects an understanding of requirements such as FAPE and LRE (and the history of these points of view) and other human issues that have historically influenced and continue to influence the field of special education. • Candidate writes the IEP using neutral, objective, non-inflammatory language, with clarity, minimal use of acronyms, legibility, and accuracy (including spelling). • Candidate writes areas of need, goals, objectives/benchmarks, placements and services with a strong connection to the present levels of performance. • Candidate includes documentation for procedural safeguards and advocates for appropriate services for the individual with exceptionalities.

EDSE 662 CAEP Assessment	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
Accommodations and Modifications CEC/IGC Standard 3 Candidate uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.	• Candidate identifies inappropriate accommodations and/or modifications OR • Candidate fails to describe the accommodations and/or modifications which provide the foundation upon which special educators individualize instruction to provide meaningful and challenging learning for individuals with exceptional learning needs.	• Candidate identifies and prioritizes areas of the general curriculum and the accommodations and/or modifications to individualize instruction to provide meaningful and challenging learning for individuals with exceptional learning needs including appropriate technologies (as needed). • Candidate identifies and prioritizes appropriate accommodations and/or modifications based on present levels of performance to provide access to nonacademic and extracurricular activities in educationally related settings.	• Candidate selects accommodations and/or modifications based on assessment data and reflect the candidate's understanding of the impact exceptionalities may have on auditory and information processing skills, test taking abilities and variations in beliefs, traditions, and values across and within cultures with a statement relating these accommodations to specific instructional goals. • Candidate identifies and prioritizes areas of the general curriculum and the accommodations and/or modifications to individualize instruction to provide meaningful and challenging learning for individuals with exceptional learning needs including appropriate technologies (as needed). • Candidate identifies and prioritizes appropriate accommodations and/or modifications based on present levels of performance to provide access to nonacademic and extracurricular activities in educationally related settings.

Class Schedule
EDSE 662-628 Consultation & Collaboration

- Please bring your Friend & Cook book, your Gibb & Dyches book/printouts, and drafts with associated planning documents to each class (components as per the schedule).
- When you bring a team's IEP project component draft to class, each member of the team should bring a copy. For individually written GOBs, bring a copy for each of your teammates.

Note: This schedule is subject to change, especially as guest speakers may need to alter their presentation dates.

Class	Topics	Assignments; Due/Bring to Next Class
1: 9/13	Stakeholders Affirmation of goal Partnerships Identity Molecule/ Perspectives; too: 4 Corners Syllabus, Assignments, Assessments IEP Project; components: selecting a student; gathering background information; PLAAFP; goals and objectives Teams: group presentation; tool: laddering (paired comparisons) Professional development; tools: balance sheet; PMI Everyday Leadership	• Read the course syllabus. • Explore the course Bb site, especially those folders on your team's presentation topic. • Read/respond: Friend & Cook chapter 1, Foundations and Perspectives • Read/respond: Friend & Cook chapter 5, Group Problem Solving • Select a student for your IEP project. Complete the IEP Project Step One Choose a Student form and submit the form to Bb. Put all team members' names on the form. Bring a printed copy of this form to class (one per team). • Read/respond: Gibb & Dyches Preface, Introduction (pages 1-13) • Skim in Gibb & Dyches the background information for the 4 case study students to become familiar with the cases (pages 9 – 38) • Read/complete Gibb & Dyches Step 1 PLAAFP • Draft: IEP project Step Two Component A.1 Prepare Case/Background Information (Bring draft to class 2.)
	There is no class session on Wednesday, September 20, 2017.	
2: 9/27	Fundamentals of collaboration Problem solving processes and tools IEP – intro to components: background information draft; PLAAFP	• Read/respond: Friend & Cook chapter 12 Special Considerations • Read/respond: Friend & Cook chapter 6 Teams • Final copy: IEP Project Step Two Component A.1 Prepare Case/Background Information • Draft: IEP project Step Two Component A.2: PLAAFP (Bring the draft to class 3.) • Come to class with questions for next week's guests.
3: 10/4	Guests: Barbara Fisher, FCPS School Social Work Services, and Kristen Biernesser, FCPS School Counseling Services Presentation: Teams IEP: PLAAFP draft work; getting ready for goals & objectives/benchmarks (GOBs)	• Read/respond: Friend & Cook chapter 11 Families • Readings for guest speaker presentation – see Bb • Final copy: IEP Project Step Two Component A.2 PLAAFP • Read/complete: Gibb & Dyches Step 2 Write Measurable Annual Goals • IEP team members complete their readings of "Preparing Instructional Objectives" by Mager. • Draft: Each individual team member brings in his/her GOBs.

Class	Topics	Assignments; Due/Bring to Next Class
4: 10/11	**This class session will be held at the FCPS Parent Resource Center (PRC), room 100 & 105, 2334 Gallows Rd., Dunn Loring, VA 22027** Guest: Mary Beth Harrison-Cunningham, Manager, FCPS PRC Presentation: Families Guest Robert Brown, Organizational Development Consultant on Interpersonal Interactions and Levels of Commitment IEP: sharing GOBs with teammates	• Read/respond: Friend & Cook chapter 2 Interpersonal Communication • Read/respond: Friend & Cook chapter 3 Listening, Responding, and Giving Feedback • Draft: expand/revise individual goal with associated objectives/benchmarks as per Mager and Gibb & Dyches (include maintenance and generalization)
5: 10/18	Presentation: Interpersonal Communication Presentation: Listening, Responding, and Giving Feedback IEP Project: more on goals, objectives, benchmarks	• Read/respond: Friend & Cook chapter 7 Co-Teaching; *Note:* Respond to p. 172-182 as p. 158-172 are review of EDSE 629 content. • Read/respond: Friend & Cook chapter 10 Paraeducators • Read/respond: Friend & Cook chapter 8 Consultation, Coaching, and Mentoring
6: 10/25	Presentation: Co-Teaching and Paraeducators Presentation: Consultation, Coaching, and Mentoring Check of IEP components to date, including goals with objectives or benchmarks and rationales	• Read/respond: Friend & Cook chapter 4 Integrating Skills in Formal and Informal Interviews • Read/complete: Gibb & Dyches, Step 3 Measure and Report Student Progress • Read/complete: Gibb & Dyches Step 4 Services Needed • Read/complete: Gibb & Dyches Step 5 Non-participation • Draft: IEP project: o Step Two Component D Services, LRE, Placement o Step Two Component E Participation in State Assessments • Final copy: IEP Project Step Two Component B.1 and B.2: Measurable Annual Goals with Rationale and Step 2 Component C.1, C.2, and C.3: Short Term Objectives / Benchmarks

Class	Topics	Assignments; Due/Bring to Next Class
7: 11/1	Guest: Tim Cotman, Minority Achievement Coordinator, Arlington Public Schools, on Interpersonal Interactions – Personal Lenses Presentation: Integrating Skills in Formal and Informal Interviews IEP Project: Services, Least Restrictive Environment, Non-Participation	• Read/respond: Friend & Cook chapter 9 Difficult Interactions • Read/complete: Gibb & Dyches Step 6 Accommodations • Draft: Step Two Component F Accommodations • Final copy **by individual candidate** of IEP Project Step Two ***Note*: The final submission of the IEP project at the end of the course must have all team members' goals with objectives/benchmarks included in the project document(s).** • Bring to class all of your reading logs, which you will share with your teammates for class time work on the IEP Project narrative.

8: 11/8	Presentation: Difficult Interactions
	IEP Project: review of drafts for Step 2 Component F Accommodations; writing the narrative
	The Ally Path
	Negotiation
	Culturally Responsive IEPs
		• Write and bring to class 3 personal goals related to the course content.
		• Final copy of all components of the IEP Project due:
		  o On Blackboard (each candidate must post all project components individually)
		  o In print (one copy per team for all components, including the narrative)
		• ***Note*: The final submission at the end of the course must have all team members' goals with objectives/benchmarks included in the project document (total of at least 3 goals with objectives/benchmarks for teams of 2 or 3 members; teams of 4 members create 4 GOBs).**

9: 11/15	Guest: Laura Buchwald, U.S. Department of State and graduate candidate, GMU Center for the Advancement of Well-Being on resilience and HeartMath Goals Quit View from the Balcony Loose Ends Parting Thoughts Course Evaluation	Rest & Relaxation WAHOO! Yea, you!