Topics in Collaboration and Transition Section 03

EDSE 228A

Spring 2025   Hybrid   3 Unit(s)   01/23/2025 to 05/12/2025   Modified 01/18/2025

👤 Contact Information

Instructor:	Tami Turner, PhD (Section 3)
Email:	tami.turner@sjsu.edu
Office Hours:	Thursdays, 12-1: virtual https://meet.google.com/wup-vsvv-yeg?hs=224 (https://meet.google.com/wup-vsvv-yeg?hs=224)
Class	Tuesday 7pm-9:45pm
Classroom:	Emerald High School- Dublin
Prerequisites:	Department consent

🕐 Course Information

Course Format: Online Hybrid

This course will adopt a hybrid delivery format, including in person synchronous meetings every other week. On the alternating week, class will be delivered asynchronously online. Students will need access to a computer or tablet device with internet connectivity, a microphone, and speakers.

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 [Canvas Student Resources | Center for Faculty Excellence and Teaching Innovation (https://sjsu.edu/learnanywhere/student-resources/)](https://sjsu.edu/learnanywhere/student-resources/)

In-Person Dates: 1/28; 2/11; 2/25; 3/11; 3/25; 4/8; 4/22; 5/6

Asynchronous Online: 2/4; 2/18; 3/4; 3/18; 4/15; 4/29; 5/20

⌨ 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

In this class, students are expected to adhere to the following norms and expectations:

Respect and Professionalism: Foster an inclusive and supportive environment by treating others with respect and engaging thoughtfully with diverse perspectives.

Preparedness and Participation: Attend class on time, come prepared, and actively engage in discussions, assignments, and group work.

Academic Integrity and Technology: Uphold academic honesty and use technology responsibly for academic purposes during class.

Communication and Accountability: Communicate professionally, stay informed of course updates, meet deadlines, and be open to constructive feedback.

☰ 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)

📊 Course Learning Outcomes (CLOs)

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), 5.6(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 (I), 2.1(P), 2,10(P), 4.7(A), 6.1(P), 6.2(I/P), 6.3(A)

Early Childhood Special Education: 5(P), 1.11(A), 2.2(P), 3.8(A), 4.9(A) 4.13(A), 5.8(A), 6.1(A), 6.2(A),

6.4(A), 6.5(P), 6.8(A), 6.11(P), 6.12(P), 6.13(P), 6.14(I), 6.15(I), 6.16(I), 6.17, 6.18

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)

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.
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)
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)

📖 Course Materials

Textbook

Murawski, W. W., & Spencer, S. (2011). Collaborate, Communicate, & Differentiate! Corwin.

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

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. Lavely, 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: (https://exceptionalchildren.org/)](https://exceptionalchildren.org/)exceptionalchildren.org

[National Technical Assistance Center on Transition website: (https://transitionta.org/)](https://transitionta.org/) transitionta.org

[Center for Parent Information and Resources website: (https://www.parentcenterhub.org/)](https://www.parentcenterhub.org/) 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 practice. Other course structures will have equivalent workload expectations as described in the syllabus.

ASSIGNMENTS	POINTS	PERCENTAGE
Parent interview and reflection	50	16.67%
Collaboration Project	50	16.67%
Online Transition modules	50	16.67%
Classroom Assignments	50	16.67%
Online Session Assignments	50	16.67%
Reflection on a media presentation related to disability	50	16.67%
TOTAL	300	100%

1.   Parent interview and reflection (50 pts)

Addresses the following TPEs: U1.2,   ECSE1.5, ECSE2.2, ECSE 6.5, ECSE6.2, ECSE 6.14, ECSE 6.15,ESN 1.5, ESN 2.4, ESN 6.1, M/M 2.4, M/M6.5

Students 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.

2. Online Session Assignments (6X8=48+2=50 points total)

Students will respond to questions (short answer or multiple choice) after completing online work assigned on Canvas

3. Classroom Assignments (7x7=49+1=50 points total)

Students will work in groups in class to complete presentations, quizzes, discussions, and other tasks.

4.   Collaboration Project (50 pts total)

Addresses the following TPEs: U3.4, U4.6, ECSE1.5, ECSE2.2, ECSE3.8, ECSE 4.9, ECSE 6.5, ECSE6.1,   ECSE 6.11, ECSE6.12, ESN 1.1, ESN 1.11, ESN 2.4, ESN 4.7, M/M 2.4, M/M 2.7, M/M 4.6

Collaborate with your partner(s) to add elements of parental input, co-teaching, paraeducator assignments, UDL, differentiation, and inclusive design to an existing lesson plan

For example, add the following details to lesson plan

How would you connect with parents/families to inform your lesson plan?

How would you modify the lesson for co-teaching?

What would the GE teacher be able to do?

The SE teacher?

How would you incorporate UDL principles into the lesson plan?

How would specially designed instruction be embedded to address the targeted IEP goals?

How would accommodations be enacted for students with IEPs?

How would you incorporate paraeducators into the lesson plan?

5.   Online Transition Modules (2X25=50 pts)

Addresses the following TPEs: U4.5, ECSE1.11, ECSE 6.8, ESN 1.10, ESN 2.10, ESN 4.8, M/M 1.6, M/M 5.3

Online Transition Module 1.

Students will complete one of two online modules:

- ECSE students will complete a module from Project CONNECT
- MM and ESN 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.

Online Transition Module 2

Students will complete the online modules from TransitionCoalition.org; Sessions 1, 2, and 3

Using the link:

[https://transitioncoalition.org/online-modules (https://transitioncoalition.org/online-modules)](https://transitioncoalition.org/online-modules)/ (Submit screenshots of quizzes on Canvas)

✔ Grading Information

Grade Conversion Table

Grade	Percent	Grade	Percent	Grade	Percent
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. 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. If you know that you will not be able to turn an assignment in on time, you will be given a reprieve if you contact the instructor 48 hours in advance, and commit to a new date. If you do not contact the instructor 48 hours in advance, grades will automatically have a 10% deduction on the points earned for each week the assignment is turned in late as follows:

Days Late	Late Deduction	Notes
1-6 days	10%	No need to contact instructor
7-13 days	20%	No need to contact instructor
14-20 days	30%	Must contact instructor
21+ days	40%	Must contact instructor

** *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 (PDF) (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 the [Syllabus Information (https://www.sjsu.edu/curriculum/courses/syllabus-info.php)](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) web page. Make sure to visit this page to review and be aware of these university policies and resources.

📅 Course Schedule

EDSE 228A - Spring 2024 Course Schedule

Schedule is subject to change – Any changes will be announced in class and on Canvas

WEEK DATE MODE	TOPICS	READINGS	ASSIGNMENTS
Jan 28 In-Person	• Introductions/syllabus review • Developing group norms • Foundations for transition and collaboration	Ch 1, 2	Classroom Assignment 1
Feb 4 Asynchronous	• Working in Teams • IEP one Page Summary • Getting input from all Team Members	Ch 3 Acar & Blasco (2018) Video Lecture on Canvas	Online Session Assignment 1
Feb 11 In-Person	• Working with Families • Prepping for parent interview • Parental Safeguards	CA Education Code §51100-51133 (1998) Doren et al. (2012) Lo (2012) Turnbull & Turnbull (2002)	Classroom Assignment 2

Feb 18 Asynchronous	• Interpersonal collaboration	Ch 4	Online Session Assignment 2 Work on Collaboration Project
Feb 25 In-Person	• Difficult interactions • Conflict Resolution • Establishing parity	Ch 9	Classroom Assignment 3
March 4 Asynchronous	• Working with paraprofessionals • Practice-based coaching	Snyder et al. (2015)	Online Session Assignment 3 **Parent Interview and reflection due**
March 11 In-Person	• Introduction to co-teaching • Co-teaching for equity	Ch 7, 8 Pratt et al. (2017)	Classroom Assignment 4
March 18 Asynchronous	• Differentiating Instruction • Modifications and Accommodations	Ch 5, 6	Online Session Assignment 4
March 25 In-Person	In class work time for collaboration project assignment	**Classroom Presentation by Groups on work so far**	Classroom Assignment 5
April 1 SPRING BREAK	Spring Break		
April 8 In-Person	• Introduction to transition policies and evidence-based practices	Morningstar et al. (2017) Explore NTACT; ECTA	Classroom Assignment 6 Collaboration Project Due

April 15 Asynchronous	• Evidence-based practices for transition		Online Transition Module 1: Due Online Session Assignment 5

WEEK DATE MODE	TOPICS	READINGS	ASSIGNMENTS
April 22 In-Person	• Collaboration in transition • Writing the transition plan	Greene (2018)	Classroom Assignment 7
April 29 Asynchronous	• Collaboration for transition		TransitionCoalition.org Modules: Session 1,2, and 3; https://transitioncoalition.org/online-modules (https://transitioncoalition.org/online-modules/)/ (Submit screen shots of quizzes on Canvas)
May 6 In-Person	• Discussion on Transition Modules		Classroom Assignment 8
May 20 Final Exam	• Reflection on a Media Presentation related to Disability (e.g. Including Samuel) TBD		Reflection on Media Presentation Due