Dewar College of Education and Human Services
Valdosta State University
Department of Early Childhood and Special Education

SEGC 5140
COLLABORATIVE ROLES IN EDUCATION
3 Semester Hours

* *

Guiding Principles (DEPOSITS)
(Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a life-long process of development and growth.

Ownership Principle: Professionals are committed to, and assume responsibility for, the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

InTASC Model Core Teacher Standards*

(*To be used for all teacher preparation program courses. Identify those that apply specifically to this course.*)

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

*Council of Chief State School Offices, (2013, April). InTASC model core teacher standards and learning progressions for teachers 1.0. Retrieved from http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf

COURSE DESCRIPTION

Positively Impacting Learning Through Evidence-Based Practices

A critical analysis of issues, research, implementation approaches, and recommended practices for employing collaborative models to support learning. Evaluating and accessing community resources, and developing and maintaining interdisciplinary and interagency partnerships will be studied.

REQUIRED TEXTBOOKS/RESOURCE MATERIALS
Walther-Thomas, C., Korinek, L., McLaughlin, V., & Toler Williams, B. (2000). Collaboration for inclusive education: Developing successful programs. Boston, MA: Allyn & Bacon.

COURSE OBJECTIVES (CO):
Students will:
1. Discuss the rationale and framework for collaboration (InTASC 10)
2. Describes the roles and perspectives of team members based on their experiences and cultural norms (InTASC 9) ($DL_{2.1}$)
3. Identify critical aspects of effective team functioning (InTASC 10)
4. Discuss the various stages of the consultation process (InTASC 10)
5. Analyze issues related to implementing interactive teaming in a variety of educational contexts (students from culturally/linguistically diverse backgrounds, students with mild to severe disabilities, students of different ages) (InTASC 2) ($DL_{2.3}$, $EDL_{2.1, 2.2}$, $FL_{1.1}$)
6. Describes the organization and administration of schools and methods of interacting with administrators (InTASC 9,10) ($EDL_{1.2}$)
7. Identify strategies and resources, including online collaboration, to support interactive teaming in a variety of educational contexts (InTASC 10) ($TL_{1.3, 2.3}$)
8. Analyze team functioning and develop strategies for supporting a team based on the analysis (InTASC 10)
9. Discuss the various models of consultation and problem-solving models that inform assessment and intervention (InTASC 10)
10. Analyze interactions with children, parents and teachers, using appropriate frames of reference (InTASC 9) ($DL_{3.2}$)
11. Reflect upon interpersonal communication that evidences basic understanding and sensitivity to diversity in collaborative relationships (InTASC 9) ($DL_{1.2, 2.1}$, $EDL_{3.2}$)

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

1. Activities: Students are expected to participate in online class discussions, pose and respond to questions, and complete all assignments in a timely manner.
2. Assignments:
   Preparation: Students are expected to (a) read the assigned chapters/readings and be prepared to participate in online discussions and/or ask questions about the information presented or issues related to the assigned topic, and (b) complete assigned class activities.
   Attendance: Our class week will run from Tuesday through midnight on Monday. Students should be prepared to log in to the class a minimum of two times per week to respond to/read responses to discussion questions, respond to classmates' postings, and retrieve assignments .
   Discussion questions: Students will be required to post responses to discussion questions on designated weeks. Responses will be evaluated based upon the quality of the postings. A

Positively Impacting Learning Through Evidence-Based Practices

rubric will be provided that details the point structure. Discussion question responses posted after the designated class week is over will result in a 50% point reduction of the total points earned for the response. Postings more than one week late will earn 0 points.

Class participation/interaction: On designated weeks, students will post at least one original question over the reading or assigned topic, and will respond to at least two questions posted by classmates. Questions must be posted by Friday in order to earn full points. Questions posted after Friday will earn half of the available points. Responses will be evaluated based upon the quality of the response. A rubric will be provided that details the point structure. Responses must be posted within the designated class week in order
to qualify for points. Questions and responses to classmates' questions that are posted after the designated class week is over will earn 0 points.

Quizzes: Students will complete eight online open-book quizzes covering designated chapters in the textbook.

Field Experience: Students will complete a field experience to increase their knowledge of teaming and/or collaborative skills in a grade level different from the one in which they currently teach. Detailed instructions will be provided for successful completion of this assignment.

Collaborative project: Students will assume the role of a collaborative consultant to identify and address issues that are impeding a collaborative relationship in a case study concerning a teacher and his paraprofessional. Detailed guidelines for successful completion of this assignment will be provided. **EDL$_{3a}$** *This is a Key Course Assessment.*

3. Requirements

The instructor reserves the right to adjust assignments as needed, based on class performance and progression through the course content.

Task	Individual Value	Point Value
Discussion questions	11 @ 20 pts. each	220
Posting original question	2 @ 10 pts. each	20
Responses to classmates'	4 @ 5 pts. each	20
Quizzes	8 @ 10 pts. each	80
Field experience*	1 @ 50 pts.	50
Collaborative project*	1 @ 100 pts.	100
Total		**470**

*Please note: failure to complete and submit the final project or the field experience assignment will result in the automatic reduction of one letter grade *after* the final grade has been calculated with 0 points earned for the project or for the field experience. For example, a student who earned all of the available points but who did not complete the project would have 370 points or 78%. The earned "C" would be reduced to a "D" because the project was not submitted.

Grading Scale:
93 – 100% = A
83 – 92%   = B
73 – 82%   = C
63 – 72%   = D
62% and below = F

ATTENDANCE POLICY

Students are expected to participate in class each week as indicated throughout the semester. Organization and time management are critical components for success in online classes. Students must be disciplined and also need to be diligent about keeping up with scheduled assignments and due dates.

A NOTE ABOUT LATE ASSIGNMENTS

Assignments that are not turned in by their due date will result in point reductions. Please note that while this course is being taught in an online format, it is not a correspondence course in which you can access the course content and complete/submit assignments at any time between now and the end of the semester. In order to be successful in this class, you must log into the course each week and submit assignments on time.

PROFESSIONALISM

Teacher candidates are expected to correspond and interact with fellow classmates and course instructors in a professional manner at all times. As participants in VSU's MAT program in Special Education-Adapted Curriculum, candidates are further expected to demonstrate professionalism outside of the university setting, e.g., in their classroom, schools, and communities.

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php

ACCESSIBILITY STATEMENT

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit http://www.valdosta.edu/access or email: access@valdosta.edu.

STUDENT OPINION OF INSTRUCTION

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. Instructors will

not be able to view individual responses or to access any of the responses until after final grade submission. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml.

Positively Impacting Learning Through Evidence-Based Practices