George Mason University
College of Education and Human Development

EDCI 588–001; CRN: 42981
Consultation and Collaboration in Educational Settings
3 Credits, Summer A, 2022
Asynchronous Online

Instructor: April Mattix Foster

Office Hours: Office Hours will be offered by appointment. Please contact your Instructor using the contact methods below to set up an appointment date/time. Office Hours will be accessed virtually through the Office Hours Link on Blackboard (i.e., Blackboard Collaborate). Virtual office hours are held in order to provide opportunities for you to ask one-on-one questions of your Instructor as needed. Office hours can be used to discuss anything related to the course, including assignments and projects.

Contact:
Office: Thompson Hall, 2600
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Prerequisites/Corequisites

None

University Catalog Course Description

Focuses on ways in which education professionals can collaborate in serving EAL/EFL/ESL students. Explores methods for co-planning and co-teaching as well as ways for sharing responsibilities for instruction and assessment. Examines ways for managing difficult professional interactions and how to implement collaborative and inclusive models of education.

Course Overview

This course provides a foundation for TESOL professionals in all EAL/EFL/ESL contexts to develop an understanding of and implement collaborative teaching. Candidates will explore the various types of collaboration as well as work to develop strategies to work in mentoring, consultation, and coaching situations. How to effectively communicate in an educative setting, and strategies to manage challenging collaborations will be explored.

Course Delivery Method

This course will be delivered online (76% or more) using [select either a synchronous or an asynchronous] format via 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 [Day and/or Time].

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 their GMU email and Blackboard, as these are the official methods of communication for this course.
- 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/
  - Windows Media Player:
  https://support.microsoft.com/en-us/help/14209/get-windows-media-player
  - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations
- Course Week: Because asynchronous courses do not have a "fixed" meeting day, our week will start on Mondays, and finish on Sundays.
- Log-in Frequency:
  Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least [3] times per week. In addition, students must log-in for 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 a Mason 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 George Mason University Disability Services.

Learner Outcomes or Objectives

This course is designed to enable students to do the following:

1. Identify key elements of successful educator consultation and collaboration
2. Examine educative models of collaboration and consultation
3. Discuss the rationale for using consultation and collaboration
4. Explain the importance of consulting and collaboration for the delivery of effective instruction for EAL/EFL/ESL students
5. Explain the importance of consulting and collaboration as part of reflective practice
6. Demonstrate essential communication skills including: consensus building, conflict management, negotiation, and persuasion
7. Describe and apply the steps in the collaborative consulting process to problem solving student issues

Professional Standards
Initial TESOL Pre-K-12 Teacher Preparation Programs Standards; TESOL Standards for ESL/EFL Teachers of Adults Framework

Upon completion of this course, students will have met the following professional standards:

Initial TESOL Pre-K-12 Teacher Preparation Programs Standards:
Standard 3: Planning and Implementing Instruction
Candidates plan supportive environments for ELLs, design and implement standards-based instruction using evidence-based, ELL-centered, interactive approaches. Candidates make instructional decisions by reflecting on individual ELL outcomes and adjusting instruction. Candidates demonstrate understanding of the role of collaboration with colleagues and communication with families to support their ELLs' acquisition of English language and literacies in the content areas. Candidates use and adapt relevant resources, including appropriate technology, to effectively plan, develop, implement, and communicate about instruction for ELLs.

3a Candidates plan for culturally and linguistically relevant, supportive environments that promote ELLs' learning. Candidates design scaffolded instruction of language and literacies to support standards and curricular objectives for ELLs' in the content areas.

3b Candidates instruct ELLs using evidence-based, student-centered, developmentally appropriate interactive approaches.

3d Candidates plan strategies to collaborate with other educators, school personnel, and families in order to support their ELLs' learning of language and literacies in the content areas.

3e Candidates use and adapt relevant materials and resources, including digital resources, to plan lessons for ELLs, support communication with other educators, school personnel, and ELLs and to foster student learning of language and literacies in the content areas.

Standard 5 Professionalism and Leadership
Candidates demonstrate professionalism and leadership by collaborating with other educators, knowing policies and legislation and the rights of ELLs, advocating for ELLs and their families, engaging in self-assessment and reflection, pursuing continuous professional development, and honing their teaching practice through supervised teaching.

5a Candidates demonstrate knowledge of effective collaboration strategies in order to plan ways to serve as a resource for ELL instruction, support educators and school staff, and advocate for ELLs.

TESOL Standards for ESL/EFL Teachers of Adults Framework:
Domain: Planning
Standard 1: Teachers plan instruction to promote learning and meet learner goals, and modify plans to assure learner engagement and achievement.

Domain: Commitment and Professionalism
Standard 8: Teachers continue to grow in their understanding of the relationship of second language teaching and learning to the community of English language teaching professionals, the broader teaching community, and communities at large, and use these understandings to inform and change themselves and these communities.

Required Texts
Friend, M. (2021). *Interactions: Collaboration for school professionals* (9th ed). Upper Saddle River, NJ: Pearson. ISBN: 9780135752296

Additional *Recommended* Readings:
Datnow, A. and Park, V. (2019). *Professional collaboration with purpose*. New York, NY: Routledge. ISBN-13: 978-0815348818

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., via Blackboard).

- **Assignments and/or Examinations**

Assignments (Described below in Detailed Description of Assignments section)	Grade %	DUE DATE
Informed Participation - Discussions	12.5%	Ongoing
Informed Participation - Activities	12.5%	Ongoing
Self Portrait as a Collaborator *TESOL/CAEP 5a* *TESOL Adult Standards 8*	20%	TBD
Co-Teaching Episode Video and Reflection *TESOL/CAEP 3a, 3b, 3d, 3e, and 5a* *TESOL Adult Standards 1 and 8*	20%	TBD
Collaboration Portfolio (PBA) *TESOL/CAEP 3a, 3d, 3e, and 5a* *TESOL Adult Standards 1 and 8*	35%	TBD

- **Other Requirements**

  Attendance Policy
  Students are expected to participate in **all** learning activities within each weekly module. Not participating in all learning activities within each weekly module will be reflected with a zero for the week and as an absence. **Students with one or more absences will not receive credit for the course.**

  Class participation is vitally important in a course such as this. Each class session we will have readings to discuss, ideas to unpack, and learning activities to do. You are expected to participate in the class discussions and learning activities in a substantive way, as this not only enriches the class, but also helps ensure that you will get the most out of the course.

  The discussion board is where the real learning begins—through interaction with your peers. Participation in the discussion board is critical to help you, among other things, think about relevant issues presented in the readings, share opinions with colleagues, challenge and be challenged, show how you can support an argument, and get the most from the course. Follow these parameters for your discussion board participation:

- Good posts tend to be around **150 - 250 words** per post.
- You are expected to post, at a minimum, **3 times each week**.
- Deadline for first post: **------day 11:59pm EST.**
- Deadline for other posts: **------day 11:59pm EST.**

- **Field Experience**

  Field experience in settings that serve language learners are important opportunities for connecting learning to real-world experience. All Performance-Based Assessments (PBAs) in this program will require some field experience to apply new knowledge to an educational context. Expect to spend about 15 hours of fieldwork per course. Candidates will be responsible for locating appropriate settings for field experiences.

- **Grading**

  At George Mason University course work is measured in terms of quantity and quality. A credit normally represents one hour per week of lecture or recitation or not fewer than two hours per week of laboratory work throughout a semester. The number of credits is a measure of quantity. The grade is a measure of quality. The university-wide system for grading graduate courses is as follows:

Grade	Course Grades	Grade Points	Interpretation
A+	=100	4.00	Represents mastery of the subject through effort beyond basic requirements
A	94-99	4.00	
A-	90-93	3.67	
B+	85-89	3.33	Reflects an understanding of and the ability to apply theories and principles at a basic level
B	80-84	3.00	
C	70-79	2.00	Denotes an unacceptable level of understanding and application of the basic elements of the course
F	<70	0.00	

See the University Catalog for details: http://catalog.gmu.edu/policies/academic/grading/

Professional Dispositions

See https://cehd.gmu.edu/students/polices-procedures/

Detailed Descriptions of Assignments

Informed Participation

Class participation is evidenced by thoughtful, thorough completion of **all activities** in the Weekly Modules. Your discussion and other work should reflect learning from readings, videos, and any other online content within the Weekly Modules. While your current knowledge is important to your understandings, demonstrating the way that deep engagement with the course content expands your knowledge, disposition, and skills as a reflective practitioner is expected and necessary for earning full participation points. That is, candidates' work within each Weekly Module must reflect thorough preparation, which will be evidenced by critically analyzing, asking questions, making

observations, and sharing reflections as well as by offering specific examples for incorporating learning from the course into their teaching practice in diverse, inclusive classrooms.

Self Portrait as a Collaborator

This exercise is an opportunity for students to self-reflect on their own strengths and obstacles as collaborators. After completing online self-assessments of style, preference, and personality, each student will craft a 3-4 page paper that 1) highlights the student's strengths as a collaborator, 2) suggests ways in which his or her strengths can serve to support collaborative efforts, 3) explains areas the student would like to focus on or acknowledge as potential challenges to collaborative efforts, and 4) provides suggestions for how he or she might address those challenges in the future. Further details and the assignment rubric are provided on Blackboard.

Co-Teaching Episode

Each student will work with at least one other teacher to prepare and deliver a lesson that reflects a model of collaboration (e.g., parallel, station, alternative, team). The co-teacher will need to provide an evaluation of the contribution of student member of the team to the overall plans and lesson enactment.

 Each student will submit:

a) **Detailed lesson plans:** Plans should address specific objective(s) for the lesson, phases of instruction, what each teacher will be doing at each phase, accommodations for specific students, and evaluation of the lesson.

b) **Video Segment:** The student should record the lesson (focusing on the teachers, not the students) and select **one ten-minute maximum** clip of the lesson that exemplifies the co-teaching that took place.

c) **Reflection** on the contribution made to the co-teaching lesson. This written reflection should answer each of the questions below **providing two or three specific examples** or occurrences in your team that come to mind:

> *What specific examples or occurrences did you have that demonstrates joint work on connecting or integrating ideas, strategies, or skills from sessions offered during this class?*

> *What specific examples or occurrences did you have with your co-teacher that show joint/shared contributions to the planning and teaching of the lesson?*

> *What specific examples or occurrences did you have with your co-teacher that show joint/shared contribution to the development of resources for the lesson?*

> *What specific examples or occurrences did you have with your co-teacher that show joint/shared contribution to the development of assessment of potential student outcomes?*

d) **Co-teacher reflection:** The student should also submit the co-teacher's reflection of the students' participation in the activity.

Collaboration Portfolio (Performance-Based Assessment - PBA)
The PBA for this course is a Collaboration Portfolio. The purpose of the portfolio is to provide a space in which you are able to collect and share information about yourself as well as resources that resonate with your teaching ideas and beliefs. The portfolios will be built in Blackboard Portfolio. Portfolios can be shared after the course, so students are absolutely welcome to add additional pages or information if they choose to use the portfolio in other capacities after the class has ended.

The portfolio will describe you as a professional and will connect others with resources that you find valuable to your teaching and teaching ideals. You are becoming leaders and experts – your voices matter! You will create a portfolio which contains the following information:

Portfolio Pages
Home Page: Student info page
>   *A brief bio on YOU – explain who you are and why you became (or are becoming) a teacher of
>   EAL/EFL/ESL students
>   *Resume/CV
>   *Picture of you (or avatar of you)
>   *Teaching philosophy – please feel free to use the one you have crafted in other classes

The rest of the pages are for resources. For each page, you should have a minimum of four resources. Most of your resources will likely be websites, but you can include articles or books, if you'd like. For each resource, you need to provide a 3-4-sentence narrative that 1) provides a description of the resource, 2) explains why you have selected this resource as an exemplar for the topic area (i.e. why do you find it helpful), 3) provide some suggestions on how others can utilize it for their own classrooms.

>   Page A: ESOL Resources
>   Page B: Supporting a Positive Classroom Environment
>   Page C: Classroom Management
>   Page D: Home/School Connection
>   Page E: Podcasts on Teaching
>   Page F: Technology Tools

A sample portfolio and video directions on how to create a portfolio are available on Blackboard.

Collaboration Portfolio (Performance-Based Assessment) Rubric

Criteria/Level	Exceeds Standard - 4	Meets Standard - 3	Approaches Standard – 2	Needs Improvement - 1
Student Profile	The student profile page has all component parts completed with extensive detail and description.	The student profile page has all component parts completed with some detail and description.	The student profile page is missing one or more components; components present have some detail and description.	The student profile page is missing more than one component; or the profile page has minimal detail and description.
ESOL Resources	A minimum of four resources are clearly described with extensive detail; clear	A minimum of four resources are clearly described with detail; clear and active links	A minimum of three resources are clearly described with detail; clear and active links	One or two resources are described; links are provided to the

	and active links are provided to the resource; a highly thought out description of how the resources can be used in teaching is presented.	are provided to the resource; a description of how the resources can be used in teaching is presented.	are provided to the resource; a description of how the resources can be used in teaching is presented.	resource are inaccurate; a description of how the resources can be used in teaching is missing.
Classroom Management	A minimum of four resources are clearly described with extensive detail; clear and active links are provided to the resource; a highly thought out description of how the resources can be used in teaching is presented.	A minimum of four resources are clearly described with detail; clear and active links are provided to the resource; a description of how the resources can be used in teaching is presented.	A minimum of three resources are clearly described with detail; clear and active links are provided to the resource; a description of how the resources can be used in teaching is presented.	One or two resources are described; links are provided to the resource are inaccurate; a description of how the resources can be used in teaching is missing.
Supporting a Positive Classroom Environment	A minimum of four resources are clearly described with extensive detail; clear and active links are provided to the resource; a highly thought out description of how the resources can be used in teaching is presented.	A minimum of four resources are clearly described with detail; clear and active links are provided to the resource; a description of how the resources can be used in teaching is presented.	A minimum of three resources are clearly described with detail; clear and active links are provided to the resource; a description of how the resources can be used in teaching is presented.	One or two resources are described; links are provided to the resource are inaccurate; a description of how the resources can be used in teaching is missing.
Home/School Connection	A minimum of four resources are clearly described with extensive detail; clear and active links are provided to the resource; a highly thought out description of how the resources can be used in teaching is presented.	A minimum of four resources are clearly described with detail; clear and active links are provided to the resource; a description of how the resources can be used in teaching is presented.	A minimum of three resources are clearly described with detail; clear and active links are provided to the resource; a description of how the resources can be used in teaching is presented.	One or two resources are described; links are provided to the resource are inaccurate; a description of how the resources can be used in teaching is missing.
Podcasts on Teaching	A minimum of four resources are clearly described with extensive detail; clear and active links are provided to the resource; a highly thought out description of how the resources	A minimum of four resources are clearly described with detail; clear and active links are provided to the resource; a description of how the resources can be used in teaching is presented.	A minimum of three resources are clearly described with detail; clear and active links are provided to the resource; a description of how the resources can be used in teaching is presented.	One or two resources are described; links are provided to the resource are inaccurate; a description of how the resources can be used in

	can be used in teaching is presented.			teaching is missing.
Technology Tools	A minimum of four resources are clearly described with extensive detail; clear and active links are provided to the resource; a highly thought out description of how the resources can be used in teaching is presented.	A minimum of four resources are clearly described with detail; clear and active links are provided to the resource; a description of how the resources can be used in teaching is presented.	A minimum of three resources are clearly described with detail; clear and active links are provided to the resource; a description of how the resources can be used in teaching is presented.	One or two resources are described; links are provided to the resource are inaccurate; a description of how the resources can be used in teaching is missing.
Professional Presentation	The portfolio is professionally put together; professional wording and grammar is used throughout	The portfolio is professionally put together; there are some grammar mistakes and typos present.	The portfolio is put together with minimal attention to professionalism; there are many grammar mistakes and typos.	The portfolio is not professionally put together and there are many grammar mistakes and typos.

Class Schedule

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

Module 1	*Defining Collaboration*
Dates	April 25 – May 1
Readings	Friend & Cook Chapter 1
Assignments	Complete all readings Participate in discussion board and activities

Module 2	*Effective Communication*
Dates	May 2 – May 8
Readings	Friend & Cook Chapter 2 Friend & Cook Chapter 3
Assignments	Complete all readings Participate in discussion board and activities

Module 3	*Managing Conflict*
Dates	May 9 – May 15
Readings	Friend & Cook Chapter 9
Assignments	Complete all readings Participate in discussion board and activities

Module 4	*Group Problem Solving*
Dates	May 16 – May 22
Readings	Friend & Cook Chapter 5
Assignments	Complete all readings Participate in discussion board and activities Submit Self Portrait Assignment

Module 5	*Building Teams*
Dates	May 23 – May 29
Readings	Friend & Cook Chapter 6 Tools for Teams
Assignments	Complete all readings Participate in discussion board and activities

Module 6	Co-Teaching
Dates	May 30 – June 5
Readings	Friend & Cook Chapter 7 Friend, M. (2016). Welcome to Co-Teaching 2.0. Educational Leadership, 74 (4), 16-22.
Assignments	Complete all readings Participate in discussion board and activities

Module 7	Consultation, Coaching, and Mentoring
Dates	June 6 – June 12
Readings	Friend & Cook Chapter 8
Assignments	Complete all readings Participate in discussion board and activities Submit Co-Teaching Episode Assignment

Module 8	Special Considerations for Effective Collaboration
Dates	June 13 – June 19
Readings	Friend & Cook Chapter 12
Assignments	Participate in discussion board and activities Submit Collaboration Portfolio

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/.

GMU Policies and Resources for 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 https://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://ds.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 VIA should be directed to viahelp@gmu.edu or https://cehd.gmu.edu/aero/assessments. Questions or concerns regarding use of Blackboard should be directed to https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/.
- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking: As a faculty member, I am designated as a "Responsible Employee," and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason's Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason's Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

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

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 https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/.

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

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