**SPE 220**

ESTABLISHING PROFESSIONAL RELATIONSHIPS: COMMUNICATION & COLLABORATION

**Course prerequisites:** Admitted into the Department of Education

**This course requires field experiences**.  You must provide a copy of your criminal background check (CBC) to hosting schools.  Before beginning or continuing in any field experiences, you must disclose to the building administrator if there is an arrest on your CBC or if there has been any change in the status of your CBC (a subsequent arrest or pending court ruling).

**Required Texts:**

Cook, Lynne; Friend, Marilyn. (2010). *Interactions: Collaboration*

*Skills for School Professionals.* (6th ed.). New York: Longman.

Assigned articles

**Recommended:**

American Psychological Association (2009). *Publication manual of the American Psychological Association*. Washington, DC: American Psychological Association.

***Course Description***

A study of the collaborative processes and communication skills necessary for effective interaction among parents, professionals, paraprofessionals, and students in providing services for individuals with disabilities. Roles, rights, and responsibilities of all team members will be reviewed. A special focus on the process and the collaboration necessary for successful transitions throughout the life of individuals with disabilities will be provided.

**TEACHER EDUCATION Goals & Outcomes** (Aligned with *2010* Illinois Professional Teaching Standards)

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| **Teacher Education Goals** | **Teacher Candidate Outcomes** | | |
| #1: Integrate content knowledge across disciplines and construct pedagogical content knowledge to provide culturally relevant instruction that prepares all students for the literacies needed in a changing and interdependent world. | 1A: subject area content knowledge in planning, instructional delivery, and assessment.  (IPTS 2 & 5) | 1B: culturally relevant pedagogical content knowledge in planning, instructional delivery, and assessment.  (IPTS 2 & 5) | 1C: best practices in literacy so all students can acquire subject area content knowledge.  (IPTS 6) |
| #2: Apply differentiation, evidence-based practices and assessments, and innovative technologies to meet the characteristics and needs of all students. | 2A:  differentiation and evidence-based practices to address the diverse characteristics and needs of all learners.  (IPTS 1 & 3) | 2B: developmentally-appropriate teaching strategies and innovative technologies that encourage critical thinking and problem solving. (IPTS 5) | 2C:  a variety of assessments to identify and evaluate learning targets by analyzing data to make instructional decisions. (IPTS 7) |
| #3: Provide safe, caring classroom environments that demonstrate and encourage creative, engaged learning to become lifelong learners, critical thinkers, and responsible citizens. | 3A: effective communication, organization, and behavior management strategies to support a safe and healthy learning environment.  (IPTS 4) | 3B: strategies to successfully engage all students in purposeful learning.  (IPTS 4) |  |
| #4: Collaborate with students, families, colleagues, and community members to create learning communities that value diversity. | 4A: engage families while creating learning experiences that value diverse student needs. (IPTS 8) | 4B: collaborate with colleagues to create and sustain supportive learning environments. (IPTS 8) | 4C: use community resources to expand learning opportunities. (IPTS 8) |
| #5: Act as reflective and ethical professionals who are committed to schools and the profession. | 5A: reflective practices that directly contribute to student learning and development.  (IPTS 8) | 5B: advocate for students and their families.  (IPTS 9) | 5C: demonstrate leadership as part of their ethical responsibility to their colleagues and the profession. (IPTS 9) |

**Department Goals & Course Objectives** (Aligned with *2010* Illinois Professional Teaching Standards and Special Education State Content Standards)

1. Identifies current regulations, ethical issues, and trends related to the provision of educational services for individuals with all types of disabilities across the age range. **TE Goal:** 1; **Content Standard:** CC1B, CC1D, LBS1B, LBS1D
2. Uses knowledge of a student’s cognitive, communication, physical, cultural, social, and emotional characteristics in planning and delivering instruction. **TE Goal:** 2; **Content Standard:** CC2Q
3. Identifies the connection between assessing the entrance level skill requirement for potential sites within a transition plan such as vocational placement and community recreation leisure activity site. **TE Goal:** 2; **Content Standard:** LBS4K
4. Identifies sources of specialized materials, equipment, and assistive technology for individuals with disabilities. **TE Goal:** 2; **Content Standard:** CC4H
5. Recommends referrals to appropriate specialists when more in-depth information about a child’s needs is required when making an educational decision. **TE Goal:** 2; **Content Standard:** CC2R
6. Plans, directs, and coordinates the activities of classroom paraeducators, volunteers, and/or peer tutors to maximize instructional time. **TE Goal:** 2; **Content Standards:** CC5AA, CC5BB
7. Describe and explain the components of effective transition plans, which are longitudinal, and which include a vocational component in the curriculum. **TE Goal:** 3, **Content Standards:** CC4F, CC4K, LBS4K, LBS4L
8. Models effective communication and collaboration skills to assist students in planning for transitions into post-school employment and community and daily life. **TE Goal:** 4; **Content Standard:** CC7H
9. Assists students, in collaboration with parents and other professionals, in planning for transition to adulthood including employment and community and daily life. Identifying available community recreational/leisure activities, and vocational and community placements. **TE Goal:** 4; **Content Standards:** CC7R, LBS4W, LBS4X
10. Model and identify benefits, barriers, and techniques for effective communication and collaboration skills necessary to work with general educators, paraprofessionals, related service personnel, administrators, and family members to develop an effective learning climate and an effective program for a student with disabilities. **TE Goal:** 4; **IPTS:** 8B, 8D; **Content Standards:** CC7G, CC7J
11. Cooperate, communicate, and work with other professionals to integrate and coordinate activities to maximize instruction and time. **TE Goal:** 4; **IPTS:** 8E; **Content Standards:** LBS7A
12. Identify the factors that promote effective communication and collaboration with all the individuals who will work on collaborative and problem solving teams (i.e. IEP teams and transition plans) to create effective academic and behavior interventions. **TE Goal:** 4; **IPTS:** 8B, 8E, 8F, 8I; **Content Standards:** CC7A, CC7B, CC7G
13. Model effective communication and collaboration skills necessary when developing individualized programs and transition plans to enhance a student’s learning. **TE Goal:** 4; **IPTS:** 8B; **Content Standards:** CC7A, CC7E
14. Describe and explain the rights and responsibilities of all team members, including parents, students, teachers, related service personnel, specific to an individual’s learning needs and education programs. **TE Goal:** 4; **IPTS:** 8H; **Content Standards:** CC1F, LBS1F
15. Describes appropriate strategies for supervising paraeducators. **TE Goal:** 4; **Content Standard:** CC5Q
16. Understands the benefits and strategies of mentorship. **TE Goal:** 4; **Content Standard:** CC9A
17. Recognizes the signs of emotional distress, child abuse, and neglect and follows procedures for reporting known or suspected abuse or neglect to appropriate authorities. **TE Goal:** 5; **Content Standard:** CC8K
18. Demonstrate the ability to be an advocate and active role model when interacting with individuals with disabilities and understands their rights to privacy and confidentiality. **TE Goal:** 5; **IPTS:** 9F; **Content Standards:** CC7C, CC8B, CC8F, CC8L
19. Demonstrates the ability to advocate for the least restrictive environment and best educational placement for an individual with a disability. **TE Goal:** 5; **Content Standards:** CC8M, LBS8A
20. Understands the methods of inquiry for reflecting on practice and problem-solving. Articulates a personal philosophy of special education including its relationship to the general curriculum and the concepts of least restrictive environment **TE Goal:** 5; **Content Standard:** CC1G,CC9C
21. Acquire and use information when planning educational and transition programs for individuals with disabilities from professional organizations, journals, and activities that benefit individuals and their families across the age span. **TE Goal:** 5; **Content Standards:** CC2P,CC7I, CC8E, LBS8C
22. Engages in professional activities that benefit students with disabilities. **TE Goal:** 5; **Content Standard:** LBS8D

**College and Department Policies**

The College will make reasonable accommodations for persons with documented disabilities. If you have a disability that may have some impact on your work in this course, please contact Maureen Connolly in the Learning Center. Additional inquiries may be directed to the Vice President for Academic Affairs and the Dean of the Faculty, or to the Chicago Office of the Office of Civil Rights, United States Department of Education. Once the College has documented the disability, you will be directed to initiate and maintain communication with your professor regarding your needs.

*Incomplete* (“I”) grades must be requested in writing by the final class meeting, if you cannot complete the term for emergency reasons. Forms are available from your professor. Completion of field experiences is not considered an emergency. Incompletes must be resolved within three weeks of the end of the term. Late assignments at the time of a request for an *Incomplete* will incur any late penalty. Students in teacher education programs may not continue in education courses with an *Incomplete* pending.

Academic integrity and dishonesty are clearly defined in the *E-Book*, as are the professor’s responsibilities and options should academic dishonesty occur. Department of Education Policy states that the minimum penalty for academic dishonesty is an “F” on the assignment.

College Policy requires all teacher candidates to self-disclose a criminal history or any pending court hearing to building administrators prior to beginning or continuing field experiences. Candidates may **not** observe or participate in field experiences until the administrator has given approval and the approval has been confirmed by the program director. The policy is provided in the *Guide to Policies and Procedures for Undergraduate and Certification Teacher Education Programs*. Violation of this policy will result in a recommendation for dismissal from the teacher education program.

Attendance is expected and written documentation is required to make-up a course examination as defined in the *College Catalog*. Completing field experiences is not a valid reason for being tardy to or absent from class.

**Department of Education Professional Conduct Guidelines**

Aligned with Illinois Professional Teaching Standard *Professionalism, Leadership, and Advocacy* (9H, 9I, 9J, 9Q, 9S, 9T)

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| **Responsibility** | **Attend class on time and for the entire class period**.  **Complete assignments on time**, which is the beginning of class on a due date. Assignments are late if class is not attended or if there are technical problems. Work may not be faxed or e-mailed to the professor without prior approval.  **Communicate with the course professor in a timely and appropriate manner.** Use office hours or make an appointment to ask individual questions or discuss progress. |
| **Ethics** | **Adhere to professional ethics**.Assignments often involve collaboration and the use of multiple resources. Clearly cite ideas from other sources and acknowledge the assistance of others. Portions of assignments used for credit in different courses must be pre-approved by both professors and should be referenced clearly for dual credit on the cover page.  **Document field experiences accurately** and have them verified by a licensed supervising professional. Maintain confidentiality in all field reports and discussions of fieldwork. Fabrications of field hours, experiences, or signatures or failure to notify the College or schools of your criminal background check status are violations of the College’s *Academic Integrity Policy.* |
| **Attitude** | **Demonstrate respect for others and for the opportunity to learn.** Active participation is expected during every class meeting. Valuing of diverse ideas and beliefs is expected through courteous debate and dialogue as well as in respectful written evaluation and analysis.  **Use digital etiquette.** Electronic devices should not interrupt class or distract others. Set cell phones to vibrate or turn them off. Electronic tools are to be used for coursework or activities directly related to the class -- not used for entertainment, personal communications, or other coursework during class meetings or in field settings. |
| **Collegiality** | **Demonstrate respect for others and for the opportunity to learn.** Give your maximum efforts in promoting equitable group work and completing field experiences. Maintain commitments to classmates and professionals in the field.  **Demonstrate initiative in collaborating with others**, Volunteer your time and share professional resources and responsibilities. Show appreciation for the time and efforts of others. |
| **Honor** | **Complete field experiences in a professional manner.** Professional demeanor (e.g., conduct and attire) is expected in school settings. Honor the commitments of hosting professionals by providing details of all course assignments at the beginning of the term.  **Complete assignments in a professional style.** Demonstrate professionalism in formal class presentations. All written work must be word-processed and edited prior to submission. Use APA style. |

**Field Experience Requirements**

Review the Guide to Field Experiences at <http://public.elmhurst.edu/education/1281647.html>. Although a course instructor may allow some assignments to be completed in locations that represent a professional conflict of interest (i.e., hours documented on a *Field Evaluation and Verification* Form), teacher candidates may **not** document field experiences completed in the school district in which they reside or at schools they attended on their field experience spreadsheets. Field experiences documented on the spreadsheet may not reflect any professional conflicts of interest. Courses in which the instructor requires a specific placement location are the only exception to this requirement.

The field experience spreadsheets are used to document the 100 hours (80 hours of which must be participation) for admission to student teaching. Up to 10-field experience hours in private school settings may be counted toward the 100 hours if they are completed with a certified teacher. Some certification programs allow teacher candidates to student teach in private settings (e.g., preschools, special education residential settings), so more hours may be accepted for field work in some private settings because they can serve as potential student teaching placements.

*Field Experience Required for this Course:* This course will be hosted at Oak Prairie Junior High School in Homer Glen, Illinois. All of your field hours for this course are included so additional hours will not be needed unless you do not adhere to the guidelines of Oak Prairie. You will be required to meet at the school at 7:50am-12:00pm on the assigned course dates. This was shared at the December meeting (so arrangements need to be made prior to the first visit). You also need a current Illinois Police background check that needs to be carried with you at all times while you are in the school. You need to dress in business causal (no jeans). Once assigned a school badge, you will also be required to wear that while you are present at Oak Prairie. If you do not meet these requirements you will not be able to pass the course.

**LATE ASSIGNMENT POLICY**

All assignments are due at the beginning of the class by the date designated on the syllabus, even if there is an absence. Late assignments will not be accepted without *prior* instructor approval and are due the following class session unless otherwise arranged. The maximum point value of a late assignment is the course equivalent of a C+. Late assignments be accepted up to 1 week after the original assigned due date unless an official *Incomplete* has been signed by the professor. The maximum value for all late assignments when an *Incomplete* is requested will be equivalent to a C+ on that course assignment.

**Updated Department-Wide Grading Scale Language**. All grading will be completed as objectively as possible. Different sections of this course have common assessments (e.g., rubrics, test specification tables) and use the same number of possible points.

"A" 92-100% 96 -105 points

"B" 84-91% 88 - 93 points

"C" 76-83% 80 - 87 points

"D" 68-75% 71 - 79 points

Note. Grades below C (2.0) will not fulfill the Department of Education's requirements for certification or major in Education. You need to maintain a 2.75 to remain in the department. The Department of Education does not use +/- grading.

**Blackboard**™ **Page & E-mail Communications**

All course assignments, course-related links, documents, the course bibliography, assignment materials, individual grade updates, last minute schedule changes (“announcements”), and so forth may be found by accessing the course’s electronic Blackboard™. **Professor e-mails will be sent via Blackboard and** **students should check the page prior to each class meeting.** All communications are sent via Blackboard to students’ College e-mail accounts.

**Course Assignments**

*Evaluation rubrics for major assignments are posted on Blackboard*

**PARTICIPATION (Course Objectives 1-21)**

Participation includes attendance and active involvement in the interchange of ideas DURING CLASS, DURING GROUP ACTIVITIES, AS WELL AS DURING ALL INTERACTIONS WITH FACULTY AT OAK PRAIRIE. Two points will be deducted from the total points for missing all of a class/field site day. One point will be deducted from the total points for missing part of the class/field site day. Excused absences must be documented and a make-up assignment may be required.

**REFLECTIVE FIELD EXPERIENCES BINDER (Objectives 1-21)**

*PROGRAM ASSESSMENT*

The field experience will focus on collaboration, communication, and co-teaching. You will be expected to work in a co-teaching classroom. You are expected to maintain a binder with lesson plans prior to activities/lessons, reflections of activities/lessons, meeting notes, resources/materials, and any other additional information that you see fit. The lesson plan format is the one that was provided within your program (you learned in your 210/250 class). These binders will be checked weekly, and unannounced so you need to make sure that you maintain them daily. Activities include observations and interviews, participating as a co-teacher with activities, and co-planning and delivering lessons. Each activity/lesson will require a lesson plan and reflection. Specific guidelines will be given in class. **55 points**

**SCHEDULE FOR SITE EXPERIENCES (COLLECT IN BINDER)**

**MAINTAINED DAILY-CHECKED RANDOMLY**

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| Week | Assignments |
| 2 | -observations  -notes during collaborative meetings  -interview with general education teacher, special education teacher, and other related service personnel  -notes on student’s about accommodations/modifications needed during the lessons  -at least 1 day where you complementary teach (1 teach-1 assist)  -reflections after each lesson |
| 3 | -notes during collaborative meetings  -lessons planned for co-teaching class (for every day)  -at least 2 days where you complementary teach (1 teach-1 assist)  -at least 1 day where you do an activity (no more than 30 minutes) using one of the more intensive co-teaching models  -updated lessons after they have been taught (changes that were made, what still needs to be covered, etc.)  -reflections after each lesson |
| 4 | -notes during collaborative meetings  -lessons planned for co-teaching class (for every day)  -no more than 1 day using the complementary teaching (1 teach-1 assist model)  -at least 1 day where you do an activity (no more than 30 minutes) using one of the more intensive models of co-teaching  -at least 1 day where you do a full lesson using one of the more intensive models of co-teaching  -updated lessons after they have been taught (changes that were made, what still needs to be covered, etc.)  -reflections after each lesson |
| 5 | -notes during collaborative meetings  -lessons planned for co-teaching class (for every day)  -no more than 1 day where you do an activity (no more than 30 minutes) using one of the more intensive models of co-teaching  -at least 2 days where you do a full lesson using one of the more intensive models of co-teaching  -updated lessons after they have been taught (changes that were made, what still needs to be covered, etc.)  -reflections after each lesson |

**EXAMS (Objectives 1-21)**

The exams will require comprehension, application, synthesis, evaluation, and analysis of the course readings and concepts presented in class. There are no “make-up” exams without a documented excused absence as outlined in the ***College Catalog***.

**Exam 1-25 points, Exam 2-25 points**

**Tentative Course Schedule**

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|  | Date | Activities | Assignment Due |
| 1 | Jan 2 | **Online** Module on Oak Prairie Junior High School |  |
|  | Jan 3 | Course Overview  Fundamentals of Collaboration | Module Questions  Chapter 1 |
| 2 | Jan 7 | Co-Teaching | Assigned readings  Chapter 5 |
|  | Jan 8 | Practical Matters | Chapter 7 |
|  | Jan 9 | Bias. . .how does that impact interpersonal problem solving? What is interpersonal communication? | Chapter 2 & 9 |
|  | Jan 10 | Working in Teams | Chapter 3 |
| 3 | Jan 14 | Consultation | Chapter 4  **Exam 1** |
|  | Jan 15 | Working with Paraeducators  *Guest Speaker: A Paraprofessional’s Perspective* | Chapter 6 |
|  | Jan 16 | Working with Families  *Guest Speaker: A Parent’s Perspective* | Chapter 8 |
|  | Jan 17 | Working with Related Service Professionals  *Guest Speaker: A Speech Pathologist’s Perspective (or Social Worker)* | Assigned course reading |
| 4 | Jan 21 | *Martin Luther King Holiday- NO SCHOOL* |  |
|  | Jan 22 | Working with Administrators  *Guest Speaker: An Assistive Principal’s Perspective* |  |
|  | Jan 23 | Using Statements | Chapter 10 |
|  | Jan 24 | Using Questions | Chapter 11 |
| 5 | Jan 28 | Difficult Interactions | Chapter 12 |
|  | Jan 29 | Perspectives and Issues | Chapter 13 |
|  | Jan 30 | Pulling it All Together | Assigned course reading |
|  | Jan 31 | Wrap-up/Share Field Experience | **Exam 2** |

BLUE HIGHLIGHT-MEET AT ELMHURST COLLEGE 9:30am-12pm

**BIBLIOGRAPHY**

*See Blackboard site – “Course Information”*