



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

Summer 2018  
EDSE 662 B01: Consultation and Collaboration  
CRN: 40148, 3 – Credits

<b>Instructor:</b> Dr. Nancy Morrison	<b>Meeting Dates:</b> 6/4/2018 – 7/28/2018
<b>Phone:</b> 571-212-0392	<b>Meeting Day(s):</b> Tuesday; Thursday
<b>E-Mail:</b> nmorris2@gmu.edu	<b>Meeting Time(s):</b> 7:20 pm – 10 pm
<b>Office Hours:</b> By appointment	<b>Meeting Location:</b> Fairfax, KH 17
<b>Office Location:</b> N/A	<b>Other Phone:</b> N/A

\*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 a 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.

**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
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, M., & Cook, L. (2017). *Interactions: Collaboration skills for school professionals* (8<sup>th</sup> Ed.). Upper Saddle River, NJ: Pearson. ISBN-13: 9780134493169

Gibb, G. S., & Dyches, T. T. (2016). *Guide to writing quality individualized education programs* (3<sup>rd</sup> Ed.). Upper Saddle River, NJ: Pearson. ISBN-13: 9780133949520

### **Recommended Textbooks**

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

Mager, R. *Preparing instructional objectives: A critical tool in the development of effective instruction* (3<sup>rd</sup> ed.). Atlanta, GA: The Center for Effective Performance. ISBN-13: 978-1879618039 **Note:** Dr. Morrison has several 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.

### **Additional Readings and Resources**

- Some required readings are To Be Determined (TBD), depending on class and team assignments
- Recommended resources are available on the course Blackboard site: Course Content → Additional Resources EDSE 662.

### **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 → Individualized Education Program Project - CAEP Assessment).

#### **College Wide Common Assessment (TK20 submission required)**

None

#### **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 “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 demonstrate 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. Morrison'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. Some recommended resources on IEPs will be in the course Bb site.

## **Course Policies and Expectations**

### **Attendance/Participation**

- Course participants register for 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, 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 “Major Learning Activities, Section I” 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) **Note:** Class starts promptly at 7:20 p.m. and ends at 10:00 p.m.
  - Absences:
    - 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 7:00 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) 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 on 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., Morrison Chapter 5 Reflection). If there is a colleague that has the same last name, please add your first name following your last name (e.g., Morrison Nancy 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](mailto: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 course number (e.g. Subject: Rocket Raccoon 662).
- When you send a text to the professor or leave a voice message, please state your full name and your course number for example, “This is Rocket Raccoon in 662.”
- The professor may not be able to receive or respond to calls, voice mail, and/or email messages after 6:00 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. Nancy Morrison. 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 (nmorris2@gmu.edu; use the subject line "Opt Out [First Last name] EDSE 662-B01"; e.g., "Opt Out Nancy Morrison EDSE 662-B01"). 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 <https://catalog.gmu.edu/policies/honor-code-system/>).

### **Professional Dispositions**

Students are expected to exhibit professional behaviors and dispositions at all times. See <https://cehd.gmu.edu/students/polices-procedures/>. In the College of Education and Human Development, dispositions are formally and separately evaluated in at least three points in each student's program – a self-evaluation at the start of their program, an instructor's evaluation in the middle of their program, and a university supervisor's evaluation during internship. When dispositions are assessed, it is important that for areas where a positive disposition is 'occasionally evident' or 'rarely evident,' the student takes steps to grow as an educator. See <https://cehd.gmu.edu/epo/candidate-dispositions>. In special education licensure programs, the

mid-point evaluation is completed by instructors in EDSE 628, EDSE 661, and EDSE 616, and the internship evaluation is completed by instructors in EDSE 783, EDSE 784, and EDSE 785.

### **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.

### **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 <https://catalog.gmu.edu/policies/honor-code-system/> ).
- 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 silence all sound emitting devices during class unless otherwise authorized by the instructor.

#### **Campus Resources**

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto: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/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

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

## **Appendix**

### **Assessment Rubric(s)**

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**

<b>EDSE 662 CAEP Assessment</b>	<b>Does Not Meet Expectations 1</b>	<b>Meets Expectations 2</b>	<b>Exceeds Expectations 3</b>
<p><b>Present Levels of Performance</b></p> <p>CEC/IGC Standards 1 &amp; 4</p> <p>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.</p> <p>Candidate uses multiple methods of assessment and data sources in making educational decisions.</p>	<ul style="list-style-type: none"> <li>• Candidate writes a present levels of performance statement that:               <ul style="list-style-type: none"> <li>○ lacks consistent links to evaluations and assessments and/or</li> <li>○ fails to include educational implications of the student's exceptionality, and/or</li> <li>○ fails to consider variations in beliefs, traditions, and values across and within cultures.</li> </ul> </li> <li>• Candidate fails to demonstrate respect for the student by using biased and negative language.</li> <li>• Candidate fails to show evidence of the similarities and differences between the student's development and typical human development.</li> <li>• Candidate includes irrelevant information statements.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate interprets information from formal and informal assessments to write appropriate, relevant present levels of performance statement with:               <ul style="list-style-type: none"> <li>○ clear links to evaluations and assessments (such as interviews, observations, standardized tests),</li> <li>○ description of educational implications of the characteristics of various exceptionalities, sensory impairments (as applicable), and</li> <li>○ description of variations in beliefs, traditions, and values across and within cultures (as applicable).</li> </ul> </li> <li>• Candidate uses unbiased and objective language.</li> <li>• Candidate includes description of the similarities and differences between the student's development and typical human development.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate interprets information from formal and informal assessments to write appropriate, relevant present levels of performance statement with:               <ul style="list-style-type: none"> <li>○ clear links to evaluations and assessments (such as interviews, observations, standardized tests),</li> <li>○ description of educational implications of the characteristics of various exceptionalities, sensory impairments (as applicable), and</li> <li>○ description of variations in beliefs, traditions, and values across and within cultures (as applicable).</li> </ul> </li> <li>• Candidate uses unbiased and objective language.</li> <li>• Candidate includes description of the similarities and differences between the student's development and typical human development.</li> <li>• Candidate describes strengths and areas in need of improvement in relation to Virginia Standards of Learning.</li> </ul>
<p><b>Measurable Annual Goals</b></p> <p>CEC/IGC Standard 3</p> <p>Candidate uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.</p>	<p>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.</p>	<ul style="list-style-type: none"> <li>• Candidate demonstrates an understanding of the models and theories related to instructional planning by writing age and ability appropriate annual goals that:               <ul style="list-style-type: none"> <li>○ are measurable,</li> <li>○ reflect present levels of performance, and</li> <li>○ show direction for student growth.</li> </ul> </li> <li>• Candidate writes goals that focus on both decreasing and/or increasing learner behaviors.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate demonstrates an understanding of the models and theories related to instructional planning by writing age and ability appropriate annual goals that:               <ul style="list-style-type: none"> <li>○ are measurable,</li> <li>○ are and based upon the scope and sequence of the Virginia Standards of Learning (as appropriate),</li> <li>○ reflect present levels of performance, and</li> <li>○ show emphasis on increasing skills and/or positive behaviors.</li> </ul> </li> <li>• Candidate demonstrates consideration of variations in beliefs, traditions, and values across and within cultures while integrating affective, social, and life skills with academic curricula.</li> </ul>

<b>EDSE 662 CAEP Assessment</b>	<b>Does Not Meet Expectations 1</b>	<b>Meets Expectations 2</b>	<b>Exceeds Expectations 3</b>
<p><b>Short Term Objectives or Benchmarks</b></p> <p>CEC/IGC Standard 3</p> <p>Candidate uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.</p>	<p>Candidate fails to demonstrate an understanding of the models and theories related to instructional planning by writing individualized learning objectives/benchmarks that:</p> <ul style="list-style-type: none"> <li>○ are not directly related to the annual goals OR</li> <li>○ are not sequentially age and ability appropriate OR</li> <li>○ utilize learner criteria that are inappropriate to task performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate demonstrates an understanding of the models and theories related to instructional planning by writing individualized learning objectives/benchmarks that <ul style="list-style-type: none"> <li>○ relate to an annual goal AND</li> <li>○ are sequential age and ability appropriate AND</li> <li>○ include the condition, measurable and observable learner behavior and verifiable criteria.</li> </ul> </li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate demonstrates an understanding of the models and theories related to instructional planning by writing individualized learning objectives/benchmarks that <ul style="list-style-type: none"> <li>○ relate to an annual goal AND</li> <li>○ are sequential age and ability appropriate AND</li> <li>○ include the condition, measurable and observable learner behavior and verifiable criteria AND</li> <li>○ a statement of generalization AND</li> <li>○ a statement of maintenance.</li> </ul> </li> <li>• 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.</li> </ul>
<p><b>Services, Least Restrictive Environment (LRE), Placement</b></p> <p>CEC/IGC Standard 1</p> <p>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.</p>	<p>Candidate lists program or primary related services that do not or inconsistently align with areas of need based on present levels of performance.</p>	<ul style="list-style-type: none"> <li>• Candidate lists appropriate program and primary services and related services (as appropriate) that: <ul style="list-style-type: none"> <li>○ 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</li> <li>○ 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.</li> </ul> </li> <li>• Candidate includes the following: <ul style="list-style-type: none"> <li>○ location</li> <li>○ frequency</li> <li>○ setting</li> <li>○ duration</li> <li>○ start and end dates.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Candidate lists appropriate program and primary services and related services (as appropriate) that: <ul style="list-style-type: none"> <li>○ 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</li> <li>○ 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.</li> </ul> </li> <li>• Candidate includes the following: <ul style="list-style-type: none"> <li>○ location</li> <li>○ frequency</li> <li>○ setting</li> <li>○ duration</li> <li>○ start and end dates.</li> </ul> </li> <li>• 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.</li> </ul>

<b>EDSE 662 CAEP Assessment</b>	<b>Does Not Meet Expectations 1</b>	<b>Meets Expectations 2</b>	<b>Exceeds Expectations 3</b>
<p><b>Participation in State Assessments</b></p> <p>CEC/IGC Standard 3</p> <p>Candidate uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.</p>	<p>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.</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Candidate lists and justifies all accommodations for state assessments suggested.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Candidate lists and justifies all accommodations for state assessments suggested.</li> <li>• 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.</li> </ul>
<p><b>Legal Compliance of IEP</b></p> <p>CEC/IGC Standard 6</p> <p>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.</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Candidate writes the IEP using biased, inflammatory language, with a lack of clarity, numerous acronyms, illegibility, or inaccuracies (including spelling).</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Candidate writes the IEP using neutral, objective, non-inflammatory language, with clarity, minimal use of acronyms, legibility, and accuracy (including spelling).</li> <li>• Candidate writes areas of need, goals, objectives/benchmarks, placements and services with a strong connection to the present levels of performance.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Candidate writes the IEP using neutral, objective, non-inflammatory language, with clarity, minimal use of acronyms, legibility, and accuracy (including spelling).</li> <li>• Candidate writes areas of need, goals, objectives/benchmarks, placements and services with a strong connection to the present levels of performance.</li> <li>• Candidate includes documentation for procedural safeguards and advocates for appropriate services for the individual with exceptionalities.</li> </ul>




<b>EDSE 662 CAEP Assessment</b>	<b>Does Not Meet Expectations 1</b>	<b>Meets Expectations 2</b>	<b>Exceeds Expectations 3</b>
<p><b>Accommodations and Modifications</b></p> <p>CEC/IGC Standard 3</p> <p>Candidate uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.</p>	<ul style="list-style-type: none"> <li>• Candidate identifies inappropriate accommodations and/or modifications OR</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• 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).</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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).</li> <li>• 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.</li> </ul>














**Class Schedule**  
**EDSE 662-B01 Consultation & Collaboration**

- Please bring your Friend & Cook book, your Gibb & Dyches book, 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 Goals/Objectives/Benchmarks (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 # Date	Topics	Assignments
1 6/5 T	<ul style="list-style-type: none"> <li>• Welcome &amp; course orientation</li> <li>• Stakeholders</li> <li>• Syllabus, Assignments, Assessments</li> <li>• Group presentations: teams, topics - use laddering (paired comparisons)</li> <li>• IEP Project - components, case study, assign teams</li> <li>• Successful group collaboration</li> <li>• Everyday leadership</li> </ul>	<p><b>WELCOME TO</b></p> <p><b>EDSE 662</b></p>
2 6/7 Th	<ul style="list-style-type: none"> <li>• Fundamentals of collaboration - F&amp;C Chapter 1</li> <li>• IEP case study - Brian</li> <li>• IEP project - introduction to components: background information draft; PLAAFP</li> </ul>	<ul style="list-style-type: none"> <li>• Read the course syllabus</li> <li>• Explore course Bb site, especially folders on your team’s presentation topic</li> <li>• Read/respond: Friend &amp; Cook (F&amp;C) Chapter 1, Foundations and Perspectives</li> <li>• Read IEP case study on Bb: Assignments&gt;IEP Project&gt;IEP Case Study - Brian</li> </ul> 
3 6/12 T	<ul style="list-style-type: none"> <li>• Collaboration to provide student support - Consultation, Coaching, and Mentoring - F&amp;C Chapter 8</li> <li>• IEP Project - draft - background information; PLAAFP; in class - Read/complete Gibb &amp; Dyches Step 1 PLAAFP</li> </ul>	<ul style="list-style-type: none"> <li>• Read/respond F&amp;C Chapter 8, Consultation, Coaching and Mentoring</li> <li>• Read/respond: Gibb &amp; Dyches Preface, Introduction (pp. 1-13)</li> <li>• Draft: IEP Project Step Two Component A.1 Prepare Case/Background Information (bring draft to class 3)</li> </ul> 
4 6/14 Th	<ul style="list-style-type: none"> <li>• Practicing collaboration: case study</li> <li>• Facilitation skills: “The ‘Never Evers’ of Workshop Facilitation”, Sharp</li> <li>• IEP Project: PLAAFP draft work; getting ready for Goals, Objectives, Benchmarks (GOBs)</li> <li>• Work in Group Presentation teams</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Final copy:</u> IEP Project Step Two Component A.1 Prepare Case/Background Information</li> <li>• Draft: IEP Project Step Two Component A.2 PLAAFP (Bring draft to class 4)</li> <li>• Read/complete G&amp;D Step 2 Write Measurable Annual goals</li> </ul> 

5 6/19 T	<ul style="list-style-type: none"> <li>• Collaboration with families - F&amp;C Chapter 11</li> <li>• IEP Project: Questions about/checking GOBs</li> </ul>	<ul style="list-style-type: none"> <li>• Read/respond F&amp;C Chapter 11, Families</li> <li>• <u>Final copy</u>: IEP Project Step Two Component A.2 PLAAFP</li> <li>• Draft: IEP Project - individual team members bring his/her GOBs</li> </ul> 
6 6/21 Th	<ul style="list-style-type: none"> <li>• Guest: Barbara Zemble, FCPS department chair: Strategies for successful collaboration with families</li> <li>• IEP Project - finalize GOBs</li> </ul>	<ul style="list-style-type: none"> <li>• Read/respond article “Six Tips for Successful IEP Meetings”, Diliberto &amp; Brewer</li> <li>• Draft: IEP Project - expand/revise individual goal with associated objectives/benchmarks as per Mager and G&amp;D (include maintenance and generalization) with rationale; bring your GOBs to class</li> <li>• Read/complete G&amp;D, Step 3 Measure and Report Student Progress</li> <li>• Read/complete G&amp;D, Step 4 Services Needed</li> <li>• Read/complete G&amp;D, Step 5 Non-participation</li> <li>• Come to class with questions for this week’s guest</li> </ul> 
7 6/26 T	<ul style="list-style-type: none"> <li>• Presentation: Group Problem Solving</li> <li>• IEP Project - services, placement, LRE, participation in state assessment, accommodations and modifications, and legal compliance of IEP, G&amp;D (pp. 81-105)</li> </ul>	<ul style="list-style-type: none"> <li>• Read/respond F&amp;C Chapter 5, Group Problem Solving</li> <li>• <u>Final copy</u>: IEP Project Step Two Component B.1 and B.2 Measurable Annual goals with Rationale; Step Two Component C.1, C.2 and C.3 Short Term Objectives/Benchmarks</li> </ul> 
8 6/28 Th	<ul style="list-style-type: none"> <li>• Co-teaching - F&amp;C Chapter 7</li> <li>• IEP Project - services, placement, LRE, participation in state assessment, accommodations and modifications, and legal compliance of IEP, G&amp;D (pp. 81-105)</li> <li>• IEP Projects - drafts of Components D and E</li> </ul>	<ul style="list-style-type: none"> <li>• Read/respond F&amp;C Chapter 7, Co-teaching</li> <li>• IEP Project drafts: <ul style="list-style-type: none"> <li>&gt;Step Two Component D Services, LRE, Placement</li> <li>&gt;Step Two Component E Participation in State Assessments</li> </ul> </li> </ul> 
9 7/3 T	<ul style="list-style-type: none"> <li>• Difficult Interactions- F&amp;C Chapter 9</li> <li>• IEP Project: Accommodations and modifications</li> </ul>	<ul style="list-style-type: none"> <li>• Read/respond F&amp;C Chapter 9, Difficult Interactions</li> <li>• <u>Final copy</u>: IEP Project Step Two Component D Services, LRE, Placement; and Component E Participation in State Assessments</li> </ul> 
10 7/5 Th	<ul style="list-style-type: none"> <li>• Collaborating with Paraeducators - F&amp;C Chapter 10</li> <li>• IEP Project - look at draft: Step Two Component F Accommodations</li> </ul>	<ul style="list-style-type: none"> <li>• Read/respond F&amp;C Chapter 10, Paraeducators</li> <li>• IEP Project draft: Step Two Component F Accommodations</li> </ul> 

11 7/10 T	<ul style="list-style-type: none"> <li>• Presentation: Interpersonal Communication</li> <li>• IEP Project: writing the narrative</li> </ul>	<ul style="list-style-type: none"> <li>• Read/respond F&amp;C Chapter 2, Interpersonal Communication</li> <li>• <u>Final copy</u>: IEP Project Step Two Component F Accommodations</li> </ul> 
12 7/12 Th	<ul style="list-style-type: none"> <li>• Presentation: Listening, Responding, and Giving Feedback</li> <li>• Practicing skills in listening and responding</li> <li>• IEP Project: writing the narrative, IEP Step 3</li> </ul>	<ul style="list-style-type: none"> <li>• Read/respond F&amp;C Chapter 3, Listening, Responding, Feedback</li> <li>• Bring to class all of your reading logs, which you will share with your teammates for class time work on the IEP Project narrative</li> </ul> 
13 7/17 T	<ul style="list-style-type: none"> <li>• Presentation: Integrating Skills in Formal and Informal Interviews</li> <li>• IEP Project - questions about components or final project submission</li> </ul>	<ul style="list-style-type: none"> <li>• Read/respond F&amp;C Chapter 4, Integrating Skills in Formal and Informal Interviews</li> <li>• Draft: IEP Project - narrative, IEP Step Three</li> <li><b>Note:</b> Individuals on the team may be responsible for different sections</li> </ul> 
14 7/19 Th	<ul style="list-style-type: none"> <li>• Presentation: Teams</li> <li>• IEP Project - questions on final copy - due 7/24</li> </ul>	<ul style="list-style-type: none"> <li>• Read/respond F&amp;C chapter 6, Teams</li> <li>• IEP Project - check all components of the project - due next class</li> </ul> 
15 7/24 T	<ul style="list-style-type: none"> <li>• Special considerations - F&amp;C chapter 12: interagency and community collaboration, ethical issues, collaboration influenced by roles and responsibilities</li> <li>• Key strategies for effective partnerships</li> </ul>	<ul style="list-style-type: none"> <li>• Read/respond F&amp;C Chapter 12, Special Considerations</li> <li>• <u>Final copy of all components of the IEP Project due:</u> <ul style="list-style-type: none"> <li>&gt;On Blackboard (each candidate must post all project components individually)</li> <li>&gt;In print (one copy per team for all components, including the narrative)</li> <li>&gt;Submit final copy (in one document) to Tk20</li> </ul> </li> <li><b>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)</b></li> </ul> 
16 7/26 Th	<ul style="list-style-type: none"> <li>• Practicing skills in collaboration - case study and scenarios</li> <li>• Reflections on personal skills in consultation, collaboration and teamwork; looking at your 3 goals</li> <li>• Course evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• Write and bring to class 3 personal goals related to the course content. See instructions on Bb.</li> </ul> <p style="text-align: center;">Rest, relax, and enjoy your summer!</p>