

George Mason University
Graduate School of Education
EDUC 597: The Power of Teaming in Secondary Social Studies
(Scheduled concurrently with EDSE 662: Collaboration and Consultation)



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Spring 2013 Class Meeting Times

Mondays, 7:20-10:00PM

Location

Thompson Hall 1020

Course Description EDUC 597 provides history-social studies candidates in secondary education with knowledge and skills necessary to meet the needs of diverse learners in the history-social studies classroom. Emphasizes teacher collaboration between general and special education teachers as an authentic model of practice.

Relationship to Program Goals and Professional Organizations

Through course assignments and formal and informal commentary, Collaboration in Secondary Social Studies emphasizes George Mason University's College of Education and Human Development Core Values and follows standards developed by the Interstate Teacher Assessment and Support Consortium (InTASC):

InTASC: An effective teacher must be able to integrate content knowledge with the specific strengths and needs of students to assure that *all* students learn and perform at high levels.

1. The teacher understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and can create learning experiences that make these aspects of subject matter meaningful to students.
2. The teacher understands how students learn and develop and can provide learning opportunities that support a student's intellectual, social, and personal development.
3. The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
4. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
6. The teacher uses knowledge of effective verbal, non-verbal, and media communication techniques and appropriate technology to foster active inquiry, collaboration, and supportive interaction in the classroom.
9. The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others and who actively seeks out opportunities to grow professionally.

Rationale/Student Outcomes

The expectations for professionals who work in schools have changed dramatically over the past decade. All teachers routinely collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways. Few educators, however, can be effective unless they (a) develop and refine skills for interacting effectively with other professionals and parents, and (b) understand the context, process, and content of collaborative consultation.

At the conclusion of EDUC 597, students will be able to:

- Define collaboration, consultation, and teamwork and explain the essential characteristics of each; (CEHD Core Values: Collaboration, Ethical Leadership, Research-Based Practice and Innovation), (InTASC Standards 2, 3, 6)
- Identify variables that may facilitate or constrain participation in collaboration, consultation, or teamwork settings; (CEHD Core Values: Collaboration, Ethical Leadership, and Innovation), (InTASC Standards 3, 6)
- Demonstrate communication skills of listening, avoiding communication roadblocks, dealing with resistance, being appropriately assertive, and resolving conflicts; (CEHD Core Values: Collaboration, Ethical Leadership), (InTASC Standards 3, 4, 6)
- Apply problem-solving techniques in collaborating with professional colleagues, parents, and related and ancillary personnel to provide for students' learning and behavioral needs; (CEHD Core Values: Collaboration, Ethical Leadership, Research-Based Practice and Innovation), (InTASC Standards 2, 3, 4, 6)
- Develop self-assessment techniques for improving consultative and collaboration skills; (CEHD Core Values: Collaboration, Ethical Leadership, Research-Based Practice and Innovation), (InTASC Standard 9)
- Plan activities that implement effective consultation and collaboration techniques; (CEHD Core Values: Collaboration, Ethical Leadership, Research-Based Practice and Innovation), (InTASC Standards 2, 3, 6)

- Identify how and with whom collaboration occurs in public school settings; (CEHD Core Values: Collaboration, Research-Based Practice)
- Collaboratively develop a student’s Individualized Education Plan. (CEHD Core Value: Collaboration), (InTASC Standards 2, 3)
- Describe the unique instructional needs of diverse learners; (CEHD Core Value: Research-Based Practice), (InTASC Standards 2, 3)
- Provide a rationale for differentiation of instruction to meet the needs of diverse learners; (CEHD Core Value: Collaboration, Research-Based Practice and Innovation), (InTASC Standards 2, 3)
- Express, in general terms, the impact of learner characteristics on instruction; (CEHD Core Value: Research-Based Practice), (InTASC Standards 2, 3, 4)
- Identify evidence-based practices to differentiate instruction for diverse learners; (CEHD Core Value: Collaboration, Research-Based Practice), (InTASC Standards 2, 3, 4)
- Create a complete lesson plan that includes the active involvement of a co-teacher (CEHD Core Value: Collaboration, Ethical Leadership, Research-Based Practice and Innovation), (InTASC Standards 2, 3, 6)

Nature of Course Delivery

Experiential, observational, and interactive strategies are used to facilitate fulfillment of the outcomes established for the course. Course sessions may include a variety of formats and integrate instructional technology with lecture, discussion, guest presenters, small group activities, and student presentations.

General Course Expectations

This is a graduate level course for professional educators. As such, please be advised of the following expectations for all participants.

Attendance

Students are expected to (a) attend all classes during the course, (b) arrive on time, (c) stay for the duration of the class time, (d) show evidence of having read/studied material, and (e) complete all in-class assignments to earn points for class participation.

Workload

Graduate-level courses require in-depth reading, study, and work on course requirements outside of class time. The general expectation is approximately three hours per week for each credit hour of a course. Students are expected to allot class study and preparation time weekly in addition to time spent on papers and assignments.

Written and Oral Language

American Psychological Association (APA) Style is the standard format for any written work in the College of Education. If you are unfamiliar with APA, it will benefit you to purchase the *Publication Manual of the American Psychological Association* (6th ed.) You are required to use APA guidelines for all course assignments. Please use the following website for APA format guidelines: <http://apastyle.apa.org>.

We will use person-first language in our class discussions, written assignments, and ideally in our professional practice. We will also strive to replace the term “Mental Retardation” with “Intellectual Disabilities” in our oral and written communication in accordance with terminology

choices in the disability community.

Academic Integrity

Students in this course are expected to exhibit academic integrity at all times. Be aware that plagiarism is presenting someone else's work as your own. Whether the act is deliberate or unintentional is irrelevant. You must take great care to give credit to an author when you borrow either exact words or general ideas. Generally, if you use four or more words in a row you should use quotation marks and a proper APA citation. If you use facts, statistics, and/or ideas from any source, give the author credit. Remember that plagiarism is a very serious offense and can result in dismissal from the University. Evidence of plagiarism or any other form of cheating in the class will result in a zero on that assignment and a report of the incident to the Dean's Office.

George Mason University College of Education and Human Development Student Expectations

All expectations of the University apply to this course. For further information about each, please see the indicated website.

Students must adhere to the guidelines of the George Mason University Honor Code (see <http://oai.gmu.edu/honor-code/>)

Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester (see <http://ods.gmu.edu/>).

Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/1301gen.html>).

Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, program, and instructor will be sent to students solely through their Mason email account.

Students must follow the university policy stating that all sound-emitting devices shall be turned off during class unless otherwise authorized by the instructor.

Students are expected to exhibit professional behaviors and dispositions at all times.

Campus Resources

The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance (see <http://caps.gmu.edu/>).

The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing (see <http://writingcenter.gmu.edu/>).

Core Values Commitment

The College of Education & Human Development is committed to collaboration, ethical

leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles (see <http://cehd.gmu.edu/values/>). For additional information on the College of Education and Human Development, Graduate School of Education, please visit the website at <http://gse.gmu.edu/>.

Course Specific Expectations and Requirements

This course will incorporate the evidence-based practices (EBPs) relevant to collaboration and consultation in schools and instruction for diverse learners. This course will provide opportunities for students to take an active, decision-making role to thoughtfully select, modify, apply, and evaluate EBPs in order to improve outcomes for all students.

Required Readings: See reference list

Blackboard

We will use the Blackboard website for posting of course materials, announcements, discussion boards, journals, and grades. You will be responsible for all material posted on the website. Please check it regularly.

Late Work

Assignments are due on the date indicated in the syllabus. If I change the due date for reasons related to student need in the course, the change will be discussed in class, posted on the Blackboard site, and confirmed in an email to all students.

I will not accept late work. If you are not in class on the day an assignment is due, you are still responsible for submitting the assignment. You may submit an assignment by emailing the assignment to me with a time sent no later than the end of the class on the date due or by having someone bring the assignment to me in hard copy by the same time. Choose the person wisely--if I do not receive the assignment on the due date, it will not be accepted.

TaskStream

Every student registered for any Secondary Education course with a required performance-based assessment (PBA) is required to submit this assessment to TaskStream (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). In this course, the Group Project (see description below) is your PBA. Evaluation of your performance-based assessment will also be provided using TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete (IN). Unless this grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester. For those new to Taskstream, information and tutorials can be found at <http://cehd.gmu.edu/api/taskstream>.

Student Evaluation

Evaluation	Percentage
Journal (12 entries)	25%
Interview	20%
Interview synthesis	20%
Group Project	35%

*This assignment is the “performance-based” assignment for TaskStream. Students are required

to post the signature case study in GMU's portfolio TASKSTREAM site by the time designated on the course schedule. Failure to post a signature case study for evaluation will result in an INCOMPLETE grade for the course until posted.

GRADING SCALE

96-100% = A

92-95% = A-

89-91% = B+

85-88% = B

80-84% = B-

70-79% = C

< 70% = F

Major Course Assignments

I. JOURNAL (25%)

This journal will come in the form of a semi-weekly entry. You will be asked to reflect on your experiences in the course and your thinking about collaboration. Specific questions will be distributed each week. You will maintain this journal on Blackboard. It is private—only you and the professor can read the entries so be as honest and reflective as possible.

II. INTERVIEW (20%)

During the course, you will be working with pairs and groups of teachers in a collaborative fashion. Your interview group assignment will include several steps.

Step 1: As a group, identify from the list below (others with instructor approval) three school personnel you would like to interview.

Step 2: As a group, determine if you are going to ask the same questions to all personnel or if you will ask different questions to each. Next, develop the questions you hope to ask each individual. The questions should focus on individual's experiences with collaboration, instruction or interactions with students with diverse learning needs, and their thoughts about the skills, contexts, and supports necessary for successful collaboration as a contemporary secondary school professional.

School Professionals

Paraprofessional

SPED Teacher

Gen ed H/SS teacher

Administrator

School Counselor

Speech, Occupational, or Physical Therapist

Department Chairperson

You will approach this interview by giving your interviewees definitions of terms if they ask, or by suggesting when they ask that they reply by using their own perceptions of the terms. Use no names of school personnel, schools, or towns. (It will be helpful to the task to assure interviewees that this is a course assignment, so they do not feel "put on the spot.") **Attach your list of interview questions to the assignment.**

III. INTERVIEW SYNTHESIS (20%)

As a group, you will discuss the results of your interviews. You will develop a synthesis of your data by looking for themes, issues, or other concepts that emerge from the comparison of the interviews. This is a collaborative effort that requires use of your active listening and problem solving skills. Your group will be assessed on the coherence of your ideas, including discussion of topics or concepts that were difficult for the group.

The synthesis should include the following sections:

- Introduction (who was interviewed, basic categories of questioning, rationale for both)
- Summary (brief overview of interviewee responses)
- Synthesis (what commonalities did you find? What differences? What impact do these similarities/differences have on collaboration within schools or classrooms? Were any of these themes or ideas surprising to the group? Why or why not? What do these themes or ideas mean for the preparation of future teachers?)

Once the synthesis is complete, groups will post them to their group wiki for other group comment.

IV. GROUP PROJECT (35%)*

The research project for this course will also be completed in groups. Each group will have a choice between Option 1 and Option 2 described below.

Group Project Options:

Option 1 Unit Plan (see Appendix A for rubric)

Create a unit plan including a description of a target classroom, unit organizer, three lesson plans, and a description of one assessment component. The lessons should be co-taught lessons that include effective practices and accommodations for students with diverse learning needs. Each lesson should be annotated with notes as to what the effective practice is, why it was chosen, and the instructional needs it addresses. The unit plan will then be posted on the group wiki. See Appendix A for specific directions.

Option 2 Strategy Website (see Appendix B for rubric)

Create a website with no fewer than seven research-based strategies for use in the secondary social studies classroom for students with diverse learning needs. For each strategy, the group will need to provide evidence to support its research base (i.e., at least one peer-reviewed study of the strategy in use with secondary students) and a specific example of how the strategy could be used to address a secondary social studies standard.

EXTRA CREDIT

For groups interested in expanding their project to practice, extra credit will be given if the team chooses one example of a lesson (from Option 1) or a strategy (from Option 2), creates an exemplary practice video where they demonstrate a practice with fellow class members as “secondary students,” and post it on their Wiki or website.

Tentative Calendar

Date/Week	Class Topic	Readings Due	Assignments Due
1	Introduction to course/Taskstream		
2	Understanding the secondary social studies classroom (Today's class led by Dr. Pellegrino and H/SS candidates)*	Stearns (1998) Why Study History? Wineburg (1991) Models of Wisdom in the Teaching of History	Journal 1
3	Understanding students with special needs (Today's class led by Dr. Weiss and special education candidates)*	HKP (2012) (chp 1); Steele (2008)	Journal 2
4	Collaboration for the classroom	Friend & Cook (2013) (chp1)	Journal 3 Develop target classroom (in class)
5	Communication skills (guest speaker, Mannikka Heard, February 25th)	Mostert (1998) (chp 6)	Journal 4
6	Collaborative problem solving	Mostert (1998) (chp 8)	Journal 5
7	Co-teaching (Guest Speaker,	Cohen, Lotan, & Whitcomb (2009); Mastropieri, Scruggs, Graetz, Norland, Gardizi, & McDuffie (2005)	Journal 6 Adapting lessons to co-teaching (in class)
8	Concept formation/graphic organizers	Bulgren (2006)	Journal 7 Interview
9	Making group work work	Maheady & Gard (2010)	Journal 8
10	Vocabulary/fact-based, direct instruction Scaffolding inquiry-based instruction	Marshak, Mastropieri, & Scruggs (2011) Okolo et al. (2011); Bouck, Okolo, Englert, & Heutsche (2008)	Interview Synthesis
11	Work on group projects		Journal 9
12	Role play IEP meetings		Journal 10

13	Presentation of final assignments	Role instructions	
14	Reflections on the course/other professionals with whom teachers collaborate		Group Project (signature assignment)

*All course meetings will be facilitated cooperatively by Drs. Weiss and Pellegrino. Week 2 will be led by Dr. Pellegrino and the H/SS candidates to emphasize history/social studies pedagogy and the nature of the content. Week 3 will be led by Dr. Weiss and the special education candidates to emphasize the nature of the special needs learner

Readings

- Bouck, E. C., Okolo, C. M., Englert, C. S., & Heutsche, A. (2008). Cognitive apprenticeship into the discipline: Helping students with disabilities think and act like historians. *Learning Disabilities: A Contemporary Journal*, 6 (2), 21-40.
- Bulgren, J. A. (2006). Integrated content enhancement routines: Responding to the needs of adolescents with disabilities in rigorous inclusive secondary content classes. *Teaching Exceptional Children*, 33, 54-58.
- Friend, M., & Cook, L. (2013). *Interactions: Collaboration skills for school professionals* (7th Ed.). Upper Saddle River, NJ: Pearson.
- Hallahan, D. P., Kauffman, J. M., & Pullen, P. C. (2012). *Exceptional learners: An introduction to special education* (12th ed.). Upper Saddle River, NJ: Pearson.
- Maheady, L., & Gard, J. (2010). Classwide peer tutoring: Practice, theory, research, and personal narrative. *Intervention in School and Clinic*, 46, 71-78.
- Marshak, L., Mastropieri, M. A., & Scruggs, T. E. (2011). Curriculum enhancements in inclusive secondary social studies classrooms. *Exceptionality*, 19, 61-74.
- Okolo, C. M., Englert, C. S., Bouck, E. C., Heutsche, A., & Wang, H. (2011). The Virtual History Museum: Learning U.S. history in diverse eighth grade classrooms. *Remedial and Special Education*, 32, 417-428.
- Mastropieri, M. A., Scruggs, T. E., Graetz, J., Norland, J., Gardizi, W., & McDuffie, K. (2005). Case studies in co-teaching in the content areas: Successes, failures, and challenges. *Intervention in School and Clinic*, 40, 260-270.

Mostert, M. P. (1998). *Interprofessional collaboration in schools*. Boston: Allyn and Bacon.

Stearns, P.N. (1998). Why study history? *American Historical Society*. Retrieved from <http://www.historians.org/pubs/free/WhyStudyHistory.htm>

Steele, M. M. (2008). Teaching social studies to middle school students with learning problems. *The Clearing House*, 81, 197-200.

Wineburg, S. (2001). Historical thinking and other unnatural acts: Charting the future of teaching the past. Philadelphia, PA: Temple University Press.

Appendix A: Unit Plan Rubric

Item	Points Possible	Points Earned	Requirements
Description of target classroom (InTASC Standards V & VII)	2		<ul style="list-style-type: none"> • Narrative • Identification of characteristics of each student with disabilities • Impact of characteristics on instruction
Lesson Plan 1 (InTASC Standards I, II, III, IV & VII)	10		<ul style="list-style-type: none"> • Statement of measurable objective; related SOL • Follows Explicit Instruction Model in co-teaching template (includes all phases) • Includes instructional modifications or specific skill development • Methods/behaviors from course highlighted, explained, fit logically • Lesson activities fit objective
Lesson plan 2 (InTASC Standards I, II, III, IV & VII)	10		<ul style="list-style-type: none"> • Statement of measurable objective; related SOL • Follows Explicit Instruction Model in co-teaching template (includes all phases) • Includes instructional modifications or specific skill development • Methods/behaviors from course highlighted, explained, fit logically • Lesson activities fit objective
Lesson plan 3 (InTASC Standards I, II, III, IV & VII)	10		<ul style="list-style-type: none"> • Statement of measurable objective; related SOL • Follows Explicit Instruction Model in co-teaching template (includes all phases) • Includes instructional modifications or specific skill development • Methods/behaviors from course highlighted, explained, fit logically • Lesson activities fit objective
Description of assessment example (InTASC Standard VII)	3		<ul style="list-style-type: none"> • Assesses knowledge of stated objective • Provides variety of modes of response • Gives brief description of how scored
TOTAL	35		

Appendix B: Strategy Website

Item	Points Possible	Points Earned	Requirements
Description of target classroom (InTASC Standards V & VI)	2		<ul style="list-style-type: none"> • Narrative • Identification of characteristics of each student with disabilities • Impact of characteristics on instruction
Overall presentation (InTASC Standard VI)	1		<ul style="list-style-type: none"> • Citations in APA style • No grammar or spelling mistakes • Coherence of components (as evidence of collaboration)
Strategy 1 (InTASC Standards I, II, III, IV, V & VII)	8		<ul style="list-style-type: none"> • Name of specific instructional strategy (either instructional modification or specific skill instruction); description of strategy (for audience who may not know of it) • At least one peer reviewed article supporting strategy summarized • At least two challenges for specific characteristics of students with diverse learning needs identified • Description of incorporation of at least one research-based strategy to address the challenges (including one citation from research base)
Strategy 2 (InTASC Standards I, II, III, IV, V & VII)	8		<ul style="list-style-type: none"> • Name of specific instructional strategy (either instructional modification or specific skill instruction); description of strategy (for audience who may not know of it) • At least one peer reviewed article supporting strategy summarized • At least two challenges for specific characteristics of students with diverse learning needs identified • Description of incorporation of at least one research-based strategy to address the challenges (including one citation from research base)
Strategy 3 (InTASC Standards I, II, III, IV, V & VII)	8		<ul style="list-style-type: none"> • Name of specific instructional strategy (either instructional modification or specific skill instruction); description of strategy (for audience who may not know of it)

			<ul style="list-style-type: none"> • At least one peer reviewed article supporting strategy summarized • At least two challenges for specific characteristics of students with diverse learning needs identified • Description of incorporation of at least one research-based strategy to address the challenges (including one citation from research base)
Strategy 4 (InTASC Standards I, II, III, IV, V & VII)	8		<ul style="list-style-type: none"> • Name of specific instructional strategy (either instructional modification or specific skill instruction); description of strategy (for audience who may not know of it) • At least one peer reviewed article supporting strategy summarized • At least two challenges for specific characteristics of students with diverse learning needs identified • Description of incorporation of at least one research-based strategy to address the challenges (including one citation from research base)
TOTAL	35		