

DEPARTMENT: ADOLESCENT, CAREER, AND SPECIAL EDUCATION

COURSE PREFIX: SED COURSE NUMBER: 615 CREDIT HOURS: 3

I. TITLE: Collaboration Skills for Educators

II. COURSE DESCRIPTION AND PREREQUISITE(S): Designed to develop knowledge, skills and abilities relative to collaboration and teamwork. Provides educators with the information and skills necessary to collaborate and consult with other professionals, families, and support agencies regarding the design and implementation of educational programs for students with and without disabilities. Field hours are required.
Prerequisite(s): SED 603

III. COURSE OBJECTIVES:

Class activities will be centered on the attainment of the course objectives listed below. Following each objective, and enclosed in parentheses, are numbers that reference the Kentucky Teacher Performance Standards and Certification (KTPS), Council for Exceptional Children (CEC) and the InTASC Model Core Teaching Standards addressed by that objective. Upon successful completion of this class, students will be able to

- A.** demonstrate knowledge and skills that will enable them to operate effectively in the role as collaborator, consultant, and team member in various roles as defined by the continuum of placement options (KTPS/InTASC #10; CEC #7);
- B.** demonstrate skills that will enable them to stay current on educational research relative to collaborative and consultative issues (KTPS/InTASC #9; CEC # 4);
- C.** demonstrate the communication skills needed to collaborate effectively with colleagues and families (KTPS/InTASC #10; CEC #7);
- D.** demonstrate the ability to develop accommodations and modifications in the regular education curriculum (KTPS/InTASC #4, 5; CEC #2, 3); and
- E.** write professionally for the field of special education (KTPS/InTASC #5,9; CEC #6).

The COE Theme of Educator as Reflective Decision-Maker is addressed in this course by requiring students to design/plan collaborative instruction, create/manage learning climates, reflect/evaluate teaching/learning in a collaborative work environment and utilize technology on all presentations and projects.

The EPSB Themes of Diversity, Assessment, and Closing the Achievement Gap are addressed in the text, research, presentation, and observation assignments throughout the course.

Learned societies from each discipline should be referenced by the preservice/in-service teacher. Kentucky documents, including SB1 Initiatives (e.g., Kentucky Core

Academic Standards and Characteristics of Highly Effective Teaching and Learning) will be resources for all teacher candidates.

IV. CONTENT OUTLINE:

- A. Contexts for Working Together in Schools
- B. Processes for Educators Working Together
- C. Content of Working Together for Students' with Special Needs
- D. Working Together as Educators for Students' Needs
- E. Senate Bill 1 Initiatives

V. INSTRUCTIONAL ACTIVITIES:

- A. PowerPoint presentation of Curriculum Adaptation Project
- B. Chapter activities
- C. Students will participate in prewriting, drafting, revising, and editing activities as they prepare their papers.

VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:

Observation of a special education student in general education collaborative classrooms.

VII. TEXT(S) AND RESOURCES:

Friend, M. & Cook, L. (2013) *Interactions Collaboration Skills for School Professionals* (7th ed.). Boston, MA: Pearson Education
Computer lab, productivity software, MSU Waterfield Library, Internet sources, Journals, MSU Writing Center
LiveText

VIII. EVALUATION AND GRADING PROCEDURES:

Literature Review

Each student will read five research articles and write a literature review of the articles. The articles must be peer-reviewed research articles. The library will be your source for articles and articles can be found online through the library website. Articles from Google, Yahoo, Wikipedia, and other such internet resources will not be accepted. The resources listed below are some of the possible resources, but not limited to those listed. The format must follow American Psychological Association guidelines from the APA Publication Manual 6th Edition. Points will be taken off for failure to follow these publication guidelines.

Collaboration Observation Assignment

- A. Each class participant must conduct 3 separate one-hour observations of a special education student in an inclusion or collaborative (regular education) educational environment. You should observe for the following:
 - *academic issues* (modifications/accommodations utilized, subject area, level of difficulty for student, program of studies issues, core content issues, type of discussion/questions from student)
 - *behavioral issues* (modifications/accommodations utilized, on/off task, social interaction with adults/peers)

- B. Each of the 3 observations should be, if at all possible, at different times/days of the student's school day schedule. If the student is in collaboration education environments with different educators, the observations can be during those times.
- C. If each of the 3 observations cannot be completed as 1 continuous hour of observation, you may conduct 8 - 30 minute observations to total 4 hours of observation. No observation should be for less than 30 minutes
- D. Following each observation, you should discuss what you observed with the regular educator (after observation #1 and #3) and with the special educator (after observation #2). Discussion items should include your observations of academic and social issues.
- E. Each observation should be written (typed, 12 pt. Font, 1" margins) up as anecdotal, with a summary of student academic and behavioral issues. **Due to issues of confidentiality, do not use student name or other identifying information in write-ups.**
- F. Each discussion with regular/special educators should be written (typed, 12 pt. Font, 1" margins) up as a summary of what was discussed in terms of academic and behavioral issues, and the outcome of the discussion.
- G. A personal reflection paper will be written, 3-5 pages, (typed, 12 pt. Font, 1" margins) following the final observation and discussion. Include how you feel the observations and discussions have influenced the way you will improve as an educator of students with disabilities.

Curriculum Adaptation Project

Your principal has asked you to form a team to adapt the general education core content curriculum for students with mild disabilities. Present a Power Point in which you will discuss all of the factors that you will consider in forming the team.

- Who will serve on the team and what will each contribute?
- How will you handle communication among team members?
- How will you identify problems that need to be addressed in adapting an entire curriculum?
- What student factors will you consider? teacher factors? time factors?
- What types of adaptations do you think the team will recommend?

As part of the adaptation to the core content, you must demonstrate a specific accommodation that could be used in a general education classroom. This accommodation cannot be general accommodations such as shortened assignments, reader, scribes, etc. The accommodation must involve a specific lesson and activities you would use to implement that accommodation. For example, if you are adapting the eighth grade Social Studies core content, what are some activities you might have your students complete as part of their class assignment? If they cannot research the Revolutionary War, or Civil War, what will you have them do?

Course assignments may include:

- A. Collaborative classroom observations and reflection (100 pts)
- B. Literature Review (100 pts)

- C. Core Content Adaptation (100 pts)
- D. Class participation and activities (140 pts)

Letter grades are awarded based on the activities chosen by each instructor. Graduate student projects and activities will be included in this scale. This scale appears below:

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

IX. ATTENDANCE POLICY:

Students are expected to adhere to the MSU Attendance Policy outlined in the current MSU *Bulletin*. Attendance and punctuality is expected in this class. The instructor reserves the right to adjust the grade after two unexcused absences. Three tardies will count as equivalent to one unexcused absence. In-class exercises cannot be made up. 5 points will be deducted for late work and the deductions will increase by 2 points for each day the assignment is late.

X. ACADEMIC HONESTY POLICY:

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students' academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

Violations of Academic Honesty include:

Cheating - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

Fabrication and Falsification - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

Multiple Submission - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

Plagiarism - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

- 1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
- 2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
- 3) Lowering the grade or failing the student(s) in the course.

If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Equal Opportunity. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

XI. NON-DISCRIMINATION POLICY AND STUDENTS WITH DISABILITIES:

Policy Statement

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment or application for employment, admissions, or other provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities.

In particular and without limiting the preceding and pursuant to consistent with the requirements of Title VI of the Civil Rights Act of 1964 and its regulations 34 CFR 100 et seq.; Section 504 of the Rehabilitation Act of 1973 and its regulations 34 CFR 104; Title IX of the Education Amendments of 1972, 20 USC 1681 et seq., and its regulations 34 CFR 106 et seq; and the Age Discrimination Act of 1975 and its regulations 34 CFR 110, Murray State University does not discriminate on the basis of race, color, national origin, sex, handicap, or age in its educational programs and activities. This non-discrimination in education programs and activities extends to employment and admissions and to recruitment, financial aid, academic programs, students services, athletics, and housing. Murray State is required by Title IX and 34 CFR part 106 not to discriminate on the basis of sex and the prohibition against sex discrimination specifically includes a prohibition of sexual harassment and sexual violence. Examples of prohibited sexual harassment and sexual violence can be found in the "Policy Prohibiting Sexual Harassment" which can be accessed via the link referenced in Appendix 1.

For more information concerning the application of these provisions may be referenced to: 1) the Executive Director of Institutional Diversity, Equity, and Access/ Murray State University Title IX Coordinator, Murray State University, 103 Wells Hall, Murray, KY

42071. Telephone: (270) 809-3155 (voice) Fax: (270) 809-6887; TDD: (270) 809-3361;
Email: msu.titleix@murraystate.edu

Students with Disabilities

Students requiring special assistance due to a disability should visit the Office of Student Disability Services immediately for assistance with accommodations. For more information, students should contact the Office of Student Disability Services, 423 Wells Hall, Murray, KY 42071. 270-809-2018 (voice), 270-809-5889 (TDD).