San José State University
LCOE/Department of Special Education
EDSE 228A Issues in Transition and Collaboration Spring 2018

Course and Contact Information

Instructor: Andrea Golloher
Office Location: SH 235
Telephone: (408) 924-5971
Email: andrea.golloher@sjsu.edu
Office Hours: Wednesdays 2:00-4:00 or by appointment
Class Days/Time: Wednesdays 7:00-9:45
Classroom: SH 230
Prerequisites: Department consent

Course Format: Hybrid, flipped

This course will adopt a hybrid delivery format. Students will need access to a computer or tablet device with internet connectivity to be able to check Canvas regularly, in addition to completing the assignments for the course.

Computer labs for student use are 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. Additional computer labs may be available in your department/college. 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 Canvas support, please review the Canvas Student Resources (http://www.sjsu.edu/at/ec/canvas/student_resources_new/index.html).

Course Description

The course will cover the planning processes, legal mandates and procedures that formulate best practices in executing successful transitions for students with disabilities. The course will focus on the many facets of transition planning involving educational, vocational and community entities with the goal always to ensure each student with disabilities receives appropriate educational benefit and an adequate quality of life from preschool to his or her post-secondary setting. Embedded into this course will be a study of collaborative, evidence-based communication practices that have facilitated resolution when difficult issues and conflict arise. Professionals who utilize effective collaborative communication strategies with families and outside agency representatives increase the likelihood that all parties will be satisfied with the outcomes reached in transitional IEP meetings as well as other situations requiring sensitive interactive strategies.

Course Learning Outcomes (CLO)

This course addresses two standards required for all credentialed education specialists in the state of California:
Program Standard 4: Effective Communication and Collaborative Partnerships
The program provides instruction in communicating, collaborating and consulting effectively with (1) individuals with disabilities and their parents, and primary caregivers, (2) general/special education teachers, and co-teachers, related service personnel, and administrators, (3) trans-disciplinary teams including but not limited to multi-tiered intervention strategies, Section 504, IEP/IFSP/ITP. The program provides opportunities for the candidate to establish and work in partnerships to design, implement, and evaluate appropriate, integrated services based on individual student needs. The program informs candidates of the importance of communicating effectively with the business community, public and non-public agencies, to provide the cohesive delivery of services, and bridge transitional stages across the life span for all learners.

Program Standard 7: Transition and Transitional Planning
The program provides opportunities for candidates to plan, implement, and evaluate transitional life experiences for students with disabilities across the lifespan. Each candidate collaborates with personnel from other educational and community agencies to plan for successful transitions by students. Each candidate demonstrates the knowledge and ability to teach students appropriate self-determination and expression skills.

Additionally, this course addresses one standard required for education specialists with a specialization in mild/moderate disabilities:

M/M Standard 6: Case Management
The program prepares candidates in case management practices and strategies for students with mild/moderate disabilities and for those referred for special education services.

Finally, this course addresses two standards required for education specialists with a specialization in early childhood:

ECSE Standard 5: Individualized Family Service Plan, Individualized Education Program and Transition
Each program offers an opportunity for the candidate to demonstrate knowledge of the Individualized Family Service Plan (IFSP), Individualized Education Program (IEP), and transition processes. Each candidate demonstrates skills in the development, implementation, and monitoring of progress of the IFSP/IEP with the family and other members of the team. Each candidate demonstrates skill required to implement processes and strategies that support transitions among settings for infants and young children. These settings include hospital to home, home to center based, early intervention to preschool classroom, and preschool to kindergarten. Each candidate demonstrates knowledge of Infant/Toddler Learning and Development Foundations, Preschool Learning Foundations and Kindergarten standards and uses this knowledge when implementing effective IFSPs, IEPs, and transition.

ECSE Standard 8: Collaboration and Teaming
The program provides each candidate opportunities to demonstrate the knowledge and skills required to consult and collaborate with other professionals, paraprofessionals, families, caregivers, and community agency personnel (e.g., child development specialists) in a range of settings to meet the individualized needs of infants and young children who have or are at risk for developmental delays and disabilities. Each candidate demonstrates knowledge of interagency collaboration and service coordination, including interagency agreements, referral, and consultation. Each candidate demonstrates skill required participating as a team member, to identify and enhance team roles, communicate, and problem solve, including recognizing the scope of practice parameters of ECSE and roles and expertise of other professionals and disciplines. Each candidate demonstrates skill required to consult, collaborate and/or co-teach with colleagues in general education (e.g., Head Start, typical preschool environments).
Upon successful completion of this course, students will be able to:

1. Demonstrate competence in collaboration with educational colleagues (Program standard 4, M/M Standard 7, ECSE Standard 8)
2. Describe the importance of establishing rapport with families, along with a recognition of the challenges families face when they have a child with a disability (Program Standard 4).
3. Demonstrate an understanding of best practices and policy requirements related to transition planning (Program Standard 7, M/M standard 6; ECSE Standard 5)

Required Texts/Readings

Textbook


Other Readings


Other readings as assigned, will be posted on Canvas.

Technology Requirements

Unless stated otherwise or as part of an online discussion, all written work must be turned in using Microsoft Office Word. The Microsoft Office Suite if available for free from the university. If you do not have Microsoft Office on your computer, please refer to Information Technology Services (http://its.sjsu.edu/services/software/microsoft-students/index.html) for information on how to download the software on your device.

Course Requirements and Assignments

University Credit Hour Requirement: 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 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

1. **Collaboration Experience Assignments (100 pts total)**  
   
   *Program Standard 4; ECSE Standard 8*

   Students will be paired with a student taking a course on assessment in the Teacher Education Department. Throughout the semester, you will work with this partner as you develop your skills in collaboration and they develop their knowledge of assessment strategies, including those used with students with IEPs and Section 504 plans. The following assignments are related to this collaboration experience:

   a. **Mock IEP Summary (20 pts; Due 2/14)**
      
      A major role special educators must perform is communicating the needs of specific students to other teachers who are responsible for implementing pieces of the IEP. Not all teachers will be able to make sense of IEP documents or will understand what information is essential for them to attend to. For this reason, it is recommended that special educators create an IEP summary highlighting the information most important for the teacher to know about. In this assignment, we will use a Mock IEP and assessment report to generate a IEP Summary report intended to be used by general education teachers.
Two to three of these Mock IEP summaries will be shared with our partners in EDEL 182, who will then ask questions and provide feedback on the usefulness of the summary.

b. **Conversation with Colleagues (15 pts, Due 2/21)**
   Students in EDEL 182 will generate questions from the sample Mock IEP Summaries. You will be required to log in to a Google Doc and respond to at least three (3) questions.

   We will use this online conversation to reflect on the creation of IEP Summaries in class on 2/21.

c. **Face-to-Face Meeting (5 pts, Due 3/7)**
   You will meet “face-to-face” (either in person or via Skype or similar) with your partner from EDEL 182 at least one time, between 2/21 and 3/7. This will be your opportunity to learn more about what your partner does and what sorts of challenges they are facing in meeting the needs of students in their student teaching placements. Your partner will also provide you with a real (anonymized) IEP for you to summarize by the time of this meeting. You will need to provide documentation of this meeting to me by 3/7.

d. **Real IEP Summary (25 pts, Due 3/14)**
   Based on your review of the IEP and your meeting with your partner, you will create an IEP summary sheet for your partner. This is due to me by 3/14.

e. **Collaboration Meeting (10 pts, 3/21 or 3/22)**
   The week of 3/21, you will meet with your partner as part of a class session. In this meeting, you will discuss the student’s needs and generate a plan for your partner to accommodate the student’s assessment needs. Your partner will then implement this plan over the remaining time in the semester. **As a thank you for your flexibility this week, we will provide refreshments at these sessions**

f. **Final Meeting (10 pts, TBD)**
   In lieu of a final exam, we will meet with our partners from EDEL 182 for a final reflection of the benefits of and challenges with collaboration.

g. **Collaboration Reflection Paper (15 pts)**
   Using the template provided, you will reflect on the benefits of and challenges with collaboration in a short (3-4 page) write up of your experience. You will connect this experience with the content covered in course lectures and readings.

2. **Parent interview and reflection (20 pts)**
   **Program Standard 4 & 7; M/M Standard 6; ECSE Standards 5 & 8**
   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 in special education. It is your job to help them understand this system so that they can become active participants of the IEP team.

   You will have a chance to interview a parent of a child with a disability. Your participation in this group “interview” will count toward your grade on this assignment. After the parent visit, you will be asked to reflect on this interaction, using the template provided and connecting your reflection with the material covered in our text.
3. **Transition Modules (20 pts, due 4/11)**
   *Program Standard 7, M/M Standard 6, ECSE Standard 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.

4. **Transition quiz (20 pts, 5/2)**
   *Program Standard 7, M/M Standard 6, ECSE Standard 5*

In addition to considerations for best practice, there are a number of laws influencing how we approach transition in special education. This quiz will cover both recommended practices and special education laws as covered in class lectures and readings.

5. **Transition Presentations (40 pts, due 5/9)**
   *Program Standard 7, M/M Standard 6, ECSE Standard 5*

How will you prepare your students for transitions? In these final group presentations, you will be asked to present on issues related to transitions. Topics assigned will be assigned based on credential area (ECSE and M/M).

**Grading Policy**

All written assignments must meet standards of academic and professional quality. Unless so stated, all written assignments must be typed, double spaced, 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 Assignments**

Late assignments will be reluctantly accepted. Due dates and times are listed on the syllabus and Canvas. Late assignments will be docked 10% if they are turned in one day late. After the first day, assignments will be docked 10% for each week late. Students must request special permission to submit assignments beyond one week late. Canvas submission will be closed at this point.

**Grading Information**

See Canvas for assignment details and grading rubrics.

**DETERMINATION OF GRADES**

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<thead>
<tr>
<th>ASSIGNMENTS</th>
<th>POINTS</th>
<th>PERCENTAGE</th>
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<tr>
<td>Collaboration activities</td>
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<tr>
<td>Parent interview and reflection</td>
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<td>10%</td>
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<tr>
<td>Transition quiz</td>
<td>20</td>
<td>10%</td>
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<tr>
<td>IRIS/CONNECT modules</td>
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<td>Transition presentations</td>
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<td><strong>TOTAL</strong></td>
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GRADE RANGE CONVERSION

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<td>F</td>
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DEPARTMENT GRADING POLICY

An “Incomplete” is given only at the discretion of the instructor.

Note that “All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades.” See University Policy F13-1 at http://www.sjsu.edu/senate/docs/F13-1.pdf for more details.

Classroom Protocol

1. Be on time.
2. Active participation is expected by all students during class and is essential for your professional development.
3. Respect each other and be an active listener. This is part of being a teacher.
4. Be respectful with technology (turn phones to vibrate, use technology to support classroom learning, stay off social media).
5. Laptops are fine for note taking or looking up content related to the class. Do not check email/social media or surf the Internet for during lecture unless it is part of the class discussion.
6. Feel free to bring food to class, but clean up your area before you leave.
7. No sleeping or completing other personal or professional work during class.
8. Contact the instructor if you are going to miss class. You are responsible for getting course notes from a classmate if you are absent.
9. Use netiquette in online conversations. If you want to know more about netiquette, you can find information on the Netiquette Homepage at http://www.albion.com/netiquette/.
10. If you need to communicate directly with the professor make an appointment or come in during office hours.

University Policies (Required)

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs’ Syllabus Information web page at http://www.sjsu.edu/gup/syllabusinfo/”
## EDSE 228A
### Spring 2018 Course Schedule

*Schedule is subject to change – Any changes will be announced in class and on Canvas*

<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATE</th>
<th>TOPICS</th>
<th>ASSIGNMENTS AND READINGS</th>
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<tbody>
<tr>
<td>1</td>
<td>1/24/2018</td>
<td>Introductions/syllabus review, Collaboration and transition: Why this is the most important class in the program, Pair formation</td>
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<tr>
<td>3</td>
<td>2/7/2018</td>
<td>Interpersonal communication/listening, responding, giving feedback, and using these skills for interview, Review Mock IEP Summary assignment</td>
<td>Friend &amp; Cook (2017) Ch 2 – 4</td>
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<tr>
<td>4</td>
<td>2/14/2018</td>
<td>ONLINE WEEK: Group problem solving</td>
<td>Friend &amp; Cook (2017) Ch 5, Mock IEP summary due</td>
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<tr>
<td>5</td>
<td>2/21/2018</td>
<td>Teams, Activity: Review feedback from EDEL 182</td>
<td>Friend &amp; Cook (2017) Ch 6, Google doc conversation with EDEL 182</td>
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<tr>
<td>6</td>
<td>2/28/2018</td>
<td>Co-teaching/consultation, coaching, mentoring, Activity: Review subject area standards that match partner, <strong>Meet with partner</strong> (face to face/online) outside of class</td>
<td>Friend &amp; Cook (2017) Ch 7 &amp; 8</td>
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<tr>
<td>7</td>
<td>3/7/2018</td>
<td>Paraeducators, Activity: Determining roles/responsibilities; generate skills you may want to address with PBC</td>
<td>Friend &amp; Cook (2017) Ch 10, Practice-based coaching module (nothing to turn in), Documentation of meeting due</td>
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<tr>
<td>9</td>
<td>3/21/2018</td>
<td><strong>Meeting and pizza Wednesday or Thursday</strong></td>
<td>Friend &amp; Cook (2017) Ch 9</td>
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<tr>
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<td>3/22/2018</td>
<td>Discuss EDEL 182 partner’s plan for meeting the needs of students with IEP</td>
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<tr>
<td>10</td>
<td>3/28/2018</td>
<td>SPRING BREAK</td>
<td></td>
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<tr>
<td>14</td>
<td>4/25/2018</td>
<td>Difficult interactions</td>
<td>Friend &amp; Cook (2017) Ch 9, Reflection on parent interview due</td>
</tr>
<tr>
<td>15</td>
<td>5/2/2018</td>
<td>Activity: Review sample ITP and IFSP transition plans, Activity: Transition quiz</td>
<td>M/M: Considerations for ITPs, ECSE: Considerations for IFSP transition</td>
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<tr>
<td>16</td>
<td>5/9/2018</td>
<td>Group presentations</td>
<td>Reflection on collaboration experience</td>
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<tr>
<td>Final Exam</td>
<td>TBA</td>
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