# SPED 4713
## COLLABORATION IN SCHOOL SETTINGS

<table>
<thead>
<tr>
<th>Semester Hours:</th>
<th>3</th>
</tr>
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<tbody>
<tr>
<td>Semester/Year:</td>
<td>Fall/2012</td>
</tr>
<tr>
<td>Time/Location</td>
<td>11:00-2:25/Education Center, Room 227</td>
</tr>
<tr>
<td>Class meets on:</td>
<td>August 20, 22, 24, 27, 29, 31 &amp; September 3, 5, 7, 10, 12, 14</td>
</tr>
<tr>
<td>Instructor:</td>
<td>Sandra Hess Robbins</td>
</tr>
<tr>
<td>Office Location:</td>
<td>Education Annex, Room 226</td>
</tr>
<tr>
<td>Office Hours:</td>
<td>Mondays 8:30-10:30, Tuesdays 2:30-4:30, &amp; Wednesdays 8:30-10:30 Other times available by appointment</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:srobbins@westga.edu">srobbins@westga.edu</a></td>
</tr>
<tr>
<td>Phone:</td>
<td>Direct Line: 678-839-6164 Department Line: 678-839-6567</td>
</tr>
</tbody>
</table>

**Online Support**
- CourseDen Home Page
  https://westga.view.usg.edu/
- CourseDen Help & Troubleshooting
  http://www.westga.edu/~distance/webct1/help
- UWG Distance Learning
  http://distance.westga.edu/
- UWG On-Line Connection
  http://www.westga.edu/~online/
- Distance Learning Library Services
  http://westga.edu/~library/depts/offcampus/
- Ingram Library Instructional Services
  http://westga.edu/libraryinst/
- University Bookstore
  http://www.bookstore.westga.edu/

## COURSE DESCRIPTION
Prerequisites: Admission to Teacher Education. All courses from Block II.

Covers various collaborative roles required of service providers in education, with an emphasis on team interaction and meeting the needs of students with special needs in inclusion settings.

## CONCEPTUAL FRAMEWORK
The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. With the goal of *Developing Exemplary Practitioners*, our programs incorporate ten descriptors, clustered into three interrelated and overlapping themes, that demonstrate our commitment to (a) Professional Excellence [knowledgeable, reflective, inquisitive]; (b) Field-Based Inquiry [decisive, adaptive, proactive, leading]; and (c) the Betterment of Society [collaborative, culturally sensitive, empathetic]. These themes and descriptors are integral components of
the conceptual framework and provide the basis for developing exemplary practitioners who are prepared to improve schools and communities. National standards (*CEC; **INTASC) also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to provide excellence in the initial and advanced preparation of professionals for a variety of settings, to foster an innovative learning community, and to empower a faculty committed to teaching and the dissemination of knowledge. This course’s objectives, activities, and assignments are related directly to the conceptual framework and national standards, as identified below.

*CEC refers to the ten Special Education Content Standards of the Council for Exceptional Children. The CEC standards are available from:
http://www.cec.sped.org/content/navigationmenu/professionaldevelopment/professionalstandards/

**INTASC refers to the standards of the Interstate New Teacher Assessment and Support Consortium. Information on core principles and standards specific to special education are available from:
http://www.ccsso.org/Resources/Publications/InTASC_Model_Core_Teaching_Standards_A_Resource_for_State_Dialogue_(April_2011).html

APPROACHES TO INSTRUCTION
Approaches to instruction include lecture, online learning modules, collaborative learning activities, case studies, independent explorations, and small group discussions.

COURSE OBJECTIVES
Students will:

1. Demonstrate knowledge of federal and state policies and procedures related to collaboration and inclusion (Byrnes, 2005; Wood, 2006)  
   (Collaborative, Knowledgeable; CEC 1, 10; INTASC 9, 10)

2. Demonstrate knowledge of the positions of professional organizations, other states/school systems, and advocacy agencies related to collaboration and inclusion (Byrnes, 2005; Turnbull, Turnbull, Erwin, & Soodak, 2006)  
   (Collaborative, Knowledgeable; CEC 1, 5, 9, 10; INTASC 3, 9, 10)

3. Demonstrate knowledge of resources available to assist service providers in collaboration and inclusion (Correa, Jones, Thomas, & Morsink, 2005; Friend & Cook, 2010)  
   (Collaborative, Knowledgeable; CEC 1, 4, 7, 10; INTASC 7, 8, 10)

4. Demonstrate knowledge of roles and perspectives of team members, and of strategies for enhancing collaboration and team function with parents, educators, related service providers, and other agencies (Dettmer, Dyck, & Thurston, 2005; Friend & Cook, 2010; Pickett & Gerlach, 2003; Thousand, Villa, & Nevin, 2002; Turnbull, Turnbull, Erwin, & Soodak, 2006)  
   (Collaborative, Culturally Sensitive, Empathetic; CEC 7, 10; INTASC 7, 10)

5. Recognize the role of parents, general education classroom teachers, counselors, administrators, and other support personnel in providing services to exceptional children (Correa et al., 2005; Friend & Cook, 2010)  
   (Collaborative, Knowledgeable; CEC 1, 7, 9; INTASC 7, 9)
6. Write plans designed to facilitate inclusion of, and integrated service delivery for, youngsters with diverse special needs and of diverse ages and cultural/ethnic backgrounds using various formats (Friend & Cook, 2010; Wood, 2006) (Adaptive, Collaborative, Culturally Sensitive; CEC 1, 2, 5, 6, 8, 9; INTASC 1, 3, 6, 9)

7. Recognize school and community resources applicable to and available for providing services to children with identified exceptionalities (Friend & Cook, 2010; Wood, 2006) (Collaborative, Knowledgeable; CEC 7, 10; INTASC 7, 10).

TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES

Required Text(s):
none

Required Instructional Resource:
Tk20 Subscription
These are available at the University Bookstore or at
http://westga.tk20.com/campustoolshighered/start.do
If you have purchased a subscription previously, DO NOT re-subscribe
For more information about this resource, see
http://westga.edu/coe/index_550.php
For assistance, email tk20@westga.edu

References:
ACTIVITIES, EVALUATION PROCEDURES, AND GRADING POLICY

Assignments:
1. Collaborative Teaching Project
   Students will demonstrate their ability to collaborate, plan, and teach a lesson to students as if in an inclusive general education classroom setting. A class description will be given to each group by the instructor. Each group will then use the class description to plan a comprehensive lesson that will meet the needs of all children in the classroom. Each project will include a lesson plan, resource materials that will be used with the students, and handouts or worksheets. More specific details will be provided in class. Peer and self-evaluation will be a part of the final grade for the project.
   Objectives 3, 4, 5, 6, 7
   Due Friday, September 14 at 11:00 am

2. Iris Center Module
   Students will complete an online module related to collaboration with families of children with exceptionalities. More specific details will be provided in class.
   Objectives 4 and 5
   Due Friday, August 24 at 11:00 am

3. Student Debates
   Students will work in small teams to research a specific point of view on a topic related to collaboration, coteaching, or inclusion. More specific details will be provided in class.
   Objectives 1 and 2
   Due Wednesday, September 5 at 11:00 am

4. Station Teaching Lesson
   Students will develop a collaborative lesson plan involving station teaching. The lesson will be presented in class. More specific details will be provided in class.
   Objectives 4, 5, and 6
   Due Monday, September 10 at 11:00 am

5. Professional Organization Search
   Students will conduct a search related to the positions of professional organizations around collaboration and inclusion. A discussion of the positions and their ramifications will be conducted in class. More specific details will be provided in class.
   Objective 2
   Due Friday, August 31 at 11:00 am

6. Co-Teaching Tips
   Students will work together in pairs to develop a guide or tip sheet for making a co-teaching relationship an effective one. Students will search the literature and talk with their cooperating teacher to complete this assignment. More specific details will be provided in class.
   Objectives 3, 4, 5
   Due Wednesday, August 29 at 11:00 am

7. In-Class/Out of Class Activities
   Students will complete various in-class and/or out of class activities as part of this course. Student attendance is required in order to receive credit for in class/out of class activities. The credit for these activities cannot be made up in cases of student absence for reasons other than a personal or
immediate family (spouse, children) illness or death (in which case a doctor’s note or funeral program must be presented upon return to class).

Objectives 1 through 7
Due dates will vary

8. *Parent Interview Project*

Students will interview the parent of a child with a disability and write a paper about what they learned and will incorporate into their teaching practices as a result of the interview. More specific details will be provided in class. This assignment also requires a written reflection that discusses how specific standards were met through the completion of the interview.

Objectives 5 and 7
Due by Friday, November 16 at 11:00 am

*The *Parent Interview Project* is a portfolio assignment. In order to pass this course this assignment must be passed by earning at least 80% of the points. Additionally, a reflection as to how this assignment addresses the COE descriptors, the CEC standards, the GA framework, and the INTASC standards must also earn a passing score. More specific directions, including the reflection rubric will be provided in class.*

**Evaluation Procedures:**

*All assignments are due by the beginning of the class period unless it is indicated otherwise.*

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Assessment Tools</th>
<th>Due Date</th>
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</thead>
<tbody>
<tr>
<td>Collaborative Teaching Project</td>
<td>15</td>
<td>Self &amp; Peer Evaluation; Rubric</td>
<td>September 14, 2012</td>
</tr>
<tr>
<td>Iris Center Module</td>
<td>10</td>
<td>Question Responses</td>
<td>August 24, 2012</td>
</tr>
<tr>
<td>Student Debates</td>
<td>10</td>
<td>Oral Presentation</td>
<td>September 5, 2012</td>
</tr>
<tr>
<td>Station Teaching Lesson</td>
<td>15</td>
<td>Rubric</td>
<td>September 10, 2012</td>
</tr>
<tr>
<td>Professional Organization Search</td>
<td>5</td>
<td>Rubric</td>
<td>August 31, 2012</td>
</tr>
<tr>
<td>Co-Teaching Tips</td>
<td>10</td>
<td>Rubric</td>
<td>August 29, 2012</td>
</tr>
<tr>
<td>In-Class/Out of Class Activities</td>
<td>15</td>
<td>Observation</td>
<td>Due dates vary</td>
</tr>
<tr>
<td>Parent Interview Project</td>
<td>10</td>
<td>Written Report</td>
<td>November 16, 2012</td>
</tr>
<tr>
<td>Parent Interview Project Reflection</td>
<td>10</td>
<td>Rubric</td>
<td>November 16, 2012</td>
</tr>
<tr>
<td><strong>Total Possible Points</strong></td>
<td><strong>100</strong></td>
<td></td>
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</tbody>
</table>

**Rubrics for assignments are not exhaustive. The instructor reserves the right to deduct points as appropriate for issues that may be identified but are not included on the rubrics.**

**Grading Policy:**

A  = 100-90 points including at least 8 points on the Parent Interview Project and meeting standards through the accompanying reflection (see rubric)

B  = 89-80 points including at least 8 points on the Parent Interview Project and meeting standards through the accompanying reflection (see rubric)

C  = 79-70 points including at least 8 points on the Parent Interview Project and meeting standards through the accompanying reflection (see rubric)

D  = 69-60 points including at least 8 points on the Parent Interview Project and meeting standards through the accompanying reflection (see rubric)

F  = 59 points and below OR less than 8 points on Parent Interview Project or standards not met through accompanying reflection (see rubric)
**All work must be submitted by Friday November 16 to receive any credit**

| Opportunities for extra credit may be provided but are not guaranteed for this class. Work completed for another class is not acceptable for this class. |

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

1. **Academic Honesty**: All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest Connection and Student Handbook and the Graduate Catalog.

2. **Attendance**: Attendance is expected. Students who miss class (or a portion of class) are responsible for obtaining the content from another class member. More than 1 absence requires a conference with the instructor, and may result in additional assignments.

3. **Disability**: All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Disability Services. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact Disability Services at the University of West Georgia: http://www.westga.edu/studentDev/index_8884.php. Any student with a disability documented through Student Services is encouraged to contact the instructor right away so that appropriate accommodations may be arranged. In addition, certain accommodations (which will be discussed in class) are available to all students, within constraints of time and space.

4. **Late assignments will have 20% of the points deducted. For example, the professional organization search is worth 5 points, if it was turned in late, it would have 1 point deducted from the possible 5 points. The highest number of points that you could then earn for that assignment would be 4 points (20% of 5 points is 1 point).**

5. **Student Email Policy**: University of West Georgia students are provided a MyUWG email account, which is the official means of communication between the University and student. It is the student’s responsibility to check this email account for important University related information.

6. University policy requires that all students have regular access to a computer with at least a certain capability level (see Catalog, Student Handbook, etc.). All students are required to make use of technological advances in coursework. Students will be required to make use of computer resources in this class, including communication (e.g., class announcements) and accessing materials needed for class via the Internet and the UWG portal/pipeline. In addition, students should realize that formal communications from UWG will be sent through campus e-mail (myUWG); this e-mail needs to be checked regularly.

7. **APA style**: APA style is required by the College of Education and this class. All assignments should be typed and double-spaced (except for those completed in class).

8. Language that is consistent with IDEA and emphasizes people more than disabilities (“people-first” language) is to be used on assignments prepared for class. Points will be subtracted for inappropriate work.

9. We cannot call telephones that block calls from phones not providing caller ID. State of Georgia telephones do not provide caller ID and UWG phones cannot be adjusted to do so.
10. Please **turn off all cell phones and other electronic devices** prior to the beginning of the class period.

**COURSE OUTLINE** (Schedule)

**The instructor reserves the right to make changes to the course schedule and/or assignments as needed without prior notice.**

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Activities/Topics</th>
<th>Readings/Resources</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday, August 20</td>
<td>Review syllabus and Assignments</td>
<td>Syllabus</td>
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<td></td>
<td>Team building activities Introduction to Collaboration</td>
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<td></td>
<td>Assign Teaching Project Groups</td>
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<tr>
<td>Wednesday, August 22</td>
<td>Welcome to Holland</td>
<td><a href="http://iris.peabody.vanderbilt.edu/fam/chalcycle.htm">http://iris.peabody.vanderbilt.edu/fam/chalcycle.htm</a></td>
<td>IRIS Center Module</td>
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<td>Working with families (11-12)</td>
<td>IRIS center module rubric</td>
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<td>IRIS center module (12-2)</td>
<td>Parent Interview Rubric</td>
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<td>Friday, August 24</td>
<td>Facilitating Inclusion</td>
<td><a href="http://www.marilynfriend.com/">http://www.marilynfriend.com/</a></td>
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<td>Co-Teaching Models/Approaches (station teaching outlines)</td>
<td>Station Teaching Project Rubric</td>
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<td>Co-Teaching Tips Rubric</td>
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<tr>
<td>Monday, August 27</td>
<td>Difficult Interactions</td>
<td>Kelker, K.A. (2000). <em>Resolving conflicts</em></td>
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<td>Problem Solving and Effective Communication (case study)</td>
<td>Student Debates Rubric</td>
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<td>Professional Organization Search Rubric</td>
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<td>Wednesday, August 29</td>
<td>Advocacy, Empowerment, and Professional Organizations (online activity)</td>
<td><a href="http://www.cec.sped.org">www.cec.sped.org</a></td>
<td>Co-Teaching Tips (submit electronically)</td>
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<td>No face to face meeting</td>
<td><a href="http://www.naset.org">www.naset.org</a></td>
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<td><a href="http://www.tash.org">www.tash.org</a></td>
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<td>Adult Learning Principles (personality profile)</td>
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<td>Monday, September 3</td>
<td>Labor Day</td>
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<td>No face to face meeting</td>
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<tr>
<td>Wednesday, September 5</td>
<td>The Consultative Model</td>
<td>Friend, M. &amp; Cook, L. (2010). <em>Consultation</em></td>
<td>Student Debates</td>
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<tr>
<td></td>
<td>Supervising, Coaching, and Mentoring</td>
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<tr>
<td>Friday, September 7</td>
<td>Working with Paraeducators</td>
<td>Doyle, M.B. &amp; Gurney, D. (2000). <em>Guiding paraeducators</em></td>
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<td>Giving and Receiving Feedback (defining roles and routines)</td>
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<tr>
<td>Monday, September 10</td>
<td>Station Teaching Project Presentations</td>
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<td>Wednesday, September 12</td>
<td>Developing and Facilitating</td>
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<td>Quality Professional Development (Professional Development Plans)</td>
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<tr>
<td>Friday, September 14</td>
<td>Collaborative Teaching Project Presentations</td>
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**Parent Interview Project and Reflection are due by Friday November 16**