

Topics in Collaboration and Transition Section 02

EDSE 228A

Spring 2023 3 Unit(s) 01/25/2023 to 05/15/2023 Modified 01/19/2023

Contact Information

Instructor: Sudha Krishnan (Section 1)

Email: sudha.v.krishnan@sjsu.edu

Office Hours: Thursdays: 2:00-4:00; or by appointment

Class Days/Time: Thursdays 4:00-6:45

Classroom: SH 230

Prerequisites: Department consent

In Person Classes: 1/26; 2/2; 2/23; 3/9; 3/23; 4/6; 4/20; 5/4

Online Asynchronous Classes: 2/9; 2/16; 3/2; 3/16; 4/13; 4/27; 5/11; 5/18

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

We will develop classroom norms in class.

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

Course Goals

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:** 2(A), 2.4(A), 3.4(A), 4.5(P/A), 4.6(A), 6.3(A), 6.4(P)
- **Mild/Moderate:** 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(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:** 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 Learning Outcomes (CLOs)

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

1. Lead and effectively participate in collaborative team (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 (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)

Collaborate, Communicate, & Differentiate!

Author: Murawski, W. W., & Spencer, S.

Publisher: Corwin

Edition: first edition

ISBN: 1412981840

Availability: yes

Price: \$35.95

Readings

Other Readings

Acar, S., & Blasco, P. M. (2018). Guidelines for collaborating with interpreters in early intervention/early childhood special education. *Young Exceptional Children*, 21(3), 170-184. <https://doi.org/10.1177/1096250616674516>

Beck, S. J., & DeSutter, K. (2020). An examination of group facilitator challenges and problem-solving techniques during IEP team meetings. *Teacher Education & Special Education*, 43(2), 127-143.

CA Education Code §51100-51133 (1998).

Doren, B., Gau, J. M., & Lindstrom, L. E. (2012). The relationship between parent expectations and postschool outcomes of adolescents with disabilities. *Exceptional Children*, 79, 7-23. <https://doi.org/10.1177/001440291207900101francis>

Francis, G.L., Regester, A., & Reed, A.S. (2018). Barriers and supports to parent involvement and collaboration during the transition to adulthood. *Career Development and Transition for Exceptional Individuals*. <https://doi.org/10.1177/2165143418813912>

Greene, G. (2017). The emperor has no clothes: Improving the quality and compliance of ITPs. *Career Development and Transition for Exceptional Individuals*, 3, 146-155. <https://doi.org/10.1177/2165143417707205>

Lo, L. (2012). Demystifying the IEP process for diverse parents of children with disabilities. *Teaching Exceptional Children*, 44(3), 14-20. <https://doi.org/10.1177/004005991204400302>

Morningstar, M.E., Lombardi, A., Fowler, C., & Test, D.W. (2017). A college and career readiness framework for secondary students with disabilities. *Career Development and Transition for Exceptional Individuals*, 40, 79-91. <https://doi.org/10.1177/2165143415589926>

Pratt, S. M., Imbody, S. M., Wolf, L. D., & Patterson, A. L. (2017). Co-planning in co-teaching: A practical solution. *Intervention in School and Clinic*, 52(4), 243-249. <https://doi.org/10.1177/1053451216659474>

Rous, B.S., & Hallam, R. A. (2011). Transition services for young children with disabilities: Research and future directions. *Topics in Early Childhood Special Education*, 31(4), 232-240. <https://doi.org/10.1177/0271121411428087>

Rowe, D. A., Mazzotti, V. L., Fowler, C. H., Test, D. W., Mitchell, V. J., Clark, K. A., Holzberg, D., Owen, T. L., Rusher, D., Seaman-Tullis, R. L., Gushanas, C. M., Castle, H., Chang, W., Voggt, A., Kwiatek, S., & Dean, C. (2021). Updating the secondary transition research base: Evidence- and research-based practices in functional skills. *Career Development and Transition for Exceptional Individuals*, 44(1), 28-46.

Snyder, P. A., Hemmeter, M. L., & Fox, L. (2015). Supporting implementation of evidence-based practices through practice-based coaching. *Topics in Early Childhood Special Education*, 35(3), 133-143. <https://doi.org/10.1177/0271121415594925>

Test, D.W., Clark, K.A., & Rusher, D.E. (2018). Transition from high school to adulthood. *New Directions for Adult and Continuing Education*, 160, 25-38. <https://doi.org/10.1002/ace.20297>

Turnbull, A. P., & Turnbull, H. R. (2002). From the old to the new paradigm of disability and families: Research to enhance family quality of life outcomes. In J. L. Paul, C. D. Lavelly, A. Cranston-Gingras, & E. L. Taylor (Eds.), *Rethinking professional issues in*

special education (pp. 83-117). Westport, CT: Greenwood Publishing Group, Inc. Retrieved from:
https://kuscholarworks.ku.edu/bitstream/handle/1808/6056/FQL6_From%20the%20old%20to%20the%20new%20paradigm.pdf?sequence=1&isAllowed=y

Waters, C. L., & Friesen, A. (2019). Parent experiences of raising a young child with multiple disabilities: The transition to preschool. *Research and Practice for Persons with Severe Disabilities*, 44(1), 20-36. <https://doi.org/10.1177/1540796919826229>

Other Resources

- [Council for Exceptional Children website: org](#)
- [National Technical Assistance Center on Transition website: org](#)
- [Center for Parent Information and Resources website: 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.

ASSIGNMENTS	POINTS	PERCENTAGE
Classroom Assignments	100	25%
Online Modules	100	25%
Parent Interview	100	25%
Collaboration Assignment	100	25%
TOTAL	200	100%

Classroom Assignments : Classroom Assignments

(10X10 points = 100 points)

Addresses all TPEs across the course These include in-class activities, group work, quizzes, quick writes, reflections, and discussions

Online Modules : Online Modules

5 X 20 points = 100 points

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/U6.4, ECSE6.14, ESN 4.7, ESN 6.3, M/M 6.2/ 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

For ECSE

- a) Connect Module: Communication for Collaboration;
<https://connectmodules.dec-sped.org/connect-modules/learners/module-3/> (Finish all activities (12) and submit the answers online)
- b) Connect Module: Family-Professional Partnerships;
<https://connectmodules.dec-sped.org/connect-modules/learners/module-4/> (Finish all activities (13) and submit the answers online on Canvas)
- c) Iris Module: Serving Students with Visual Impairments: The Importance of Collaboration;
<https://iris.peabody.vanderbilt.edu/module/v03-focusplay/> (Finish Assessment and submit a screen shot or pdf online on Canvas)
- d) Connect Module: Transition; <https://connectmodules.dec-sped.org/connect-modules/learners/module-2/> (Finish all activities (13) and submit the answers online on Canvas)
- e) Iris Module: Transition: Helping Students with Disabilities Plan for Post-High School Settings;
<https://iris.peabody.vanderbilt.edu/module/tran/> (Finish Assessment and submit a screen shot or pdf online on Canvas)

For Mild/Moderate Support Needs and Extensive Support Needs

- a) Iris Module: Family Engagement: Collaborating with Families of Students with Disabilities;
<https://iris.peabody.vanderbilt.edu/module/fam/> (Finish Assessment and submit a screen shot or pdf online on Canvas)
- b) Iris Module: Serving Students with Visual Impairments: The Importance of Collaboration;
<https://iris.peabody.vanderbilt.edu/module/v03-focusplay/>

(Finish Assessment and submit a screen shot or pdf online on Canvas)

c) Iris Module: Secondary Transition: Interagency Collaboration; <https://iris.peabody.vanderbilt.edu/module/transition/> (Finish Assessment and submit a screen shot or pdf online on Canvas)

d) TransitionCoalition.org Modules: Session 1 and 2; <https://transitioncoalition.org/online-modules/> (Submit screen shots of quizzes on Canvas)

e) TransitionCoalition.org Modules: Session 3; <https://transitioncoalition.org/online-modules/> (Submit screen shots of quizzes on Canvas)

Interview: Parent Interview

Parent Interview (100 points)

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

You will need to interview a parent of a child with a disability. The structure of the interview and questions (15-20 questions) to ask will be discussed in class. You will submit a summary of the interview and a reflection on the process and responses. The reflection will include how you will use the information to work with the student in your class.

Report: Collaboration Experience Assignment

Collaboration Experience Assignments (100 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 CA curricular frameworks

Deliverable. Identify what content you want to teach

1. Identifying unique needs of focus students (one with disabilities; one emergent bilingual)

Deliverable: Getting to Know You Template for Focus Students with:

- current proficiency in reading, writing, and speaking/listening in English and mastery of the primary language
- prior academic knowledge related to the specific content you plan to teach
- social identity (student self-concept derived from a perceived membership in a social group that is evident in classroom interactions)
- cultural and linguistic resources and funds of knowledge
- prior experiences and interests related to the content you plan to teach
- developmental considerations (e.g., social-emotional, typical and atypical child/adolescent development)

Phase 2

1. Collaborating to add further elements of co-teaching, UDL, differentiation, and inclusive design

Deliverable: Step 1 of Lesson Plan Template

To add co-teaching to the Lesson Plan Template, add the following details to lesson plan template:

How would you modify the lesson for co-teaching? What would the GE teacher be able to do? The SE teacher? How would specially designed instruction be embedded to address the targeted IEP goals? How would accommodations be enacted for students with IEPs?

Assign members to sections of the lesson plan and develop the lesson plan collaboratively

Phase 3

1. Having a GE teacher evaluate the connection to standards and pedagogical practices in the appropriate discipline
2. Having another group in class evaluate the lesson plan and provide feedback
3. Reflect on feedback from the group and GE teacher

Deliverables:

- 1) signed general education teacher and group feedback on the lesson plan
- 2) Reflection paper (1-2 pages) on feedback from the group and GE teacher

✓ Grading Information

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

A+	97 or above	A	93 up to 97	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				

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.

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
One week late without contacting instructor	10% Deduction
One to two weeks late without contacting instructor	20% Deduction
More than 2 weeks late	30% Deduction

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) (<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

When	Topic	Notes
In Person Week 1 01/26/2023 4:00 PM - 6:45 PM Sweeney Hall 230	Introduction	<ul style="list-style-type: none"> • Introductions/syllabus review • Developing group norms • History of Special Education Laws and Transition • Groups for Collaborative Assignment Murawski & Spencer Ch. 1 & 2 Classroom Assignment #1
In Person Week 2 02/02/2023 4:00 PM - 6:45 PM Sweeney Hall 230	Working in Teams/Paraprofessionals	<ul style="list-style-type: none"> • One-Page IEP Summary • Collaborative Assignment groups • Supervising Paraprofessionals Murawski & Spencer Ch. 3 Classroom Assignment #2 (One-Page IEP summary)
Online Week 3 Online	Online Module 1	Online Module 1
Online Asynchronous Week 4 Online	Collaboration Experience Assignment Phase 1	Collaboration Experience Assignment Phase 1 due CA framework and Description of Focus students (2, one with disability, one English Learner)
In Person Week 5 02/23/2023 4:00 PM - 6:45 PM SH 230	Interpersonal Communication	Murawski and Spencer Chapter 4 Classroom Assignment 3

When	Topic	Notes
Online Asynchronous Week 6 Online Asynchronous	Online Module 2	Online Module 2
In Person Week 7 03/09/2023 4:00 PM - 6:45 PM SH 230	Co-Teaching	Murawski and Spencer, Chapter 7 Classroom Assignment 4
Online Asynchronous Week 8 Online Asynchronous	Collaboration Experience Assignment Phase 2	Due: Phase 2. CALTPA Step 1 Plan: Make a Lesson Plan: Add UDL, Differentiation, and Inclusive Design
In Person Week 9 03/23/2023 4:00 PM - 6:45 PM SH 230	Universal Design for Learning/Differentiation	Murawski and Spencer, Chapter 5/6 Classroom Assignment 5 and 6
Spring Break Week 10 Spring Break	No Class	
In Person Week 11 04/06/2023 4:00 PM - 6:45 PM SH 230	Conflict Resolution	Murawski and Spencer, Chapter 9 Classroom Assignments 7 and 8
Online Asynchronous Week 12 Online	Online Module 3	Online Module 3 Parent Interview due
In Person Week 13 04/20/2023 4:00 PM - 6:45 PM SH 230	Transition	Morningstar et al. (2017) Explore NTACT; ECTA Classroom Assignment 9
Online Module 4 Week 14 Online	Online Module 4	Online Module 4
In Person Week 15 05/04/2023 4:00 PM - 6:45 PM SH 230	Transition Plan	Classroom Assignment 10

When	Topic	Notes
Final Project Week 17 Online	Submit Final Collaboration Experience Assignment	