



Graduate Course Syllabus

SPED 624: Professional Collaboration

Center: Online

Course Prerequisites

None

Course Description

This course has been designed to assist special education teachers in examining their consultative roles and responsibilities when working in inclusive settings. Students will be introduced to and examine the nature of collaboration and developing relationships between general educators, special educators, and paraprofessionals. The focus of the course will be on practical application and establishing strong relationships between general and special educators. The course also includes facilitating engagement of parents and families as well as appropriate community agencies. The purpose of the course is to prepare special educators to interact and collaborate with a variety of stakeholders that are typically associated with students placed in inclusive settings. In order for special education teachers to be successful they must have the skills and ability to support students in the general education setting, which means collaborative interaction, decision making, accountability, and teamwork. Knowledge of general education curriculum requirements, related assessments, research-based interventions, and use of data are all topics that will be covered as part of this course.

Course Outcomes

- Describe strategies for collaboration with families, school personnel, agencies, and community members in culturally responsive ways to facilitate access for students with disabilities in a variety of settings
- Explore the varied roles and responsibilities of special educators in the general education setting
- Understand characteristics of effective teams and the role of special education teachers in collaborating with general educators
- Describe strategies for structuring, directing and supporting the activities of paraprofessionals and volunteers
- Study and identify the dynamics of special educators working in the general education setting: teaming, planning, providing instruction, assessing student progress, development, implementation, and monitoring IEPs
- Identify and analyze a variety of research-based intervention models implemented in the general education setting and the role of the special education teacher, including but not limited to: response to intervention (RTI), Professional Learning Communities (PLCs), differentiated instruction (DI), and Positive Behavioral Supports and Interventions (PBIS)

- Demonstrate an understanding of Common Core State Standards and the role of the special educator in providing consultation to general education teachers
- Know, understand and demonstrate effective written and verbal communication skills

Required Materials

Using your learning resources is critical to your success in this course. Please purchase directly through SNHU's online bookstore, [MBS Direct](#), rather than any other vendor. Purchasing directly from the bookstore ensures that you will obtain the correct materials and that the Help Desk, your advisor, and the instructor can provide you with support if you have problems.

Collaborative Teaming: Teachers' Guides to Inclusive Practices

Snell, M., and Janney, R.

Paul H. Brookes Publishing Co., Inc.

2nd Edition

2005

9781557667113

PLCs, DI, & RTI: A Tapestry for School Change

Stoehr, J., Banks, M., and Allen, L.

Sage Publications

2011

9781412992381

eBook: 9781452224183

Instructor Availability and Response Time

Your class interaction with your instructor and your classmates will take place in Blackboard on a regular, ongoing basis. Your instructor will be active in Blackboard at least five days a week, and you will normally communicate with your instructor in the open Blackboard discussion forum so that your questions and the instructor's answers benefit the entire class. You should send emails directly to your instructor only when you need to discuss something of a personal or sensitive nature, and in those cases your instructor will generally provide a response within 24 hours.

Grade Distribution

Assignment Category	Number of Graded Items	Point Value per Item	Total Points
Discussions	9	26	234
Short Papers	4	40	160
Course Activities	3	40	120
Critical Task			
Milestone One	1	60	60
Milestone Two	1	60	60
Milestone Three	1	60	60
Final Submission	1	300	300
		Total Course Points:	994

This course may also contain practice activities. The purpose of these non-graded activities is to assist you in mastering the learning outcomes in the graded activity items listed above.

University Grading System: Graduate

<i>Total Points: 994</i>				
Grade	Numerical Equivalent	Points	Points Equivalent	
			<i>Lower</i>	<i>Upper</i>
A	93-100	4.00	924	994
A-	90-92	3.67	895	923
B+	87-89	3.33	865	894
B	83-86	3.00	825	864
B-	80-82	2.67	795	824
C+	77-79	2.33	765	794
C	73-76	2.00	726	764
F	0-72	0.00	0	725
I	Incomplete			
IF	Incomplete/Failure*			
W	Withdrawn			

*Please refer to the [policy page](#) for information on the incomplete grade process.

Grading Guides

Specific activity directions, grading guides, posting requirements, and additional deadlines can be found in the Course Information area in the Assignment Guidelines and Rubrics folder.

Chalk and Wire

Specific assignments in this course are to be submitted to Chalk and Wire, the University's ePortfolio system. These items will be used as files for the Professional ePortfolio when completing the degree program. For additional information and instructions for accessing, starting a portfolio, and submitting an assignment to Chalk and Wire, please visit the [School of Education Portal](#) and click on "CW for Students" on the left-hand side of the page. With questions regarding Chalk and Wire, please contact the SNHU Instructional Support Helpdesk, available on mySNHU.

NOTE: All final projects must be submitted to the Chalk & Wire system. Students who do not submit their final project to Chalk & Wire will receive a grade of 0.

Weekly Assignment Schedule

The Learning Modules area in Blackboard contains one module folder for each week of the course. All reading and assignment information can be found in the folders. All assignments are due by 11:59 p.m. Eastern Time on the last day of the module week.

In addition to the textbook readings that are listed, there may be additional required resources within each module in Blackboard.

Module	Topics and Assignments
1	Strategies for Collaboration <i>Collaborative Teaming: Teachers' Guides to Inclusive Practices</i> , Chapters 1, 2, and 3 <i>PLCs, DI, & RTI: A Tapestry for School Change</i> , Chapter 1 1-1 Discussion: Being Culturally Responsive 1-2 Short Paper: School-Wide Incorporation 1-3 Critical Task: Review
2	Roles and Responsibilities of the Special Educator <i>Collaborative Teaming: Teachers' Guides to Inclusive Practices</i> , Chapters 4 and 5 <i>PLCs, DI, & RTI: A Tapestry for School Change</i> , Chapters 2 and 3 2-1 Informative Pamphlet Activity: RTI and Special Education 2-2 Short Paper: How to Become a Well-Prepared Special Educator
3	Paraprofessionals and Volunteers <i>Collaborative Teaming: Teachers' Guides to Inclusive Practices</i> , Chapter 6 3-1 Discussion: A Day in the Life of a Special Education Teacher 3-2 Critical Task Milestone One: Special Educator Handbook
4	Characteristics of Effective Teams <i>Collaborative Teaming: Teachers' Guides to Inclusive Practices</i> , Chapter 7 4-1 Discussion: Co-Teaching Strategies 4-2 Chart Activity: Types of Co-Teaching 4-3 Short Paper: Co-Teaching in Inclusive Classrooms

5	CCSS and Collaboration 5-1 Discussion: Read the Standards 5-2 Lesson Plan Activity: CCSS English Language Arts or Mathematics
6	Individualized Education Programs 6-1 Discussion: Customized IEPs 6-2 Critical Task Milestone Two: CCSS, IEPs, and Collaboration
7	Research-Based Interventions <i>PLCs, DI, & RTI: A Tapestry for School Change</i> , Chapter 4 7-1 Discussion: Meeting Students Where They Are 7-2 Short Paper: School-Wide PBIS 7-3 Begin Work: Field Experience: Interview and Reflection
8	More Research-Based Interventions 8-1 Discussion: Walk to Read 8-2 Critical Task Milestone Three: Research-Based Interventions 8-3 Continue Work: Field Experience: Interview and Reflection
9	Effective Written and Verbal Communication 9-1 Discussion: Interview and Reflection 9-2 Field Experience: Interview and Reflection Chalk and Wire Submission
10	Effective Written and Verbal Communications 10-1 Discussion: Strategies for Successful Written and Verbal Communications 10-2 Critical Task Submission: Electronic Resource Binder (Chalk and Wire) 10-3 Critical Task Submission: Electronic Resource Binder (Blackboard)

Chalk and Wire

The final project for this course is the creation of an Electronic Resource Binder. This binder will contain artifacts, assignments, and information created and gathered throughout this course. Each school district is unique in that the administration and the educator collaborate, discuss, and determine what would work best for their student population. For example, many schools are looking for new ways to reach and teach their struggling learners while also trying to provide appropriate instruction to the students who are above grade level. Some school districts are using response to intervention (RTI). Others are using instructional consultation (IC) or differentiated instruction (DI). Some districts use Positive Behavioral Interventions and Supports (PBIS), while others choose a different behavioral intervention and social skills curriculum due to budget concerns or philosophies. This binder will provide an overview of resources you will need to know to succeed as a special educator in today's schools. It will also contain a draft individualized education program and interviews with a special educator and a general educator.

Attendance Policy

Online students are required to post to the Blackboard discussion board during the first week of class. If a student does not submit a posting to the discussion board during the first week of class, the student is automatically withdrawn from the course for non-participation. Review the [full attendance policy](#).

Late Assignments Policy

Meeting assigned due dates is critical for demonstrating progress and ensuring appropriate time for instructor feedback on assignments. Students are expected to submit their assignments on or before the due date. Review the [full late assignment policy](#).

SNHU College of Online and Continuing Education Guide to Student Success

Review the [guide to student success](#).

Diversity and Disability Statement

The College of Online and Continuing Education (COCE) at SNHU values diversity and inclusion. SNHU strives to create inclusive and welcoming academic environments. If there are aspects of the instruction or design of this course that present barriers to your inclusion, please notify the Disability Resource Center (DRC) as soon as possible. We will work with you and your instructor to address needs and concerns.

We encourage all students with known or suspected physical, medical, sensory, psychiatric, and/or learning disabilities to register with the Disability Resource Center (DRC) in order to assess learning needs and take advantage of available academic accommodations and support services. We look forward to hearing from you. Our contact information is below.

Disability Resource Center (DRC)

(877) 591-4723 (select option 4)

(877) 520-8916 (fax)

drc@snhu.edu

We welcome COCE students, faculty, and staff to consult with the Disability Resource Center (DRC) on disability-related questions or concerns.

Academic Honesty Policy

Southern New Hampshire University requires all students to adhere to high standards of integrity in their academic work. Activities such as plagiarism and cheating are not condoned by the university. Review the [full academic honesty policy](#).

Copyright Policy

Southern New Hampshire University abides by the provisions of United States Copyright Act (Title 17 of the United States Code). Any person who infringes the copyright law is liable. Review the [full copyright policy](#).

SNHU College of Online and Continuing Education Withdrawal Policy

Review the [full withdrawal policy](#).

Southern New Hampshire University Policies

More information about SNHU policies can be found on the [policy page](#).