A. **Course Title:** SPC 5800 Collaboration with School, Home and Community  
**Credits:** 3

B. **Course Description:**
This course offers a clear perspective on the importance of theory-driven and research-based approaches to school, family, and community partnerships. Teacher candidates will be provided with the foundation on which to think about, talk about, and take action to improve home, school, and community connections that support students’ education. Collaboration, consultation, communication, teamwork, family partnership, and system coordination are the key elements of focus. The importance of transition from one level to another (e.g., preschool to kindergarten, kindergarten to first grade, grade to grade, elementary to middle school, middle to high school, high to post-secondary) and the necessity for understanding the complexities of negotiating special educational and supportive services during transitions will also be covered. This course will help prepare Teacher Candidates to better understand, respect, and collaborate with parents; other family members; professional school staff; and individuals, groups, and organizations in the community that can help students succeed.

C. **Prerequisites/Co-requisites/Restrictions:**
SPC 555  SPC 560  SPC 564

D. **Course Objectives:**
1. Define collaboration, describe critical characteristics distinguishing it from related but distinctly different concepts and understand collaboration on school-based teams;
2. learn effective strategies/actions to improve collaboration including interpersonal communication, using statements as communication tools, skill in asking questions, interpersonal problem solving, and negotiating difficult interactions and understand the professional dispositions necessary for effective collaboration;
3. identify the multiple barriers to effective collaboration and identify specific strategies that would appropriately address these barriers;
4. understand the family perspective in raising a child with disabilities and demonstrate respect while collaborating with parents and other family members and learn strategies for developing effective partnerships with families;
5. understand the role of school personnel, including paraeducators, with regard to consultation, collaboration, and co-teaching in order to share expertise and concerns, work together as a team to identify students’ special needs and implement programs that facilitate learning and achievement;
6. demonstrate an understanding of diversity and how culture affects attitudes toward disabilities, schooling, and interpersonal relationships and ultimately impacts collaboration and identify strategies that teachers can implement to counteract or balance cultural impacts on collaboration;

7. identify and describe community-based supports and services available to children with disabilities and their families, identify various web resources pertaining to community-based supports and services, and specify how families and professionals can gain access to these services; and

8. understand the complexities of negotiating special educational and supportive services during transitions and demonstrate skill facilitating students’ transitions (e.g., preschool to kindergarten, kindergarten to first grade, grade to grade, elementary to middle school, middle to high school, high to post-secondary) in order to develop an understanding of long-range planning necessary to provide a lifetime of care for the person with disabilities, including finances, living arrangements, guardianship, and leisure activities.

E. **Student Learning Outcomes:** The teacher candidate will be able to…

1. demonstrate an understanding of how culture affects attitudes toward disabilities, schooling, and interpersonal relationships and ultimately impacts collaboration. Identify strategies that teachers can implement to counteract or balance these cultural impacts on collaboration;

2. identify the multiple barriers to effective collaboration and identify specific strategies that would appropriately address these barriers. Using case study analysis skills:
   a. Identify barriers to collaboration
   b. Generate potential solutions
   c. Solutions should address the fundamentals of collaboration including, but not limited to, interpersonal problem solving, interpersonal communication, using statements as communication tools, and strategies for asking questions.
   d. For each solution identify the person(s) responsible and the expected outcome;

3. understand the family perspective in raising a child with disabilities and demonstrate respect while collaborating with parents and other family members. Conduct an informal interview with a parent of a student with disabilities to learn about his/her perspective with regard to the positive and negative elements of their collaborative experiences in a school-based setting. Determine what suggestions this parent would make for improving collaboration between home and school. Reflect on this experience; and

4. identify and describe community-based supports and services available to children with disabilities and their families, identify various web resources pertaining to community-based supports and services, and specify how families and professionals can gain access to these services.
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<tr>
<th>Student Learning Outcomes</th>
<th>CEC</th>
<th>COE 20 Competencies</th>
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<td>8, 9, 12, 18, 20</td>
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<td>2. Case Study Analysis</td>
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<td>3. Parent Interview</td>
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<td>4. Agency Report</td>
<td>1, 9, 10</td>
<td>9, 12, 18, 19</td>
<td>8, 9, 10</td>
<td>NA</td>
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The CEC Standards, College of Education 20 Teaching Competencies, New Jersey Professional Teaching Standards, and the New Jersey Core Curriculum Content Standards can be viewed in detail through the following link:
http://www.wpunj.edu/coe/resources/standards.dot

F. **Course Content:**
1. Fundamentals of collaboration and the professional dispositions that promote collaboration
2. The education laws that promote school collaboration and system coordination
3. Interpersonal communication, using statements as communication tools, strategies for enhancing skill in asking questions
4. Interpersonal problem solving, negotiating difficult interactions, professional dispositions that enhance collaboration
5. Collaboration on school-based teams
6. How special educators collaborate to co-teach effectively
7. Working effectively with paraprofessionals
8. How cultural and linguistic diversity affect school collaboration and system coordination
9. The family perspective in raising a child with disabilities
10. Strategies for developing effective family partnerships
11. Community-based supports and services available to children with disabilities and their families, web resources pertaining to community-based supports and services, and how families and professionals can gain access to these services.
12. Transitions across the age span (early intervention through post-secondary) and how collaboration and system coordination promote effective transitions
13. Long-range planning to provide a lifetime of care for the person with disabilities, including finances, living arrangements, guardianship, and leisure activities
14. Collaboration with colleagues, families, and agencies to support self-advocacy and self-determination

G. **Teaching/Learning Methods:**
1. Lecture, discussion, and note taking
2. Blackboard [Bb] technology to augment lectures
3. On-line research
4. Cooperative learning groups
5. Case studies
6. Experiential learning: Presentations
7. Quizzes and examinations

H. Performance-Based Assessment:

1. Diversity research paper and Power Point presentation in order to demonstrate an understanding of how culture affects attitudes toward disabilities, schooling, and interpersonal relationships and ultimately impacts collaboration, then identify strategies that teachers can implement to counteract or balance these cultural impacts on collaboration. (SLO #1)
2. Using case study analysis and video clip analysis, identify the multiple barriers to effective collaboration and identify specific strategies that would appropriately address these barriers. (SLO #2)
   - Identify barriers to collaboration
   - Generate potential solutions
   - Solutions should address the fundamentals of collaboration including, but not limited to, interpersonal problem solving, interpersonal communication, using statements as communication tools, and strategies for asking questions.
   - For each solution identify the person(s) responsible and the expected outcome
3. Conduct an informal parent interview in order to understand the family perspective in raising a child with disabilities and demonstrate respect while collaborating with parents and other family members. (SLO #3)
4. Compile an agency report in order to identify and describe community-based supports and services available to children with disabilities and their families, identify various web resources pertaining to community-based supports and services, and specify how families and professionals can gain access to these services. Share findings with the class via a PowerPoint presentation and one-page handout. (SLO #4)

I. Suggested Text:

J. Bibliography:


Wrightslaw. [http://www.wrightslaw.com](http://www.wrightslaw.com)

K. **Preparer’s Name:** Marjorie Goldstein, Ed. D.; Jacqueline McConnell, MA

L. **Department Approval Date:** April 4, 2005

M. **Reviser’s Name and Date:** Nancy Vitalicone-Raccaro, Ph.D. December 2010

N. **Departmental revision approval date:** January 2011