



EDSP 415: Co-Teaching, Consultation, and Collaboration

CRN: 20593

Semester Taught: Spring 2019

Professor: Dr. Nancy G. Burton

Credit Hours: 3 hours

Office Location: Admin 104B

Prerequisites: Acceptance into Teacher Ed Program

Office Hours: MWR 10:00 – NOON

Course Time: Wednesday 1:15-3:45 PM

Email: ngburton@concord.edu

Building and Room Number: ADMIN 100

Phone: 304-384-5273

Office Fax: 304-384-5273

College/Department Website: <https://www.concord.edu/education/>

Course Management System: Blackboard

Hardware/Software Needed: Microsoft Word is required for all assignments submitted on Blackboard

Text requirements: Knackendoffel, Dettmer, and Thurston (2018). *Collaborating, Consulting, and Working in Teams*, (8th ed.) Pearson.

Course Description:

This course is designed to prepare special education candidates to engage in collaborative school consultation and teamwork as they address the individual educational needs of students with mild disabilities. A 25-hour field experience is required.

Rationale:

Objectives for this course are designed to reflect the program's mission, theme and knowledge base. The objectives address the needs of educators for development of skills that enable them to collaborate, consult, and engage in teamwork to facilitate learning by student with special needs.

As part of the Special Education Methods Block, there is a field experience associated with this course.

Concord University Educational Goal(s)

Skills: Proficiency in interpreting data, integrating information, formulating ideas, thinking critically, and communicating with others, as demonstrated by the following competencies:

1. Effective inter-communication skills and literacy adapted as needed for the demands of various kinds of discourse:

listening and speaking
 reading and writing
 graphic communication
 media and technology literacy

2. An ability to employ appropriate methods and technologies for conducting empirical and scholarly research, to interpret research findings, and to use insights gained from such research as a basis for informed decision making.
3. An ability to analyze, synthesize, and integrate elements, information and ideas.
4. An ability to evaluate elements, information, and ideas on the basis of appropriate criteria.
5. An ability to learn and work effectively both independently and collaboratively.

Knowledge: Familiarity with principles underlying academic discourse in various fields, as demonstrated by the following capabilities:

6. An ability to discern the reciprocal influences of environments, cultural beliefs and attitudes, and societal institutions and practices.
7. An awareness of the fundamental characteristics and properties of the physical universe.
8. An ability to interpret events and trends within historical contexts.
9. Self-knowledge, including awareness of one's own competencies, deficiencies, and optimal individual learning-style(s).

Learning Outcomes and National Standards Addressed

Course Objectives	CEC	PRAXIS II 5543	WVPTS	ISTE	Praxis/PLT
Understand collaborative school consultation theory and its application in special and general education contexts.	7.1	I.B			II.B.7
Recognize factors that affect collaborative school consultation and working in teams in the contexts of schools and students' families, including tradition, time, territory, taxonomies, trust, and talent.	1.1	V.F and G	4B	4a	II.C.5
Demonstrate skills in facilitating the team effort required for effective collaboration and co-teaching to serve students' special learning needs.	7.2	V.F and G	4B	4a, b	
Apply problem solving techniques in collaboration with co-educators and related and ancillary personnel to facilitate student growth and development in cognitive, affective, sensorimotor, and social areas.	5	V.H	4B	4a	
Formulate strategies for managing time, records, resources, and ethical issues when engaged in school-based collaborative consultation, co-teaching, and other forms of teamwork.	7	V.H	4B		IV.6
Demonstrate skills in locating and directing use of appropriate instructional resources and educational technology by consultants, consultees, and students with special needs.	5	III.F	5C	4b, a, c 7b	II.D.3

Demonstrate verbal and nonverbal communication skills of listening, avoiding verbal and nonverbal roadblocks, addressing resistance and anger, being appropriately assertive, and resolving conflicts.	5				IV.6
Exhibit self-understanding, appreciation of cultural diversity, and constructive use of individual differences among adults as well as students in school-based collaboration and in multicultural settings to co-teach, collaborate, and consult effectively.	7.3	VI.C	5F	4d	IV.4, 5, 6
Apply effective communication skills and collaboration practices in working for families of students with special needs.	7		5F	3a	IV.4, 5, 6
Generate plans and practices for leadership and mentorships that create synergy and provide positive ripple effects for students, families, and professional colleagues needs through collaboration, consultation, and teamwork in local school contests.	5.5	II.A III.D	1D 2C 4B	5a, c	II.A.5

Course Requirements:

All assignments will be submitted electronically through blackboard and submitted on the due date by midnight. Be aware that emails from the instructor will be through the Concord email addresses. A list serve for each class has been developed through blackboard so that all class members can be contacted easily. It is your responsibility, therefore, to both know your Concord email and Blackboard email and to check it on a regular basis.

Many of the assignments for this course require the use of the Internet and a word processor. You will need access to both. Computer labs and library computers are available to you at specified times. If you do not have a computer of your own, please take note of those times and plan accordingly. Your assignments will be submitted electronically, you must have either a floppy or CD to which you can save copies of your work as backup in the event that something “cyber” occurs! **NOTE: You must use MS Word for all work submitted electronically. Additional information regarding the use of technology will be provided during class meetings.**

LiveText

"An active LiveText account is a required resource for this course because at least one assignment *must* be submitted electronically using this online platform. LiveText is used by Concord University to maintain our accreditation and to demonstrate the quality of our academic programs and to improve teaching and learning. As a student, you have the option to use your account for secure online storage of your academic work, and to create digital documents such as electronic portfolios or reflective journals, which can be shared with prospective employers or other audiences”.

You can purchase your account online with a credit or debit card at www.livetext.com. Purchase the Field Experience Edition. LiveText will be a required resource in several different courses throughout your

program, and you can use the same account for any course that requires it for up to five years, so you only need to purchase the account one time. If you already have an active LiveText account, you do not need to purchase another one. After five years you can extend your membership if you continue to need it for additional coursework or would like to maintain it for your personal use."

NOTICE TO CELL PHONE OWNERS/USERS: Cell phone usage (including text messaging) is not permitted during class sessions; therefore, you should turn off your cell phone when you enter class. Violating this policy may result in removal/withdrawal from class.

Grading Policy and Scale:

A	=	90-100
B	=	80-89
C	=	70-79
D	=	60-69
F	=	Below 60

Due to the nature of the coursework you will be completing, a grade of "incomplete" will be reserved for extreme circumstances. No incomplete will be given without a conference with the course professor to determine the justification of the incomplete, the conditions of the incomplete, and the subsequent removal of the incomplete.

***Students must receive a minimum grade of "C" in the class to complete the requirements of the Teacher Education Program.**

COURSE TIMELINE

WEEK	CLASS DATE	Objective	Topics	Assignments
1	JAN 14		Current issues in special education and general education. Introductory collaborative activity. “Tour” of textbook and course requirements.	Read Chap 1 prior to next class.
2	JAN 21	Understand collaborative school consultation theory and its application in special and general education contexts.	Roles and responsibilities in collaborating, consulting, and working in teams. What collaborative school consultation IS and what it IS NOT.	Assignment 1: Collaboration Philosophy Read Chap 2
3	JAN 28	Exhibit self-understanding, appreciation of cultural diversity, and constructive use of individual differences among adults as well as students in school-based collaboration and in multicultural settings to co-teach, collaborate, and consult effectively.	Individual differences among adults in professional perspectives and personal preferences that affect consulting and collaborative processes. Constructive use of adult differences in school contexts.	Assignment 2: Response to Topic Read Chap 3
4	FEB 4 ASK PROGRAM BEGINS	Demonstrate skills in facilitating the team effort required for effective collaboration and co-teaching to serve students’ special learning needs.	Description, background research bases of collaborative school consultation and teamwork. Models and examples of methods for engaging in collaboration, consultation, and teamwork.	Assignment 3: Observation Activity Read Chap 4
5	FEB 11	Demonstrate verbal and nonverbal communication skills of listening, avoiding verbal and nonverbal roadblocks, addressing resistance and anger, being appropriately assertive, and resolving conflicts.	Communication skills for collaborative school consultation. Active and reflective listening, dealing with resistance and anger, and conflict resolution.	Assignment 4: “Hot Buttons” Read Chap 5
6	FEB 18	Apply problem-solving techniques in collaboration with co-educators and related and ancillary personnel to facilitate student growth and development in cognitive, affective, sensorimotor, and social areas.	Problem-solving strategies for collaborating and consulting. Steps in collaborative school consultation.	Assignment 5: “The Perfect Meeting” Read Chap 6 prior to next class
7	FEB 25	Formulate strategies for managing time, records, resources, and ethical issues when engaged in school-based collaborative consultation, co-teaching, and other forms of teamwork.	Managing time, stress, organization, and group processes in collaborative roles. Assessing and evaluating outcomes of collaborative school consultation and teamwork.	Assignment 6: “Management Tools” Read Chap 7
8	MAR 4	Demonstrate skills in locating and directing use of appropriate instructional resources and educational technology by consultants, consultees, and students with special needs.	Co-planning and co-teaching for students with disabilities, and students with advanced abilities and talents, in inclusive schools.	Assignment 7: “Co-Planning” Read Chap 8

SPRING BREAK MARCH 11-15, 2019

9	MAR 18	Recognize factors that affect collaborative school consultation and working in teams in the contexts of schools and students' families, including tradition, time, territory, taxonomies, trust, and talent.	Cultural and linguistic diversity, and special needs of students within special populations.	Assignment 8: "Diversity" Read Chap 9
10	MAR 25	Apply effective communication skills and collaboration practices in working for families of students with special needs.	Nurturing partnerships with families who are co-educators for their children with school educators.	Assignment 9: "Walk a Mile..." Read Chap 10
11	APR 1	Generate plans and practices for leadership and mentorships that create synergy and provide positive ripple effects for students, families, and professional colleagues needs through collaboration, consultation, and teamwork in local school contexts.	Roles of paraeducators in collaborative school consultation. Supervision and direction of paraeducators by consulting teachers and classroom teachers.	Assignment 10: "Roles and Responsibilities of Paraeducators" Read Chap 11
12	APR 8	Exhibit self-understanding, appreciation of cultural diversity, and constructive use of individual differences among adults as well as students in school-based collaboration and in multicultural settings to co-teach, collaborate, and consult effectively.	Related services and support co-educators, community resources, transition for students with special needs, interagency collaboration, leadership in school contexts.	Assignment 11: "Transition" Read Chap 12
13	APR 15	Generate plans and practices for leadership and mentorships that create synergy and provide positive ripple effects for students, families, and professional colleagues needs through collaboration, consultation, and teamwork in local school contexts.	Roles of school administrators and policymakers in collaborative school consultation, levels of service, positive ripple effects, review of benefits, ethics, and competencies required for effective collaboration and teamwork.	Assignment 12: "Collaboration Competencies"
14	APR 22		Completion of Field Experience Activities and ASK Program Wrap-up and evaluation of the course.	
15	APR 29			

FINALS WEEK

Accessibility/Accommodations:

Concord University is committed to responding to the needs of students with disabilities as defined by the Americans with Disabilities Act. Please inform your instructor at the beginning of the class semester if you have a disability and are requesting accommodations. It is your responsibility to self-disclose that you are requesting accommodations. The University and instructor will provide you with a reasonable accommodation. You should register with CU's Disability Services Office, located in the Athens campus Jerry and Jean Beasley Student Center, Bottom Floor, across from the Campus Post Office. The Disability Services Office phone is 304-384-6086 or you can email the Director, Nancy Ellison, at nellison@concord.edu for assistance.

Academic Dishonesty

Academic dishonesty is morally unacceptable as well as destructive to the learning and teaching atmosphere. Academic dishonesty includes the giving or receiving of improper help on examinations or assignments, falsifying documents, and plagiarism (the act of stealing and using, as one's own, the ideas or the expression of the ideas of another). Such dishonesty can lead to a variety of penalties — including but not limited to failure of assignment, failure of course, loss of institutional privileges, or dismissal from the University. (See University Catalog Academic Policies and Procedures.)

Concord University Honor Code

A Concord University Honor Code was approved by students, staff, faculty, administration, and the CU Board of Governors. The Code states:

"As a member of the Concord University Community I will act with honesty and integrity in accordance with our fundamental principles and I will respect myself and others while challenging them to do the same."

The Honor Code is intended to unite the Concord community behind a culture of honesty, integrity, and civility.

Class/Online Attendance Policy

Regular class attendance is part of a student's academic obligation at Concord. Irregular attendance may affect academic performance adversely and is detrimental to the atmosphere of a class. (See University Catalog Academic Policies and Procedures.) Students are allowed 2 free absences. After the 2nd absence, the student's grade will be lowered by 10%. The grade will be lowered by 10% for EACH additional absence past the allowed 2 free absences.

Emergency Alert System

In an effort to increase safety and security on our campus, Concord University encourages everyone to register for instant text message alerts. Alerts will only be used for security and safety notices. All students, faculty, and staff are eligible to receive text message alerts on their cell phones or email alerts. Please contact the IT Help Desk for further assistance (304-384-5291).

Emergency Information

Emergency/courtesy telephones are located at the main entrance of each residence hall and at various other locations on campus. Emergency telephones can be identified by the flashing blue light and will provide the user with a direct link to Public Safety at the press of a button. To report an on-campus

emergency, call 304-384-5357 or 911. The Office of Public Safety is located on the bottom floor of the Rahall Technology Center. For further emergency information go to:

<http://www.concord.edu/administration/office-public-safety>.

Inclement Weather Policy

As a general policy, the University will remain in normal operations during adverse weather conditions. In the event of severe weather conditions, the following may occur:

University Closure

No students or employees are to report.

Classes Cancelled

Students do NOT report BUT employees are expected to report to work at their normal time.

Operating on an Inclement Weather Delay

Under this schedule, all 8 a.m. classes will start at 10 a.m. Students and faculty will follow the Inclement Weather Schedule. (See <http://www.concord.edu/emergency-alerts> for Athens/Beckley Inclement Weather Schedules.)

**Announcements invoking the late schedule or other options referenced above are aired on area radio and television stations and are sent as text and email messages to those enrolled for this service.*

Student Conduct

In classrooms, online, laboratories, and during any activities that are part of course requirements, students are expected to observe reasonable rules of conduct.

Technology Services

Contact the CU Help Desk at extension 5291 from campus or 304-384-5291 off campus. You may also e-mail cuhelpdesk@concord.edu.

Miscellaneous:

Academic Resources:

The Academic Success Center works with students individually to help achieve their academic, personal and career goals. They work in collaboration with each student to develop good study skills and to enhance academic success

Academic Success Center <http://hub.concord.edu/academicsuccess/node/1>

“The Academic Success Center (ASC) at Concord University is a place for students to come for help-- whether it is assistance with coursework, advising, financial aid, or another reason. We're here to help! In fact, we LOVE to help students.”

Syllabus Disclaimer: "This syllabus is subject to change based on the needs of the class. Please check it regularly."