VIRGINIA CONSORTIUM FOR TEACHER PREPARATION
IN SPECIAL EDUCATION ADAPTED CURRICULUM

Summer 2019
Collaborative Teamwork, 3-Credits

IDDS 600:   Teamwork in Serving Persons with Developmental Disabilities (Home Site: Virginia Commonwealth University)

EDSP 622:   Collaboration to Teach and Support Diverse Learners (Radford University)

SPE 540A: Collaboration Procedures (Norfolk State University)

EDSE 663:   Collaborative Teamwork to Support Students with Significant Disabilities (George Mason University)

- EDSE 663 D01: CRN 42268, EDSE 663 6U1: CRN 42727, EDSE 663 6V1: CRN 43117, EDSE 663 6Y1: CRN 42724

SPED 677:   Consultation and Collaboration (Old Dominion University)

EXED 507:   Collaboration in Teaching (James Madison University)

Instructor: Dr. Donna Gilles/Dr. Meera Mehtaji	**Meeting Dates**: 5/21/2019 – 7/9/2019
Phone: (804) 828-0073 (Mehtaji office, LEND) (804) 827-2624 (Mehtaji office, SOE) (804) 615-9020 (Mehtaji cell) (804) 828-8244 (Gilles office) (804) 432-9746 (Gilles cell)	**Meeting Day(s)**: Tuesday with additional online Blackboard work
E-Mail: mehtaji@vcu.edu & dlgilles@vcu.edu & dgilles@gmu.edu	**Meeting Time(s)**: 4:30 pm – 7:10 pm
Office Hours: By Appointment	**Meeting Location**: Online
Office Location: VCU School of Education	**Instructing University**: VCU

**Note: This syllabus may change according to class needs. Teacher Candidates/Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.

Prerequisite(s): None   **Co-requisite(s)**: None

GMU Course Description
Focuses on models of teamwork, group decision making, team process, leadership and communication and how they influence services for individuals with significant disabilities and their families. Provides an understanding of collaborative structures and demonstrates knowledge of skills and strategies to maintain effective relationships with a variety of stakeholders in collaborative settings. Offered by Graduate School of Education. May not be repeated for credit.

Advising Contact Information
Please make sure that you are being advised on a regular basis as to your status and progress through your program. Mason M.Ed. and Certificate teacher candidates/students should contact

the Special Education Advising Office at (703) 993-3670 for assistance. All other teacher candidates/students should refer to their faculty advisor at their respective universities.

Course Delivery Method
Learning activities include the following:
1. Class lecture and discussion (video conferencing)
2. Application activities
3. Small group activities and assignments
4. Video and other media supports
5. Research and presentation activities
6. Electronic supplements and activities via Blackboard

This course will be delivered online (76% or more) using synchronous format via WebEx to connect live as well as additional work via the Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on May 21, 2019.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:
https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers
To get a list of supported operation systems on different devices see:
https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems

- Students must maintain consistent and reliable access to Webex, their university email and Blackboard, as these are the official methods of communication for this course.
- Students will need a webcam and headset microphone for use with the WebEx web conferencing tool.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
  - Adobe Acrobat Reader: https://get.adobe.com/reader/

- o Windows Media Player:
    https://support.microsoft.com/en-us/help/14209/get-windows-media-player
- o Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Week: Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
- Log-in Frequency:
  Students must actively check the course Blackboard site and their university email for communications from the instructor, class discussions, and/or access to course materials at least 2 times per week. In addition, students must log-in and be present on camera for the entirety of all scheduled online synchronous meetings.
- Participation:
  Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:
  Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:
  Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:
  Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support:
  Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to the host campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette:
  The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words*. Remember that you are not competing with classmates, but sharing

information and learning from others. All faculty are similarly expected to be respectful in all communications.

- Accommodations:
  Online learners who require effective accommodations to insure accessibility must be registered with their university's office of Disability Services.

Specific Expectations for Students Participating Using Web Conferencing (WebEx):

- **WebEx Access:** Links for synchronous class sessions will be provided on the course Blackboard site. Students do not need a WebEx login to participate.
- **Web conferencing requirements:**
    - <u>**You must have a working web camera and headset/microphone combination**</u>.
    - Use your real name to sign in—no aliases, please.
    - Mute your microphone when not speaking.
    - Your camera output must remain live in order to document your attendance during class. Please don't freeze your camera.
- **Web conferencing decorum:** Remember that while you are participating in the class via web conferencing, you are visible to the entire class and must maintain an appropriate professional demeanor. This includes preventing auditory and visual interruptions from your site, dressing professionally, and managing the area from which you broadcast, including setting up an appropriate neutral backdrop and adequate lighting.
- **Technical problems:** Avoid problems: Test your system several days before the first class. **WebEx requires a high bandwidth connection.** Students attending at home should advise others in the home they may not use the Internet for online games, movies, etc. during class time. Avoid public Wi-Fi; the bandwidth is shared and you may experience dropout or shutdown. Test your system before the first class.
    - The professor cannot help you with the technical side of web conferencing--signing on, problems with the interface, etc. You should have become familiar with WebEx before class begins and tested your system. As a web conferencing participant, you alone are responsible for the equipment that you use to join the class.
    - Students who experience technical problems with their courses must contact the <u>CEHD Office of Technology Support at (703) 993-5654 or cehdtech@gmu.edu</u>. Contact Tech Support as soon as you have determined you cannot correct your connection problem.
    - If you have problems with your home computer that prevent you from web conferencing, it is your responsibility to locate another computer or temporarily join the class at the site nearest you as quickly as possible to avoid missing classes and losing points.
- **Attendance:** If you are registered into a web conferencing section, please be make sure that you check in with the professor at the beginning of each class period and check out at the end to be credited for attendance in this class. Web conferencing in the special education program requires synchronous attendance (you must be viewing the class at the time it is meeting). If you can't attend synchronously, please drop the class. Participant login frequency and duration is tracked in WebEx.
- **Asking questions:** Ask your questions verbally rather than using the hand raise icon or typing your comments. The professor will answer as many questions in class as possible. All students should email the professor with any questions that cannot be answered in class or are private in nature.
- **Taking tests:** All testing will be done on Blackboard at your home or another secure computer and requires no proctors. Avoid public Wi-Fi; the bandwidth is shared and you may experience system dropout or shutdown that will end your test attempt.

Learner Outcomes

Upon completion of this course, students will be able to:

1. Define collaboration, consultation, and teamwork and explain the essential characteristics of each.
2. Identify and discuss the roles and responsibilities of the collaborative team to support students with significant disabilities.
3. Outline culturally responsive strategies that support and assist families in becoming active partners in the education of their children with significant disabilities.
4. Consider specific strategies to plan for, support, engage and monitor paraprofessionals working educational settings.
5. Evaluate and plan for the role of community agencies and other resource providers within the collaborative model to support the needs of students with significant disabilities.
6. Examine how personal perspectives and bias affect team interactions as well as influence decisions related to the instructional, communication, behavior, and or physical/medical needs of students with significant disabilities.
7. Apply problem-solving techniques in collaborating with professional colleagues, family members, and related and ancillary personnel to support the instrcutional, communication, behavior, and or physical/medical needs of students with significant disabilities.

Professional Standards

This course is part of the George Mason University, Graduate School of Education (GSE), Special Education Programs for teacher licensure in the Commonwealth of Virginia in the special education areas of Special Education: Students with Disabilities who Access the Adapted Curriculum K-12 and Visual Impairments PK-12. This program complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC), the major special education professional organization. The CEC standards that will be addressed in this class include Standard 6: Professional learning and ethical practice; Standard 7: Collaboration. Standard 6 Professional Learning and Ethical Practice: Beginning special education professionals use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.

Standard 7 Collaboration: Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

This course contains at least on Common Assessment developed by the College of Education and Human Development to assess our candidates' performance on nationally accepted standards for beginning teachers (InTASC) and our programs' performance on national accreditation standards (CAEP).

Required Textbooks

Friend, M. & Cook, L. (2017). *Interactions: Collaboration skills for school professionals* (8th ed.). Boston: Pearson.

Recommended Textbooks
American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Recommended Resource
The Purdue Online Writing Lab for APA style:
https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html

Course Performance Evaluation
Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

Tk20 Performance-Based Assessment Submission Requirement
It is critical for the special education program to collect data on how our students are meeting accreditation standards. Every teacher candidate/student registered for an EDSE course with a required Performance-based Assessment (PBA) is required to upload the PBA to Tk20 (regardless of whether a course is an elective, a one-time course or part of an undergraduate minor). A PBA is a specific assignment, presentation, or project that best demonstrates one or more CEC, InTASC or other standard connected to the course. A PBA is evaluated in two ways. The first is for a grade, based on the instructor's grading rubric. The second is for program accreditation purposes. Your instructor will provide directions as to how to upload the PBA to Tk20.

For EDSE 663, the required PBA is ***Collaborative Team Improvement Project***. Please check to verify your ability to upload items to Tk20 before the PBA due date.

Assignments and/or Examinations
Performance-based Assessment (Tk20 submission required)
The performance-based TK20 assignment is the Collaborative Team Improvement Project. Please refer to *Course Assignments* for assignment details.

College Wide Common Assessment (TK20 submission required)
None

Performance-based Common Assignments (No Tk20 submission required.)
None

COURSE ASSIGNMENTS:

❖ **TEAM CHAPTER SUMMARY ASSIGNMENT (30 POINTS, TEAM GRADE)**

Students in the class will be assigned to one of several teams at the beginning of the semester and will continue to be a member of that team for all team-related assignments. For the chapter summary assignment, each team will be assigned 1 or more chapters in

the Friend and Cook textbook to read thoroughly and to write a summary, using the template. The goal of the assignment is for team members to experience the forming stage in the team process while determining how and what elements are critical for the class to know when accessing the textbook for their assignments. In addition, students will gain an overview of the text book at the beginning of the semester that will provide context for the information that will be presented in later class sessions. Teams will meet using video and/or audio conferencing (WebEx) to accomplish this task. Guidelines for the team document (chapter summary), and a grading rubric will be provided. All members of the team will receive the same number of points for this assignment.

❖ **SITUATIONAL SCENARIO #1 (30 POINTS, INDIVIDUAL GRADE)**

Given the situation below, include a specific description of the problem that needs resolution. Briefly describe the target education environment. Explain the importance of resolving this issue in a collaborative manner. Then provide a plan of action that a team could take. Provide at least three references from your textbook which address recommendations to use in resolving the issue. The length of the paper should not exceed 3 double spaced pages including textbook references. APA format must be followed. A grading rubric will be provided.

> A team of professionals at Junction High School has convened because budget cuts from the superintendent have resulted in layoffs of several paraprofessionals, including the one who accompanies Mikey Martin, who has moderate to severe multiple disabilities including visual impairment, to general education algebra and biology classes. The educational team has to develop a plan to meet his needs in those settings.

❖ **SITUATIONAL SCENARIO #2 (30 POINTS, INDIVIDUAL GRADE)**

Given the situation below, include a specific description of the problem that needs resolution. Briefly describe the target education environment. Explain the importance of resolving this issue in a collaborative manner. Then provide a plan of action that a team could take. Provide at least three references from your textbook which address recommendations to use in resolving the issue. The length of the paper should not exceed 3 double spaced pages including textbook references. APA format must be followed. A grading rubric will be provided.

> Third grader Joseph Smith's parents want to increase the amount of time he spends in general education classes. Right now, he goes to art and music with his third grade peers, two days a week each. His parents also want him to receive all of his academic instruction in third grade general education classes. His current academic skills are below the first grade level. This has created a conflict with the school administration and prompted a call for an IEP meeting. Your educational team will have to plan how to resolve this issue before legal professionals become involved.

❖ **INDIVIDUAL REFLECTIONS ON 3 TEAM MEETINGS (60 POINTS, INDIVIDUAL GRADE)**

There will be 3 class periods dedicated to team meetings. The first meeting is devoted to the Team Chapter Summary Assignment. During the **second** team meeting, the team will select a case study, and then continue completing the other components of the **Collaborative Team Improvement Project.** After each of the formal team meetings, team members will individually submit their observations/reflections of the team process. The first two reflections should not exceed one and a half pages, double spaced each; the third to not exceed two double-spaced pages. There are specific topics that each reflection should address as stated below. During the last 3 team meetings, course instructors will make **3 real-time observations** of your team process and will provide guidance and feedback. A grading rubric will be provided.

Reflection#1 (15 points) will focus on *your participation in* the team's initial meeting, its deliberations, a description of any "rules" that the team has established, challenges that the team is facing, and suggestions for dealing with the challenges.

Reflection#2 (15 points) will focus on *your participation in* the process that the team is using to resolve conflicts or issues that are emerging. The entry will include a description of the teaming environment when the team is meeting – leadership, meeting set deadlines, roles of team members, etc..

Reflection #3 (30 points) is completed at the end of the last team meeting. It is an overall reflection of *what you have learned about yourself and your participation* on the project team. You will reflect on the issues and barriers the team has come across that may prevent full inclusion of the student in your case study and how you agree or disagree with what has been discussed and recommended. Included will be a reflection of what you, and the team, could have done differently in your deliberation process, and whether you would have expected the same outcome if a different path had been chosen.

❖ **JUSTIFICATION OF SELECTION OF CASE STUDY (10 POINTS)**

Below are brief descriptions of 4 school-aged individuals with significant support needs and the situation that have caused issues affecting their education and inclusion in the general education environment. Together, your team must arrive at a consensus decision as to how **ONE** of the student's situation will be addressed for the final teaming process assignment. Both the choice of the student and justification of why the team chose the particular student must be included in this part of the assignment. You will work on this assignment at your first formal Team Meeting. A two-page double-spaced summary of your team's decision and justification should be **sent by email** to both instructors by the due date by ONE team member who will copy all team members on the email by the due date. A grading rubric will be provided.

Aleshia

Female, 5 yrs.

Diagnosis: Educational Diagnostic Category: Developmental Delay; Medical: Status Post Encephalitis at 3 yrs, Quadriplegic, Severe/Profound Intellectual Functioning, Cortical Blindness

Ability: Recognizes sound of family voices and that of teacher/instructional assistant; indicates pleasure/displeasure through facial grimaces; able to sit in adapted chair for 2 hour periods with head/trunk/hip support; has no joint contractures, but muscle tone is high throughout trunk and extremities.

Limitations: Non-verbal; low-vision or Blind; seizures; unable to get hands to mouth; dependent on others for all ADL; difficulty chewing and swallowing – takes up to an hour to eat a meal. Needs to be placed in a different position every 2 hours to avoid skin breakdown.

Family: Father, mother (both in their 30's), 4 siblings. Aleshia is the middle child. Youngest sibling is 2 months old. Family lives in a rented 3 bedroom townhouse. Father was employed until last month. Family has no medical benefits at this point in time, so children (except Aleshia) are on FAMIS (special health insurance covering children of low wage earners). Aleshia is on Medicaid. Mother is a homemaker, but was an administrative assistant before Aleshia's medical crisis.

Education: Aleshia is in a self-contained classroom for K-2 students who are classified as needing Special Education Adapted Curriculum.

Issue to be Addressed by the Team: Aleshia uses a seating device that was specifically designed for her use by the School's Occupational Therapist with input from the Physical Therapist. It cannot be purchased "off the shelf" from a vendor as it was constructed from the parts of 3 different wheelchairs/seating devices found in the storage room with each originally costing over $1,000. Aleshia has made amazing progress since she began using the seating device at school. The therapists and teachers are recommending that Aleshia be transported in the device on the school bus, and feel strongly that she should use it at home, especially when eating and when interacting with her family. School administration has never allowed school owned assistive technology to go home with a student, even for a trial basis. Teachers have been told specifically to not write the use of assistive technology outside of school settings in IEPs.

It is now May, and Aleshia will only be receiving Extended Year Services for 4 weeks in July. Aleshia's teacher, therapists, and instructional assistants are very worried that Aleshia will regress in skills during the summer and is at risk of

developing joint contractures without proper seating. The team needs to figure out how to meet Aleshia's needs at home after school hours and during the summer break.

Trip

Male, 12 yrs.

Diagnosis: Educational Diagnostic Category: Emotional & Behavior Disorder; Medical: Prader-Willi Syndrome with Autistic-like behavior, mild Congestive Heart Failure and Type 2 Diabetes due to obesity

Ability: Verbal, but speech is somewhat slurred and at times, difficult to understand; able to walk for short distances (less than 1 block) on flat surfaces; can dress self with supervision; enjoys being around children who are younger; fully independent with toileting and bathing, but needs prompts; has no trouble using fork or spoon to eat, but will steal food from other's plates and from any unlocked source. When you ask Trip what he wants to do after he finishes school, he says, "Go to college like my friend, Sam". Trip met Sam through the "Best Buddies" program.

Limitations: Profoundly obese (5'6", 300 lbs) due to food obsession (Prader-Willi Syndrome); must take frequent rests when walking from one end of school to other; considered to be medically fragile because of diabetes. Cannot climb flight of stairs – too much stress on heart and lungs; tantrum behavior - major property destruction – when denied access to food at home or school. Family and family friends refuse to be around Trip for fear of being in the path of flying objects, including eating utensils at mealtime.

Family: Lives with single mother – aged 55 in a single family home; no siblings; father deceased; mother works – employed part-time at local grocery store – hours vary from day to day, week to week. Family partially supported financially by former husband's SSDI. Trip receives both Medicare and Medicaid health insurance.

Issue to be Addressed by the Team: Trip's tantrum behavior is increasing. He is throwing things (utensils - including forks, furniture, etc.) and the cafeteria staff is fearful that someone will get hurt when he is at lunch. When Trip is engaged in activities, he will stop obsessing about food for short periods of time, but when left alone, he is always trying to convince his teacher and instructional assistant to give him a snack (all food in the classroom is locked away to prevent Trip from having access). The dilemma that the team must address is how to keep Trip in an inclusive education setting and use positive behavior support strategies rather than deny Trip access to all areas of the school especially where there is food either stored or being consumed.

Jian

Male, 18 yrs.

Diagnosis: Educational Diagnostic Category: Severe ID; Medical: Down syndrome; congenital cardiac anomalies – repaired.

Ability: Jian requires close supervision and some assistance with all ADL. He can assist with dressing, but needs verbal cues. Can eat finger food and use a spoon, but not able to use fork and knife. Needs close supervision when washing hands and bathing – he will put his head (nose and mouth) under running spigots. He has been known to submerge his head in the toilet. Jian is never taken anywhere where there is a body of water – pond, river, lake, fountain. His only inappropriate behavior at school occurs in bathroom with water in sink and toilet, and at drinking fountains. Jian is well liked by school personnel and peers.

Limitations: Needs close supervision in the bathroom and anywhere where there is access to water. Needs significant support in all ADL and with all other community activities. Is not independent – relies on school staff for all cues.

Family: Lives with 80 year old grandmother; parents not in picture. Grandmother's health is failing quickly – she does not have support from family in caring for Jian.

Education: Self-contained and integrated educational settings throughout the day. Jian requires having an instructional assistant (IA) somewhere nearby when in a general classroom setting and when going to bathroom or to a drinking fountain. Needs major modifications of any educational instructional activity.

Issue to be Addressed by the Team: Jian's IEP and transition plan states that this year he is to experience 3 different volunteer experiences outside of the school setting. School administrators are very fearful of what might happen when Jian is out in the community, even if he has 1:1 supervision. The team must put together a plan that will allow Jian to volunteer in the community and identify what needs to occur before he begins his volunteer experiences and the supports that will be in place at each site.

Martel

Female, 8 yrs.

Diagnosis: Educational Diagnostic Category: Emotional Disturbance, Intellectual Disability Medical Diagnosis: Autism Spectrum Disorder with Self-injurious and Assaultive Behavior; Currently - severe range of cognitive functioning.

Ability: Until a year ago, Martel was able to choose clothing, dress and undress, was toilet trained, ate with utensils. Previously, communicated what she wanted by pointing. No longer uses any of these skills. Screams to get attention; family has to guess what she wants. School trying to implement very rudimentary PECS communication plan. Is very strong and can run very fast. No problems with hearing or dental. Has problem with constipation, but otherwise, very healthy.

Limitations: Non-verbal; requires total self-care as will no longer assist with toileting, eating, bathing, dressing. Was diagnosed with ASD at age 6, but school does not use this diagnosis. Received a thorough inpatient evaluation a year ago after sudden loss of self-care skills after having the flu. Was hospitalized again 2 months ago for 2 weeks after attempting to assault youngest sister with knife. No medical problems identified. Was put on new medication which appears to have eliminated assaultive behavior (There have been no attempts at hitting, biting, or scratching her sisters or other children at school since the most recent hospitalization. Will run from school or home if left unattended, even in the middle of the night. Has excellent gross and fine motor skills.

Family: Father, mother (both in their 20's) – both of their parents moved to Virginia from Mexico when they were young teenagers; 2 siblings – aged 6 and 4. Martel is the oldest child. Family lives in a small, rented 3 bedroom ranch style home in Fredericksburg. All windows are locked and there are keyed deadbolt locks on both the front and back doors with door knobs that are at about the 5 foot level. Father is employed in his family's landscaping business. Mom stays at home, but wants to become a hair stylist when her youngest child goes to kindergarten.

              Family has no medical benefits through dad's employer at this point in time. Children receive FAMIS. Parents have a policy that just pays for hospitalizations.

Education: Martel is in a self-contained classroom for K-2 students who are classified as needing Special Education Adapted Curriculum. She has an instructional assistant (IA) with her at all times during the school day.

Issue to be Addressed by the Team: The teacher has back-up assistance from the Assistant Principal when Martel's behavior is out of control, but she still elopes from the classroom at least once a day. There is a Behavior Intervention Plan in place that is strictly followed. Yesterday, Martel ran from the playground into the street and was knocked to the ground by a cyclist passing by. Martel's mother will not allow her to return to school unless she no longer has access to the playground at recess. The team feels strongly that the situation could have been prevented and does not want Martel to be denied the inclusiveness of being with her peers during recess. They must now put together a plan that is likely to be accepted by Martel's parents, approved by the Principal and other school district administrators.

❖ **COLLABORATIVE TEAM IMPROVEMENT PROJECT (30 POINTS, GROUP GRADE)**

Team Presentation and Expanded Power Point

Using the information you have collected on effective collaboration in class, the information collected on school supports; and after thorough discussion of the issue risking inclusive education for the case study student you have chosen, you will, as a team, ***develop a plan that addresses the issue and will be realistically accepted by school administrators.*** The team may modify/add information about the child and his or her situation that may make the assignment more relevant or realistic. At the same time, each member of the team will individually be reflecting on the team process.

As a team, you will describe the process that you used in developing your recommendations and plan in a **Final Team Project Presentation**. Each team will develop a set of expanded PowerPoint slides that will be used in the presentation. What is meant by "expanded" is that for each slide in your presentation, there must be a narrative written about the content using the notes page feature. You will use citations from the literature that you use to develop the justification for your team's decisions. This format is an alternative to a 15-20 page paper that has been required in the past.

• In the presentation, your team will include:

Statement of the Problem: The statement of the problem should include a specific description of the problem you will resolve. Here you will ***briefly*** describe the scenario, with a ***general*** description of both the student (strengths, areas of need, etc.) and the education environment. At the end of this slide, you will identify the intended outcomes that your team projected in the beginning of your deliberations for the student (and for your team).

Review of the Literature: Explain the importance of resolving this issue in a collaborative manner. Review literature relevant to the problem you have selected to address, including any regulations or evidence-based practice supporting your efforts. Are there any state or federal laws or regulations that apply to this case? If so, identify and cite them. Provide at least ***three references in addition to what you find in your textbooks*** (website references, such as those providing access information on exceptionalities, can be used but must be in addition to the three references and the textbook).

Needs of the Student as Identified by the Team: Outline a a prioritized list of the needs of the child and school setting that will allow the child to continue to be cared for in an inclusive setting whether it be in the school, home, or community (depending on the case study). On the Notes page include why the team prioritized a specific need over any of the others that are farther down on the list.

<u>Teaming Methods Used with this Project</u>: Provide an overview of the team process used to make the decisions including:

- specific collaborative teaming models and methods used
- identification of what methods worked for the team and what did not work as well
- discuss how the team worked together to foster respectful and beneficial relationships as to get the project completed?
- what specific responsibilities did each team member have?
- how did your team communicate with each other?

<u>How the Team Resolved Conflict:</u> Identify how the team dealt with any disagreement in the decision making or over all team meeting process.

<u>What Could the Team Have Done Differently?:</u> Identify how the team could have approached decision making in a different way. What would you keep and what would you change to have a better team experience?

- Teams will present their Final Teaming Projects to the entire class using a ***PowerPoint format*** at the end of the semester. <u>Do not read the narrative that was written for the slides.</u> ***All team members must participate in the presentation*** which must last ***no longer than 20 minutes***, including time for questions and answers. The presentation should focus on the team process experience. Participation for all students includes asking and answering questions among team members and with the "audience".

Course Policies and Expectations
    Attendance/Participation (10 POINTS, INDIVIDUAL GRADE)
    The participation grade is based on attendance, completion of assignments on time, and responding to questions asked during class. Attendance is mandatory for all class sessions and team meetings. If you are ill or have a family emergency, you must contact the instructors by 3:00 pm prior to the start of class or scheduled team meeting. Failure to do so will result in points being deducted from the Participation grade.

    Late Work
    All assignments must be submitted by the designated date and time. Failure to do so will result in a ***5 percent deduction*** from the assignment for each day after the assignment is due. If there is an extenuating circumstance, you must get permission from the instructors prior to the due date or the points will be deducted.

    Other Requirements
    N/A

Grading Scale

93-100% = A	87-89% = B+	70-79% = C
90-92% = A-	80-86% = B	< 70% = F

*Note: The George Mason University Honor Code will be strictly enforced. Students are responsible for reading and understanding the Code. "To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work." Work submitted must be your own or with proper citations (see https://catalog.gmu.edu/policies/honor-code-system/).

Professional Dispositions
Students are expected to exhibit professional behaviors and dispositions at all times. See https://cehd.gmu.edu/students/polices-procedures/. In the College of Education and Human Development, dispositions are formally and separately evaluated in at least three points in each student's program – a self-evaluation at the start of their program, an instructor's evaluation in the middle of their program, and a university supervisor's evaluation during internship. When dispositions are assessed, it is important that for areas where a positive disposition is 'occasionally evident' or 'rarely evident,' the student takes steps to grow as an educator. See https://cehd.gmu.edu/epo/candidate-dispositions. In special education licensure programs, the mid-point evaluation is completed by instructors in EDSE 628, EDSE 661, and EDSE 616, and the internship evaluation is completed by instructors in EDSE 783, EDSE 784, and EDSE 785.

Core Values Commitment
The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: http://cehd.gmu.edu/values/

Class Schedule

2019 Class Schedule

*Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

DATE	TOPICS	CLASS ACTIVITIES	RESOURCES & READINGS	ASSIGNMENTS DUE
5/21	1) Introduction to Collaborative Teamwork Course; 2) "Effective Teaming"	LIVE/WEBEX Lecture, small group activity	"How Do You Collaborate" *Resource:* F & C Chapters 1 and 6	
Week of 5/21 ASSIGNMENTS		OUT OF CLASS (use email, discussion board, etc.	Review "Resolving Conflict" with activity; *Resource:* F & C Chapter 9	***Scenario #1 due* Monday, 5/27 5:00PM**
5/28	"Issues in Collaboration"	LIVE/WEBEX Lecture, small group activity	*Resource:* F & C Chapters 4, 5, (and 6)	
Week of 5/28 ASSIGNMENTS		OUT OF CLASS **w/Team**	Friend and Cook chapters assigned to each group.	***Chapter Summary Assignment due* Monday, 6/3 5:00PM**
6/4	TEAM MEETINGS	OUT OF CLASS **w/Team**	Review "Conducting Meetings" before meeting	***Reflection #1 due* Monday, 6/10 5:00PM**
Week of 6/4 ASSIGNMENTS		OUT OF CLASS **w/Team**	Work on Team Assignment "Justification of Selection of Case Study"	***Justification of Selection of Case Study due* Monday, 6/10 5:00PM**
6/11	"Effective Use of Related Services Professionals and Paraprofessionals in the Classroom Setting";	LIVE/WEBEX	*Resource:* F & C Chapters 7, 8, 10	

Week of 6/11 ASSIGNMENTS		OUT OF CLASS	Review "Communication" with activity *Resource:* F & C Chapters 2 and 3	***Scenario #2 due Monday, 6/15 at 5:00 PM***
6/18	TEAM MEETINGS	OUT OF CLASS **w/Team**		
Week of 6/18 Assignments			Review "Problem Solving in the IEP Meeting"	***Reflection #2 due 6/24 at 5:00 PM***
6/25	Family & Multicultural Perspectives in the Teaming Process	LIVE/WEBEX Guest speaker on cultural humility	*Resource:* F & C Chapter 11, 12	
Week of 6/25 Assignments			Follow-up activity from 6/25 session	
7/2	TEAM MEETINGS	OUT OF CLASS **w/Team**		***Reflections #3 due 7/5 at 5:00PM***
Week of 7/2 Assignments		OUT OF CLASS **w/Team**	Work on finalizing PowerPoint Presentations	***Final Power-Point for Teaming Project due 7/8 at 5:00 PM***
7/9	TEAM PRESENTATIONS	LIVE/WEBEX		
Week of 7/9 Assignments			Revise team projects as needed.	***All revisions, TK20 upload, and Course evaluation due 7/11 at 5PM***

ADAPTED CONSORTIUM SYLLABUS STATEMENTS AND POLICIES

Honor Code

Each university has its own honor code and it is important for you to review the honor code at your university. However, all students taking this course, regardless of the university they are enrolled in, are expected to follow this honor code and may be asked to pledge all assignments and their exam to indicate that they have followed the honor code. A pledge means that you have not cheated or plagiarized, nor have you given or received assistance that violated the description of how assignments are to be completed for this course. The shortened version may be used: "Pledged" followed by the date and your full name (typed "signatures" will be OK for assignments/tests submitted electronically).

Students at all universities pledge not to cheat, plagiarize, steal, or lie in matters related to academic work." Work submitted must be your own or with proper citations

A complete copy of each university's Honor System document is available through
GMU: http://oai.gmu.edu/the-mason-honor-code/
VCU: www.students.vcu.edu/rg/policies/rg7honor.html.
Radford: http://www.radford.edu/~dos-web/handbook02-03/Honor_Code.pdf
NSU: http://www.nsu.edu/student_judicial/policy.html
JMU: http://www.jmu.edu/honor/code.shtml
ODU: https://www.odu.edu/about/monarchcitizenship/student-conduct

Accommodations for Disability
At all the participating universities, accommodations can be made with the instructor if a student has a documented disability. University specific information regarding eligibility, services and accommodations can be found at:
GMU: http://www.gmu.edu/student/drc/
VCU: http://www.students.vcu.edu/dss/index.html
Radford: http://www.radford.edu/~dro/
NSU: http://www.nsu.edu/disabilityservices/index.html
JMU: https://www.jmu.edu/ods/
ODU: https://www.odu.edu/life/diversity/accessibility

Student Support Resources
At all the participating universities, students have access to free counseling and support services. University specific information can be found at:
GMU: https://caps.gmu.edu/
VCU: https://counseling.vcu.edu//
Radford: https://www.radford.edu/content/student-counseling/home.html
NSU: https://www.nsu.edu/Campus-Life/Services-Resources/Counseling-Center
JMU: https://www.jmu.edu/counselingctr/
ODU: https://www.odu.edu/counselingservices

Inclement Weather
Since students connect from home class will occur regardless of university closures for inclement weather. However, in the rare occurrence of a system-wide outage or extreme weather a message will be posted on the class Blackboard site and all class members will receive an email. Students experiencing connection issues related to weather are expected to communicate with their instructor and will be expected to connect to class via phone.

Course Materials
This course gives you access to PowerPoint files, class lecture notes, handouts, and copyrighted articles. All these materials should be regarded as authored materials, which if used or referred to must be fully credited through reference to the author, the class, and date. If used beyond citation, permission of the instructor/author is required.

Technology Proficiencies
All students participating in this course are expected to be proficient in several technology skills. Students are expected to be proficient in using the Internet and have reliable and consistent Internet access. Students are expected to have an active university email account and to check email regularly. This course requires students to use Blackboard, which is our online course management system located at http://mymason.gmu.edu under the **COURSES** tab.

Students are expected to login to this system frequently and be proficient in using its features. Students are expected to be proficient in using the computer, which includes downloading and saving files, typing, and word processing skills. Students participating in this course are expected to use Microsoft Word for all written assignments. Furthermore, students are expected to use Microsoft PowerPoint and Adobe Acrobat Reader for class documents located on the Blackboard website.

Blackboard Access and Non-Mason Students

NON GMU students will be required to activate and utilize their GMU login credentials to access Blackboard. NEW students this semester should have received an email with activation directions from Marci Kinas Jerome. Any questions please contact Marci Kinas Jerome, mkinas@gmu.edu. Passwords must be reset every 6 months. If students do not receive the change password email request, they will need to request a password reset if they can no longer login. Students can reset their password at https://password.gmu.edu

Blackboard Assistance
This course requires that you be a regular email user and be able to use various features of Blackboard (sign on, download materials, hand in completed assignments electronically through the assignment submission link). You may direct your questions about Blackboard to Marci Kinas Jerome (mkinas@gmu.edu). She will be the best resource.

Viewing Course Archives
All students have access to the video archives of this class, which are typically posted 24-48 hours after the class has met. Use this resource to prepare final assignments and review other class information. The special education program does not allow students to take a class via

archive—you must be present when the class meets. The archive links will be posted on the course blackboard site.

Policies and Resources for GMU Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see https://catalog.gmu.edu/policies/honor-code-system/).

- Students must follow the university policy for Responsible Use of Computing (see http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).

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

- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see http://ods.gmu.edu/).

- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.

- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

For additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu/students/.

Appendix
    Assessment Rubric(s)

        EDSE 663 Collaborative Team Improvement Project Assessment Rubric

	Does Not Meet Expectations **1**	**Meets Expectations** **2**	**Exceeds Expectations** **3**
Statement of Problem CEC/IIC Standard 7	Candidate fails to provide a clear description of the scenario and appropriately identifies the problem or conflict. Candidate fails to identify the concerns from the perspective of each team member's simulated professional role including the family of the learner with moderate to moderate to severe exceptional learning needs. Candidate fails to provide the intended outcomes for the simulated collaboration.	Candidate provides a clear description of the scenario and appropriately identifies the problem or conflict. Candidate identifies the concerns from the perspective of each team member's simulated professional role including the family of the learner with moderate to moderate to severe exceptional learning needs. Candidate provides the intended outcomes for the simulated collaboration.	Candidate provides a clear description of the scenario and appropriately identifies the problem or conflict. Candidate identifies the concerns from the perspective of each team member's simulated professional role including the family of the learner with moderate to moderate to severe exceptional learning needs. Candidate identifies culturally responsive factors that promote effective communication and collaboration with individuals with moderate to moderate to severe exceptional learning needs, families, school personnel, and community members that would be useful in the selected scenario. Candidate provides the intended outcomes for the simulated collaboration.
Review of the Literature CEC/IIC Standard 6	Candidate fails to explain the importance of resolving this issue in a collaborative manner. Candidate fails to identify evidence-based practices that are relevant to the selected scenario. Candidate fails to access information on moderate to moderate to severe exceptionalities including	Candidate explains the importance of resolving this issue in a collaborative manner. Candidate identifies evidence-based practices that are relevant to the selected scenario. Candidate accesses information on moderate to severe exceptionalities	Candidate explains the importance of resolving this issue in a collaborative manner. Candidate identifies evidence-based practices that are relevant to the selected scenario. Candidate accesses information on moderate to severe exceptionalities including pertinent laws and regulations and seeks

	Does Not Meet Expectations **1**	**Meets Expectations** **2**	**Exceeds Expectations** **3**
	pertinent laws and regulations.	including pertinent laws and regulations.	information regarding protocols, procedural guidelines, and policies designed to assist individuals with moderate to severe exceptional learning needs as they participate in school and community-based activities.
Teaming Methods CEC/IIC Standard 7	Candidate fails to describe methods used to foster respectful and beneficial relationships among team members. Candidate fails to describe the models and strategies their team used to collaborate during the teaming project.	Candidate describes methods used to foster respectful and beneficial relationships among team members. Candidate describes the models and strategies their team used to collaborate during the teaming project.	Candidate describes methods used to foster respectful and beneficial relationships among team members. Candidate describes the models and strategies their team used to collaborate during the teaming project. Candidate uses group problem-solving skills to develop, implement and evaluate collaborative activities.
Strategy Development CEC/IIC Standard 6	Candidate fails to develop strategies based on state and federal regulations and on evidence-based practice to resolve the target issue.	Candidate develops strategies based on state and federal regulations and on evidence-based practice to resolve the target issue.	Candidate develops strategies based on state and federal regulations and on evidence-based practice to resolve the target issue. Candidate describes professional activities that benefit individuals with moderate to severe exceptional learning needs, their families, and their colleagues.
Consultation and Collaboration	Candidate fails to describe the models and strategies of consultation and collaboration that were	Candidate describes the models and strategies of consultation and collaboration that were	Candidate describes the models and strategies of consultation and collaboration that were

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
CEC /IIC Standard 7	used to address potential team conflicts and those conflicts that might occur within the simulation. Candidate provides a limited plan of how team members will communicate with school staff about the characteristics, needs, and strategies to be used with the target learner. Candidate also fails to detail a plan for communicating with family members from diverse backgrounds. Candidate fails to identify and describe the models and strategies of consultation and collaboration that will assist individuals with moderate to severe exceptional learning needs and their families in becoming active participants in the educational team.	used to address potential team conflicts and those conflicts that might occur within the simulation. Candidate details a plan of how team members will communicate with school staff about the characteristics, needs, and strategies to be used with the target learner. Candidate also details a plan for communicating with family members from diverse backgrounds. Candidate identifies and describes the models and strategies of consultation and collaboration that will assist individuals with moderate to severe exceptional learning needs and their families in becoming active participants in the educational team.	used to address potential team conflicts and those conflicts that might occur within the simulation. Candidate identifies and describes the models and strategies of consultation and collaboration that will assist individuals with moderate to severe exceptional learning needs and their families in becoming active participants in the educational team. Candidate details a plan of how team members will communicate with school staff about the characteristics, needs, and strategies to be used with the target learner. Candidate also details a plan for communicating with family members from diverse backgrounds. Candidate details a plan for collaboration with school personnel and community members in integrating individuals with moderate to severe exceptional learning needs into various settings.
Results and Discussion CEC/IIC Standard 6	Candidate fails to summarize the results of the project objectively and succinctly. As part of the team, candidate provides a limited self-reflection of	Candidate summarizes the results of the project objectively and succinctly. As part of the team, candidate conducts a self-	Candidate summarizes the results of the project objectively and succinctly. As part of the team, candidate conducts a self-

	Does Not Meet Expectations 1	**Meets Expectations** 2	**Exceeds Expectations** 3
	their teaming methods to improve collaboration and guide professional growth.	reflection of their teaming methods to improve collaboration and guide professional growth.	reflection of their teaming methods to improve collaboration and guide professional growth. This reflection includes a discussion of any personal cultural biases and differences that affect one's collaboration efforts.
PowerPoint Presentation CEC/IIC Standard 6	Candidate fails to use verbal, nonverbal, and written language effectively to communicate the major elements of their teaming project in a PowerPoint presentation.	Candidate uses verbal, nonverbal, and written language effectively to communicate the major elements of their teaming project in a PowerPoint presentation.	Candidate uses verbal, nonverbal, and written language effectively to communicate the major elements of their teaming project in a PowerPoint presentation. Candidate acts ethically in advocating for appropriate services throughout the presentation.
Individual Reflection CEC/IIC Standard 6	Candidate fails to identify resources that would support a person in their simulated professional role. Candidate provides a limited reflection on how well he or she upheld high standards of competence and integrity and exercised sound judgment in his or her simulated professional role.	Candidate identifies resources that would support a person in their simulated professional role. Candidate reflects on how well he or she upheld high standards of competence and integrity and exercised sound judgment in his or her simulated professional role.	Candidate identifies resources that would support a person in their simulated professional role. Candidate reflects on how well he or she upheld high standards of competence and integrity and exercised sound judgment in his or her simulated professional role. Candidate reflects on his or her commitment to developing the highest education and quality-of-life potential of individuals with moderate to severe exceptional learning needs.