

**GEORGE MASON UNIVERSITY
GRADUATE SCHOOL OF EDUCATION
Special Education**

**EDSE 662,662: Consultation and Collaboration (Loudoun #5)
Fall 2010**

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Office Location: Finley Hall, Room 102E

Course Time: Thursdays– 4:30 – 9:30 p.m.

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. .

STUDENT OUTCOMES

The purpose of this course is to develop and enhance teamwork, collaborative, and consultative skills

The expectations for professionals who work in schools have changed dramatically over the past decade. Special educators routinely collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways. Few educators, however, can be effective unless they (a) develop and refine skills for interacting effectively with professionals as well as parents and (b) understand the context, process, and content of collaborative consultation.

EDSE 662 is designed to prepare graduate students to interact with other professionals about students with special needs. Graduate students will refine targeted skills for communication and begin to develop skills needed to provide professional development opportunities for colleagues.

At the conclusion of this course, students should be able 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 activities that implement effective consultation and collaboration techniques.

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 Outcomes & Requirements with CEC/NCATE Standards #9 & #10

CEC/INTASC STANDARDS #9 PROFESSIONAL AND ETHICAL PRACTICE & STANDARD #10 COLLABORATION COMMON CORE KNOWLEDGE & SKILL	STUDENT OUTCOMES	COURSE REQUIREMENTS
<p>Standard #9: Professional and Ethical Practice: Special educators practice in multiple roles and complex situations across wide age and developmental ranges and across diverse cultures. Their practice requires ongoing attention to legal matters along with serious professional and ethical considerations. Special educators engage in professional activities and participate in learning communities that benefit students with disabilities, their families, colleagues, and their own professional growth. Special educators are aware of their own and other’s attitudes, behaviors, and ways of communicating can influence their practice.</p>	<p>Reflect on professional practice and articulate a detailed Code of Ethics</p>	<p>Ethics Paper</p>
<p>Standard #10: 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.</p>	<p>Define collaboration, consultation, and teamwork and explain the essential characteristics of each.</p>	<p><i>Small group discussions; large group class participation; quizzes or Bb assignments</i></p>
<p>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.</p>	<p>Identify variables that may facilitate or constrain participation in collaboration, consultation, or teamwork settings</p>	<p><i>Interview report; readings; co-teaching activity; required readings; small group discussions,</i></p>
<p>Concerns of families of individuals with exceptional learning needs and strategies to help address these concerns.</p>	<p>Demonstrate communication skills of listening, avoiding communication roadblocks, dealing with resistance, being appropriately assertive, and resolving conflicts</p>	<p><i>Class activities; small group discussions; large group class participation; interviews; required readings; professional development activity,</i></p>
<p>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.</p>	<p>Apply problem-solving techniques in collaborating with professional colleagues, parents, and related personnel to provide for students' learning & behavioral needs</p>	<p><i>Class activities; small group discussions; information packet; mini-case study discussions; required readings; professional development activity</i></p>
<p>Special educators reflect on and are aware of how their own and other’s attitudes, behaviors, and ways of communicating</p>	<p>Develop self-assessment techniques for improving</p>	<p><i>Small group discussions; co-teaching activity;</i></p>

can influence their practice (Standard 9).	consultative and collaboration skills	<i>required readings; mini-case discussions</i>
See Standards #9 & 10 Skills at website http://www.cec.sped.org/ps/perf_stds/common_core_4-21-01.html or http://www.cec.sped.org and click on professional standards	Plan a professional development activity	<i>Professional development project; required readings</i>

REQUIRED TEXTS

Dettmer, P., Thurston, L. P., & Dyck, N. (2008). *Consultation, collaboration, and teamwork for students with special needs* (5th ed.). Boston: Allyn and Bacon. Pearson Custom Edition (2008)

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Other readings as assigned.

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, guest presenters (when appropriate), 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.

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

Expectations: All students are expected to abide by the following:

- Students **with disabilities** who seek accommodations in a course **must be registered** with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must adhere to the guidelines of the George Mason University **Honor Code** [See <http://academicintegrity.gmu.edu/honorcode/>].
- Students must follow the university policy for **Responsible Use of Computing** [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of **university communications** sent to their George Mason University **email account and are required to activate their account and check it** regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all **sound emitting devices shall be turned off during class** unless otherwise authorized by the instructor. **Computers** and other

electronic devices will **not be used during class sessions**. Power Point presentations may be downloaded prior to or after sessions, whenever they are available.

- Students are expected to exhibit **professional behaviors and dispositions** at all times.

Campus Resources

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].
 - Students are expected to use APA Guidelines for written work and provide credit when using the work of others. <http://apastyle.org/> is the official web site for the most recent edition of the APA manual. Be cautious when using websites or resources other than the APA manual because some may have erroneous information on them. Note that the most recent edition of the APA manual is listed as a required text for this course.
 - Electronic feedback will be provided using a numeric system that directs you to specific parts of the APA manual about writing. One type of writing support during this course is your use of relevant parts of the APA manual.
- For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

Course Specific Information:

- Students are expected to (a) attend all classes during the course, (b) arrive on time, (c) stay for the duration of the class time and (d) complete all assignments. Attendance, timeliness, and professionally relevant, active participation are expected for a grade of B or better. Attendance at all sessions is very important because many of the activities in class are planned in such a way that they cannot necessarily be recreated outside of the class session. Please notify me *in advance* by phone or email if you will not be able to attend class.
- In-depth reading, study, and work on course requirements require outside class time. Students are expected to allot approximately three hours for class study and preparation for *each* credit hour weekly in addition to papers and assignments.

George Mason University Email

Every student is required to establish a GMU email account. Course email correspondence and other important university emails will be sent to GMU email accounts. Once an email

account has been established, it is possible to forward email sent to the GMU account to another email account.

George Mason Blackboard 9.1:

1. To access Courses in 9.1 go to the myMason portal, <http://myMason.gmu.edu>
2. Enter your Mason Net ID into the user name field & Strong Password (Patriot Pass credentials) into the Password field
3. Click the log in button or press Enter
4. Select the Courses Tab
5. Select this course from the 9.1 course list

Use these directions to get into this semester's course. On this EDSE 792 Final Portfolio course site, you will find grading rubrics, sample activities & papers, APA resources, syllabus, etc

George Mason Patriot Web: <https://patriotweb.gmu.edu/>

This is a self-service website for students, faculty, and staff of George Mason University. There is a wealth of useful links, information, and online forms on this website including program of studies details, application for graduation, request for transfer of credit, and internship application.

Advising Contact Information:

Please make sure that you are being advised on a regular basis as to your status and progress through your graduate study program. You may wish to contact Jancy Templeton, GMU Special Education Advisor at 703-993-2387. When contacting her, be sure to be able to provide your G number to her.

TaskStream: www.taskstream.com

- This site serves two purposes. The first is to assist students with the development and display of their electronic portfolio. The second is to help GMU with national accreditations' process. Every student registered for any EDSE course as of the Fall 2007 semester has been required to begin submitting signature assignments with accompanying artifact entry forms to Task Stream (regardless of whether a course is an elective or part of an undergraduate minor). TaskStream information is available at <http://gse.gmu.edu/programs/sped/>

EXPECTATIONS

- ❖ Students are expected to (a) attend all classes during the course, (b) **arrive on time**, (c) **stay for the duration of the class time** and (d) complete Blackboard discussion boards and other assignments. Attendance and professionally relevant, active participation is expected in class sessions for a grade of **B** or better. Attendance at all sessions is very important because many of the activities in class are planned in such a way that they cannot necessarily be recreated outside of the class session. Information, activities, guest speakers, and role plays will be presented in class that are not a part of the text and can only be experienced in the class sessions (missing more than two classes during this course will make it impossible to achieve a grade of "A" as there are points which may only be obtained by presence in the class on a particular night). Most handouts/PowerPoints are posted under the relevant class session on

Blackboard. Students are responsible for accessing these materials and having them available for each class. Occasionally, handouts will be distributed in class.

- ❖ **Absences:** Understanding you are individuals with full and active lives, who have made the intellectual and financial commitment to regularly attend class, there may be an instance when you are not able to attend. If this unlikely event should occur, it is your responsibility to make arrangements to obtain notes, handouts, and lecture details from another student. Students who are absent are held responsible for the material covered and assignments due as if in attendance. Please be sure to notify the classmate in sufficient time for them to be of assistance to you. Please notify me by email in advance if you will not be able to attend class, and arrange for a classmate to pick up handouts/provide notes. **I strongly believe in class attendance. Please do not ask me for permission to miss a class. I will not give you permission; you must make your own decision.**
- ❖ **Use of Computers and Cell Phones: Computers will not be used during class sessions, unless directed by the professor.** Please place cell phones on vibrate or mute the ring tone so as not to disturb your fellow classmates. It is expected that cell phones are used for emergency purposes only during class sessions. Please leave the classroom and move away from the room if a call must be answered.
- ❖ In-depth reading, study, and work on course requirements require outside class time. Students are expected to allot approximately **three hours** for class study and preparation for *each* credit hour weekly in addition to papers and assignments.
- ❖ Students are to use person-first language in our class discussions and written assignments (and ideally in our professional practice). Please refer to “Guidelines for Non-Handicapping Language in APA Journals” <http://www.apastyle.org/disabilities.html>

It is recommended that students retain copies of all graded course products to document their progress through the GSE master’s and/or licensure certificate program. Products from this course may become part of your individual professional portfolio that documents your satisfactory progress through the GSE program and the CEC performance based standards. Students are encouraged to be both professional and creative in the visual presentation of their work.

OVERVIEW OF COURSE REQUIREMENTS

#	Course Requirements	Small Group	Individual Assignment	% or Pts	Portfolio Entry Form To be Included
1	Class Participation, Activities, & Reflections	Yes	Yes	15	No
2	Interview Report	No	Yes	10	Optional
3	Information Packet for Professional Development Activity (PDA)	Yes	No	15	Yes
4	Co-teaching Activity	Yes	No	10	Optional
5	Professional Development Activity	Yes	No	20	Required!
6	Code of Ethics (can be used as an artifact under standard 9)	No	Yes	10	Optional
7	Chapter Presentation	Yes	No	10	
8	Quizzes or Bb Assignments	No	Yes	10	

PERFORMANCE-BASED ASSESSMENTS AND EVALUATION CRITERIA:

1. Class Participation, Activities, and Reflections (15 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. Throughout the course, students may be required to reflect on a discussion assignment in preparation for a class session. In addition, class participation is very important and includes attendance (including arriving on time and staying for the duration), quality of contributions in group activities and discussions, and interactions with colleagues during small group and class activities.

2. Interview Report – Individual (10 points)

Interview three (3) school professionals (i.e., general education teacher, special education teacher, principal) to determine their views about consulting personnel in schools, collaboration among school personnel, and teamwork among educators. Develop a list of interview questions (should be the same for each interview) or use the questions already developed and attach them with responses to the report. **Suggested questions will be available on Blackboard.** Summarize interviews in a short essay. When possible, reference relevant material from text and course readings. Interviewees can be approached with definitions of terms if they ask, or by suggesting when they ask that they reply by using their own perceptions of the terms. Interviewees should be assured that (a) interviews are a course assignment and (b) confidentiality of responses is assured. Note also any indications of interest in collaboration, consultation, and teaming, and if they occur, suggest ways this could be followed up productively. Use APA style for this report. Length 8 – 10 pages.

3. Information Packet for the Professional Development Activity: Individual or Small Group - 15 points Option 1: Information Packet

Design an informational packet (electronic) for informing to accompany the Professional Development Presentation described below. When possible, reference relevant information from text and course readings. Include and reference any recent research regarding your selected topic. Include the names of all group members on the first page (cover) of assignment. Provide hard copy to professor on due date.

Co-Teaching Activity – Dyad (10 points)

A 15 – 20 minute co-teaching activity should be planned with a partner. The activity should demonstrate logical, sequential steps in the instructional process and teach “students” a new or updated skill. The purpose of this co-teaching assignment is to give students an experience in both

- 1) Co-planning and
- 2) Co-teaching.

Presentations should be as creative and engaging as possible! A co-planning worksheet is required a week prior to the presentation.

4. Professional Development Activity – Small Group (20 points)

With a small group of classmates, a 30- minute professional development activity should be developed to acquaint the audience with the concept of collaboration (see group topics included in this syllabus) and/or provide useful skills and information to improve some aspect of collaboration in today’s schools. The general audience is a school faculty used to working in isolation or one that needs to improve some aspect of their collaborative efforts. The activity should appeal to the characteristics of the adult learner delineated in the text and/or readings and follow a logical instructional process. The **information packet** (above) is to be used and may include such handouts, as an agenda or outline, a PowerPoint printout, a related reading, list of references, ,and definitions of related terms that might be unfamiliar to the audience. All materials and activities, such as simulations and role plays, and should reflect effective communication and collaborative strategies. Finally, each team will need to prepare an evaluation form to be distributed to the audience at the end of the presentation.

The purpose of this team assignment is twofold:

- (1) to develop a 30 minute staff development activity to be presented during several of the last class meetings; and
- (2) to provide an opportunity to improve collaborative skills.

This project will allow students to participate in the staff development process, apply effective practices for teaching adult learners, and reflect upon group dynamics and teamwork.

Professional Code of Ethics – Individual (10 points)

Review the GMU CEHD Professional Dispositions at <http://gse.gmu.edu/facultystaffres/profdisp.htm>

Students should reflect on the above and reflect about all they've learned about students, families, instruction, and collaborative practices in current programs and work-related experiences. A minimum of 10 professional ethics should be developed that you will strive to honor and abide by as you work in the field of special education. Each ethic should have a brief but thorough rationale accompanying it. You do not need to cite specific research, but it should be clear to the reader that your values are informed by your studies and professional experiences. This paper should have an introduction and conclusion in narrative format and individual ethics may be presented in a list form. Your paper will be approximately 3-4 pages in length.

5. Chapter Presentations – Small Group (10 points)

Each student will participate in a group “reading” activity. Each group will sign up for and read one of five book chapters. Working as a group, they will develop a 30 minute content presentation plus a 30 minute discussion/activity period regarding the chapter content. Particular attention should be focused on the content applicability and relating it to development as a special educator. Supplemental topical research is encouraged. Relevant handouts should be provided and PowerPoint used for the presentation, with copies for each class member. All students in class are responsible for reading the chapters in preparation for each presentation.

6. Quizzes or Blackboard Assignments – Individual (10 points)

Each class member is expected to participate online on **GMU's Blackboard** and/or quizzes. The instructor will post a discussion assignment and prompt the day after selected class sessions, and **thoughtful, detailed responses** that address the topic *and* your classmates' reflections are expected by 9:00 am the following Wednesday morning. A total of 4 responses (one per prompt) must be posted *on time* for full credit. You are encouraged to post more than one response per prompt.

Evidence Based Practices (EBPs)

*This course will incorporate the evidence-based practices (EBPs) relevant to **self-determination, facilitating transitions, alternative assessments, and social skills**. Evidence for the selected evidence-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. These can be both promising and emerging practices in the field of special education. This course will provide opportunities for students to take an active, decision-making role to thoughtfully select, modify, apply, and evaluate EBPs in order to improve outcomes for students with disabilities.

An excellent resource for evidence-based practices in transition is the website for the National Secondary Transition Technical Assistance Center (NSTTAC) at <http://www.nsttac.org/> There are at least fifty EBP lesson plans, an assessment tool kit, and many other free downloadable resources on this site.

EVALUATION

A = 96 – 100 points	B+ = 86 – 89 points	C = 75 – 79 points
A- = 90 – 95 points	B = 80 – 85 points	F = < 75 points

Relevant Websites

Virginia Department of Education: <http://www.pen.k12.va.us/>

Federal Resources for Educational Excellence (FREE): www.ed.gov/free
 (includes information about all content areas, vocational education, NCLB, etc.)

American Educator’s Online Newspaper: www.edweek.org

Educational Resources Information Center (ERIC): <http://www.eric.ed.gov/>

National Association For Middle School Principals (NASSP): www.nassp.org

Association for Supervision and Curriculum Development: www.ascd.org

Phi Delta Kappa: <http://www.pdkintl.org/>

Sample Virginia SOL Lesson Plans: <http://oncampus.richmond.edu/academics/a&s/education/solsites/ctteacher.html>
 Instructor Magazine (from Scholastic): <http://teacher.scholastic.com/products/instructor/index.htm>

Virginia SOL website to view: *Standards of Learning Instruction, Training, and Assessment Resources*
<http://www.pen.k12.va.us/VDOE/Instruction/sol.html> <http://www.pen.k12.va.us/VDOE/Assessment/SWDsol.html>

Instructor Magazine (from Scholastic): <http://teacher.scholastic.com/products/instructor/index.htm>

Division on Career Development and Transition (DCDT) of the Council of Exceptional Children (CEC)
<http://ww.dcdt.org>

Council of Exceptional Children (CEC). This is the professional organization for special educators (teachers, administrators, etc.) <http://www.cec.sped.org>

IDEA Partnerships (a national, collaborative project). <http://www.ideapartnership.org/>

INTERVIEW REPORT RUBRIC (Copy & Include with Assignment)

Name: _____

Date: _____

Content	Pts Possible	Pts	Benchmarks			
			Unsatisfactory	Minimal	Competent	Outstanding
Interviewed 3 school professionals (general, special, administrative) Identified in introductory paragraph	0 - 3		Omitted or does not minimally meet requirements	Rationale & methods are not thorough, with major omissions. Data collection conforms to some requirements in topics, sources, & formats. Descriptions are sketchy with major omissions.	Rationale & methodology are basically thorough. Data collection conforms to most requirements in topics, sources, and formats. Descriptions are basically thorough, with minor commissions.	Rational & methodology are sound and thorough. - Methods of collecting data are consistent. -Data collected from different sources and participants. -Purpose statement included. -Descriptions are thorough.
Includes interviewees' views on: 1) consulting personnel in schools; 2) collaboration among school personnel; 3) teamwork among educators 4) relevant references to text & literature	0 - 3		Omitted or does not minimally meet requirements.	Surface analysis. Reflection does not contemplate many possibilities.	Analysis and reflection are thoughtful for all areas. However, not as thorough or does not include as much depth in each of the four areas.	Analysis & reflection are thoughtful for all areas: -Includes synthesis & analysis (summation and relationships) -metacognitive evaluation of perceptions -references to literature & class text -generation of relevant questions/ideas.
Summary of Interviews (can be presented in a table form)	0 - 2		Omitted or does not minimally meet requirements.	Summaries are minimal; more information is needed.	Summaries are basically thorough with minor omissions.	Summaries are through.
Other Criteria						
Included list of interview questions & responses (can be summarized in a table)	0 - 1		Omitted or does not minimally meet requirements.	Questions/answers are minimal & additional information is needed.	Questions/answers are basically thorough with minor omissions.	Questions/answers are thorough.
Submitted on time & APA	0 - 1		Not submitted on due date.	Submitted as soon as possible.	Emailed on due date; hard copy to follow.	Submitted on due date in class.
Total points	/10		C or less	B (3 - 4)	A (7 - 8) pts A- (5 - 6 pts)	A+ 9 - 10 points

Comments:

CO-TEACHING ACTIVITY RUBRIC

Name: _____

Date: _____

Purpose: The purpose of this co-teaching assignment is: 1) to give students an experience in co-planning and 2) to give students an experience in co-teaching.

Directions: With a partner, plan and present a 15- 20 minute co-teaching activity. The activity should demonstrate the steps of the Instructional Process and teach your “students” a new skill. Be as **creative and entertaining** as possible! You will hand in your co-planning worksheet.

CO-TEACHING ACTIVITY SCORING RUBRIC				
Exemplary	Adequate	Marginal	Inadequate	Unacceptable
4	3	2	1	0
<p><u>Exemplary:</u> The co-teachers kept within the 15- 20minute time limit and reflect poise, clarity, knowledge and interest in the content being presented. The co-planning worksheet was detailed and there was evidence that roles and responsibilities were shared. Both “teachers” were active participants and supportive of each other. Logical, sequential steps were followed. The co-teachers made effective use of overheads, handouts, demonstrations, media, etc. They kept the audience engaged and entertained. Audience ratings were 9-10.</p> <p><u>Adequate:</u> The co-teachers presented a good overall presentation, but may have lacked in one or two of the criteria specified in the exemplary presentation. They may seem a little less polished or prepared. The co-teaching planning worksheet is vague or disorganized. Co-teaching roles do not appear to be evenly dispersed. Steps in the process were missing or did not seem logical and/or sequential. The presentation was a little boring or may have failed to completely engage the audience. Audience ratings were 7-8.</p> <p><u>Marginal:</u> The co-teachers provided relevant information but demonstrated a limited understanding of the concept of co-teaching. They do not appear to have practiced the presentation. The co-teaching planning worksheet lacked detail and organization. Logical, sequential steps were not evident in the presentation. The presentation did not engage the audience and activities may not have enhanced the presentation. Audience ratings were 5-6.</p> <p><u>Inadequate:</u> Weak overall presentation that reflected little understanding of the concept of co-teaching. There was little evidence of planning and/or preparation. The co-teaching planning worksheet was perfunctory. The presentation did not follow the logical, sequential steps. The presentation did not engage the audience. Audience ratings were 3-4.</p> <p><u>Unacceptable:</u> This was a completely unsatisfactory presentation. There was no evidence of co-planning and no evidence that the co-teachers grasped the concept of co-teaching. Audience ratings were 0-2.</p>				

CO-TEACHING ASSESSMENT (revise if necessary, copy for each class member & submit with assignment)

Co-Teachers: _____

Date: _____

Lesson Taught: _____

1. ____ The presenters kept **within the 15- 20 minute time** limit.
2. ____ The **co-planning worksheet was developed and complete with sufficient detail.**
3. ____ The presenters were **prepared and showed poise, clarity and knowledge of the content** being presented.
 - Each person faced the audience (no backs) ____
 - Each person could be heard clearly ____
4. ____ Logical sequential steps in the instructional process were clear and evident.
 - If a skill was to be learned, the presenters demonstrated the process ____
 - Guided practice was implemented ____
 - Steps were repeated, if needed as participants attempted independent practice ____
5. ____ This was a **true partnership**. Each participant was an active member of the team.
 - There was a good “balance” between the amount of information that each presented ____
6. ____ Effective **use of media/instructional props** was demonstrated.
 - Power Point Presentation (that was not “read”, but used as a cue to provide information) ____
 - Overhead transparencies were effectively used ____
 - Handouts were relevant and used during the presentation ____
7. ____ The lesson kept the audience **completely engaged** and, if possible, entertained.

____/10 points total

Comments here & on back:

Suggested Topics
PROFESSIONAL DEVELOPMENT ACTIVITY
GROUP DESCRIPTIONS

(a different topic and audience may be selected on sign-up sheet with instructor prior approval)

Group #1:

You are providing a **30 minute** professional development activity to a group of **paraprofessionals**. They have recently been hired to work with special education students. They will work with LD and ED students in a self-contained classroom setting. You want to prepare them for their responsibilities in the classroom.

Group #2:

You are providing a **30 minute** professional development activity to a group of **special education teachers**. Until now, they have worked in **self-contained settings**. This year, they have asked to work with their students in a co-teaching situation in the regular classroom. You want to give them ideas for working in collaboration with the general education teacher.

Group #3:

You are providing a **30 minute** professional development activity to a group of **parents** whose children have been referred for an initial special education evaluation. The Parent Resource Center has asked you to prepare them for one of the following topics

- the **eligibility meeting** and their role on that team
- their children will be in **team-taught** classes
- other, relevant topic of your choice. .

Group #4:

You are providing a **30 minute** professional development activity to a group of **general education teachers**. They have been told by their administrator that one or two students with **moderate disabilities** will be integrated into their classrooms next year. Each class will have a paraprofessional assigned to the class to provide support. You want to prepare them for their role in educating these students.

Group #5:

You are providing a **30 minute** professional development activity to **general educators**. They have been told by their administrator that one or two students who are **emotionally disturbed** will be integrated into their classrooms this year. Each class will have a paraprofessional assigned to the class to provide support. You want to prepare them for their role in educating these students.

Group #6:

You are providing a **30 minute** professional development activity to **general educators** who will serve on **IEP teams**. None of them is familiar with the process and know very little about special education. You want to prepare them to become active team members.

**INFORMATION PACKET FOR
PROFESSIONAL DEVELOPMENT ACTIVITY RUBRIC** (Copy & submit with assignment)

Name: _____

Date: _____

	4 Exemplary	3 <i>GOOD</i>	2 Accept- able	1 In- adequate	0 Un- acceptable
Cover Reflects the topic of the in-service and will catch attention & interest of audience 1 point					
Agenda Reflects good organization, creativity & planning 1 point					
QUALITY OF CONTENT Assignment is well written, reflects all requirements in syllabus description, reflects excellent knowledge of the topic, as well as, realistic in-service capabilities 5 points					
Use of Media Power point, overheads, video clips and/or other media is part of the presentation plan and is appears to be professional quality 2 points					
Resources References and linkages to other resources for further readings, teaching, and learning in general					
Overall Potential for Engaging Audience Is planned & organized in such as way as to actively engage the audience in the topic via role play and/or hands-on activity(ies) that help put "theory into practice" 5 points					
Evaluation Form A session <u>evaluation form</u> has been developed that reflects knowledge of the subject by audience at completion of the in-service, as well as, the effectiveness of the presentation 1 point					

Total: ____/15 possible

PROFESSIONAL DEVELOPMENT PRESENTATION RUBRIC

Name(s): _____ **Date:** _____

Purpose: The purpose of this team assignment is twofold: (1) to develop a 30 minute staff development activity to be presented at the last class meeting; and (2) to provide you with the opportunity to improve your collaborative skills. This project will allow you to participate in the staff development process, apply effective practices for teaching adult learners and reflect upon group dynamics and teamwork.

Directions: With a team of your classmates, design a 30- minute professional development activity to acquaint your audience with the concept of collaboration. Your audience is a school faculty used to working in isolation. The activity should appeal to the characteristics of the adult learner and follow the Instructional Process. You may include handouts, PowerPoint, a related reading and/or list of references, an agenda or outline, and definitions of related terms that might be unfamiliar to your audience. All materials and activities, such as simulations, should reflect effective communication and collaborative strategies. Finally, you will need to prepare an evaluation form to be distributed to the audience at the end of your presentation.

PROFESSIONAL DEVELOPMENT ACTIVITY SCORING RUBRIC

Exemplary	Adequate	Marginal	Inadequate	Unacceptable
4	3	2	1	0

Exemplary: Group keeps within time limits; reflects poise, clarity, knowledge and interest in the content being presented; reflects a high level of preparation of all group members; makes effective use of overheads, handouts, demonstrations, media; keeps the audience engaged and entertained; provides information of interest and value to the audience. Creativity abounds!!

Adequate: Good overall presentation, but may be lacking in one or two of the criteria specified in exemplary presentation. May seem a little less polished or prepared, may be vague or disorganized. Team member roles and responsibilities do not appear to be evenly dispersed. The presentation may fail to completely engage the audience. There is some evidence of creativity.

Marginal: Presentation provides relevant information, but demonstrates only a limited understanding of the concept of collaboration. Handouts, visual aids and activities may not enhance the presentation.

Inadequate: Weak overall presentation that reflects very little knowledge of the topic. May appear very poorly prepared or may not have followed directions. Handouts, visual aids and participatory activities may be inadequate or lacking.

Unacceptable: Completely unsatisfactory presentation, with no reasonable reference to the topic or no presentation made.

**PROFESSIONAL DEVELOPMENT ACTIVITY
RUBRIC FOR WHOLE CLASS EVALUATION**
(improve & copy for use with whole class during presentation)

Your Name: _____

Names of Team Members: _____

Topic: _____

Date: _____

- _____ Presenters keep within time limits (roughly 30 minutes + or -)
- _____ Presenters reflect poise, clarity, knowledge & interest in content
- _____ Each member actively contributes to the presentation
- _____ Presenters demonstrate a high level of preparation
- _____ Presenters keep audience engaged via hands-on activity(ies) or other means
- _____ Presenters make effective use of media
- _____ Presenters provide information of interest and value to audience
- _____ Presenters demonstrate a high level of creativity

Total Points: _____/20 points

Comments:

**PROFESSIONAL DEVELOPMENT ACTIVITY
GROUP EVALUATION (copy & submit one per person)**

Names of Team Members: _____

Your Name: _____

On a scale of 1-4, rate your team's collaborative effort.

- _____ Team members worked to identify mutually-convenient planning times and met that commitment.
- _____ The team used time productively.
- _____ Each member actively contributed to the presentation.
- _____ Each team member followed through on their commitment and met group-established timelines.
- _____ Communication was accomplished in an efficient manner.
- _____ The team respected and utilized the varying learning styles of each member.
- _____ This project was valuable to my understanding of the collaborative process.

Comments:

CHAPTER PRESENTATION RUBRIC

Student: _____

	4 Exemplary	3 <i>GOOD</i>	2 Acceptable	1 Inadequate	0 Unacceptable
BACKGROUND (2 POINTS) Student has clearly completed the reading activity prior to developing presentation					
QUALITY (2 POINTS) Addresses all aspects of the chapter.					
Presentation (5 points) <ul style="list-style-type: none"> • Summarizes content, insights, thoughts about chapter read and information gleaned & includes rationales for the statements made. • • Depth of reflection & depth of linkages to other course readings, teaching, and learning in general. 					
Writing (1 points) Reflection is written to graduate-level standards and there are <u>very few</u> writing or printing errors.					

Total: /10 possible

Blackboard Online Discussion/Reflections Rubric

Student: _____

Blackboard Assignment #: _____

	4 Exemplary	3 GOOD	2 Acceptable	1 Inadequate	0 Unacceptable
<p>BACKGROUND Student has clearly completed the discussion prompt or activity prior to developing written response (.5 pt)</p>					
<p>QUALITY Addresses all aspects of discussion starter/prompt. Reacts both to prompt and classmates' responses (.5pt)</p>					
<p>Reflection Summarizes thoughts about articles read or information received and includes rationales for the statements made.</p> <ul style="list-style-type: none"> • Depth of reflection & depth of linkages to other course readings, teaching, and learning in general. <p>(1.3 pts)</p>					
<p>Collaboration Student incorporates classmates' responses into own response. Acknowledges differences of opinion appropriately. Recognizes and validates multiple viewpoints. (.5pt.)</p>					
<p>Writing Reflection is written to graduate-level standards and there are <u>very few</u> writing or printing errors. (.5 pt)</p>					

Total: /3.3 possible points

TENTATIVE CALENDAR – (may change based on student & course needs)

Note: In the table of contents for the customized text, chapters 1-5 are identified, but when you turn to the chapter, note that it also has **another number** indicated. So please identify the chapters by **TITLE** and double numbers

	DATE	TOPIC	Subtopics	WHAT'S DUE	ASSIGNMENTS (chapters listed should be read by next class session)
1	9/21	-Introductions	<ul style="list-style-type: none"> - -Syllabus Overview, Expectations & Assignments -Review of interview questions -Sign-up for various small group presentations -Small group meetings -Planning Co-Teaching Lessons 	<ul style="list-style-type: none"> Info Sheets Sign-up Sheets 	<ul style="list-style-type: none"> -Text: Chapter 1 - Working Together in Collaboration, Consultation, & Co-Teaching -Identify positions you will interview and using survey at the end of this syllabus, being interviews.
2	9/28	--Chapter 1 Group Presentation: Working Together in Collaboration, Consultation, & Co-Teaching	<ul style="list-style-type: none"> Professionalism Describing Collaborative School Consultation Roles & Responsibilities Key Elements Differences Among Adults in School Environments 	Session Reflection	<ul style="list-style-type: none"> Chapter 2/3- Group Presentation Foundations & Frameworks for Consultation, Collaboration, & Teamwork -Continue interviews -Locate recent research regarding collaboration in schools -Locate & read at least one article regarding consultation identified in the summary of new IDEA law & many other resources can be viewed at www.ideapartnership.org -What Are School to Home Notebooks? - Possible Quiz/Bb on Chapter 1 in session 3

	DATE	TOPIC	Subtopics	WHAT'S DUE	ASSIGNMENTS (chapters listed should be read by next class session)
3	10/5	Chapter 2/3- Group Presentation Foundations & Frameworks for Consultation, Collaboration, & Teamwork	School Improvement Issues History of Consultation Research Bases of Collaboration Structural Elements of Collaborative School Consultation Development & Application	Course Requirement: Code of Ethics Co-Teaching Presentations (could begin) Quiz/Bb on Chapter 1	Chapter 3,4 Communication Processes in Collaborative Schools Consultation & Co-Teaching Continue interviews Prepare Quiz/Bb #2 due next session in session 5
4	10/12	Small Group Meetings to plan presentations (co-teaching; chapter; PDAs)			
5	10/19	Chapter 3, 4: Communication Processes in Collaborative Schools Consultation & Co-Teaching	Effective Communication & Efficient Problem Solving School consultation components -Verbal & nonverbal Communication -Active & reflective Listening -Dealing with Resistance -Conflict Resolution Co-Teaching Presentations	Session Reflection Quiz/Bb#2/3 Co-Teaching Presentations	-Finalize interviews & prepare report due next class session (4/30) Chapter 4,5 – Group Presentation Problem Solving Strategies for Collaborative Consultation & Teamwork

	DATE	TOPIC	Subtopics	WHAT'S DUE	ASSIGNMENTS (chapters listed should be read by next class session)
6	10/26	Chapter 4,5 – Group Presentation Problem Solving Strategies for Collaborative Consultation & Teamwork Discussion of Interview Results &	Process for Problem-Solving 50-Step Process Tools for Group Problem Solving Themes That Can Interfere Co-Teaching Presentations continued	Session Reflection Course Requirement: Interview Paper Quiz/Bb#3/4	Chapter 5,8 –Working Together with Families & Communities
7	11/2	Chapter 5,8 –Working Together with Families & Communities	Home School Collaborations Begin PDA Presentations	Information Packets for PDAs Due Quiz/Bb #4/5	
8	11/9	Small Group Meetings to finalize PDAs and final project submissions			Prepare PDA Presentations
9	11//16	Professional Development Presentations Pulling It All Together Course Evaluations	PDA Presentations Continued	Course Reflection & Evaluations	

Suggested Survey on Consultation & Collaboration

Date _____ Interviewer's Name _____

Position of Person Being Interviewed _____

Code Name for paper (not interviewee's real name; Ms. Sped; Mr. Admin; Ms. PT, etc.):

1. What is your **definition** of consultation and collaboration and how do you utilize it within the scope of your job?
 - a. **consultation** –
 - b. **collaboration** –
 - c. **how used on job** -
2. Identify and elaborate on a **positive experience** you have encountered in consultation or collaboration in your school?
3. Identify and elaborate on a **negative aspect and/or obstacle** you encountered in consultation or collaboration in your school?
4. **Who** would you choose to collaborate with **when you are having difficulty** with ...
 - a. **Behavior**
 - b. **Learning difficulties**
 - c. **Transition** questions (vertical teaming)
 - d. Issues with **parents**
 - e. Implementing the **IEP** goals
 - f. **Conflicts with staff** members
 - g. **Paperwork** and other school administration
 - h. Other
5. Under what **conditions** do you think collaboration is most effective?
6. What **qualities and attributes** do you think make an effective educational consultant?

7. a. Does your **administration create the necessary time** for consultation and/or collaboration?

____ Yes ____No

b. If so, is the amount of time provided **adequate**? ____Yes ____No

c. Why or why not?

d. How do you **personally incorporate** consultation and/or collaboration into your schedule?

8. If you are in a **team teaching** relationship

a. What is your **role**? and

b. **How** was it determined?

9. Would your team be interested in learning about additional, effective techniques or training to maximize the team's efficiency? ____Yes ____No

a. If yes, and you had the power to improve your team's efforts, in ways could it be improved?

Student Information Sheet EDSE 662, 622, Culpeper, Spring2, 2009

_____,
Last Name

First Name

GMU Email (please print this it can be easily read): _____

This email will inform you of announcements, class cancellations, and other relevant issues. Please check it regularly and have it forwarded to your most used address.

Additional Email address: _____

What is a **positive** one-word descriptor of yourself? _____

Your favorite thing to do? _____

Today's Date: _____

1. Home address: _____ Home phone: _____

2. Place of work: _____ Work phone: _____

Cell: _____

3. Type of teacher: _____ Grade Level: _____

4. Number of years teaching: _____

5. Briefly summarize your experience in collaboration and consultation.

6. What is your honest opinion about the reality of collaboration in your school?

7. Please indicate what you personally hope to gain from your experience in this course.

8. How are you challenged intellectually in terms of a graduate level course? A question often asked on course evaluations.

9. What else would you like me to know about you?