SERP 497e / 597e
CONSULTATION AND COLLABORATION
FOR SPECIAL NEEDS STUDENTS

Spring 2017   **Dr. Maria Nahmias**
Three (3) Credit Hours   Office Phone: 621-0935
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CEC Standards Addressed: CEC Standards: 4, 6, 7.
INTASC & ISTE Standards: Leadership and Collaboration (InTASC 10, ISTE 3c)
See Course Description and Objectives* for CEC Standards for SERP 497e/597e.

Textbook:

Friend, M. and Cook, L. (2017). Eighth Edition. *Interactions: Collaboration Skills for
        School Professionals.* Boston: Pearson.
                    Enhanced Pearson E text ISBN: **9780134168548**

Textbooks and Required Readings:
Textbook is available for purchase at the University of Arizona bookstore; Amazon, E-
text. Required readings will be available on class D2L site.

U of A Catalog Course Description

Workshop: Consultation and Collaboration for Special Needs Students. Prerequisite:
SERP 400 or 500.

Course Description and Objectives*:
This course focuses on the rationale for collaborative skills and individual and group
strategies for collaboration among teachers, specialists, and administrators to facilitate
learning for exceptional, at-risk, and special education students. The purpose of this
course is to introduce beginning and practicing teachers to collaboration, communication
skills necessary for successful educational collaboration and coordination for students in
special education and general education services. This three-unit course will provide
students with the opportunity to meet these standards and objectives for special educators.

CEC STANDARDS ADDRESSED IN SERP 497e / 597e:

CEC Initial Preparation Standard 4 Assessment:
*4.0 Beginning special education professionals use multiple methods of assessment and
data-sources in making educational decisions.*
4.3 Beginning special education professionals in collaboration with colleagues and families use
multiple types of assessment information in making decisions about individuals with exceptionalities.

CEC Initial Preparation Standard 6 Professional Learning and Ethical Practice:
*6.0 Beginning special education professionals use foundational knowledge of the field
and the their professional Ethical Principles and Practice Standards to inform special
education practice, to engage in lifelong learning, and to advance the profession.*

6.1 Beginning special education professionals use professional Ethical Principles and Professional Practice Standards to guide their practice.
6.2 Beginning special education professionals understand how foundational knowledge and current issues influence professional practice.
6.6 Beginning special education professionals provide guidance and direction to paraeducators, tutors, and volunteers.

CEC Initial Preparation Standard 7 Collaboration:
7.0 Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities across a range of learning experiences.
7.1 Beginning special education professionals use the theory and elements of effective collaboration.
7.2 Beginning special education professionals serve as a collaborative resource to colleagues.
7.3 Beginning special education professionals use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.

Format and Guest Participants:

This course will meet at the specified times or online for presentations, discussions, and collaborative experiences with the instructor. A course site on D2L provides information. All Readings, Content, and Assignments are submitted online in D2L. See our D2L site.

Course Requirements, Assignments, Assessments, and Evaluation:

Critique of Collaboration Readings Paper

Identify and select 3 readings in collaboration (for 497e); (3-4 for 597e) beyond the textbook or required readings. Evaluate the readings, summarize, analyze, and integrate the information from these readings. Estimated length is 3-4 pages (SERP 497e) or 5-6 pages (SERP 597e); this constitutes 15 points for your grade. The Writer's Rating Scale rubric, used in grading papers, is attached. Use APA style Publication Manual of the American Psychological Association, Sixth Edition (2010).
The title page and references are due February 8, 2017 per D2L Drop box.
The critique of collaboration readings paper is due February 28, 2017.

Collaboration Project Paper

Students will complete a collaboration project and paper. Students will select a project and **provide a project proposal to the instructor by Thursday, March 3, 2016.**
The project grade is based on scope and quality of project and the quality of content and writing. (See rubric.) The paper is to be 4-6 pages, with 3-5 references (497e) or 6-8 pages, 7-9 references (597e), using APA (2010) style. An evaluation rubric for grading the written project papers is attached. This project paper is for up to 20 points.
Collaboration Project Paper: Due May 4, 2017.

Collaboration Project Presentation:
Students prepare individually and present to class on a collaboration topic in pairs. An evaluation form for this presentation is attached. The presentation is 10 points. <mark>SERP 497e **Presentations: April 20, 2016 and April 27, 2016. SERP 497e: Presentations Due in D2L May 3.** SERP 597e: Presentations in class: May 3, 2016 and in D2L.</mark>

Quizzes:
<mark>A Midterm and Final Quiz will be on D2L, dates in D2L March 8, May 4-5</mark>. 10 points each quiz. Total: 20 points.

Discussion, Participation, and Attendance
Attendance and participation in class discussions are valued. Students are expected to come to class prepared to discuss assigned readings from the text or journal readings for the topic on the syllabus. Students will participate in discussions in class and in D2L. Discussions and class participation comprise part of the student's grade. Points will be earned by students as follows:

20	Collaboration Project Paper
15	Critique of Collaboration Readings Paper
20	Two Quizzes (10 points each)
10	Presentation
32	Drop Box Lesson Assignments (20); Discussions in D2L (12)
3	Class Participation (497e) Participation in Presentation Discussion (597e)
100	Total

Grades for the course will be determined by the instructor based on the above points. The grading scale is as follows:

90 -100%	=	A	60 - 69%	=	D
80 - 89%	=	B	0 - 59%	=	F
70 - 79%	=	C			

Faculty instructor adheres to the grading policies in the General Catalog.

CODE OF ACADEMIC INTEGRITY:
Students shall adhere to the Code of Academic Integrity as described in the General Catalog. The web site:
http://deanofstudents.arizona.edu/policiesandcodes/codeofacademicintegrity

Access and Accessibility:
It is the University of Arizona and my goal to provide all students with accessible learning. Students who require reasonable accommodations to meet course requirements please register with the Disability Resource Center
http://drc.arizona.edu (520-621-3268).

Class Schedule

CONCEPTS AND RATIONALES FOR COLLABORATION (MODULE I)

Date	Class#	Topics	Text & Readings
Jan. 11	1	Course Introduction, Foundations of Collaboration Collaboration Concepts Definitions and Terms Rationale	Chapt. 1
Jan. 16		Martin Luther King Day, No Classes	
Jan. 18	2	Collaboration Concepts, Perspetives, and Rationale Theory and Background: Consultation & Collaboration	Chapts. 1, 2
Jan. 25	3	School Collaboration / Teacher Beliefs Processes and Diversity in Schools Barriers and Solutions Identifying and Responding to Teacher Beliefs	Chapts. 2, 4 Reading on Teacher Beliefs
Feb. 1	4	Classroom Environments: Unique and Shared Responsibilities: General and Special Education Multicultural Considerations in Educational Settings	Reading on Classroom Environments

COMMUNICATION AND COLLABORATION SKILLS FOR EDUCATORS (MODULE II)

Date	Class#	Topics	Text & Readings
Feb. 8	5	Communication & Collaboration for Educators Barriers and Solutions for Collaboration, Teacher Beliefs	Chapts. 2, 3, 4, Videos and Power Points
Feb. 15	6	Interpersonal Communication and Interaction Skills Collaboration with Teachers and other Professionals Communication with Students	Chapts. 2, 5 & 6 Reading: Collaboration Skills

(Critique of Collaboration Readings Paper due March 1st)

COMMUNICATION AND COLLABORATION SKILLS: CO-TEACHING AND CO-PLANNING (MODULE III)

Date	Class#	Topics	Text & Readings
Feb. 22	7	Co-Teaching and Team Teaching Teams, Teachers, Students; Co-Teaching Models	Chapt. 7
March 1	8	Co-Planning and Collaboration Teacher Teams; Team Teaching	Chapt. 8 Readings Collaboration, Teacher Teams
		Multicultural Contexts and Diversity in Schools	Chapt. 7
		Programing Planning and Implementation	Chapt. 10

<mark>**Collaboration Project Proposal Due: March 7**</mark>

Date	Class#	Topics	Text & Readings
<mark>March 8</mark>	<mark>9</mark>	MIDTERM QUIZ Midterm Quiz #1	NO CLASS

ORGANIZATION, PROGRAM EVALUATION, AND NEGOTIATION (MODULE IV)

March 15   UA Spring Recess March 11-19, 2017 No Classes
            LEADERSHIP SKILLS (MODULE V)

March 22 10   Systems, Administration, Leadership, and Planning   Chapt.10, 11, 12
               Acquiring and Maintaining Administrative Support   Reading on
               Teacher Support and School Context   Schools &

March 29   11   Collaboration Scenarios / Collaborative Scenarios
                 Paraeducators, Teacher Aides as Partners
                   Discussion of Projects

April 5   12   Collaboration with Families and Parents
                    Raising Special Kids –Guest Parent (s)
                    <mark>Parent Communication Skills/ Communication Scenarios</mark>

April 12   13   Collaboration with Families and Parents Alternate Date (guests)
                 Or No class; Individual meetings w/ instructor on project & paper

April 19 14   **Presentations of Collaboration Projects for Class and D2L.**

April 26   15   **Presentations of Collaboration Projects in Class and D2L.**

<mark>**May 3**</mark>   <mark>**Presentations of Collaboration Projects Due D2L SERP 597e/ 497e.**</mark>

May 4   **Collaboration Project Papers Due: May 4, 2016 SERP 597e**
May 4   **Collaboration Project Papers Due: May 4, 2017 SERP 497e**

<mark>**May 5**</mark>   **Quiz ON D2L   Final Quiz #2 ON D2L -   No Class Quiz**

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Required Readings

Topic: **Teacher Beliefs**

Gallagher, P.A., Vail, C.O., Monda-Amaya, L. (2008). Perceptions of Collaboration: A content analysis of student journals. *Teacher Education and Special Education, 31*(1), 12-20.

Topic: **Collaboration with Parents in Today's Schools**

Blue-Banning, M., Summers, J.A., Frankland, H.C., Nelson, L.L., Beegle, G. (2004). Dimensions of family and professional partnerships: Constructive guidelines for Collaboration. *Exceptional Children, 70* (2), 167-184.

Buswell, B. E. & Schaffner, C. B. (2002). Families as creative and resourceful collaborators in inclusive schooling. In Thousand, J.S., Villa, R.A., Nevin, A.I. (2002) *Creativity and Collaborative Learning*, Second Edition, Baltimore, Maryland: Paul H. Brookes Publishing Co., 13-20.

Readings:
Topic: **Collaboration Skills: Teachers and Paraeducators**

Giangreco, M. F., Suter, J. C. and Doyle, M. B. (2010). Paraprofessionals in Inclusive Schools: A Review of Recent Research, Journal of Educational and Psychological Consultation, 20: 1, 41- 57.
                    To link to this Article: DOI: 10.1080/10474410903535356

Topic: **Teacher Teams and Service Delivery Models**

Villa, R.A., Thousand, J.S., Nevin, A.I. (2004). From surviving to thriving: Tips for getting along with your co-teachers. In Villa, Thousand, & Nevin (2004*), A guide to co-teaching: Practical tips for facilitating student learning*, 89-102.

Topic: **Schools and Leadership**

Santamaria, L.J. and Thousand, J.S. (2004). Collaboration, co-teaching, and differentiated instruction: A process-oriented approach to whole schooling. *International Journal of Whole Schooling, 1* (1), 0-22.

Cook, L. and Friend, M. (2010). The State of the Art of Collaboration on Behalf of Students With Disabilities. Journal of Educational and Psychological Consultation, 20, (1), 1-8. DOI:10.1080/10474410903535398

Additional Optional Readings

Teacher Beliefs

Austin, V. (2001). Teachers' beliefs about co-teaching. Remedial and Special
       Education, 22(4), 245-255.

O'Shea, L.J., Stoddard, K., & O'Shea, D.J. (2000). IDEA '97 and educator standards:
       Special educators' perceptions of their skills and those of general educators.
       Teacher Education and Special Education, 23 (2), 125-141.

Classroom Environments

Drame, E. (2002). Sociocultural context effects on teachers' readiness to refer for
       learning disabilities. *Exceptional Children, 69 (1),* 41-53.

Pivik, J., McComas, J., Laflamme, M. (2002). Barriers and facilitators to inclusive
       education. *Exceptional Children, 69* (1), 97-107.

Teams and Teaming

Lingo, A. S.,Barton-Arwood, S. M., Jolivette, K. (2011). Teachers Working Together:
       Improving Learning Outcomes in the Inclusive Classroom-Practical Strategies
       and Examples. *Teaching Exceptional Children, 43(3)*, 6-13.

Villa, R.A., Thousand, J.S., Nevin, A. I. (2004). A guide to co-teaching: Practical
       Tips for facilitating student learning, Corwin Press. Collaboration with Parents
       and Families in Today's Schools.

Collaboration Skills: Teachers and Paraeducators

Giangreco, M.F., Edelman, S.W., Broer, S.M. (2003). Schoolwide planning to improve
       paraeducator supports. Exceptional Children, 70 (1), 63-79.

Schools and Leadership

Kilgore, K.L. & Griffin, C.C. (1998). Beginning Special Educators: Problems of practice
       and the influence of school context. *Teacher Education and Special Education,
       21*(3), 155-173.

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MODULE I.   **Collaboration Concepts and Rationales**

    A.   Collaboration:
            Definitions
            Rationale
            Barriers & Solutions
    B.   Identifying and Coping with Teacher Beliefs
    C.   Unique and Shared Responsibilities
        1.   General Education and Special Education
        2.   Multicultural Considerations

MODULE II.   **Communication & Collaboration Skills**: **Educators and Families**

    A.   Professionals
    B.   Parents & Families
    C.   Students
    D.   Multicultural Contexts

MODULE III.   **Communication & Collaboration Skills**: **Co-Teaching & Co-Planning**

    A.   Teams
    B.   Parents
    C.   Students
    D.   Leadership

MODULE IV.   **Organization, Programs, Evaluation, and Negotiation**

    A.   Scheduling
    B.   Goals
    C.   Interventions and Measurement
    D.   Responsibilities & Diversity

MODULE V.   **Leadership Skills & Administrative Support**

    A.   Systems, Administration, & Planning
        1.   School Programs and Plans
        2.   Learning Environments
        3.   School Climate
        4.   Administrative Styles, Maintaining Administrative Support

SERP 497e / 597e: CONSULTATION AND COLLABORATION   Grade:

WRITER'S RATING RUBRIC FOR CRITIQUE OF COLLABORATION READINGS PAPER   Rating Total:

Areas of Evaluation	Rating	Meanings of Ratings			
		Excellent	Good	Poor	Unacceptable
I. Conceptualization of ideas and content (5)		Ideas are clearly presented. Explanations are accurate and concise. (5)	Ideas are clear. Explanations may have a few inaccuracies or are not concisely written. (4)	Explanations have a number of inaccuracies included, not explained accurately, nor written concisely. (3)	Major concepts are not included, not explained accurately, nor written concisely. (1-2)
II. Organization of content* (4)		Organization is creative, unique and logical. (4)	Organization is sequenced logically. (3)	Organization has sequential problems. (2)	Organization is confusing and frustrating to the reader. (1)
III. Clarity and effectiveness of writing style (2)		Text is extremely clear and written in an interesting manner. (2)	Text is readable, may lack clarity in some areas, or does not always hold the reader's interest. (1.5)	Text is not clear in many areas and often fails to hold reader's interest. (1)	Text is not clear and does not hold the reader's interest. (0-1)
IV. Writing Mechanics* Accuracy and effectiveness of written language (2)		Writing paragraphs, sentences, grammatical usage and punctuation need no correction. Excellent Mechanics. (2)	Writing Mechanics need some correction. (1.5)	Writing Mechanics need considerable correction. (1)	Major writing mechanics corrections required. (0)
V. References* (2)		Excellent use of expected and other relevant references, text and references in accurate APA style.* (2)	Relevant references are included appropriately in most content areas, text APA style accurate.* (1.5)	Expected references are missing in some content areas; some APA style* errors. (1)	Expected and relevant references are missing. Several APA style* errors. (0)
* APA style (2010)					

Student: Instructor:

Grade:

PRESENTATION RUBRIC

Rating Total:

Areas of Evaluation	Rating	Rating Explanations		
		Excellent	Very Good	Average to Below Average
I. Conceptualization of ideas and content (3)		Ideas are clearly presented. Explanations are accurate and concise. (3)	Ideas are clear. Explanations may have a few inaccuracies or are not concisely presented. (2)	Explanations have a number of inaccuracies and are not clearly presented. (1)
II. Organization of content (3)		Organization is creative, unique and logical. (3)	Organization is logical. (2)	Organization needs improvement. (1)
III. Clarity and effectiveness of presentation style (3)		Presentation is extremely clear and interesting. (3)	Presentation is understandable, may lack clarity or effectiveness in some areas. (2)	Presentation is not clear in many areas and lacks interest.(1)
IV. Creativity (1)		Presentation is highly creative. (1)	Presentation is understandable, may lack clarity or effectiveness in some areas. (0)	Presentation is not clear in many areas and lacks interest. (0)

Name of Student: _____

Name of Instructor: _____

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WRITER'S RATING SCALE FOR PROJECT PAPER

Grade:

Rating Total:

Areas of Evaluation	Rating	Meanings of Ratings			
		Excellent	Good	Poor	Unacceptable
I. Conceptualization of ideas and scope of project (8)		Ideas are clearly presented, explanations are accurate and scope is highly relevant.	Ideas are clear. Explanations may be imprecise. Scope adequate.	Explanations have a number of inaccuracies and are somewhat confusing. Scope narrow.	Major concepts are not included, not explained accurately, nor written concisely. Lacks scope or relevancy.
II. Organization of content (4)		Organization is creative, unique and logical.	Organization is sequenced logically.	Organization has sequential problems.	Organization is unacceptable; it is frustrating to the reader.
III. Clarity and effectiveness of writing (4)		Paper text is extremely clear and written in an interesting manner.	Paper text is readable, may lack clarity in some areas.	Paper text is not clear in many areas and often fails to hold reader's interest.	Paper text is not clear and does not hold the reader's interest.
IV. Mechanics Accuracy and effectiveness of writing (2)		Excellent paragraph and sentence structure, grammatical use and punctuation need no correction.	Writing needs some correction.	Writing needs considerable correction.	Major writing corrections required.
V. References and APA style (2010) (2)		Excellent use of expected and other relevant references in accurate APA style paper.	Relevant references are included in paper appropriately in most content areas. APA style mostly accurate.	Some references and APA Style. Expected references are missing in some content areas; some APA style errors.	Expected and relevant references are missing. Several APA style errors or paper is not in APA style.

Student:

Instructor:

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