GEORGE MASON UNIVERSITY

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

EDSE 662, Section 608
Consultation and Collaboration
Fall – 2004

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COURSE DATES, TIME, & LOCATION

Dates: 9/15/2004 – 12/15/2004
Time: Wednesdays – 4:30 – 8:30 p.m.
Location: Fairfax High School, Old Lee Hwy., Fairfax

REQUIRED TEXTS

Dettmer, P., Thurston, L. P., & Dyck, N. J. (2004). *Consultation, collaboration, and teamwork for students with special needs* (5th ed.). Boston: Allyn and Bacon.

Boyle, J. & Danforth, S. (2001). *Cases in special education* (2nd ed.). Boston: McGraw Hill.

SUPPLEMENTAL TEXT(S)

Fullan, M. (2001). *The New Meaning of Educational Change* (3rd ed.). New York City: Teachers College Press.

EDSE 662 COURSE DESCRIPTION (3 credits)

Prerequisites: Teaching licensure or enrollment in a graduate degree program in education. EDSE 662 provides professionals in special education, regular education, and related fields with the knowledge and communication skills necessary to provide collaborative consultation and technical assistance to other educators and service providers. The purpose of this course is to develop and enhance teamwork, collaborative, and consultative skills. Use of e-mail and other electronic file exchange (e.g., WORD, PowerPoint) is required.

STUDENT OUTCOMES

EDSE 662 is designed to prepare graduate students to interact with other professionals about students with special needs. Graduate students will refine targeted skills for communication and begin to develop skills needed to provide professional development opportunities for colleagues.

At the conclusion of this course, students should be able to:

- Define collaboration, consultation, and teamwork and explain the essential characteristics of each;
- Identify variables that may facilitate or constrain participation in collaboration, consultation, or teamwork settings;
- Demonstrate communication skills of listening, avoiding communication roadblocks, dealing with resistance, being appropriately assertive, and resolving conflicts;
- Apply problem-solving techniques while collaborating with professional colleagues, parents, and related and ancillary personnel to provide for students' learning and behavioral needs;
- Develop self-assessment techniques for improving consultative and collaboration skills; and
- Design and present a professional development activity.

RELATIONSHIP TO PROGRAM GOALS AND PROFESSIONAL ORGANIZATION
EDSE 662 is part of the George Mason University, Graduate School of Education (GSE) program for teacher licensure in the Commonwealth of Virginia and is aligned with the National Council for the Accreditation of Teacher Education (NCATE)/Council for Exceptional Children (CEC) performance-based standards for the preparation and licensure of special educators. The curriculum for EDSE 662 is aligned primarily with Standard #10 (Collaboration) of CEC's *Common Standards for Beginning Teachers of Special Education* (as well as for teachers of students with learning and emotional disabilities). EDSE 662 draws secondarily from CEC/NCATE Standards.[a] The table on the following page describes CEC Content Standards (Standard #10) in relation to course outcomes and requirements.

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[a] ***Standard 1: Foundations.*** *Special educators understand the relationships of organizations of special education to the organizations and functions of schools, school systems, and other agencies;* ***Standard 3: Individual Learning Differences.*** *Special educators understand that the beliefs, traditions, and values across and within cultures can affect relationships among and between students, their families, and the school community. Moreover, special educators are active and resourceful in seeking to understand how primary language, culture, and familial backgrounds interact with the individual's disability to impact the individual's academic and social abilities, attitudes, values, interests, and career options;* ***Standard 5: Learning Environments and Social Interactions.*** *Special educators help their general education colleagues integrate individuals with disabilities in environments with their nondisabled peers and engage them in meaningful learning activities and interactions;* ***Standard 6: Language.*** *Special educators match their communication methods to an individual's language proficiency and cultural and linguistic differences;* ***Standard 7: Instructional Planning.*** *Special educators facilitate instructional planning in a collaborative context including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate;* ***Standard 8: Assessment.*** *Special educators collaborate with families and other colleagues to assure non-biased, meaningful assessments and decision-making;* ***Standard 9: Professional and Ethical Practice.*** *Special educators practice in multiple roles and complex situations across wide age and developmental ranges and across diverse cultures. Their practice requires ongoing attention to legal matters along with serious professional and ethical considerations. Special educators engage in professional activities and participate in learning communities that benefit students with disabilities, their families, colleagues, and their own professional growth. Special educators are aware of how their own and other's attitudes, behaviors, and ways of communicating can influence their practice.*

CEC/INTASC *STANDARD#10 COLLABORATION* *COMMON CORE KNOWLEDGE & SKILLS*[b]	*STUDENT OUTCOMES*	*COURSE REQUIREMENTS*
Models and strategies of consultation and collaboration; collaborative and consultative roles of the special education teacher in the reintegration of individuals with emotional/behavioral disorders.	Define collaboration, consultation, and teamwork and explain the essential characteristics of each.	*Small group discussions; large group class participation; midterm quiz*
Culturally responsive factors that promote effective communication and collaboration with individuals with exceptional learning needs, families, school personnel, and community members; services, networks, and organizations that provide support across the life span for students with LD and BD; role of professional groups and referral agencies in identifying, assessing, and providing services to individuals with emotional/behavioral disorders.	Identify variables that may facilitate or constrain participation in collaboration, consultation, or teamwork settings	**Interview report; case studies**; *website readings;* **midterm quiz**; *small group discussions*
Concerns of families of individuals with exceptional learning needs and strategies to help address these concerns.	Demonstrate communication skills of listening, avoiding communication roadblocks, dealing with resistance, being appropriately assertive, and resolving conflicts	*Class activities; small group discussions; large group class participation;* **midterm quiz**
Roles of students, families, and school and community personnel in planning of an individualized program; co-planning and co-teaching methods to strengthen content acquisition of students with learning disabilities; parent education programs and behavior management guides that address severe behavioral problems and facilitate communication for students with emotional/behavioral disorders.	Apply problem-solving techniques in collaborating with professional colleagues, parents, and related personnel to provide for students' learning & behavioral needs	*Class activities; small group discussions; information packet; case study discussions;* **professional development activity;** *final exam*
Special educators reflect on and are aware of how their own and other's attitudes, behaviors, and ways of communicating can influence their practice (Standard 9).	Develop self-assessment techniques for improving consultative and collaboration skills	*Small group discussions;* **midterm quiz**; *case study discussions*
See Standard #10 Skills ([b])	Plan a professional development activity	**Professional development activity**

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[b] **Skills:** *Maintain confidential communication about individuals with exceptional learning needs.*
Collaborate with families and others in assessment of individuals with exceptional learning needs.
Foster respectful and beneficial relationships between families and professionals.
Assist individuals with exceptional learning needs and their families in becoming active participants in the educational team.
Plan and conduct collaborative conferences with individuals with exceptional learning needs and their families.
Collaborate with school personnel and community members in integrating individuals with exceptional learning needs into various settings.
Use group problem solving skills to develop, implement, and evaluate collaborative activities.
Model techniques and coach others in the use of instructional methods and accommodations. Observe, evaluate, and provide feedback to paraeducators Communicate with school personnel about the characteristics and needs of individuals with exceptional learning needs.
Communicate effectively with families of individuals with exceptional learning needs from diverse backgrounds.
Teach parents to use appropriate behavior management and counseling techniques (SED).

Special Education List Serve

Please subscribe to the **special education list serve**. Send an email to listproc@gmu.edu and type the following in the message of the text: Subscribe (special-education-program) (your full name). For example: subscribe special-education-program Joanne Vesay. Send the mail message and you will receive an email confirmation of your subscription to the list. This will allow you to receive notices from GMU/GSE's special education program.

GSE Blackboard will be used to post important information for this course (and others) and in completing some course assignments. Your instructor will email you as soon as your email address is entered in the **Blackboard** system. The following is how you will access the **Blackboard-GSE Login Page:**

1. Enter the URL http://blackboard.gmu.edu into your browser location field.
2. Click on the **Login** button.
3. Enter your **Username & Password** assigned to you. If you are a new user to Blackboard, most likely it will be **your** first initial of your first name and **your** entire last name (for example - jvesay). This will serve as both your username and password. If you are already a participant in blackboard for another course, your username and password should be the same as for the other course.
4. Click **Login**.
5. Find EDSE 662 and click on it.
6. Eventually, there will be both an advising course for the Fairfax cohort (EDSE 790 – Advising) and a Mid-point & Final Portfolio course (EDSE 791 – 600) that you should be able to access on Blackboard as well.

Other Websites

Virginia Department of Education: http://www.pen.k12.va.us/

Federal Resources for Educational Excellence (FREE): www.ed.gov/free
(includes information about all content areas, vocational education, NCLB, etc.)

"The Achiever", the government's weekly newsletter to inform parents, students and teachers about the implementation of No Child Left Behind (NCLB): www.nclb.gov/Newsletter/index.html

American Educator's Online Newspaper: www.edweek.org

Educational Resources Information Center (ERIC): http://www.eric.ed.gov/

National Association For Middle School Principals (NASSP): www.nassp.org

Association for Supervision and Curriculum Development: www.ascd.org

Council for Exceptional Children: http://www.cec.sped.org/

Phi Delta Kappa: http://www.pdkintl.org/

Sample Virginia SOL Lesson Plans:
http://oncampus.richmond.edu/academics/a&s/education/solsites/ctteacher.html

Instructor Magazine (from Scholastic):
http://teacher.scholastic.com/products/instructor/index.htm

NATURE OF COURSE DELIVERY
Experiential, observational, and interactive strategies are used to facilitate fulfillment of the outcomes established for the course. Course sessions include a variety of formats and integrate instructional technology with lecture, discussion, guest presenters (when appropriate), role plays, small group activities, student presentations, and the use of Blackboard. Students are expected to know and skillfully use email and Blackboard for course communication with the instructor and other students.

EXPECTATIONS

- Students are expected to (a) attend all classes during the course, (b) arrive on time, (c) stay for the duration of the class time, and (d) complete all reading and Blackboard assignments on time.

- Use APA guidelines for course assignments. This website links to APA format guidelines. http://www.psywww.com/resource/apacrib.htm

- The GMU Honor Code defines student conduct to promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community. The honor code deals specifically with cheating and attempted cheating, plagiarism, lying, and stealing. Go to http://www.gmu.edu/catalog/apolocies/#TOC_H12 for the full honor code.

- Students are expected to exhibit professional behavior and dispositions. See www.gse.gmu.edu for a listing of these dispositions.

- Students must agree to abide by the university policy for Responsible Use of Computing. See http://mail.gmu.edu and click on 'Responsible Use of Computing' at the bottom of the screen.

- If you have a disability and need accommodations, please discuss with the instructor by the end of the first class. In order to provide accommodations, the instructor must receive official information from the Office of Student Disabilities.

EVALUATION

Final course grades will be assigned on the basis of the total number of whole points earned.

A = 96 – 100 points   B+ = 86 – 89 points   C = 75 – 79 points

A - = 90 – 95 points   B   = 80 – 85 points   D = < 75 points

COURSE REQUIREMENTS

Class Activities & Reflections	**15 points**
Written Assignments	**40 points**
Assignment #1 – Interview Report	*20 points*
Assignment #2 – Information Packet	*20 points*
Mid-Term Application Quiz	**10 points**
Professional Development Project	**35 points**
TOTAL	**100 points**

COURSE REQUIREMENTS (description)

- **Class Participation, Activities, and Reflections (15 points)**
  Thoroughly study the readings as assigned in the syllabus and all class handouts; be prepared to discuss in class and via Blackboard. Students are expected to participate during large and small group discussions (in class and via Blackboard) with evidence of having read assignments. Class participation is very important and includes attendance (including on time and duration), quality of contributions in group activities and discussions, and interactions with colleagues during small group and class activities (up to 11.5 points per class). Copy and use **reflection forms** located in this syllabus.

- **Written Assignments (40 points)**
  Written assignments are intended to provide practical information, usable professional tools, and resources in consultation/collaboration roles. Due dates are indicated on the course calendar.
  - **Assignment #1 – INTERVIEW REPORT –** (INDIVIDUAL) (20)
    Interview three (3) school professionals (i.e., general education teacher, special education teacher, principal) to determine their views about consulting personnel in schools, collaboration among school personnel, and teamwork among educators. **Develop a list of interview questions (should be the same for each interview) and attach it to your report. Summarize your interviews in a five-paragraph essay** (no more than 3 pages). When possible, reference relevant material from text and course readings. Use pseudonyms for school

personnel, schools, or towns. Emphasize with interviewees that (a) interviews are a course assignment and (b) confidentiality of responses is assured.

- **Assignment #2 – INFORMATION PACKET (TEAM) (20 points)**
  Design an informational packet (electronic) for informing
    - paraeducators about their roles in inclusionary school settings; or
    - general education teachers about their role as a co-teacher; or
    - special educators about their role as a co-teacher.

  When possible, reference relevant information from text and course readings. This assignment is due electronically to the course instructor *and* **class list** on Blackboard by 12 pm on the due date; name the file with the Group # and list all names of group members on the first page (cover) of assignment. **Provide hard copy to instructor on due date.**

- **Professional Development Project (TEAM) (35 points)**
  Design a professional development activity. The purpose of this team assignment is twofold: (a) to develop a 30-minute staff development activity to be presented during class meetings 11 or 12 and (b) to provide students with the opportunity to improve their collaborative skills. This project will introduce the staff development process, effective practices, and provide the opportunity to work in and reflect upon group dynamics and teamwork. The activity should deal specifically with **conducting an IEP meeting or on another topic approved by the course instructor**. At a minimum, your activity should include handouts, PowerPoint, a related reading and/or list of references, an agenda or outline, and definitions of related terms that might be unfamiliar to your audience. All materials and activities, such as simulations, should reflect effective communication and collaborative strategies. Finally, the team must prepare an **evaluation form** to be distributed to the class at the end of the presentation. It will be completed by the class participants.

  PRESENTATION TOPIC
  Your team needs to obtain information about not only effective communication strategies, but also the appropriate process for an IEP meeting. Use a parent/ family/student IEP scenario. Develop your presentation on one of the following:
    - Facilitating strategies for working with families to draft the IEP goals,
    - Supporting student-directed IEPs,
    - Avoiding common pitfalls in conducting an IEP meeting,
    - Engaging general educators (or paraeducators) in the IEP process, or
    - Transition planning and its relationship with student IEP goals and course selection.

Evaluation of team work is based on established criteria and evaluated by the instructor as well as rated by your group peers. See *Evaluation of Professional Development Project* and *Peer Evaluation of Group Work* (distributed later in the course). Emails to the instructor about group progress are required (one from each group at specific times designated by the instructor).

Note that assignments turned in late do not receive full credit.

EDSE 791 Mid-Point & EDSE 792 Final Portfolio Courses - are required for students enrolled for the master's degree and/or in a GMU/GSE Licensure Certificate

It is recommended that students retain copies of all graded course products to document their progress through the GSE ED/LD master's and/or licensure certificate program. Products from this course may become part of your individual professional portfolio that documents your satisfactory progress through the GSE program and the CEC performance based standards. Students are encouraged to be both professional and creative in the visual presentation of their work.

Students will be asked to prepare & submit portfolio entry forms for Assignment #2 and the professional development project. The entry forms should be submitted at the same time that the assignment is due.

TENTATIVE CALENDAR – (may continue to change based on course needs)

Class	Topics	Assignments Due	Class Activities
9-15-04 **Class 1**	Course orientation Context for collaboration: *No Child Left Behind*	• **Introductory Form to Instructor** (in class)	• Introductions- large group activity • **"Educating Peter" (video) Case Study** • Review and discuss syllabus, text preview • Small Group Selection/Roles
9-22-04 **Class 2**	School consultation components	• **Chapter 1** - Working Together in Schools • **Read Case Study #3, Kelly, p. 27** A summary of research on inclusive education can be found at: http://interact.uoregon.edu/wrrc/AKInclusion.html , website for Western Regional Resource Center (WRRC) at the University of Oregon. • Read language usage website: http://www.apastyle.org/disabilities.html • Bookmark and use: http://www.ideapractices.org/	• Group Discussion • Collaborative Observation – Group at Work • Small Group Discussion • **Case Study #3, Kelly, p. 27**
9-29-04 **Class 3**	Lori **Final Portfolio**	**Bring mid-point portfolios to class**	
10-6-04 **Class 4**	Collaboration in action Use of targeted resources for parents and families	• **Chapter 2** Foundations and Frameworks for Collaborative School Consultation	
10-13-04 **Class 5**	Structuring and encouraging family partnerships with schools	• **Chapters 3 & 4** Diversity in School Environments & Family-Focused Home-School Collaboration. • Read Case Study #14, Jose, p. 63 This website highlights changing roles of educators and other personnel in order to meet the needs of students with disabilities. http://www.uni.edu/coe/inclusion/legal/index.html	• Class Activity – How Others See Us • Small Group Discussion. • Working with Parents and Families • **Case Study #14, Jose, p. 63**
10-20-04 **Class 6**	Verbal and non-verbal communication, active and reflective listening, dealing with resistance, and conflict resolution.	• **Chapter 4, contd. & Chapter 5** Communication for Consultation & Collaboration. • **Interview Paper due** • **Read Case Study #39 Raymond, p. 152**	• Group Discussion • **Case Study #39, Raymond, p. 146**

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10-27-04 **Class 7**	The 10 Step Process and techniques for group problem solving	• **Chapter 6** Problem Solving Strategies • **Read Case Study #35, Kathy, p. 146** The University of Northern Iowa's website on inclusion http://www.uni.edu/coe/inclusion/ describes the philosophy of inclusion and includes other useful links. **<u>Midterm Application Quiz – Take Home</u>**	• Group Discussion • **Case Study #35, Kathy, p. 146**
11-3-04 **Class 8**	Lori **Final Portfolio**	**<u>Midterm Application Quiz – Due</u>** Electronically submit by 4pm to instructor	
11-10-04 **Class 9**	Developing an evaluation plan	• **Chapter 8** Assessment & Evaluation of Consultation • **Read Case Study # 43, Darlene, p. 164**	• Group Discussion • **Case Study # 43, Darlene, p. 164**
11-17-04 **Class 10**	Planning co-teaching lessons, planning curricular modifications, planning instructional support	• **Chapter 9** Co-Planning and Co-Teaching for Inclusion • **<u>Information Packet due</u>** • **Read Case Study #12 Toby, p. 56**	• Group Discussion • **Case Study #12 Toby, p. 56**
12-1-04 **Class 11**	Defining the roles and responsibilities of paraeducators, school administrators' role Professional Development Roles, responsibilities, and opportunities for professional development, advocacy for student	• **Chapter 10** Roles of Para-educators & Administrators • **Read Case Study #50 Elizabeth, p. 185** • **Chapter 12** Professional Development **Professional Development Team Presentations**	• Group Discussion • **Case Study #50 Elizabeth, p. 185** • Develop a plan for implementing collabor-ative consultation and teamwork in an ideal school context
12-8-04 **Class 12**	Coordinating a wide range of services and personnel	• **Chapter 11** Related Services & Support Personnel • **Read Case Study #29 Sammy, p. 116** • **Professional Development Team Presentations**	• Group Discussion • **Case Study #29 Sammy, p. 116** • **End-ofCourse evaluations**
12-15-04 **Class 13**	Lori **Final Portfolio**	• **Final Portfolio Presentations**	

BENCHMARKS FOR EVALUATING WRITTEN WORK

Demonstrated Competence (A, A-)
Conforms to all requirements in topics, sources, and format.
Rationale and methodology are sound and thorough:
- methods of collecting data to address questions are consistent; and
- data collected from different sources.

Descriptions and summaries are thorough.
Analysis and reflection are thoughtful for all areas:
- includes synthesis and analysis (summation, metaphor, relationships);
- metacognitive evaluation of perceptions (why am I thinking this way?);
- references to literature, interview, and class content; and
- generation of relevant questions and ideas.

Conclusions and recommendations flow logically from results and reflection.
Applies knowledge to future professional situations.
Writes clearly with few stylistic and grammatical errors.

Competent (B, B+)
Conforms to most requirements in topics, sources, and format.
Rationale and methodology are basically thorough.
Descriptions and summaries are basically thorough with minor omissions.
Analysis and reflection are thoughtful for all areas.
Conclusions and recommendations basically flow logically from results and reflection.
Applies knowledge to future professional situations.
Writes clearly with few stylistic and grammatical errors.

Minimal (C)
Conforms to some requirements in topics, sources, and format.
Rationale and methodology are not thorough with major omissions.
Summaries are minimal, additional information can be supplied.
Surface analysis/reflection does not contemplate many possibilities.
Conclusions and recommendations do not flow logically from results and reflection.
Does not apply knowledge to future professional situations.
Writes with stylistic and grammatical errors.

Unsatisfactory (F)

CONSULTATION AND COLLABORATION

EVALUATION
OF
PROFESSIONAL DEVELOPMENT
REQUIREMENT

TOPIC: Conducting an IEP Meeting

Team:

Possible Points: 35 points

Criteria	Less Than More Than
	Quality
1. Five sources in APA style	0 .5 1.0 1.5 2.0
2. Presentation (pacing-30 min. max.; followed agenda/outline)	0 .5 1.0 1.5 2.0 2.5 3.0
3. Content (current, accurate, research-based; references to the literature; stated objectives; class activities meaningful/useful)	0 1.5 2.0 2.5 3.0 3.5 4.0
4. Useful product (definitions provided, organization of handout; clear and concise quality, intended audience indicated)	0 .5 1.0 1.5 2.0 2.5 3.0
5. Effective use of multi-media and use of multiple strategies (PowerPoint, video, web-based, simulations, role playing)	0 1.5 2.0 2.5 3.0 3.0 4.0
6. Evidence of shared responsibility, shared commitment, and shared level of effort	0 .5 1.0 1.5 2.0 2.5 3.0
7. Record of team meetings sent weekly via email to instructor and documents progress of team's work	0 .5 1.0 1.5 2.0 2.5 3.0
8. Evaluation Tool aligned to the content	0 .5 1.0 1.5 2.0 2.5 3.0
9. Class evaluations and feedback	avg. pts. _____ (10 possible)

_____ **Total points earned** (35 total pts for each participant)

Comments:

REFLECTIONS

Name: _____ Session # _____

| **Part 1: Chapter Reflections** | **Completed Prior to Class** |

Chapter(s) Read: _____

Reactions:

Questions:

Summary statement, with application to your course assignments:

PART 2: SESSION REFLECTIONS   *COMPLETED AT END OF EACH CLASS NIGHT*

Sample guiding questions. . . Please feel free to express yourself using a different approach
- ❑ What was valuable/not valuable for you about tonight's class session?
- ❑ What have you added to your knowledge base or repertoire?
- ❑ How are you growing as an educator?
- ❑ What was easiest, most difficult for you tonight?
- ❑ How does this change your ideas about students, parents, teachers, schools?
- ❑ What happens next for you as a result?
- ❑ What could we do to improve this session?

ONE THOUGHTFUL PARAGRAPH IS ACCEPTABLE.

Weekly "Consultation & Collaboration Discussion Session"
(one from each small group at the beginning of most sessions)

Date: _____   **Class #** _____

Names of participants in this small group discussion:

Chapter: _____

IT IS BASED ON RESEARCH?   IS IT SOMEONE'S OPINION? DOES IT REFLECT A PARTICULAR FIELD OF STUDY (PSYCHOLOGY), ORGANIZATION, COLLEGE, POLITICAL AGENDA?

Sponsor: _____   Possible Implication: _____

Main Topic or Strategy Identified:

Applicable to:

all content areas	reading	writing speaking	listening	mathematics
social studies	English	science	electives	consultation
middle school	high school	teachers	parents	students
administrators	career ed.	transition	life skills	collaboration
other_____				

This reading is primarily:

___editorial/opinion   ___longitudinal study   ___case study
___literature review   ___intervention research   ___teacher-led (action) research
___Other: _____

Basic research question:
(or What problem is being solved? What approach is being critiqued?)

_____

Pros (+) and Cons (-) Discussed:
- **Choose a potential question or two to discuss or create your own**
- **Take notes, identifying items as positive (+), negative (-), or neutral (=)**

Potential questions:

__How would this work in my classroom? My school? On my team? In my field?

__Why would this be likely/not likely to work with my population? What populations would this serve?

__How credible is this source and what does their agenda seem to be? Research?

__What is its best application in the public schools? In society? In transition/career ed.?

After the above discussion . . .

Thinking:
What are your intellectual reactions? What else does this connect to? What questions remain? What questions are answered?(Makes me think . . . Reminds me of . . . As educators, we should . . .

Feeling:
What are your emotional reactions? What else does this connect to for you?

Does this article inspire you to take action?   What actions?

On a scale of 1 to 10, how valuable was it to discuss tonight's article in your group? _____

_____   _____

LAST NAME   **FIRST NAME**

EMAIL:_____   **PROGRAM/DEGREE:** _____

What is a **positive** one-word descriptor of yourself?   _____

Your **favorite** thing to
do?_____

Home address:

Work phone: **Home Phone:**   **Cell (optional):**

Place(s) of Work: **Occupation/Position:**

Undergraduate Major: **Graduate Major:**

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1.   Years working in education (teacher, assistant, staff, administration)?

2.   Grade level(s) taught or hope to teach?

3.   Disabilities taught or hope to teach?

4.   Brief description of your experience and/or knowledge of **"consultation & collaboration"** for students with disabilities at the elementary and/or secondary level.

5.   How are you challenged intellectually in terms of a graduate level course?

6.   What type of university instructor do you prefer and what does that person need to do to meet your learning needs? Please be specific.

7.   What else would you like me to know about you? ☺ (Use other side of sheet)