GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
PROGRAM IN SPECIAL EDUCATION
Syllabus for EDSE 662 5S1: Consultation and Collaboration

Fall 2005
Wednesday, 4:30 to 7:10
Irving Middle School, Room 138

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COURSE DESCRIPTION (3 credits)
This course provides professionals in special education, regular education, and related fields with the knowledge and communication skills necessary to provide collaborative consultation and technical assistance to other educators and service providers. The purpose of this course is to develop and enhance teamwork, collaborative, and consultative skills.

STUDENT OUTCOMES
The expectations for professionals who work in schools have changed dramatically over the past several decades. Special educators routinely collaborate in culturally-responsive ways with families, other educators, related service providers, and personnel from community agencies. Effective collaboration requires educators to (a) develop and refine skills for interacting effectively with professionals as well as parents and (b) understand the context, process, and content of consultation and collaboration. EDSE 662 is designed to prepare graduate students to effectively interact with other professionals about students with special needs. Graduate students will refine targeted skills for communication and develop skills needed to provide professional development opportunities for colleagues.

This course is designed to enable students to:
- Define collaboration, consultation, and teamwork, and explain the essential characteristics of each;
- Identify variables that may facilitate or constrain participation in collaboration, consultation, or teamwork settings;
- Demonstrate communication skills of listening, avoiding communication roadblocks, dealing with resistance, being appropriately assertive, and resolving conflicts;
- Apply problem-solving techniques while collaborating with professional colleagues, parents, and related and ancillary personnel to provide for students' learning and behavioral needs;
- Develop self-assessment techniques for improving consultative and collaboration skills; and
- Plan a professional development activity.

REQUIRED TEXT

Dettmer, P., Thurston, L. P., & Dyck, N. (2005). *Consultation, collaboration, and teamwork for students with special needs* (5th ed.). Boston: Allyn and Bacon.

Required Peer-Reviewed Journal Readings: To be determined and selected by graduate students throughout the semester.

NOTE: Internet and web resources are not the same as peer-reviewed professional journal articles. Be sure that you distinguish between these resources when an assignment requires use of peer-reviewed professional journal articles. More about this distinction (as well as distinguishing professional journals from magazines) will be discussed in class.

Recommended Text (available at local and university bookstores): APA Manual, 5th edition. Tip from the Instructor: Some internet sites attempt to distill the APA style down to a few pages. My observation has been that (a) their focus is on the technical aspects of APA, such as how to cite References, (b) there are sometimes APA errors on these sites, and (c) the major or sole focus is on technical APA with little to no information on clear and excellent writing. All assignments for this course are scored according to the APA manual. Caution if you choose to use another source that claims it is providing exemplars of APA, but may not be accurate.

RELATIONSHIP TO PROGRAM GOALS AND PROFESSIONAL ORGANIZATION

EDSE 662 is part of the George Mason University, Graduate School of Education (GSE) program for teacher licensure in the Commonwealth of Virginia and is aligned with the National Council for the Accreditation of Teacher Education (NCATE)/Council for Exceptional Children (CEC) performance-based standards for the preparation and licensure of special educators. As such, the curriculum for EDSE 662 is aligned primarily with Standard #10 (Collaboration) of CEC's *Common Standards for Beginning Teachers of Special Education* (as well as for teachers of students with learning and emotional disabilities). Acknowledging the multidimensional nature of teaching, EDSE 662 draws secondarily from most CEC/NCATE Standards.[a] The table on the following page describes CEC Content Standards (Standard #10) in relation to course outcomes and requirements.

ALIGNMENT OF GRADUATE STUDENT OUTCOMES WITH CEC STANDARD #10

CEC *STANDARD#10 COLLABORATION* *COMMON CORE KNOWLEDGE & SKILL*	*GRADUATE STUDENT* *OUTCOMES*
Models and strategies of consultation and collaboration; collaborative and consultative roles of the special education teacher in the reintegration of individuals with emotional/behavioral disorders.	Define collaboration, consultation, and teamwork and explain the essential characteristics of each.
Culturally responsive factors that promote effective communication and collaboration with individuals with exceptional learning needs, families, school personnel, and community members; services, networks, and organizations that provide support across the life span for students with LD and BD; role of professional groups and referral agencies in identifying, assessing, and providing services to individuals with emotional/behavioral disorders.	Identify variables that may facilitate or constrain participation in collaboration, consultation, or teamwork settings
Concerns of families of individuals with exceptional learning needs and strategies to help address these concerns.	Demonstrate communication skills of listening, avoiding communication roadblocks, dealing with resistance, being appropriately assertive, and resolving conflicts
Roles of students, families, and school and community personnel in planning of an individualized program; co-planning and co-teaching methods to strengthen content acquisition of students with learning disabilities; parent education programs and behavior management guides that address severe behavioral problems and facilitate communication for students with emotional/behavioral disorders.	Apply problem-solving techniques in collaborating with professional colleagues, parents, and related personnel to provide for students' learning & behavioral needs
Special educators reflect on and are aware of how their own and other's attitudes, behaviors, and ways of communicating can influence their practice (Standard 9).	Develop self-assessment techniques for improving consultative and collaboration skills
See Standard #10 Skills ([b])	Plan a professional development activity

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NATURE OF COURSE DELIVERY

Experiential, observational, and interactive strategies are used to facilitate fulfillment of the outcomes established for the course. Course sessions include a variety of formats and integrate instructional technology with lecture, discussion, role plays, small group activities, student presentations, and the use of Blackboard. Students are expected to know and skillfully use email and Blackboard for course communication with the professor and other students, and access peer-reviewed professional journal articles to fulfill some assignments.

GMU GSE Special Education List Serve

Please subscribe to the **special education list serve**. Send an email to listproc@gmu.edu and type the following in the message of the text: Subscribe (special-education-program) (your full name). Send the mail message and you will receive an email confirmation of your subscription to the list. This will allow you to receive notices from GMU/GSE's special education program.

GSE Blackboard will be used to post important information for this course (and others) and in completing some course assignments. Your Instructor will email you as soon as your email address is entered in the **Blackboard** system. The following is how you will access the **Blackboard-GSE Login Page:**

Enter the URL http://blackboard.gmu.edu into your browser location field.
Click on the **Login** button.
Enter your **Username & Password** assigned to you. If you are a new user to Blackboard, most likely it will be **your** first initial of your first name and **your** entire last name (for example - jrazeghi). This will serve as both your username and password. If you are already a participant in blackboard for another course, your username and password should be the same as for the other course.
Click **Login**.
Find EDSE 662 and click on it.

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STATEMENT OF EXPECTATIONS
All graduate students must abide by the following:

- Students are expected to exhibit professional behavior and dispositions. See www.gse.gmu.edu for a listing of these dispositions.
- Students must follow the guidelines of the University Honor Code. See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.
- Students must agree to abide by the university policy for Responsible Use of Computing. See http://mail.gmu.edu and click on Responsible Use of Computing at the bottom of the screen.
- Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See www.gmu.edu/student/drc or call 703-993-2474 to access the DRC.

Professional Disposition Criteria

Virginia Department of Education promotes maintaining standards of professional competence and requires applicants nsure to possess good moral character. Therefore, the Graduate School of Education (GSE) expects its students to exh following:

ommunication
- Clear oral communication
- Clear written communication
- Clear presentation skills

ollaboration
- Respect for the opinion and dignity of others
- Ability to collaborate with others
- Effective interpersonal skills

Professionalism
- Commitment to children and their families
- Sound judgment
- Integrity and honesty
- Acceptance of constructive criticism

- Positive attitude
- Ability to meet deadlines
- Appropriate assertiveness
- Ability to handle stress

COURSE REQUIREMENTS, PERFORMANCE-BASED ASSESSMENT, AND EVALUATION CRITERIA

Course requirements include readings (e.g., texts, online resources, professional journal articles that are independently accessed by graduate students) and activities (both during and between course sessions) that prepare the graduate student to acquire and/or increase their knowledge and skills in consultation and collaboration skills. A major requirement is effective and positive collaboration with peers in the course while developing a professional development activity. Both formative (ungraded) and summative (graded) performance-based assessments (e.g., evaluations, projects, assignments). The graduate students' final course grade is based on the quantity of points students earn through timely submission of high-quality summative performance-based evaluations.

Full earned credit given for assignments turned in on time (4:30 pm on the due date). Five percent of the total assignment points are deducted for each (or portion of) 24-hour period that passes after the 4:30 pm due date.

All assignments must be typed and submitted as hard copy. One assignment (Professional Development Activity) must be submitted both as hard copy and electronically to a specific web site ("True Outcome"). Please refer to the course Blackboard site for more detail on this.

The APA format for clear and excellent written language and technical aspects for citations and formatting must be used. Refer to the APA Publication Manual 5th edition.

A final grade of Incomplete will be considered only due to extreme extenuating circumstances; please contact the Instructor. Participation during class (e.g., assigned readings are completed and graduate student is prepared for discussion) and attendance at each class session are required. In the event an emergency occurs and a class session is missed, the graduate student must (a) notify the Instructor immediately and (b) make arrangements to acquire that session's content.

Description of Formative and Performance-Based Summative Evaluations for this Course

<u>**Formative Evaluations**</u> (ungraded tasks):
Study card development   ungraded
Feedback course progress*   ungraded

* Please send the Instructor an e-mail prior to the second course session that includes the following information:
1) your name; 2) home phone; 3) work place position and work phone; 4) GMU adviser; 5) program/area of study; 6) how many credits completed to date; 7) your prior experience with similar content as is the focus for this course; 8) what you are bringing to this course; 9) what you hope to gain from this course; and 10) your preferences for acquiring new and complex information. The last four items should be the "meat" of your e-mail (about a paragraph each?!?). Please use your GMU e-mail account to send this information.

1 Formative Evaluation: Study Card Development

The first formative evaluation includes student development of study cards (e.g., 5" x 8" index cards) that contain information from readings and class discussions/presentations as appropriate. Students who use a study card format (alternative formats can be used; please confer with and attain approval from Instructor by the third class session) for listing important information from readings and class discussions will have a comprehensive format already developed when they study for summative evaluations, such as exams. Moreover, students who review the study cards throughout the semester may also have a higher retention of course content and experience less stress when preparing for summative tasks. Most important, however, is that retention of course information can increase a person's capacity for applying course content and readily accessible repertoire of techniques when teaching students with disabilities.

2 Formative Evaluation: Feedback Regarding Course Progress

The second type of formative evaluation relates to feedback from the Instructor regarding progress with course assignments and content. This feedback may occur during classtime (note that limited opportunities during class sessions are available), during individually scheduled conferences with the Instructor (note that this is the best way to receive individual feedback and should be initiated by the student as needed throughout the semester), and through work turned in throughout the semester. Additionally, participation during class discussions and application of concepts to a graduate student's program area (e.g., grade level curriculum; students with disabilities) also indicates progress on summative evaluations.

<u>**Performance-Based Summative Evaluations**</u> (scored to determine points for the final grade):

1 Summative Evaluation: Class Activities and Participation == 30 points
Thoroughly study the readings and class handouts (available on the course Blackboard site) prior to each course session so that you are prepared to discuss, expand on, and integrate the concepts (such as through verbal discussions and simulations) during and across course sessions. Class participation is particularly important in this course because content is demonstrated and role-played during course sessions. Discussions and practice are essential for acquiring the course content *and* applying the course content to self through insights and demonstrations that inevitably require self-change (i.e., self-regulation of verbal and non-verbal interactions) and empathy (e.g., your capacity to understand and be responsive to paradigms and perceptions that differ in minor or major ways from your own). Rubrics for activities during course sessions are available on the course Blackboard site.

 # 2 Summative Evaluation: Self-Evaluation of Attendance and Preparation == 30 points
Thoroughly study the readings as assigned in the syllabus and all class handouts; be prepared to discuss in class and via Blackboard. Students are expected to participate during large and small group discussions (in class and via Blackboard) with evidence of having read assignments. Class participation is very important and includes attendance (including on time and duration), quality of contributions in group activities and discussions, and interactions with colleagues during small group and class activities. Graduate students should exhibit appropriate and professional participation and interpersonal skills (i.e., disposition) during course sessions as well as throughout the semester. Graduate students self-assess for this evaluation (see the last page of the syllabus, which should be completed each week by the graduate student and submitted with the final exam on the last course session date).

 # 3 Summative Evaluation: Journal Article Summary == 60 points
Select one recent (2003, 2004, 2005) professional-refereed journal article that focuses on consultation and collaboration techniques for educators who are teaching students with disabilities. This project requires you to both summarize the article content and to describe how you plan to implement one aspect (i.e., technique) of the article content with people in your current or future teaching situation (if you are not in a classroom now). Recommended but not required is that the article is an original research article (i.e., the research procedures and results are the focus of the article). The journal summary must be formatted according to APA guidelines for clear and excellent written language and technical features (e.g., reference list), and organized according to the subheadings provided next. The journal summary will be scored using the rubric provided in the syllabus.
1.   Cover sheet (one page)
2.   Main Idea: Main idea of article, rationale for choosing the article [be sure to specify the context and people characteristics in this section] (two pages maximum)
3.   Details: Two details from article (two pages maximum)
4.   Implementation and Impact: Expand on one detail from the article (you noted this detail in # 3) and describe how you plan to implement it with people you are either currently working with or plan to work with. Include in this section how you plan to monitor the impact of the technique (what evidence will you use to know the technique is working?), and what you anticipate the impact/results will be for you as a teacher if your implementation of the detail goes as you planned (why would you bother to use a new technique if it has no advantages for you?!? be honest and clear about impact/results for you). Also include the impact of using the technique on the learning of students with disabilities. (two pages maximum)
5.   Reference (one page)

Scoring Rubric for Journal Article Summary

1. Format correct throughout and article choice appropriate	/3
2. Main idea and rationale described clearly with excellent written language	/16
3. Two details described clearly with excellent written language	/18
4. Implementation and impact described clearly with excellent written language	/20
5. Technical aspects of APA accurate throughout	/3
TOTAL	**/60**

Refer to the assignment for more detailed feedback from the Instructor. Full earned credit for assignments turned in on time.

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 # 4 Summative Evaluation: Quiz # 1 and Quiz # 2 == 160 points
Quizzes will occur on two occasions: midway through the semester, and during the last course session. The quizzes will assess your mastery of content from course sessions, readings and handouts, and application of course content to varied and complex situations. The first quiz will cover content covered through the prior class session, and questions will be essay, short answer, multiple choice, and true/false (knowledge, comprehension, and application type questions). The second quiz will be comprehensive concerning application, analysis, and synthesis questions which address content and concepts presented throughout the course; however, knowledge and comprehension type questions will focus primarily on course content after the first quiz.

 # 5 Summative Evaluation: Interview Synthesis == 110 points
Conduct in-person interviews with three (3) school professionals (i.e., general education teacher, special education teacher, principal) to determine their views and experiences about consulting personnel in schools, collaboration among school personnel, and teamwork among educators. Questions asked during the interview must be approved in advance, and you should definitely follow-up on individual's responses to questions as appropriate during the interview. Synthesize the information you elicited from the interviews (be sure you do not simply identify the responses; synthesis must be evident), and connect information you elicited to a minimum of two recent (2003, 2004, or 2005) research or literature from peer-reviewed professional journal articles. Use pseudonyms for school personnel, schools, or towns. Emphasize with interviewees that (a) interviews are a course assignment and (b) confidentiality of responses is assured. A rubric for this assignment is available on the course Blackboard site.

 # 6 Professional Development Project == 210 points   This is a TEAM Project. [ALSO submit this project electronically to the "True Outcomes" web site. More information on this web will be posted on the course's Blackboard site] Design and implement a professional development activity. The purpose of this team assignment is twofold: (a) to develop a 30-minute professional development activity to be presented during class; (b) to provide students with the opportunity to improve their collaborative skills; and (c) include plans for subsequent (and/or preceding) professional development sessions that clearly show the group's capacity to organize ongoing comprehensive, and cohesive professional development. This project will introduce the professional development process, effective practices, and provide the opportunity to work in and reflect upon group dynamics and teamwork. At a minimum, your activity includes a packaged folder with an agenda outlining presentation objectives, relevant handouts (includes one research article on the topic), PowerPoint or similar software, references, and definitions (if needed) of related terms that might be unfamiliar to your audience. All materials and activities, such as simulations or skits, should reflect effective communication and collaborative strategies. NOTE: Be sure that each team member retains an electronic copy of all aspects of this project for their GSE Professional Portfolio! Finally, the team must prepare an evaluation form to be distributed and used by the class at the end of the presentation.

> **PRESENTATION TOPIC**
> Your team needs to obtain information about not only effective communication strategies, but also about the presentation topic. Develop the team presentation on one of the following:
>
> - Effective instructional intervention: cooperative learning;
> - Effective instructional intervention: differentiated instruction;
> - Effective instructional intervention: peer-mediated instruction;
> - IEP Meetings: Avoiding Common Pitfalls

- IEP Meetings: Student-Directed IEPs

Evaluation of the presentation is by a rubric as well as rated by peers' and team member's evaluation form. Weekly emails to professor about the team's progress are required, and team members will submit a confidential rating form in which they score themselves and teammates on critical factors related to their behaviors, dispositions, and contributions throughout this project.

The Professional Development Project will be electronically submitted to the "True Outcomes" web site (more detail on this available on the Blackboard) as well as hard copy directly to the Instructor. In addition to the numeric scoring in the syllabus, the Instructor will assign a corresponding score to the points earned using the following rubric:

1	2	3	4
Does not meet expectations	Emergent Knowledge and Skills	Meets Expectations	Exceeds Expectations
Unsatisfactory	Novice	Proficient	Excellent
I have no idea.	*I'm beginning to get it.*	*I'm doing it very well.*	*I couldn't do any better!*

During Course Activities	30 points
Self-Assess Attendance	30 points
Journal Summary	60 points
Quizzes	160 points
Interview Report	110 points
Professional Development Project	210 points
TOTAL	**600 points**

A = 568 - 600
A- = 540 - 567.9
B+ = 520 - 539.9
B = 488 - 519.9
B- = 480 - 487.9
C = 420 - 479.9
F = < 419.9

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Student Self-Management for Calculating Course Grade
Based on Points Earned on Performance-Based Summative Evaluations

Title of Performance-Based Summative Evaluations	Points Earned / Total Points
1. During course activities	/ 30
2. Self-assess attendance and preparation	/ 30
3. Journal summary	/ 60
4. Quizzes	/ 160
5. Interview	/ 110
6. Professional development project	/ 210
Total # of points students can earn throughout this course	**/600**

Students can calculate their points earned / total points available at any date in the semester to determine what their grade-to-date is. This is particularly important for students to self-evaluate their performance prior to key dates in the George Mason University schedule, such as withdrawal dates with varying tuition penalties and mid-term progress self-evaluation.

IMPORTANT NOTE for
Acquiring Electronic Assignments for Your Professional Portfolio and GSE Program Evaluation

1. Retain electronic copies of all course assignments that have been scored to document your progress through the GSE program. We are in process of requiring a totally electronic professional portfolio from graduate students. Assignments from this class can become part of your individual professional portfolio. Be sure to link the assignments to the CEC performance-based standards.

2. Beginning this semester for specific courses (this is one of those courses!), one specific assignment must be submitted to a specific web site ("True Outcomes") on the same date that it is due to the Instructor. For more details, refer to the course Blackboard site.

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Session	Timely arrival and departure	Appropriate preparation and participation	Points earned / total points possible
Self-Evaluation of Course Attendance, Preparation, and Participation To be completed each course session by the graduate student. Submit with Quiz # 2.			
1	/1 +	/1 =	/2
2	/1 +	/1 =	/2
3	/1 +	/1 =	/2
4	/1 +	/1 =	/2
5	/1 +	/1 =	/2
6	/1 +	/1 =	/2
7	/1 +	/1 =	/2
8	/1 +	/1 =	/2
9	/1 +	/1 =	/2
10	/1 +	/1 =	/2
11	/1 +	/1 =	/2
12	/1 +	/1 =	/2
13	/1 +	/1 =	/2
14	/1 +	/1 =	/2
15	/1 +	/1 =	/2
TOTAL			**/30**

COURSE SCHEDULE		
SESSION / DATE	**Topics**	*PREPARATION* AND* ASSIGNMENTS DUE
1. 8/31	• Facilitate introductions. • Overview entire course. • Describe syllabus content (please read thoroughly before next week's session). • Practice selecting peer-reviewed articles. • Prepare for future sessions.	
2. 9/7	• Consultation, collaboration, and teamwork in schools • Putting it all together with collaborative school consultation and teamwork	READ: Ch. 1 and 12
3. 9/14	• Foundations and frameworks for collaborative school consultation	READ: Ch. 2
4. 9/21	• Working together with families and students • Communication processes for consultation, collaboration, and teamwork • Target people to be interviewed (Interview Project) and discuss development of quality questions	READ: Ch. 3 and 4
5. 9/28	• Problem-solving strategies for collaborative school consultation • Share article summary	READ: Ch. 5 *DUE:* *--Article summary*
6. 10/5	• Pulling it all together • Finalize TEAMS for Professional Development Project • Prepare for Quiz # 1	
7. 10/12	**4:30 to 6:00 Quiz # 1** • 6:15 to 7:10 – Reflections on self-growth and behaviors related to course information	
8. 10/19	• Management and assessment of collaborative school consultation	READ: Ch. 6
9. 10/26	• Working together for students from diverse populations • Working together for students with disabilities • Working together for students with high abilities	READ: Ch. 7, 8, and 9
10. 11/2	• Share insights and reflections from interviews and journal articles • Continue synthesis of course topics	*DUE:* *--Interview Synthesis*

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11. 11/9	• Roles of school administrators, paraeducators, and professional development personnel in school consultation and collaboration • Related services personnel, resources, and technology in collaborative school environments	READ: Ch. 10 and 11
12. 11/16	• Synthesis of course topics	
11/23	*We do NOT meet this evening.*	
13. 11/30	• Professional Development Project presentations • Synthesis of course topics	*DUE:* *--Professional Development Projects*
14. 12/7	• Professional Development Project presentations • Continue synthesis of course topics • Review for Quiz # 2	
15. 12/14	**Quiz # 2**	Submit stamped self-addressed envelope so Quiz # 2 can be mailed to you.

* There will be additional web-based readings required throughout the semester. These will be posted on the course Blackboard site.