



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

Summer 2014
EDSE 662 679: Consultation and Collaboration
CRN: 42235, 3 - Credits

Instructor: Dr. Eva Thorp	Meeting Dates: 5/29/2014 - 7/31/2014
Phone: 703.964.7076	Meeting Day(s): Thursdays
E-Mail: ethorp@gmu.edu	Meeting Time(s): 4:30 pm-8:30 pm
Office Hours: after class or by appointment	Meeting Location: OCL OCL

Note: This syllabus may change according to class needs. Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.

Course Description

Provides professionals in special education, regular education, and related fields with knowledge and communications skills necessary for collaborative consultation and technical assistance to other educators and service providers.

Prerequisite(s): Teaching licensure, or enrollment in graduate degree program in education

Co-requisite(s): None

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 students should contact the Special Education Advising Office at (703) 993-3670 for assistance. All other students should refer to their faculty advisor.

Nature of Course Delivery

Face to face.

Learning activities include the following:

1. Class lecture and discussion
2. Application activities
3. Small group activities and assignments
4. Video and other media supports
5. Research and presentation activities
6. Electronic supplements and activities via Blackboard

Evidence-Based Practices

This course will incorporate the evidence-based practices (EBPs) relevant to communication, collaboration, and consultation. These EBPs are indicated with an asterisk (*) in this syllabus' schedule. 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 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.

Learner Outcomes

Upon completion of this course, students will 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 in 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.
- Plan activities that implement effective consultation and collaboration techniques.
- Develop an Individualized Education Plan

Required Textbooks

Friend, M. & Cook, L. (2013, 7th ed.) *Interactions: Collaboration skills for school professionals*. Boston: Pearson.

Bateman, B. & Linden, M.A. (2012). *Better IEPs: How to develop legally correct and educationally useful programs*. Verona, WI: Attainmnet Co.

Digital Library Option

The Pearson textbook(s) for this course may be available as part of the **George Mason University Division of Special Education and disAbility Research Digital Library**. Please note that not all textbooks are available through this option. Visit the links below before purchasing the digital library to ensure that your course(s) text(s) are available in this format. The division and Pearson have partnered to bring you the Digital Library; a convenient, digital solution that can save you money on your course materials. The Digital Library offers you access to a complete digital library of all Pearson textbooks and MyEducationLabs used across the Division of Special Education and disAbility Research curriculum at a low 1-year or 3-year subscription price. Access codes are available in the school bookstore. Please visit <http://gmu.bncollege.com> and search the ISBN. To register your access code or purchase the Digital Library, visit:

<http://www.pearsoncustom.com/va/gmu/digitallibrary/education/index.html>

- 1 year subscription \$200 ISBN-13: 9781269541411
- 3 years subscription \$525 ISBN-13: 9781269541381
- Individual e-book(s) also available at the bookstore link above or at
<http://www.pearsoncustom.com/va/gmu/digitallibrary/education/index.html>

Recommended Textbooks

Gibb, G.S. & Dyches, T.T. (2007). *Guide to writing quality individualized education programs*. Boston: Pearson.

Required Resources

Access to Blackboard and TaskStream

Selected resources will be posted on the class Blackboard site prior to their use for an in-class activity.

Additional Readings

Selected additional readings will be posted on the class Blackboard site prior to their use for an in-class activity

Course Relationships 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. The CEC standards that will be addressed in this class include Standard 1: Foundations, Standard 2: Characteristics of Learners, Standard 3: Individual Learning Differences, Standard 7: Instructional Planning, Standard 9: Professional and Ethical Practice and Standard 10: Collaboration.

GMU POLICIES AND RESOURCES FOR STUDENTS:

- a. Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/the-mason-honor-code/>].
- b. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- c. 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.
- d. 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/>].
- e. 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/>].
- f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g. 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/>].

PROFESSIONAL DISPOSITIONS

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

CORE VALUES COMMITMENT

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. [See <http://cehd.gmu.edu/values/>]

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>]

Course Policies & Expectations

Attendance.

Students are expected to (a) attend all classes during the course, (b) arrive on time, (c) stay for the duration of the class time, (d) show evidence of having read/studied material, and (e) complete all in-class assignments to earn points for class participation. In the event you are unable to attend class, please notify the professor via text message prior to the class session.

Late Work.

Assignments are due on the date indicated in the syllabus. If we change the due date for reasons related to student need in the course, the change will be discussed in class, posted on the Blackboard site, and confirmed in an email to all students. In the event of a personal emergency that makes it impossible to submit an assignment on time, you must notify the professor prior to the course session in which it is due.

General Course Expectations

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

Workload

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

Written and Oral Language

APA Style is the standard format for any written work in the College of Education. If you are unfamiliar with APA, it would benefit you to purchase the *Publication Manual of the American Psychological Association* (6th ed.) You are required to use APA guidelines for all course assignments. Please use the following website for APA format guidelines:

<http://apastyle.apa.org>.

We will use person-first language in our class discussions, written assignments, and ideally in our professional practice. We will also strive to replace the term “Mental Retardation” with “Intellectual Disabilities” in our oral and written communication in accordance with terminology choices in the disability community.

Academic Integrity

Students in this course are expected to exhibit academic integrity at all times. Be aware that plagiarism is presenting someone else's work as your own. Whether the act is deliberate or unintentional is irrelevant. You must take great care to give credit to an author when you borrow either exact words or general ideas. Generally, if you use four or more words in a row you should

use quotation marks and a proper APA citation. If you use facts, statistics, and/or ideas from any source, give the author credit. Remember that plagiarism is a very serious offense and can result in dismissal from the University. Evidence of plagiarism or any other form of cheating in the class will result in a zero on that assignment and a report of the incident to the Dean's Office.

Blackboard Site

We will use the Blackboard website for much of our course work. You will be responsible for all material posted on the website. Please check it regularly.

Communication with Dr. Thorp

The most efficient way to contact me is through email or, in the event that timeliness is essential, via text. You may also leave a voice mail on my phone. I check all of these regularly and will respond to you as quickly as possible.

If you need to meet with me, please alert me to that fact, and we can schedule a time after class or at another mutually agreeable time. Please do not hesitate to contact me. It is essential that I understand any constraints that may be affecting your performance in the class.

Collaboration

This is a course on teaming and collaboration. Therefore, it is my expectation that you will take every opportunity to model teaming and collaboration in the way in which you participate in this class. That means that I will assess your participation favorably not only by the way in which you directly contribute to class discussion but in the ways in which you support the participation of your peers. It is not always best to be the first one to speak or to speak the most frequently.

TaskStream Submission

Every student registered for any Special Education course with a required performance-based assessment is required to submit this assessment, Individualized Education Program (Spec Ed General) OR Collaborative Team Improvement Project (Adapted/VI) to TaskStream (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor).

Evaluation of the performance-based assessment by the course instructor will also be completed in TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete(IN). Unless the IN grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

If you have never used TaskStream before, you MUST use the login and password information that has been created for you. This information is distributed to students through GMU email, so it is very important that you set up your GMU email. For more TaskStream information, go to <http://cehd.gmu.edu/api/taskstream>.

Grading Scale

A	96-100%
A-	92-95%
B+	89-91%
B	85-88%
B-	80-84%
D	70-79%
F	<70%

Grading Elements

Assignment/ Course Element	Points Possible	Percent of Grade	Type of Assignment
Participation	100	10%	Individual
Interview	100	10%	Individual
Interview Synthesis	150	15%	Group
PLC	250	25%	Group
IEP	400	40%	Individual
TOTAL	1000	100%	

Assignments

Performance-based Assessment (TaskStream submission required).

The required NCATE/TaskStream assignment for this course is an Individualized Education Plan. Specific directions are in Appendix A.

Performance-based Common Assignments (No TaskStream submission required).

There is a Common Assignment requiring group work throughout the semester. Specific directions for the Professional Learning Community Assignment are in Appendix B.

Other Assignments.

Participation. This course is based on the idea that we are learning together to work together. Further, it is grounded in the knowledge that no single profession, and no single individual, possesses the knowledge, skills or understandings to completely address the needs of a student with disabilities. Each course participant is a valuable part of the collaborative learning environment and, therefore, must be engaged in class sessions and activities. To that end, one component of student evaluation in this course is participation. This may take many forms, including journal entries, in class activities and responses, exploratory activities in preparation for class, reflection on class content, and others. As noted above, it will also require that each

class participant demonstrate the ability to support and engage the participation of other classmates, just as is needed in the day to practice of the special educator. I will identify the specific participation activities, within assignments, in class, or on blackboard. If you do not attend a class session, you will not be able to earn participation credit. I understand that, in real life, issues come up that may prevent you from attending. Missing one class session will not sink your grade. Missing several class sessions will.

Interview summary and synthesis. During the course, you will be working in collaborative small groups. For this assignment, you will interview someone regarding his/her experiences with collaboration in education settings. This assignment will include three steps.
INTERVIEW Step 1: As a group, identify, with instructor approval, one individual per member of your group that you would like to interview. At least one of these must be a parent.

INTERVIEW Step 2: Next, develop the questions you hope to ask each individual. The questions should focus on individual's experiences with collaboration, instruction or interactions with students with diverse learning needs, and their thoughts about the skills, contexts, and supports necessary for successful collaboration.

You will approach this interview by giving your interviewees definitions of terms if they ask, or by suggesting when they ask that they reply by using their own perceptions of the terms. Use no names of the individuals interviewed or specific school names. It will be helpful to the task to assure interviewees that this is a course assignment, so they do not feel "put on the spot" or that the interview will in any way affect them in their collaboration role in their setting. **Attach your list of interview questions, persons you elect to interview and your individual interview summary (e.g. summarized response) to Blackboard.**

INTERVIEW Step 3: As a group, you will discuss the results of your interviews. You will develop a synthesis of your data by looking for themes, issues, or other concepts that emerge from the comparison of the interview summaries. This is a collaborative effort that requires use of your active listening and problem solving skills. Your group will be assessed on the coherence of your ideas, including discussion of topics or concepts that were difficult for the group.

The synthesis should include the following sections:

- Introduction (who was interviewed, basic categories of questioning, rationale for both) •
Synthesis (what commonalities did you find? What differences? What impact do these similarities/differences have on collaboration within schools or classrooms? Were any of these themes or ideas surprising to the group? Why or why not? What do these themes or ideas mean for the preparation of future teachers?)

As a part of your individual posting, each of you are also expected to post a personal reflection about the process and how this helped you understand issues related to teaming and collaboration and what came up for you about your own collaboration skills.

Once the group synthesis is complete, each member of the group will post the final synthesis to Blackboard.

Schedule

Date	Topic	Reading	Assignment
May 29	Overview of syllabus;	None	In-class: teaming and

	introduction to course themes		collaboration self-assessment
June 5	Effective communication and collaboration; interviewing skills; preparing for individual interviews; forming interview groups	Friend, chapters 1,2, and 4	Prior to class: Complete required reading; consider possible interviewees; weekly journal posting. In-class: decide on small interview groups; develop interview protocol.
June 12	Listening and responding; managing conflict; emerging themes from interviews	Friend, chapters 3 & 9	Prior to class: Complete required reading; begin interview process. In-class: Meet in interview small groups; begin to identify emerging themes.
June 19	Team concepts; collaborating with families; issues and concerns	Friend, chapters 6, 13, 11	Prior to class: Complete required reading; complete individual interview reflection; discuss common themes with team. In-class: Discuss emerging themes; identify PLC groups based on emerging themes.
June 26	Interpersonal problem solving; reviewing collaboration research	Friend, chapter 5 & 12	Prior to class: Complete required reading; post group interview report; begin PLC research. In-class: work as PLC groups.
July 3	PLC work on collaboration issues		No formal class – work in small PLC groups; post weekly reflection. Instructor available as needed.
July 10	PLC position statements; Special	Friend, Chapters 7, 8, 10	Prior to class: complete required

	Educators as consultants, coaches, and supervisors		reading; as PLC, prepare position statement; post position statement. In-class: share PLC position statements.
July 17	The IEP Process	Bateman, chapters 1 and 3	Prior to class: complete required reading; consider candidate for IEP development; post individual PLC reflection. In class: Finalize IEP candidate
July 24	Developing Quality IEP's	Bateman, chapters 2,4, and 5	Prior to class: complete required reading; post individual weekly reflection. In-class: IEP work
July 31	Last class IEP Issues	Bateman, chapter 7	Prior to class: complete required reading; complete draft IEP. In-class, share IEP drafts.
August 3			Final IEP and final reflections posted. Task Stream submission completed.

Appendices

Appendix A IEP Assignment

The purpose of this assessment is to have candidates demonstrate knowledge of the individualized planning process required for the development of educational programs for students with exceptional learning needs. Candidates will demonstrate their ability to develop the critical components of an Individualized Educational Program (IEP) that are legally sufficient and educationally appropriate for the described case study student. Candidates also will also demonstrate an understanding of how these components come

together to build a framework for the student's educational program by writing a narrative that includes:

1. justification for their decisions within the IEP,
2. explanation of the collaborative process required, and
3. description of how the assignment connects with CEC Standards 1, 2, 3, 7, and 10.

Throughout the assignment it is critical to incorporate collaborative aspects of developing an IEP with stakeholders, including the student (as appropriate), family members, general educators, related service providers, school administrators, and other relevant parties.

Candidates will participate in in-class cooperative learning opportunities, such as role-play exercises, and activities designed to prepare for the IEP product and writing of the narratives.

For this assignment, the instructor will either (a) assign a case study, (b) allow a candidate to use a student with whom he/she is already working, or (c) allow a candidate to use previously developed case study information. *If the instructor chooses to provide the option of focusing this assignment on a student with whom a candidate is working, the candidate must:

Step One: Choose a Student

1. Verify with the student's school that the candidate has permission to access the necessary student information files,
2. Provide evidence that the student is a student with a mild/moderate disability,
3. Submit in writing to the instructor a request to use the identified student for the assignment and receive approval in writing from the instructor to do so,
4. Assign a pseudonym for the student, and
5. Register the experience with the GMU GSE field placement office.

<http://cehd.gmu.edu/endorse/ferf>

Using the information available to you about your student, create a narrative with the components identified below. Head each section of the document with the corresponding component. Within each indicated section or heading, include the component and a separate subheading for your rationale.

Step Two: Prepare and Write Your Case

Component A: Present Level of Academic Achievement and Functional Performance (PLOP) CEC/IGC Standards 2 & 3

1. Using all documentation available, identify information about the student that is relevant to the following areas:
 - a. Student Perspective: The strengths and concerns relevant to enhancing the education of the student as expressed by the student, when appropriate.
 - b. Parent/Guardian/Family Member Perspective: The strengths and concerns relevant to enhancing the education of the student as expressed by the parent(s)/guardian(s)/family member(s).

- c. Evaluations: The results of the most recent evaluations of the student (educational, speech/language, psychological, OT/PT, social, etc.).
- d. Assessments: The results of the student's performance on any general state or district-wide assessments, as appropriate.
- e. Needs: The academic, developmental, and functional needs of the student.
- f. Behavior: In the case of a child whose behavior impedes the student's learning or learning by others, consider interventions, support, and strategies to address that behavior (e.g., Positive Behavioral Interventions and Supports [PBIS]; Functional Behavioral Analysis [FBA]).
- g. Limited English Proficiency: In the case of a student with limited English proficiency, consider the language needs of the student as those needs relate to the student's IEP.
- h. Blind or Visually Impaired: In the case of a student who is blind or visually impaired, provide for instruction in Braille and the use of Braille unless the IEP Team determines, after an evaluation of the student's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the student's future needs for instruction in Braille or the use of Braille), that instruction in Braille or the use of Braille is not appropriate for the student.
- i. Communication (Including Deaf or Hard of Hearing): Consider the communication needs of the student and, in the case of a student who is deaf or hard of hearing, consider the student's language and communication mode, academic level, and full range of needs, including opportunities for direction instruction in the student's language and communication mode.
- j. Assistive Technology: Consider whether or not the student needs assistive technology devices and services.

2. Develop a statement of the student's present levels of performance. Include:
Description of the student's strengths with evidence from evaluations, assessments, and student/family member's perspectives.
Description of areas in need of improvement (needs/behavior) with evidence how performance differs from peers,
Educational implications of the student's exceptionalities and variations in cultural beliefs, traditions, and values.

Component B: Measurable Annual Goals CEC/IGC Standards 1 & 7

1. Create 3 annual goals for the student. The goals must be:
 - Based on the present level of performance statements and the student's needs.
 - Observable and measurable.
 - Age and ability appropriate.
 - Prioritized and based on the scope and sequence of the VA SOL.
 - Focused on increasing skills and/or positive behaviors.
 - Responsive to variations in beliefs, traditions, and values across cultures.
2. Rationale: Respond to the following questions:
 - a. How are these goals prioritized and age appropriate?
 - b. In what ways do these goals reflect the PLOPs?
 - c. In what ways do these goals show increasing skills and/or positive behavior for the student?

- d. In what way are these goals responsive to any variations in beliefs, traditions, and values of the student or his/her family?

Component C: Short Term Objectives/Benchmarks CEC/IGC Standards 1 & 7

1. Write at least **2 short-term objectives or benchmarks** for each annual goal. The objectives/benchmarks relate to the goal and are derived by breaking the annual goal down into smaller, achievable tasks. The criteria must be appropriate for the student and for performance of the task.
2. Each objective/benchmark should include: Task, Condition, and Criterion.
3. Rationale: Respond to the following questions:
 - a. How are these short-term objectives based on sequential age and ability appropriate for individualized learning objectives?
 - b. How do these objectives relate to the annual goals?
 - c. How do these objectives include learner criteria that are appropriate to task performance? Justify your criteria.
 - d. Do the objectives include statements of generalization and maintenance?

Component D: Services, Least Restrictive Environment, Placement CEC/IGC Standards 1&7

1. Identify and describe the student's placement on the continuum of services.
2. List and describe all appropriate program, primary, and related services that the student needs to appropriately participate in the students' least restrictive environment.
Include a statement of:

What the service is (e.g., individual/small group instruction in 7th grade social studies; individual occupational therapy)

How often the services will occur (e.g., every day for 50 mins; once a month for 30 mins)

Duration of services, with start and end date (e.g., duration: 6 months; start date: 9/3/2013; end date: 2/3/2014)

Location of the service (e.g., XYZ school; Fairfax Hospital)

Setting of the service (e.g., self-contained classroom with special educator and assistant; integrated classroom setting; pull-out setting)

Who will deliver the service (e.g., special educator; occupational therapist)

3. Indicate if there are any activities in which the student is unable to participate, even with support.

4. Rationale: Respond to the following questions:

- a. Why did you choose the program and services you describe?
- b. How do the primary, program, and related services consistently align with the areas of need based on the students PLOP? *

For the purposes of this assignment:

- *Related services* include physical therapy, occupational therapy, speech-language pathology, social work, and other services in IDEA.
- *Assistive Technology* may be one of the services considered for this assignment.

Component E: Participation in State Assessments CEC/IGC Standards 1 & 3

1. Describe the student's participation in state assessments. The assessment(s) noted and

participation levels described must reflect:

- The impact that exceptionalities (including auditory and information processing skills) can have on an individual's testing abilities.
- Consideration of due process rights, assurances, and issues related to assessment.
- Accommodations, as suitable, and described, if they are needed.

2. Rationale: Respond to the following questions,

- a. What did you consider in selecting the appropriate levels of student participation in state assessments?
- b. How are the student's participation levels specifically related to the PLOP, including any issues related to auditory and information process skills (as appropriate)? A quality written rationale includes consideration of the above and discusses how the levels of student participation in the selected state and district-wide assessments relate to present levels of performance. You may use Virginia state assessments as your model.

Component F: Accommodations and Modifications CEC/IGC Standards 3 & 7

1. Describe the accommodations and/or modifications necessary to individualize instruction to provide meaningful and challenging learning for the student that are based on the present levels of performance and assessment data and consider the student's exceptionalities, allow the student to access the general education curriculum, assist in providing meaningful and challenging learning experiences for the student, and provide access to educationally related settings, including non-academic and extra-curricular activities.

2. Rationale: Respond to the following questions:

- a. How did the student's PLOP relate to the choice of accommodations?
- b. How do the above provide access to nonacademic and extracurricular activities and are they appropriate to the needs of the student?
- c. How are the selected accommodations and/or modifications based on assessment data?
- d. In what ways did you consider the student's exceptionality?

CEC/IGC Standard 10

Step Three: Narrative on IEP Collaboration

Under a separate heading in the document, describe the collaborative nature of the IEP development process, as well as the roles of individuals with exceptional learning needs, families, and school and community personnel in planning of an individualized program. This includes a discussion of:

The collaborative activities that should occur prior to development of the IEP.

In addition, include a short description of how this assignment aligns with CEC standards 1, 2, 3, and 7.

Methods of involving students, families, related service providers, and other professionals in the IEP development process.

Methods for fostering respectful and beneficial relationships between students and their families and professionals throughout the IEP development process.

Collaborative activities that should occur after the IEP is developed, including next steps for working with general education teachers, the student, and other stakeholders.

Appendix B PLC Group Assignment

The Professional Learning Community (PLC) assignment allows students to form groups around issues related to collaboration that are relevant to their interests and to explore those issues. This project will provide the opportunity for students to work in and reflect upon group dynamics and teamwork as they address areas of concern or need.

PLC Group Development

First, students will complete their interviews of professionals who have engaged in collaboration in education in some form. Each student will post their synthesis of the interview, including an identification of at least two issues about collaboration that the interviewees discussed on Blackboard. Before the designated day in class, each student will review the syntheses and determine two issues that are areas of interest to research. On the designated class day, class members will form in-class groups around ONE specific issue. These will be the PLC groups for the assignment.

PLC Activities

The PLC group will complete the following: (All activities must be documented in a PLC log/journal.)

1. Compile a group of at least 5 readings of scholarly articles on the topic (must be at least 2 peer-reviewed research studies, others can be non-research).
2. After individually reading each article, each PLC group member should generate at least 3 questions about each article.
3. PLC Groups will meet a minimum of 3 times to discuss the articles and the related questions of each group member. You will be given opportunities in class for group work on this. Additional time must occur outside of class.
4. The PLC group will keep a journal of questions, responses, discussion, etc. (essentially minutes of the PLC meeting) and submit this with Item 5. This should be an electronic document that can be uploaded to Blackboard.
5. The PLC group will develop a 3-5 page position paper geared toward peers that defines the issue, provides the list of readings, and gives guidance addressing the issue, as determined in the PLC group discussions. The position paper can be focused on the specific group characteristics (e.g., teachers in 5th grade, special educators in a middle school, etc.) or can be broad.
6. Each PLC group member will evaluate the group collaborative process.
7. On 7/17, the PLC group will provide a summary of the position paper to the class and be prepared to lead a brief discussion about it.

Note: Though one student in the group may be designated as the journal keeper or position statement collector, EACH student in the group will submit a copy of the PLC journal, the position statement, and an individual group evaluation form in the Blackboard assignment.