San José State University
LCOE/Department of Special Education
EDSE 228A Issues in Transition and Collaboration Spring 2022

Course and Contact Information
Instructor: Andrea Golloher (Section 1) Matthew Love (Section 2)
Email: andrea.golloher@sjsu.edu matthew.love@sjsu.edu
Office Hours: Online, Monday 2:00-4:00 Online, Wednesday 3:00-5:00
Class Days/Time: Thursdays 4:00-6:45
Classroom: SH 315 Sweeney Hall (SH) 347
Prerequisites: Department consent

Course Description (from Course Catalog)
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.

Course Format: Hybrid
This course will adopt a hybrid delivery format, including synchronous, in-person meetings and asynchronous online content. Students will need access to a computer or tablet device with internet connectivity, a microphone, and speakers.

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 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)

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.

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

1. Lead and effectively participate in collaborative team meetings. (HLP2; DEC-RC 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-RC 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-RC TC1, TC5)
4. Demonstrate an understanding of best practices and policy requirements related to transition planning. (DEC-RC 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-RC TR1, TR2)

**Textbook**


**Other Readings**


Other Resources

- [Council for Exceptional Children website](https://www. exceptionalchildren.org)
- [National Technical Assistance Center on Transition website](https://transitionta.org)
- [Center for Parent Information and Resources website](https://parentcenterhub.org)

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.

<table>
<thead>
<tr>
<th>ASSIGNMENTS</th>
<th>POINTS</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundations for transition/collaboration module</td>
<td>10</td>
<td>5%</td>
</tr>
<tr>
<td>Interpersonal communication module</td>
<td>10</td>
<td>5%</td>
</tr>
<tr>
<td>Mock IEP summary + reflection</td>
<td>20</td>
<td>10%</td>
</tr>
<tr>
<td>Parent interview + reflection</td>
<td>30</td>
<td>15%</td>
</tr>
<tr>
<td>Working with paras/PBC module</td>
<td>10</td>
<td>5%</td>
</tr>
<tr>
<td>Collaboration activities</td>
<td>60</td>
<td>30%</td>
</tr>
<tr>
<td>IRIS/CONNECT modules</td>
<td>10</td>
<td>5%</td>
</tr>
<tr>
<td>Transition meeting + reflection</td>
<td>30</td>
<td>15%</td>
</tr>
<tr>
<td>Transition resources compilation</td>
<td>10</td>
<td>5%</td>
</tr>
<tr>
<td>Exit Tickets (9 total)</td>
<td>10</td>
<td>5%</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td>200</td>
<td>100%</td>
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</table>

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)**
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**
- a. Revisiting a CA curricular frameworks
- b. Identifying unique needs of focus students (one with disabilities; one emergent bilingual)

**Phase 2 - time provided in class**
- c. Collaborating in class to add further elements of UDL, differentiation, and inclusive design

**Phase 3**
- d. Having a GE teacher evaluate the connection to standards and pedagogical practices in the appropriate discipline
- e. 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!

Grade Conversion Table

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percent</th>
<th>Grade</th>
<th>Percent</th>
<th>Grade</th>
<th>Percent</th>
</tr>
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<tbody>
<tr>
<td>A+</td>
<td>97 or above</td>
<td>A</td>
<td>93 up to 97</td>
<td>A-</td>
<td>90 up to 93</td>
</tr>
<tr>
<td>B+</td>
<td>87 up to 90</td>
<td>B</td>
<td>83 up to 87</td>
<td>B-</td>
<td>80 up to 83</td>
</tr>
<tr>
<td>C+</td>
<td>77 up to 80</td>
<td>C</td>
<td>73 up to 77</td>
<td>C-</td>
<td>70 up to 73</td>
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<tr>
<td>D+</td>
<td>67 up to 70</td>
<td>D</td>
<td>63 up to 67</td>
<td>D-</td>
<td>60 up to 63</td>
</tr>
<tr>
<td>F</td>
<td>Below 60</td>
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</tbody>
</table>

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:
<table>
<thead>
<tr>
<th>Timeliness</th>
<th>Impact on grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>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</td>
<td>Full credit for assignment</td>
</tr>
<tr>
<td>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</td>
<td>5% deduction</td>
</tr>
<tr>
<td>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</td>
<td>10% deduction</td>
</tr>
<tr>
<td>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</td>
<td>20% deduction</td>
</tr>
<tr>
<td>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</td>
<td>30% deduction</td>
</tr>
</tbody>
</table>

** 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.

**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 the Syllabus Information web page (https://www.sjsu.edu/curriculum/courses/syllabus-info.php).

**Accommodations for Students with Disabilities**

Presidential Directive 97-03 requires that students with disabilities requesting accommodations register with the Accessible Education Center (AEC) to establish a record of their disability. AEC will contact the instructor with further details, if needed. If special arrangements are needed in cases of emergency or if the building must be evacuated, please make arrangements with the instructor.

**Consent for Recording of Class and Public Sharing of Instructor Material**

University Policy S12-7 requires students to obtain instructor’s permission to record the course. The following criteria define expectations relating to recording a course.

- Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without approval. You may not publicly share or upload instructor generated material such as exam questions, lecture
notes, or homework solutions without instructor consent. This prohibition includes sharing information with third parties and on websites.

- You must obtain the instructor’s permission to make audio or video recordings in class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.
- Permission from the instructor, whether in writing or orally, may extend to either a single class or the entire semester.
- In classes where active participation of students or guests may be on the recording, permission of those students or guests must be obtained as well.

**Zoom Classroom Etiquette**

- **Mute your microphone**: To help keep background noise to a minimum, make sure you mute your microphone when you are not speaking.
- **Be mindful of background noise and distractions** Find a quiet place to “attend” class. To the greatest extent possible:
  - Avoid video setups where people may be walking behind you, people talking/making noise, etc.
  - Avoid activities that could create additional noise, such as shuffling papers, listening to music in the background, etc.
- **Position your camera properly**: Be sure your webcam is in a stable position and focused at eye level.
- **Limit your distractions/avoid multitasking**: You can make it easier to focus on the meeting by turning off notifications, closing or minimizing running apps, and putting your smartphone away (unless you are using it to access Zoom)
- **Use appropriate virtual backgrounds**: If using a virtual background, it should be appropriate and professional and should NOT suggest or include content that is offensive or demeaning.

**Counseling and Psychological Services**

The SJSU Counseling and Psychological Services is located on the corner of 7th Street and San Carlos in the new Student Wellness Center, Room 300B. Professional psychologists, social workers, and counselors are available to provide confidential consultations on issues of student mental health, campus climate, or psychological and academic issues on an individual, couple, or group basis. We also offer numerous workshops for students every semester.

To schedule an appointment or learn more information, visit Counseling and Psychological Services website at http://www.sjsu.edu/counseling.
<table>
<thead>
<tr>
<th>WEEK DATE</th>
<th>TOPICS</th>
<th>READINGS</th>
<th>ASSIGNMENTS DUE</th>
</tr>
</thead>
</table>
| 1 1/27 In Person | • Introductions/syllabus review  
• Collaboration and transition: Why this is the most important class in the program  
• Developing group norms | Murawski & Spencer Ch. 1 & 2 |  |
| 2 2/3 In Person | • Co-teaching for equity  
• Review Mock IEP Summary | Murawski & Spencer Ch. 3 |  |
| 3 2/10 Online-Asynchronous | • Foundations for transition and collaboration | Online module |  |
| 4 2/17 Online-Asynchronous | • Interpersonal collaboration | Murawski & Spencer Ch. 4 | Online module |
| 5 2/24 In Person | • Working in teams  
• Multidisciplinary teams, professional learning communities, communities of practice | Acar & Blasco (2018) | Mock IEP Summary |
| 6 3/3 In Person | • Families as team members  
• Prepping for parent interview  
• Review first phase of Collaboration assignment  
• Activity: Mock IEP summary reflection | CA Education Code §51100-51133 (1998)  
Doren et al. (2012)  
Lo (2012)  
Turnbull & Turnbull (2002) | Parent interview reflection |
| 7 3/10 In Person | • Lesson planning with other adults  
• Co Teaching Models  
• Working time: Collaboration phase 1 | Murawski & Spencer Ch. 5  
Pratt et al. (2017) | Reflection on Mock IEP Summary |
| 8 3/17 Online-Asynchronous | • Working with paraprofessionals  
• Practice-based coaching | Murawski & Spencer Ch. 7  
Snyder et al. (2015) | Online module  
Collaboration project - Phase 1 |
| 9 3/25 In Person | • Difficult interactions  
• Establishing parity | Murawski & Spencer Ch. 9 |  |
| 10 3/31 | SPRING BREAK - NO CLASS | |  |
| 11 4/7 In Person | • Incorporate technology for inclusion: UDL and collaboration  
• In class work time for second phase of collaboration assignment: Phase 2 | Murawski & Spencer Ch. 6 |  |
<table>
<thead>
<tr>
<th>WEEK</th>
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<th>MODE</th>
<th>TOPICS</th>
<th>READINGS</th>
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<tr>
<td>15</td>
<td>5/5</td>
<td>Online-</td>
<td>● Collaboration for transition: mapping the community and building partnerships</td>
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<td>Compendium of Transition Resources</td>
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<td>Asynchronous</td>
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<td>16</td>
<td>5/12</td>
<td>In Person</td>
<td>● Mock transition plan meetings</td>
<td>Beck &amp; DeSutter (2020)</td>
<td>Mock Transition Plan with Write-Up and Reflection</td>
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<td>● NO CLASS SESSION</td>
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<td>Collaboration project – Phase 3</td>
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