



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

Fall 2018

EDSE 662 639: Consultation and Collaboration

CRN: 83391, 3 – Credits

Instructor: Dr. Sheryl Asen	Meeting Dates: 9/26/2018 – 11/28/2018
Phone: cell 802-595-9663	Meeting Day(s): Wednesday
E-Mail: sasen@gmu.edu	Meeting Time(s): 5 pm – 9:30 pm
Office Hours: by appointment	Meeting Location: Fairfax HS room C148
Office Location: Finley 206A	Other Phone: (contact via cell and GMU email)
The professor does not respond to email, phone calls, or texts after 3:30 p.m. on class days due to travel and class preparation time.	
<p>Notes about class sessions:</p> <ul style="list-style-type: none"> • No f2f class on October 10th; see course calendar and Bb for session assignments. • No class session on November 21st (Thanksgiving break) 	
<p>“Stay human and on your pupil’s side.” -Richard Feynman</p> <p>"A candle loses nothing by lighting another candle." -Erin Majors</p> <p>"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</p> <p>"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</p> <p>"Ultimately a genuine leader is not a searcher for consensus, but a molder of consensus." -Martin Luther King, Jr.</p> <p>"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</p> <p>"I not only use all of the brains I have, but all I can borrow." -Woodrow Wilson</p> <p>“Every collaboration helps you grow.” -Brian Eno, musician</p> <p>“Leaders are problem solvers by talent and temperament, and by choice.” -Harlan Cleveland, diplomat, educator, and author</p> <p>“Unity is strength... when there is teamwork and collaboration, wonderful things can be achieved.” -Mattie Stepanek</p> <p>Docendo discimus. (Latin proverb: “By teaching, we learn.”)</p>	

***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.

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. Using assessments to guide learning;
7. Self-guided tutorial;
8. Electronic supplements and activities via Blackboard (Bb);
9. Reflection
10. 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 workshops, see on Bb the guide, “Tips for Conducting Professional Development Presentations Asen and Glassnagel, December 2015” (Course Content → Additional Resources EDSE 662 → Effective Presentations; this folder includes other resources as well).
- Some required readings are To Be Determined (TBD), depending on class and team assignments. For some workshops, the professor will require incorporation of specific resources.

Recommended Resources/Readings

- The course Blackboard site Course Content folder contains a folder of Additional Resources to support course topics.
- Information on how self-assessment and reflection assist learners in content mastery is included in the Additional Resources folder. These two strategies are used throughout the course to promote EDSE 662 candidate learning.
- Also included are resources about how multi-tasking, especially when using electronics, inhibits processing of higher cognitive activities. (See course policies on the use of electronics in class.)
- 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.
- For further information on effective presentations and tips, go to the course Blackboard site folder (Course Content -> Additional Resources -> Effective Presentations).
- GMU Library Resources:
 - Ms. Jackie Petersen, Helen A. Kellar Institute for Human disAbilities (KIHD Librarian: jpetersk@gmu.edu, 703-993-3672, GMU Fairfax campus Finley Hall room 116.
 - Anne Driscoll, Reference Librarian, Fenwick Library: adrisco2@gmu.edu, 703-993-3715, GMU Fairfax campus Fenwick Library room A244.

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. Directions on to how to upload the PBA to Tk20 are in the course Bb site under the Assessments folder.

For EDSE 662, the required PBA is the Individualized Education Program Project. 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): N/A

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: Guidelines and Major Learning Activities

For all course assignments:

- Assignment descriptions, directions, and rubrics posted on Blackboard are considered appendices to (and, therefore, part of) this syllabus.
- If the candidate wishes to receive accommodations, the candidate must work through and follow the procedures of the Office of Disability Services. (See the subsequent section in this syllabus, "GMU Policies and Resources for Students".)
- A teacher candidate/student must demonstrate integrity and adherence to the honor code to earn points for course assignments.
- A teacher candidate/student may not use projects, data, or material generated in or for and/or submitted for credit in another course. Violations result in a grade of zero (0) for the entire assignment.

- A teacher candidate/student may not use projects, data, or material generated by another individual. This includes failure to appropriately cite resources used in course assignments. Violations result in a grade of zero (0) for the entire assignment.
- Candidates at the graduate level are expected to compose and speak with accuracy (grammar, spelling, other mechanics, form, structure, logical organization and flow, etc.) and at a conceptual level commensurate with advanced degree study. Assignment points are not awarded for meeting this requirement; however, points will be deducted from any assignment that does not reflect appropriate communication (oral and/or written)—that is, that fails to meet these expectations. The number of points deducted (up to 10 points per assignment) is per professor discretion and is based on the types and degrees of issues and errors demonstrated/observed.
- Use APA guidelines for all course assignments when explicitly noted in the assignment descriptions or otherwise appropriate. APA must be used for the workshop references. The professor may request citation verification for any assignment submission.
- 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>.
- 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”. See the section on “Late Work” for additional information.
- Blackboard, in addition to providing resources and verifying the date and time of assignment submission, also serves as a repository of candidate work.
- Only the file formats listed below are accepted for assignments.
 - Microsoft Office suite (e.g., Word; PowerPoint; Excel)
 - PDF
 - JPG/JPEG, GIF, or PNG
 - Macintosh supported video formats—those that can be imported into and viewed via QuickTime (e.g., .mov, MPEG files [.mp4, .m4v, .m4a, .mp3, .mpg], some WAV files)
- Do not submit .pub, SmartBoard, or Google Docs files. For consideration of other formats, please contact the professor.
- Assignments must be composed on a computer (“typewritten”—which allows for ease of reading the submission), with the exception of thinking maps or other assignments for which hand drawn work is appropriate or required.
- Name files as per the following protocols unless otherwise specified in assignment directions.
 - Always start a file name with your surname with only the first letter capitalized

- (e.g., Raccoon).
- If another candidate in the course section has the same last name, add your first initial (capitalized) following your surname (e.g., RaccoonR or Raccoon R).
 - If another candidate in the course section has the same last name and his/her first name begins with the same letter, add your first name (beginning with a capital letter) after your last name (e.g., RaccoonRocket or Raccoon Rocket).
 - You may alter the remaining words in the file name to shorten it BUT the file name must clearly identify the assignment, distinguishing it from any other assignment.
- Multiple instances of not following the file naming protocol may result in one (1) point deducted from the candidate's final course points total for each violation.
 - Note that graduate courses at the master's level typically may require a time commitment for out of class work per week that equates to 3-4 hours per class session meeting hour.

Major Learning Activity 1: Class Session Participation and Reflection (10% of final grade)

See policies about attendance and participation in the next syllabus section "Course Policies and Expectations". These expectations, especially professional dispositions, must be met to earn class session participation and reflection points.

At the end of each class session, the candidate writes a thoughtful, meaningful "take away" statement that identifies a learning connection/awareness about material in that class session that goes beyond a restatement of information. The statement includes WHY that connection personally is relevant—that is, the comments go beyond a simple retelling of information and delve into reflection. This reflection is handwritten at the end of class. The last 5 minutes of class time is devoted to the activity. Statements written during other class participation activities will not be accepted and, therefore, will not be eligible for credit.

The point for the reflection is awarded only if the candidate was present in class for at least 3.5 hours of the session and submits a reflection that meet or exceed expectations, as described above. Partial credit may be assigned at the discretion of the professor.

Note: Class session 3 (October 10, 2018) is not a face-to-face (f2f) session. Course participants will earn 2 points for appropriately completing the assignments that substitute for the f2f session. All components of each of these class 3 nonf2f assignments must be completed at an acceptable level for any credit to be earned. These assignments include reflective writing. Partial credit may be assigned at the discretion of the professor.

Major Learning Activity 2: Readings – Preparation for Class Discussions, Workshops, 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 required in the narrative section of the IEP Project assignment.

The teacher candidate/student will use the provided textbook chapter log template. Each recorded note will be identified by the textbook page(s) on which the information is presented and then 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. Come to class prepared to share the reflection.

All responses must be submitted to the corresponding drop box on Blackboard. The professor will read all submissions on Blackboard to determine response quality (including that directions were followed). The professor, however, will comment only on the optional printed responses that also are submitted by the candidate in his/her class folder on the due date.

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

Major Learning Activity 3: Team Professional Development Workshop (25% of final grade)

The purposes of the Team Professional Development (PD) Workshop on course topics, correlated to text chapters, are to:

- Gain experience planning and providing a professional development activity to colleagues.
- Provide opportunity to practice/apply some of the knowledge and skills in the course text and/or course resources and/or resources to:
 - The IEP development and/or implementation processes and
 - The workshop’s themes.
- Assist class members in deepening their thinking beyond the material in the course readings and through reading and class session reflections.

The workshop team members are responsible for working collaboratively as a group to develop and then lead the class in learning experiences that include active participation by classmates. Assume that course members have read the course materials to date and are familiar with course content. Time allocation will be determined by the professor and is based on the size of the teams (influenced by class membership and on the content focus).

The use and sharing of materials must be compliant with copyright regulations. All materials/documents and any PowerPoint/slideshow presentations used as part of the workshop are due to the professor electronically via the Bb drop box by the start of class the day of the workshop. Combine as many features into as few documents as possible (while also considering what makes sense to group together)—if possible, scan all handouts into one PDF file. Adhere to the guidelines for file formats. Do not use a Prezi as a slideshow format or Kahoot (or Jeopardy or similar quiz programs). The professor later may post workshop materials to the class Bb site.

Following completion of the workshop, *each* member of the team *individually* evaluates the workshop by assigning points earned on the assessment matrix. Additionally, *each* team member writes concise but substantive reflections on his/her choice of 2 topics of focus in the workshop and writes a brief evaluation of his/her contribution to the team's efforts. The assessments and reflections are due by noon the Sunday following the workshop via the Blackboard drop box.

For the workshop assignment, a candidate may be graded by the professor as an individual or the candidate may receive a grade assigned to part or all of the team. The option is at the discretion of the professor.

The team selects a member who serves as the contact person with the professor for workshop guidance, answering questions, giving feedback, etc. Further details of this assignment, which are considered part of this syllabus, will be reviewed in class and/or with the team contact person.

Major Learning Activity 4: 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 in the Assignments folder ("Individualized Education Program Project – CAEP Assessment") 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 professor may require components of the project to be submitted throughout the semester; however, final documents must be compiled for the Tk20 submission (directions will be shared in class). Additionally, the professor may grade all or part of the goals and objectives components of the project per individual, rather than as a team submission.

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:

- A folder of materials to support this assignment, titled “Individualized Education Program Project - CAEP Assessment”, is on Blackboard under the Assignments folder.
- The preparation for the narrative occurs throughout the course based on required readings. See Major Learning Activity 2 above. The narrative is written by the team, incorporating contributions of all team members, 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. Aspects of IEP process 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 and 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 at all times, 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.
 - Please do not request permission to miss a class—you must make your own decision.
 - All course participants are granted one (1) full or partial class session absence; however, all work still is due on Blackboard according to the course calendar and participation and reflection points are not granted for the missed session.
 - Course participants who are absent or who miss partial class time are held responsible for the material covered, including assignment discussions, clarifications, and explanations. The professor will not teach material from the missed class to the individual teacher candidate/student. 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 course colleague, not with the professor, for collection of materials and to promptly obtain from course colleagues and discuss with them class notes, handouts, lecture details, explanations of content and procedures/assignments, etc.
 - Credit for class session participation is not awarded if a teacher candidate/student has not attended class or misses more than one (1) hour or does not submit the required reflection of appropriate quality (see the section "Major Learning Activities" regarding participation and reflection).
 - 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 on all assignments will be deducted.
 - There may be extenuating circumstances—those that involve a critical health situation (self; immediate family member) or job responsibilities of an extreme nature for which one could not prepare in advance.
 - Discuss with the professor circumstances that truly are extenuating as soon as possible.
 - A candidate must verify extenuating circumstances that class attendance and/or inhibit assignment completion through consulting with his/her Division of Special Education and disAbilities Research program academic advisor or with appropriate advisory staff members in the Student Support and Advocacy Center or with staff members in Counseling and Psychological Services as an initial step toward working with the professor to alter assignment due dates and times. (See this syllabus and folders and links on Blackboard under Course Content/Additional Resources for information on GMU support services.) If the advisor concurs with/supports the candidate's view that circumstances present valid challenges to adhering to the course assignment and attendance requirements, the candidate will request that the advisor contact the professor and will inform the professor that it is necessary to confer with the specific advisor about the candidate.
 - The professor may require confirmation from a health care provider and/or job supervisor and/or the school division contact person (per the professor's choice).
- 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 (inappropriate use of electronics is considered disrespectful);
- 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;
- Using technology/electronics only to assist in current class tasks.
- Candidates who do not demonstrate appropriate participation orientations and behaviors as described above:
 - For the first instance, will be issued a warning by the professor.
 - For the second instance, will:
 - Be issued notice from the professor that “Class Session Participation and Reflection” points for that class session will not be awarded.
 - Have an additional 4.5 points deducted from the candidate's total points earned in the course (for a total of -5.5 points).
 - For the third instance, will:
 - Be issued notice from the professor that “Class Session Participation and Reflection” points for that class session will not be awarded.
 - Be given a course base grade of C, equivalent to 79 points, from which unearned points on all assignments will be deducted.

Late Work

- The course schedule states the dates by which assignments are due. Unless otherwise noted, assignments are due no later than 5:00 p.m. on the specified dates.
- If Bb indicates the assignment is “late”, the assignment indisputably is late, with the exception that when a copy of the assignment is brought to class and handed to the professor **before** the start of class (i.e., before 5:00 p.m.), it will be accepted as submitted “on time” (not “late”). In this case, for the assignment to be considered completed on time, the candidate additionally must upload the assignment to Blackboard within 24 hours (that is, by 5:00 p.m. the next day).
- Late submission of any assignment does not alter the due dates of other assignments. The professor will 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.
- For late submissions of all 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 extension. Such an extension may be used one time only and only for one assignment. The maximum extension is 7 days (that is, the assignment is due by 5:00 p.m. on that 7th day). Assignments submitted beyond 7 days past the original due date are not awarded any points (i.e., receive zero [0] points) toward a final grade.

- The earlier date that the full, completed assignment was received by the professor in hand as a print copy or posted on Blackboard will be considered the date submitted regarding considering the assignment as on time versus late; however, the assignment will not be considered completed until the work is posted to Blackboard. It is the candidate's responsibility to ensure that the correct version of an assignment has been submitted.
- If a course participant does not complete an assignment within 7 days of the original due date and/or does not post the assignment to Bb, no points will be awarded for the assignment.
- For the course to be considered completed, the EDSE 662 Individualized Education Program Project must be submitted on time to Bb and a printed copy of the full assignment must be submitted at the last class session. A grade of "Incomplete" will be assigned otherwise.
- See the previous section for discussion of extenuating circumstances.

Communication

- 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. The professor is not obligated to read email sent otherwise. If the professor does read email sent by a candidate through a non-GMU email system and opts to respond, the professor may respond ONLY to the candidate's GMU email address.
- Failing to check your Mason email does not relieve you of the responsibility to communicate via your George Mason University account.
- Check your GMU email account at least once per day, plus also check your GMU email 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.
 - Contact course colleagues to assist you in accessing/through sharing course information.
- 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 662-639).
- 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 662-639."
- When you leave voice mail for the professor, start your message by identifying yourself by full name and by stating the course number and section (e.g., "This is Rocket Raccoon in EDSE 662-639).
- The professor may not be able to receive or respond to calls, voice mail, and/or email messages after 3:30 p.m. on class days until after class has ended.
- The professor attempts to respond to communications within 24 hours (barring unforeseen

events or circumstances that prevent the professor from accessing messages and/or means for responding).

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] EDSE 662-639"; e.g., "Opt Out Rocket Raccoon EDSE 662-639"). 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. The professor may award + or – qualifiers based on work quality, effort, and bonus points accumulated/demonstrated throughout the semester.

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 662, EDSE 661, and EDSE 616, and the internship evaluation is completed by instructors in EDSE 783, EDSE 784, and EDSE 785.

Class Schedule: The class schedule is presented at the end of this document.

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

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 (ODS). Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (handed to the instructor in person by the candidate). Please consult with ODS staff members if you have questions about required procedures and documentation and for information on options for affordable testing. 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 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>.
- The course Blackboard site include a folder on resources for George Mason University students (Course Content → Additional Resources → GMU Resources for Students).

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

Appendices

Assessment Rubric(s)

The Tk20 rubrics, which are applied to the CAEP Performance-based Assessment (IEP Project) for accreditation data collection, begin on the following page. All other course rubrics are posted on Blackboard in the Assignments (“Course Assessment Rubrics EDSE 662”).

Class Schedule: The class schedule is presented at the end of this document

Tk20 Performance-Based Assessment for EDSE 662: Individualized Education Program

vFall 2018

EDSE 662 CAEP Assessment	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
<p>Present Levels of Performance</p> <p>CEC/IGC Standards 1 & 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"> • Candidate writes a present levels of performance statement that: <ul style="list-style-type: none"> ○ lacks consistent or logical 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 statements irrelevant to the performance within the past calendar year or since the last IEP. • Candidate uses educational jargon and/or does not define terms that may not be understood by all who participate in the IEP development. 	<ul style="list-style-type: none"> • Candidate interprets information from formal and informal assessments to write an appropriate, relevant present levels of performance statement with: <ul style="list-style-type: none"> ○ clear links to evaluations and assessments (such as interviews, observations, informal and classroom assessments, and standardized tests), ○ reference to the similarities and differences between the student’s development and typical human development, ○ description of educational implications of the characteristics of various exceptionalities and sensory impairments (as applicable), and ○ description of variations in beliefs, traditions, and values across and within cultures (as applicable). • Candidate identifies specific areas of need and for each identified area describes what the student: <ul style="list-style-type: none"> ○ currently can do, ○ currently cannot do that is appropriate for curriculum-based or age-based or ability-based expectations, and ○ needs to do within the coming IEP year. • Candidate uses unbiased, objective language, defines terms and acronyms to assist understanding by all who participate in the IEP development. 	<ul style="list-style-type: none"> • Candidate interprets information from formal and informal assessments to write an appropriate, relevant present levels of performance statement with: <ul style="list-style-type: none"> ○ clear links to evaluations and assessments (such as interviews, observations, informal and classroom assessments, and standardized tests), ○ reference to the similarities and differences between the student’s development and typical human development, ○ description of educational implications of the characteristics of various exceptionalities and sensory impairments (as applicable), and ○ description of variations in beliefs, traditions, and values across and within cultures (as applicable). • Candidate identifies specific areas of need and for each identified area describes what the student: <ul style="list-style-type: none"> ○ currently can do, ○ currently cannot do that is appropriate for curriculum-based or age-based or ability-based expectations, and ○ needs to do within the coming IEP year. • Candidate uses unbiased, objective language, defines terms and acronyms to assist understanding by all who participate in the IEP development. • Candidate describes strengths and areas in need of improvement in relation to Virginia Standards of Learning.

EDSE 662 CAEP Assessment	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
<p>Measurable Annual Goals</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"> • Candidate writes annual goals that: <ul style="list-style-type: none"> ○ do not reflect information in the present levels of performance section and/or ○ do not identify appropriate targets for student growth and/or ○ are not priorities and/or ○ are not clearly stated. • Candidate writes goal statements that: <ul style="list-style-type: none"> ○ do not include appropriate statements of conditions (“givens”) and/or ○ are not measurable/do not include observable behaviors and/or ○ do not include appropriate levels of mastery. 	<ul style="list-style-type: none"> • Candidate writes clearly stated appropriate age and ability annual goals that: <ul style="list-style-type: none"> ○ reflect areas of need identified in the present levels of performance AND ○ identify appropriate targets for student growth within a year. • Candidate includes for each goal: <ul style="list-style-type: none"> ○ measurable/ observable behavior(s) AND ○ condition(s) under which the student’s performance will be demonstrated AND ○ appropriate and clear levels of mastery. • Candidate writes goals that focus on decreasing and/or increasing (as appropriate) academic, behavioral/social, life, and study/ organizational skills. • Candidate demonstrates (if appropriate) consideration of variations in beliefs, traditions, and values across and within cultures. 	<ul style="list-style-type: none"> • Candidate writes clearly stated appropriate age and ability annual goals that: <ul style="list-style-type: none"> ○ reflect areas of need identified in the present levels of performance AND ○ identify appropriate targets for student growth within a year. • Candidate includes for each goal: <ul style="list-style-type: none"> ○ measurable/ observable behavior(s) AND ○ condition(s) under which the student’s performance will be demonstrated AND ○ appropriate and clear levels of mastery AND ○ a statement of maintenance AND ○ a statement of generalization. • Candidate writes goals that focus on decreasing and/or increasing (as appropriate) academic, behavioral/social, life, and study/ organizational skills. • Candidate demonstrates (if appropriate) consideration of variations in beliefs, traditions, and values across and within cultures. • Candidate bases goals on the scope and sequence of the Virginia Standards of Learning.

<p>Short Term Objectives or Benchmarks</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"> • Candidate does not appropriately match the use of short-term objectives or of benchmarks to the task described in the goal. • Candidate mixes together under one goal the use of short-term objectives and benchmarks. • Candidate writes individualized learning short-term objectives/benchmarks that are unclear and/or: <ul style="list-style-type: none"> ○ are not directly related to the annual goals and/or ○ are not sequentially age or ability appropriate and/or ○ include components that are inappropriate for performing the identified task(s) ○ do not appropriately include observable behaviors ○ do not appropriately include conditions under which the behaviors are demonstrated, and ○ do not appropriately include degrees of mastery. 	<ul style="list-style-type: none"> • Candidate appropriately selects short-term objectives OR benchmarks to accompany each goal and does not mix using them under one goal. • Candidate writes clearly stated individualized short-term objectives/benchmarks that <ul style="list-style-type: none"> ○ relate to the associated annual goal AND ○ are sequential age and ability appropriate. • Candidate includes for each short-term objective or benchmark: <ul style="list-style-type: none"> ○ the measurable/ observable behavior AND ○ the condition(s) under which the behavior will be demonstrated AND ○ the target degree of mastery • Candidate writes short-term objectives/benchmarks that focus on decreasing and/or increasing (as appropriate) academic, behavioral/social, life, and study/ organizational skills. • Candidate demonstrates (if appropriate) consideration of variations in beliefs, traditions, and values across and within cultures. 	<ul style="list-style-type: none"> • Candidate appropriately selects short-term objectives OR benchmarks to accompany each goal and does not mix using them under one goal. • Candidate writes clearly stated individualized short-term objectives/benchmarks that <ul style="list-style-type: none"> ○ relate to the associated annual goal AND ○ are sequential age and ability appropriate. • Candidate includes for each short-term objective or benchmark: <ul style="list-style-type: none"> ○ the measurable/ observable behavior AND ○ the condition(s) under which the behavior will be demonstrated AND ○ the target degree of mastery AND ○ a statement of maintenance AND ○ a statement of generalization. • Candidate writes short-term objectives/benchmarks that focus on decreasing and/or increasing (as appropriate) academic, behavioral/social, life, and study/ organizational skills. • Candidate demonstrates (if appropriate) consideration of variations in beliefs, traditions, and values across and within cultures. • Candidate bases short-term objectives/benchmarks on the scope and sequence of the Virginia Standards of Learning.
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EDSE 662 CAEP Assessment	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
<p>Services, Least Restrictive Environment (LRE), Placement</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 the present levels of performance.</p>	<ul style="list-style-type: none"> • Candidate lists appropriate program and primary services and related services (if applicable) that demonstrate an understanding of: <ul style="list-style-type: none"> ○ the continuum of placement and services available for individuals with exceptional learning needs and ○ the concept of the least restrictive environment and • Candidate identifies appropriate program and primary services and related services (if applicable) that <ul style="list-style-type: none"> ○ align consistently with the individual’s areas of need based on present levels of performance and ○ provide supports needed for the student to be successful in the least restrictive environment. • Candidate includes for all services appropriate statements of the following: <ul style="list-style-type: none"> ○ location ○ frequency ○ setting ○ duration ○ start and end dates. 	<ul style="list-style-type: none"> • Candidate lists appropriate program and primary services and related services (if applicable) that demonstrate an understanding of: <ul style="list-style-type: none"> ○ the continuum of placement and services available for individuals with exceptional learning needs and ○ the concept of the least restrictive environment and • Candidate identifies appropriate program and primary services and related services (if applicable) that <ul style="list-style-type: none"> ○ align consistently with the individual’s areas of need based on present levels of performance and ○ provide supports needed for the student to be successful in the least restrictive environment. • Candidate includes for all services appropriate statements of the following: <ul style="list-style-type: none"> ○ location ○ frequency ○ setting ○ duration ○ start and end dates. • Candidate includes a rationale for how services relate to the individual’s needs. • Candidate includes a statement that the student: <ul style="list-style-type: none"> ○ may participate in all regular school extra-curricular and non-academic activities OR ○ may not participate in specific, stated regular school extra-curricular and/or non-academic activities, with explanation and rationale.

EDSE 662 CAEP Assessment	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
<p>Accommodations and Modifications</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"> • Candidate uses the terms “accommodations” and “modifications” inappropriately, including using them interchangeably or inconsistently. • Candidate does not identify accommodations and/or modifications, need for which is made evident in the present levels of performance component. • Candidate identifies inappropriate accommodations and/or modifications. 	<ul style="list-style-type: none"> • Candidate identifies (as appropriate) accommodations and provides for each accommodation recommended to support the student in accessing the general education curriculum a rationale tied to the present levels of performance. • Candidate describes accommodations with clarity and correlates each accommodation to the learning focus that the accommodation supports. • Candidate identifies as appropriate and with rationale modifications to the curriculum. • Candidate identifies with rationale, when appropriate, assistive technologies that serve as accommodations to support the learner. • Candidate identifies with rationale based on present levels of performance appropriate accommodations and/or modifications that support student access to non-academic and extracurricular activities in education settings, if applicable. 	<ul style="list-style-type: none"> • Candidate identifies (as appropriate) accommodations and provides for each accommodation recommended to support the student in accessing the general education curriculum a rationale tied to the present levels of performance AND to the goals that have been identified. • Candidate describes accommodations with clarity and correlates each accommodation to the learning focus that the accommodation supports. • Candidate identifies as appropriate and with rationale modifications to the curriculum. • Candidate identifies with rationale, when appropriate, assistive technologies that serve as accommodations to support the learner. • Candidate identifies with rationale based on present levels of performance appropriate accommodations and/or modifications that support student access to non-academic and extracurricular activities in education settings, if applicable. • All rationales for accommodations and/or modifications include, as appropriate, discussion of the impact of: <ul style="list-style-type: none"> ○ perceptual and information processing skills ○ work completion abilities ○ test taking abilities, ○ variations in beliefs, traditions, and values across and within cultures.

EDSE 662 CAEP Assessment	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
<p>Participation in State Assessments</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"> • Candidate does not list student participation in state assessments or provide explanation with rationale stating why the student is not participating. • Candidate selects inappropriate levels of student participation in state assessments based on present levels of performance and student’s exceptional condition(s). 	<ul style="list-style-type: none"> • Candidate selects appropriate levels of student participation in state assessments based on present levels of performance and student’s exceptional condition(s). • Candidate lists appropriate accommodations for state assessments. • Candidate provides for each accommodation a rationale based on the present levels of performance component. 	<ul style="list-style-type: none"> • Candidate selects appropriate levels of student participation in state assessments based on present levels of performance and student’s exceptional condition(s). • Candidate lists appropriate accommodations and correlates specific accommodations to each state assessment. • Candidate provides for each accommodation on each state assessment a rationale based on the present levels of performance component, including discussion of the impact exceptional conditions (such as perceptual and information processing skills) can have on an individual’s testing abilities
<p>Legal Compliance of IEP</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"> • Candidate writes components of the IEP using: <ul style="list-style-type: none"> ○ biased or inflammatory language and/or ○ unclear or ambiguous statements and/or ○ inaccuracies (including spelling, grammatical, and other writing mechanics errors) and/or ○ jargon or terms that may not be understood by all who participate in the development of the IEP. • Candidate writes a narrative statement about principles and practices that inform the IEP process and written document that: <ul style="list-style-type: none"> ○ reflect unsuitable practices as stated above and/or ○ are inaccurate and/or ○ support practices contrary to legal compliance or ethical standards. 	<ul style="list-style-type: none"> • Candidate writes components of the IEP that comply with all relevant laws and policies and demonstrate best practices. • Candidate writes a narrative statement about principles and practices that inform the IEP process. The statement reflects knowledge of accepted and supported practices in the field of special education. • Candidate writes all components of the IEP project with clarity, accuracy (including spelling, grammar, and other writing mechanics), use of neutral, objective, non-inflammatory language, and explanation of terms and acronyms to support understanding by all who participate in the development of the IEP. • All components of the IEP project align/make sense with one another. 	<ul style="list-style-type: none"> • Candidate writes components of the IEP that comply with all relevant laws and policies and demonstrate best practices. • Candidate writes a narrative statement about principles and practices that inform the IEP process. The statement reflects knowledge of accepted and supported practices in the field of special education. • Candidate writes all components of the IEP project with clarity, accuracy (including spelling, grammar, and other writing mechanics), use of neutral, objective, non-inflammatory language, and explanation of terms and acronyms to support understanding by all who participate in the development of the IEP. • All components of the IEP project align/make sense with one another. • Candidate includes documentation for procedural safeguards and advocates for appropriate services for the individual with exceptionalities.

EDSE 662-639 Class Schedule

The professor reserves the right to alter the schedule as necessary, with notification to students. The course syllabus is dynamic—it may change according to teacher candidate/student needs, formative evaluation of course effectiveness, and unpredicted opportunities/circumstances (e.g., adjustments in case a face-to-face class is cancelled due to school closings, including an optional make-up session; changes in assignments; changes in due dates; changes in session topics, especially as guest speakers may need to alter their presentation dates).

Notes:

- Come to each class ready to discuss your assignment responses.
- 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 goals and objectives/benchmarks (GOBs), bring a copy for each of your teammates.
- **In the Fall 2018 semester, class 3 (October 10th) will not meet face-to-face. In lieu of a class session at the class meeting location during regular course hours, there are assignments that course participants complete in addition to the homework assignments.**

Class	Topics	Assignments; Due/Bring to Next Class
Class 1 9/26/18	Stakeholders Affirmation of goal Partnerships Identity Molecule/ Perspectives; tool: 4 Corners Syllabus, Assignments, Assessments IEP Project; components: selecting a student; gathering background information; PLAAFP; goals and objectives Teams: group workshop; tool: laddering (paired comparisons) Professional development; tools: balance sheet; PMI Everyday Leadership	<ul style="list-style-type: none"> • Read the course syllabus. • Read the course syllabus. • Really: read the course syllabus. • Explore the course Bb site, especially those folders on your team’s workshop 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.)

Class	Topics	Assignments; Due/Bring to Next Class
Class 2 10/3/18	Fundamentals of collaboration Problem solving processes and tools IEP Project –discussion of components and out of class work for class 3 (non-f2f), including planning documents	<ul style="list-style-type: none"> • Read/respond: Friend & Cook chapter 11 Families • Read/respond: Friend & Cook chapter 12 Special Considerations • Final copy: IEP Project Step Two Component A.1 Prepare Case/Background Information
Class 3 10/10/18	<p>Non-f2f Class – Assignments</p> <p>The following areas for focus combine class time and time devoted to homework assignments.</p> <ul style="list-style-type: none"> • Complete the remainder of the Gibb & Dyches workbook. • Read the book, “Preparing Instructional Objectives” by Robert Mager. • Work with your IEP teammates to create the following project drafts using the planning documents on Bb. Also use the examples on Bb to guide your drafts. <ul style="list-style-type: none"> ○ PLAAFP ○ Goals and associated objectives/benchmarks (GOBs; each team member is responsible for one GOBs set) ○ Services, Least Restrictive Environment, Placement ○ Participation in State Assessments ○ Accommodations and Modifications • Be sure you bring all drafts to class. Each team member should have a complete set of all the drafts, including your teammates’ GOBs. 	
Class 4 10/17/18	Presentation: FCPS counseling and social work services Workshop: Families IEP Project drafts	<ul style="list-style-type: none"> • Read/respond: Friend & Cook chapter 6 Teams • Read/respond: Friend & Cook chapter 2 Interpersonal Communication • Revise IEP Project components
Class 5 10/24/18	Workshop: Teams Workshop: Interpersonal Communication IEP Project: drafts; next steps (rationales)	<ul style="list-style-type: none"> • Read/respond: Friend & Cook chapter 3 Listening, Responding, & Giving Feedback • Read/respond: Friend & Cook chapter 7 Co-Teaching; Note: Respond to p. 172-182 as p. 158-172 review EDSE 629 content. • Read/respond: Friend & Cook chapter 10 Paraeducators
Class 6 10/31/18	Workshop: Listening, Responding, and Giving Feedback Workshop: Co-Teaching and Paraeducators IEP Project: starting the narrative	<ul style="list-style-type: none"> • Read/respond: Friend & Cook chapter 4 Integrating Skills in Formal and Informal Interviews • Assignment for next week’s guest speaker, Laura Buckwald (on Bb)

<p>Class 7 11/7/18</p>	<p>This session meets at the FCPS Parent Resource Center (room 100), 2334 Gallows Road, Dunn Loring Guest: Mary Beth Harrison-Cunningham, Manager Workshop: Integrating Skills in Formal and Informal Interviews Guest: Laura Buchwald on resilience and HeartMath</p>	<ul style="list-style-type: none"> • Read/respond: Friend & Cook chapter 8 Consultation, Coaching, and Mentoring • Read/respond: Friend & Cook chapter 9 Difficult Interactions • Bring to class all your chapter responses—we'll use them to work on the IEP Project narrative.
<p>Class 8 11/14/18</p>	<p>Workshop: Consultation, Coaching, and Mentoring Workshop: Difficult Interactions IEP Project: writing the narrative</p>	<ul style="list-style-type: none"> • Assignment for next week's guest speaker, Tim Cotman (on Bb) • Write and bring to class 3 personal goals related to the course content. See instructions on Bb. • Final copy of all components of the IEP Project due: <ul style="list-style-type: none"> ○ On Blackboard (each candidate must post all project components): <ul style="list-style-type: none"> ▪ In the Assessments folder ▪ In the IEP Project drop box ○ 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).
<p>There is no class session scheduled for November 21st (break for the Thanksgiving holiday).</p>		
<p>9: 11/15</p>	<p>Guest: Tim Cotman, Minority Achievement Coordinator, Arlington Public Schools, on Interpersonal Interactions – Personal Lenses Goals Quit Parting Thoughts Course Evaluation</p>	<p>Rest & Relaxation WAHOO! Yay, you!</p>