SJSU SAN JOSÉ STATE UNIVERSITY

Connie L Lurie College of Education · Special Education

Topics in Collaboration and Transition Section 01

EDSE 228A

Spring 2023   3 Unit(s)   01/25/2023 to 05/15/2023   Modified 01/28/2023

👤 Contact Information

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💻 Course Description and Requisites

Strategies for effective communication and collaboration practices with members of the various teams that plan and serve students receiving special education services. Emphasis in planning transitional life experiences across the lifespan.

Prerequisite: Department consent.

Letter Graded

✳ Classroom Protocols

Classroom Protocols

It is expected that students will uphold the following norms and expectations during all course interactions, both in person and online. These norms and expectations will be operationally defined and updated on the first night of class.

1. Demonstrate Professionalism in the Course
2. Uphold High Expectations of Yourself and Others
3. Actively Engage in the Course
4. Utilize Technology Effectively
5. Self-Advocate
6. Be Culturally Responsive

▤ Program Information

LCOE Department of Special Education Mission
We prepare candidates to be transformative leaders in the field, and lifelong learners who respond to racism, ableism, bigotry, and prejudice in their schools and communities. To this end, we center anti-racist and anti-ableist policies and practices in our teaching, research, and service to disrupt systemic racism that has historically prevented full inclusion and equity for students with disabilities including our BIPOC (Black, Indigenous, People of Color) students, staff, and faculty. We engage culturally sustaining pedagogies and the principles of UDL in our coursework and fieldwork, partnering with our local districts to push for the success of students with disabilities in inclusive settings.

LCOE Department of Special Education Program Learning Outcomes

- **PLO 1** Assess and identify the educational needs and strengths of students with disabilities from diverse socioeconomic, cultural and linguistic backgrounds.
- **PLO 2** Critically evaluate pedagogy, curricula and instructional materials grounded in quality indicators of evidence-based practices for students with disabilities.
- **PLO 3** Plan, design, implement, and monitor linguistically and culturally appropriate instruction that meets the unique needs of students with disabilities.
- **PLO 4** Apply knowledge of the purpose, characteristics, and appropriate use of different types of assessments used for special education eligibility, placement, and service selection.
- **PLO 5** Utilize research-based knowledge and theoretical, conceptual and evidence-based practices related to individuals with disabilities to improve services and instruction in the field.

Link to Education Specialist TPEs (pps 13 – 42) (https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/education-specialist-standards-pdf.pdf?sfvrsn=729750b1_45)

◎ Course Goals

Upon successful completion of this course, students will be able to:

1. Lead and effectively participate in collaborative team meetings. (HLP2; DEC-RP TC1, TC3)
2. Describe the importance of establishing rapport with families, along with a recognition of common experiences families face when they navigate the school system when they have a child with a disability. (DEC-RP TC1, TC2)
3. Collaborate with individuals or teams (e.g., sharing ideas, active listening, questioning, planning, problem solving, negotiating) to develop and adjust instructional plans based on student data, and the coordination of expectations, responsibilities, and resources to maximize student learning. (HLP 1; DEC-RP TC1, TC5)
4. Demonstrate an understanding of best practices and policy requirements related to transition planning. (DEC-RP TR2)
5. Demonstrate the ability to plan for and implement person-centered planning in the development of individualized student transition plans that are appropriate to students' age. (HLP 3; DEC-RP TR1, TR2)

📊 Course Learning Outcomes (CLOs)

Course Learning Outcomes (CLO)

This course is intended to assist students to meet the competencies specified in the CCTC Teacher Performance Expectations (TPEs) (https://www.sjsu.edu/specialed/academics/credentials.php) related to supporting positive behavior and classroom management for as specified for the following credentials:

- **Universal: 1.2(A), 2.4(A), 3.4(A), 4.5(P/A), 4.6(A), 6.3(A), 6.4(P)**

- Mild/Moderate: 1.5(A), 1.6(P/A), 2.4(A), 2.7(A), 4.6(A), 5.3(A), 6.1(A), 6.2(P/A), 6.5(I/P/A)

- Extensive Support Needs: 1.1(A), 1.5(P) 1.10(P/A), 1.11(P/A), 2.4(P), 2.10(P), 4.7(A), 6.1(P), 6.2(I/P), 6.3(I)

- Early Childhood Special Education: 1.5(P), 1.11(A), 2.2(A), 3.8(A), 4.9(A) 4.13(A), 5.8(A), 6.1(A), 6.2(A), 6.4(A), 6.8(A), 6.12(P), 6.13(P), 6.14(I), 6.15(I), 6.16(I), 6.17(I), 6.18(P)

Additionally, this course addresses the following program learning outcomes (PLOs):

PLO #3: Plan, design, implement, and monitor linguistically and culturally appropriate instruction that meets the unique needs of students with disabilities.

PLO #4: Apply knowledge of the purpose, characteristics, and appropriate use of different types of assessments used for special education eligibility, placement, and service selection.

📄 Course Materials

Materials Textbook

None

Other Readings

Additional course resources and readings will be provided on Canvas throughout the semester.

Technology Requirements

If you do not have access to a computer with the necessary features to participate in class, please look into the free equipment loaning program (https://www.sjsu.edu/it/services/academic-tech/equipment-loaning/index.php) offered by SJSU.

If campus is open, there are computer labs for student use available in the Academic Success Center (http://www.sjsu.edu/at/asc) located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

Canvas Learning Management System

All course materials (announcements, syllabus, handouts, assignment instructions, lecture videos, etc.) will be available on Canvas. You are responsible for regularly checking both Canvas and your SJSU email (the one that ends with "sjsu.edu") to learn of any updates. For help with using Canvas see Canvas Student Resources page (https://www.sjsu.edu/ecampus/software-tools/teaching-tools/canvas/index.php).

Course Requirements and Assignments

Course Requirements and Assignments

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

ASSIGNMENTS	POINTS	PERCENTAGE
Foundations for transition/collaboration module	10	5%
Interpersonal communication module	10	5%
Mock IEP summary + reflection	20	10%
Parent interview + reflection	30	15%
Working with paras/PBC module	10	5%
Collaboration activities	60	30%
IRIS/CONNECT modules	10	5%

Transition meeting + reflection	30	15%
Transition resources compilation	10	5%
Exit Tickets (9 total)	10	5%
TOTAL	200	100%

1. Foundations for Transition and Collaboration (10 pts)

Addresses the following TPEs: U 4.5, ECSE 1.11, ECSE 3.8, ECSE 6.1, ESN 1.1, ESN 6.1, M/M 1.6, M/M 2.4, M/M 2.7, M/M 5.3

In this module, you will learn about the legal and practical foundations for both transition and collaboration. This content will provide a foundation for the discussions we will be having throughout the semester. More information about how to complete this module will be provided on Canvas.

2. Interpersonal Communication Module (10 pts)

Addresses the following TPEs: U6.4, ECSE6.14, ESN 4.7, ESN 6.3, M/M 6.2

Developing interpersonal communication skills is essential for successful collaboration. You will be completing a video lecture with embedded activities related to interpersonal communication, to be submitted on Canvas.

3. Mock IEP Summary (20 pts)

Addresses the following TPEs: U3.4, U6.4, ECSE5.8, ESN 1.5, ESN 1.10, ESN 2.7, M/M 1.5

In the role of case manager, special educators are frequently asked to share information from the IEP for stakeholders who were not part of its drafting. Simply sending a copy of the IEP may not be sufficient as many professionals find these documents to be dense and confusing. Meanwhile, the "IEP-at-a-Glance" forms created from web-based IEP programs (e.g., SIRAS, Web-IEP, etc.) can be confusing to read or may not include all the necessary information the collaborators need. Creating a one-page IEP summary may be a more effective way of bringing all of the professionals who work with a child up-to-speed on the child's strengths, challenges, goals, accommodations, and behavior support plans.

In this activity, we will be drafting an IEP summary using a *Mock* IEP (one for a hypothetical child). You can use one of the formats reviewed in class (all found at Teachers Pay Teachers, using the search term "IEP at a Glance" and narrowing the search to "free" tools) or you can create your own summary sheet.

We will then review and critique these drafts in class. You will then need to write a one-page reflection on the strengths and possible weaknesses in the version you created using the template reviewed in class.

4. Parent interview and reflection (30 pts)

Addresses the following TPEs: U1.2, ECSE1.5, ECSE2.2, ECSE6.2, ESN 4.8, ESN 6.1, M/M 2.4, M/M 6.5

Collaborating with parents, family members, and guardians is an essential component of your future job. In addition to the regular parent-teacher communication needs, in special education parents often are experiencing a wide range of emotions while navigating a confusing bureaucracy. It is your job to help them understand this system so that they can become active participants of the IEP team.

You will need to interview a parent of a child with a disability. The structure of the interview and questions to ask will be discussed in class. After the interview, you will be asked to reflect on the interview, using the template provided and connecting your reflection with the material covered in our text.

5.   Working with Paraprofessionals and Practice-Based Coaching Module (10 pts)

Addresses the following TPEs: U3.4, U4.6, U6.3, ECSE4.13, ECSE6.2, ECSE6.13, ECSE6.15, ECSE6.16, ECSE6.17, ECSE6.18, ESN 1.1, ESN 2.7, ESN 6.2, M/M 6.1

Nearly all special education teachers work with paraprofessionals, who are instrumental in delivering services as outlined in the IEP. Teachers are frequently asked to provide training to their paraprofessionals, in addition to supervision. In this online module, you will consider how to work with paraprofessionals and use practice-based coaching for training. More details on Canvas.

6.   Collaboration Experience Assignments (60 pts total)

Addresses the following TPEs: U3.4, U4.6, ECSE1.5, ECSE2.2, ECSE3.8, ECSE 4.9, ECSE6.1, ECSE6.12, ESN 1.1, ESN 1.10, ESN 4.7, M/M 2.4, M/M 2.7, M/M 4.6

Students will work in pairs throughout the semester to deepen their understanding of the importance of collaboration while developing the skills needed to collaborate with a variety of stakeholders. You will work with your assigned partner as you develop your skills in collaboration. Given the different nature of the credentials, assignments will differ slightly for M/M and ECSE students, and will include:

Phase 1

1. Revisiting a standards-based lesson plan you have already developed
2. Identifying unique needs of focus students (one with disabilities; one emergent bilingual)

Phase 2 - *time provided in class*

1. Collaborating in class to add further elements of UDL, differentiation, and inclusive design

Phase 3

1. Having a GE teacher evaluate the connection to standards and pedagogical practices in the appropriate discipline
2. Reflect on feedback from the group and GE teacher

7.   Transition Modules (10 pts)

Addresses the following TPEs: U4.5, ECSE1.11, ECSE 6.8, ESN 1.10, ESN 1.11, ESN 2.10, ESN 4.8, M/M 1.6, M/M 5.3, M/M 6.5

As we return our attention to issues related to transition, students will complete one of two online modules based on their credential pathways:

- ECSE students will complete a module from Project CONNECT
- M/M students will complete a module from IRIS

Detailed instructions will be included on Canvas regarding what you will be expected to turn in upon completion of the module.

8.   Transition Plan Write-Up + Reflection (30 pts)

Addresses the following TPEs: U1.2, U4.5, ECSE5.8, ECSE6.4, ECSE6.8, ESN 1.5, ESN 1.10, ESN 1.11, ESN 4.8, M/M 6.5

In addition to considerations for best practice, there are a number of laws influencing how we approach transition in special education. You will collaboratively complete a transition plan (ITP or IFSP transition plan), ensuring you cover both recommended practices and special education laws (i.e., discussing goals and services) as covered in class lectures and readings. You will record this and use the recording to evaluate the effectiveness of the meeting in developing a person-centered plan.

9. Compendium of Transition Resources (10 pts)

Addresses the following TPEs: U2.4, ECSE1.11, ESN 2.10

Successful transitions often rely on the coordination of services across a variety of programs available in the community. In this

assignment, you will be asked to identify resources that may support students and their families in preparation for transition. These resources will be shared with the class so that you will each have a compendium of transition resources to reference as you support students in their transitions in the future.

Grading Policy

All written assignments must meet standards of academic and professional quality. Unless so stated, all written assignments must be typed, paginated, and free of spelling and grammatical errors. You must cite all referenced work using APA guidelines for citation and referencing.

Every member of a group will receive the same grade (unless a group member is absent – in which case that member will not receive points for the assignment). Be sure to check your group member's contributions before submitting the assignment!

Late Policy

It is part of the ethos of the Department of Special Education to prepare students for the role of special education teacher. This role requires careful attention be paid to due dates (e.g., a late IEP meeting can - and has - lead to legal action). It is, therefore, important that you practice the skills necessary to manage your time as part of your coursework. Therefore, submission portals for assignments will close two weeks after the submission deadline. Students will need to request permission to submit an assignment more than two weeks late.

At the same time, it is important to practice grace. Please contact us BEFORE the due date to make arrangements if you will not be able to submit the assignment on time. Throughout the course, your professionalism as it relates to timeliness will be taken into consideration as you submit your assignments using the following rubric:

Timeliness	Impact on grade
Assignment submitted by due date OR student has reached out to instructor prior to due date to make arrangements and submitted by the agreed upon due date	Full credit for assignment
Assignment is 1-3 days late without contacting instructor OR student reached out to instructor prior to due date to make arrangements but submitted the assignment 1-3 days past the agreed upon date	5% deduction
Assignment is 4-7 days late without contacting instructor OR student reached out to instructor prior to due date to make arrangements but submitted the assignment 4-7 days past the agreed upon date	10% deduction
Assignment is 8-14 days late without contacting instructor OR student reached out to instructor prior to due date to make arrangements but submitted the assignment 8-14 days past the agreed upon date	20% deduction
Assignment is more than 2 weeks late without contacting instructor OR student reached out to instructor prior to due date to make arrangements but submitted the assignment more than 2 weeks past the agreed upon date	30% deduction

** Any discussion or collaborative activity will not be accepted as late work. These activities will not be accepted past their due date as they require interaction with your classmates to be successful. If your group needs help scheduling common time for collaborative assignments, contact your instructor. **

California Commission on Teacher Credentialing Grading Policy

The California Commission on Teacher Credentialing (CCTC) requires that students complete their credential coursework with a GPA of 3.0 or higher. Students planning on pursuing a teaching credential in ECSE should, therefore, strive to earn a grade of B or higher in all credential coursework.

Departmental Incomplete Policy

It is the policy of the Department of Special Education that students must have completed 80% of the course work assigned in order to qualify for an incomplete in the class. The final arrangements for making up the incomplete grade (i.e., the due date) will be negotiated between the student and faculty member.

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Grade Conversion Table

Grade	Percent	Grade	Percent	Grade	Percent
A	93 up to 100	A-	90 up to 93		
B+	87 up to 90	B	83 up to 87	B-	80 up to 83
C+	77 up to 80	C	73 up to 77	C-	70 up to 73
D+	67 up to 70	D	63 up to 67	D-	60 up to 63
F	Below 60				

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🏛 University Policies

Per University Policy S16-9 (http://www.sjsu.edu/senate/docs/S16-9.pdf), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on Syllabus Information web page (https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (https://www.sjsu.edu/curriculum/courses/syllabus-info.php). Make sure to visit this page to review and be aware of these university policies and resources.

📅 Course Schedule

Week	Date	Format	Topics Covered
1	1/31	In Person	· Introductions/Syllabus Review · Foundations for Collaboration and Transition
2	2/7	Online	· CoTeaching Introduction
3	2/14	Online	· Interpersonal Communication
4	2/21	In Person	· Working in teams · Multidisciplinary teams, professional learning communities, communities of practice
5	2/28	Online	· Working with Paraprofessionals
6	3/7	In Person	· Families as team members · Prepping for parent interview · Review first phase of Collaboration assignment
7	3/14	Online	· Difficult Interactions · Establishing Parity in Co Teaching
8	3/21	In Person	· Lesson planning with other adults · Lesson Planning for Co Teaching Models · Collaboration Time: Collaboration phase 1/2
--	3/28	**SPRING BREAK**	
9	4/4	In Person	· Introduction to transition policies and evidence-based practices
10	4/11	Online	· Evidence-based practices for transition
11	4/18	In Person	· Collaboration in transition · Writing the transition plan
12	4/25	Online	· Collaboration for transition: mapping the community and building partnerships
13	5/2	In Person	· Parents as team members across the life span
14	5/9	Online	· Transition Plan Meetings