

George Mason University
Graduate School of Education
EDUC 592.002: Effective Collaboration for Teaching Diverse Learners
(Scheduled concurrently with EDSE 662: Collaboration and Consultation)
Three (3) Credits, Spring 2018
Wednesdays, 7:20-10:00PM Krug Hall 17, Fairfax Campus

College of
EDUCATION  HUMAN DEVELOPMENT 



Promoting Learning  Development Across the Lifespan

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Pre/Corequisites:

None

University Catalog Course Description:

EDUC 592 provides teacher candidates in secondary education with knowledge and skills necessary to meet the needs of diverse learners in content area classrooms. Emphasizes teacher collaboration between general and special education teachers as an authentic model of practice.

Relationship to Program Goals and Professional Organizations:

Through course assignments and formal and informal commentary, this course emphasizes George Mason University's College of Education and Human Development Core Values and follows standards developed by the Interstate Teacher Assessment and Support Consortium (InTASC). An effective teacher must be able to integrate content knowledge with the specific strengths and needs of students to assure that *all* students learn and perform at high levels.

1. The teacher understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and can create learning experiences that make these aspects of subject matter meaningful to students.
2. The teacher understands how students learn and develop and can provide learning opportunities that support a student's intellectual, social, and personal development.
3. The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
4. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
6. The teacher uses knowledge of effective verbal, non-verbal, and media communication techniques and appropriate technology to foster active inquiry, collaboration, and supportive interaction in the classroom.
9. The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others and who actively seeks out opportunities to grow professionally.

Rationale/Student Outcomes:

The expectations for professionals who work in schools have changed dramatically over the past decade. All teachers 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.

At the conclusion of EDUC 592, students will be able to:

- Define collaboration, consultation, and teamwork and explain the essential characteristics of each; (CEHD Core Values: Collaboration, Ethical Leadership, Research-Based Practice and Innovation), (InTASC Standards 2, 3, 6)
- Identify variables that may facilitate or constrain participation in collaboration, consultation, or teamwork settings; (CEHD Core Values: Collaboration, Ethical Leadership, and Innovation), (InTASC Standards 3, 6)
- Demonstrate communication skills of listening, avoiding communication roadblocks, dealing with resistance, being appropriately assertive, and resolving conflicts; (CEHD Core Values: Collaboration, Ethical Leadership), (InTASC Standards 3, 4, 6)
- Apply problem-solving techniques in collaborating with professional colleagues, parents, and related and ancillary personnel to provide for students' learning and behavioral needs; (CEHD Core Values: Collaboration, Ethical Leadership, Research-Based Practice and Innovation), (InTASC Standards 2, 3, 4, 6)
- Develop self-assessment techniques for improving consultative and collaboration skills; (CEHD Core Values: Collaboration, Ethical Leadership, Research-Based Practice and Innovation), (InTASC Standard 9)
- Plan activities that implement effective consultation and collaboration techniques; (CEHD Core Values: Collaboration, Ethical Leadership, Research-Based Practice and Innovation), (InTASC Standards 2, 3, 6)
- Identify how and with whom collaboration occurs in public school settings; (CEHD Core Values: Collaboration, Research-Based Practice)

- Collaboratively develop a student's Individualized Education Plan. (CEHD Core Value: Collaboration), (InTASC Standards 2, 3)
- Describe the unique instructional needs of diverse learners; (CEHD Core Value: Research-Based Practice), (InTASC Standards 2, 3)
- Provide a rationale for differentiation of instruction to meet the needs of diverse learners; (CEHD Core Value: Collaboration, Research-Based Practice and Innovation), (InTASC Standards 2, 3)
- Express, in general terms, the impact of learner characteristics on instruction; (CEHD Core Value: Research-Based Practice), (InTASC Standards 2, 3, 4)
- Identify evidence-based practices to differentiate instruction for diverse learners; (CEHD Core Value: Collaboration, Research-Based Practice), (InTASC Standards 2, 3, 4)
- Create a complete lesson plan that includes the active involvement of a co-teacher (CEHD Core Value: Collaboration, Ethical Leadership, Research-Based Practice and Innovation), (InTASC Standards 2, 3, 6)

Nature of Course Delivery:

Experiential, observational, and interactive strategies are used to facilitate fulfillment of the outcomes established for the course. Course sessions may include a variety of formats and integrate instructional technology with lecture, discussion, guest presenters, small group activities, and student presentations.

General Course Expectations

This is a graduate level course for professional educators. As such, please be advised of the following expectations for all participants.

Attendance:

Students are expected to (a) attend all classes during the course, (b) arrive on time, (c) stay for the duration of the class time, (d) show evidence of having read/studied material, and (e) complete all in-class assignments to earn points for class participation.

Workload:

Graduate-level courses require in-depth reading, study, and work on course requirements outside of class time. The general expectation is approximately three hours per week for each credit hour of a course. Students are expected to allot class study and preparation time weekly in addition to time spent on papers and assignments.

Written and Oral Language:

American Psychological Association (APA) Style is the standard format for any written work in the College of Education. If you are unfamiliar with APA, it will 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. Please use the following website for APA format guidelines: <http://apastyle.apa.org>. We will use person-first language in our class discussions, written assignments, and ideally in our professional practice. We will also strive to replace the term "Mental Retardation" with "Intellectual Disabilities" in our oral and written communication in accordance with terminology choices in the disability community.

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 general ideas. Generally, if you use four or more words in a row you should use quotation marks and a proper APA citation. If you use facts, statistics, and/or ideas from any source, give the author credit. 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 the class will result in a zero on that assignment and a report of the incident to the Dean's Office.

George Mason University College of Education and Human Development **Student Expectations**

All expectations of the University apply to this course. For further information about each, please see the indicated website.

Students must adhere to the guidelines of the George Mason University Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>)

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. 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 for Responsible Use of Computing (see <http://universitypolicy.edu.edu/policies/responsible-use-of-computing>).

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.

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, program, and instructor will be sent to students solely through their Mason email account.

Campus Resources/Procedures

Emergency Procedures:

You are encouraged to sign up for emergency alerts by visiting <https://alert.gmu.edu>. There are emergency posters in each classroom explaining what to do in the event of crises. Further information about emergency procedures exists on <http://www.gmu.edu/service/cert>

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/>).

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 the website at <http://gse.gmu.edu/>.

Course Specific Expectations and Requirements

This course will incorporate the evidence-based practices (EBPs) relevant to collaboration and consultation in schools and instruction for diverse learners. 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 all students.

Textbook/Required Readings:

1. Friend, M., & Cook, L. (2017). *Interactions: Collaboration skills for school professionals* (8th ed.). Boston: Pearson.
2. Bateman, B. D., & Linden, M. A. (2012). *Better IEPs: How to develop legally correct and educationally useful programs*. Verona, WI: Attainment Company.
3. Readings will be available on Blackboard

Please note that will use the Blackboard website for posting of course materials, readings, announcements, discussion boards, journals, and grades. You will be responsible for all material posted on the website. Please check it regularly.

Late Work:

Assignments are due on the date indicated in the syllabus. If we change the due date for reasons related to student need in the course, the change will be discussed in class, posted on the Blackboard site, and confirmed in an email to all students. We will not accept late work. If you are not in class on the day an assignment is due, you are still responsible for submitting the assignment.

Student Evaluation

Evaluation	Points Possible	Assignment Type
I. Participation	140	Individual
II. Process Observation Account	50	Individual
III. Case Study Analysis Presentation	50	Group
IV. Professional Learning Community (PLC) Project	100	Group
VI. Individualized Educational Plan	100	Individual
Total	440	

GRADING SCALE

A 93-100
 A- 90-92
 B+ 88-89
 B 83-87
 B- 80-82
 C 70-79
 F <70

Tentative Calendar

	Date	Topic	Readings	Assignments due Activities
Strand 1: Group Processes	1/24	Introductions Overview & Getting to know the other group		
	1/31	Framing Collaboration Communication skills	FC Chp 1, 2 Weiss et al., 2015 Case study: Reluctant Collaborator	Expert groups formed and meet
	2/7	Communication skills	FC chp 3, 6 Assigned case studies	Expert groups meet
	2/14	Problem solving	FC chp 5 Conderman (2010) Assigned case studies	Case study presentations and process observations

Strand 2: IEP Development	2/21	Students with disabilities and special education	https://everybody.si.edu	Case study and process observation assignments due to Blackboard IEP teams formed
	2/28	IEP overview Present level of performance	Case study (skim) Hartmann, 2016 Chapter 1 BL	IEP teams meet
	3/7	IEP: Annual goals and objectives	Chapter 3 BL; chp 4 71-79	IEP teams meet
	3/14	Spring Break		
	3/21	IEP: Decisions about services, placement, accommodations, participation in state tests	Chapter 5 BL; Chapter 2 BL	IEP teams meet
	3/28	IEP: Role play and discussion	Chapter 7 BL	
Strand 3: Lessons and Applications	4/4	Co-teaching	FC chp 7 FC chp 9	IEP Assignment due to Blackboard PLC groups form Guest speakers
	4/11	Organizing ideas and concepts Strategic approaches to tasks	Graphic organizer ALERT; Cognitive Strategy Instruction ALERT; Singleton & Filce, 2015; Smith, Saez, & Doabler, 2015	PLC groups meet
	4/18	Reading comprehension Vocabulary acquisition	Vocabulary ALERT; mnemonic ALERT; Reading Comprehension ALERT; Berkeley et al. (2011)	PLC groups meet
	4/25	Peer assisted learning	CWPT ALERT; Scruggs, Mastropieri, & Marshak (2012)	PLC groups meet
	5/2	Final session and wrap up		PLC Assignment due to Blackboard