George Mason University
College of Education and Human Development
Teaching Culturally & Linguistically Diverse and Exceptional Learners

EDCI 776.DL1– Consultation and Collaboration in Diverse K-12 Settings
3 Credits, Fall 2018
August 28-December 8, 2018—Online via Blackboard

Faculty

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Prerequisites/Corequisites

Recommended Corequisite: EDCI 777

Required Prerequisite: EDCI 790

University Catalog Course Description

Focuses on ways in which practicing education professionals collaborate in serving diverse learners and their families. Explores methods for co-planning and co-teaching in the general education classroom and ways for sharing responsibilities for instruction and assessment. Includes ways for dealing with difficult interactions as part of understanding how to implement collaborative and inclusive models of education for diverse learners.

Course Overview

Not Applicable

Course Delivery Method (Online Course)

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 **Monday, August 27, 2018, at 8:00 A.M. (EST)**.

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://windows.microsoft.com/en-us/windows/downloads/windows-media-player/
  - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Week: This course is asynchronous. Because asynchronous courses do not have a "fixed" meeting day, our week will start on Tuesdays and finish on Mondays. Our course week will begin on the day that our synchronous meetings take place as indicated on the Class Schedule.
- 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.
- 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. You 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.

Class Participation

Regular and active participation is an essential part of your success in this on-line course. The expectation of the instructor is that you will log on a minimum of three (3) times every week. It is essential and critical that you view online videos, complete various activities and assignments, read and reflect on all of the lecture notes/presentations and assigned readings as well as the discussion threads.

Due to the nature of this course, the quality and timeliness of your responses and assignments are important. Please keep the following in mind as you participate in this course:
- Quality: Your responses should be well-written and spell-checked before posting and/or responding. Clarity and conciseness are essential. Make sure that you support your 4 statements with reliable sources (e.g., peer-reviewed/refereed journal articles, scholarly books, course texts, etc.).
- Timeliness: All assignments must be turned in within the week that they are due. Please note specific due dates for assignments. You are expected to participate in Blackboard discussions at least twice a week (i.e., on different days of the week). Generally, you post your response during the first part of the week. During the middle/end of the week, you are expected to respond to a classmate's response AND reply to others who have commented on your posting and/or responses. Late assignments will receive a 20% grade reduction for each missed deadline.

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 (Proposition 4).
2. Examine models of collaboration and consultation in K-12 settings (Proposition 5).

3. Discuss the rationale for using consultation and collaboration in K- 12 settings (Proposition 5).
4. Explain the importance of consulting and collaboration for the delivery of effective instruction for TCLDEL (Proposition 4).
5. Explain the importance of consulting and collaboration as part of reflective practice (Proposition 4).
6. Demonstrate essential communication skills including: consensus building, conflict management, negotiation and persuasion (Proposition 4).
7. Describe and apply the steps in the collaborative consulting process to problem solving student issues (Proposition 5).

Professional Standards (National Board of Professional Teaching Standards)

As part of the advanced capstone coursework for the master's degree this course encompasses standards from National Board of Professional Teaching Standards. Upon completion of this course, students will have met the following professional standards:

Proposition 4: Teachers Think Systematically about Their Practice and Learn from Experience**.**

- NBCTs model what it means to be an educated person – they read, they question, they create and they are willing to try new things.
- They are familiar with learning theories and instructional strategies and stay abreast of current issues in American education.
- They critically examine their practice on a regular basis to deepen knowledge, expand their repertoire of skills, and incorporate new findings into their practice.

Proposition 5: Teachers are Members of Learning Communities**.**

- NBCTs collaborate with others to improve student learning.
- They are leaders and actively know how to seek and build partnerships with community groups and businesses.
- They work with other professionals on instructional policy, curriculum development and staff development.
- They can evaluate school progress and the allocation of resources in order to meet state and local education objectives.
- They know how to work collaboratively with parents to engage them productively in the work of the school.

See more at: http://www.nbpts.org/five-core-propositions#sthash.mqOb4pjx.dpf

Required Text
Friend, M., & Cook, L. (2017). *Interactions: Collaboration for school professionals* (8th ed.). Upper Saddle River, NJ: Pearson.

Recommended Text
Pugach, M., Johnson, L., Drame, E., & Williamson, P. (2012). *Collaborative practitioners, collaborative schools* (3rd ed.). Charlottesville, VA: Love Publishing.

Course Performance Evaluation

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

Course Schedule

This course is divided into 15 weeks. The Tuesday to Monday schedule for this course is as follows:

Week 1: August 28-September 2 (abbreviated week—Labor Day on 9/3)
Week 2: September 4-September 10
Week 3: September 11-September 17
Week 4: September 18-September 24
Week 5: September 25-October 1
Week 6: October 2-October 7 (abbreviated week—Fall Break on 10/8)
Week 7: October 9-October 15
Week 8: October 16-October 22
Week 9: October 23-October 29
Week 10: October 30-November 5
Week 11: November 6-November 12
Week 12: November 13-November 19
Week 13: November 20 & 26 (abbreviated week—Thanksgiving Recess from 11/21 until 11/25)
Week 14: November 27-December 3
Week 15: December 4-December 8* (abbreviated week—Last Day of Class on 12/8)

*All work due on Saturday, December 15, 2018, by 11:59 P.M. (EST).

<u>FIELDWORK REQUIREMENT</u>

Field Experience Record and Evaluation

The **field experience is a required component** of the teacher preparation program at George Mason University. All students will complete a minimum of **20 hours in field experience** for this course. Documentation of your field experience is required as well as a signed statement from your field experience teacher(s) or supervisor(s). If you are taking more than one course in a semester, you must complete 20 hours per course (e.g., two courses require 40 hours of field experience). This means you may be completing different tasks for different courses in the same placement. Materials and products used for one course cannot be used for another course (e.g., videos, lesson plans, activities, etc.)

In-service teachers: Field experience can often be conducted in your own classroom if you have access to the population of students required for the PBAs and other assignments. Please consult your instructor if you have questions about the viability of your classroom for fieldwork in this class. You must register for your school as your field experience site in the online Field Experience

Request form available here: https://cehd.gmu.edu/endorse/ferf. You will check the box indicating that: *"I will arrange my own field experiences (observations and/or case studies) because I am a full-time contracted school system employee and will complete field experience at my workplace."* The deadline to submit your field experience placement is Week 2 of class. Failure to do so will result in an unsatisfactory grade for your fieldwork assignment. If you are taking this course as part of a cohort program, please indicate "TCLDEL Cohort" on your request form FIRST, then select your program and placement location. HINT: Cohort courses have section numbers beginning with "6F" (e.g. EDUC 511.6F1).

Pre-service teachers: If you are not currently working in a K-12 school, you will need to be placed in an appropriate fieldwork setting to complete your required PBAs and fieldwork hours. You must request a fieldwork site using the online Field Experience Request form available here: https://cehd.gmu.edu/endorse/ferf. You will check the box indicating that: I will need George Mason (Clinical Practice Specialist) to arrange a placement for my field experiences (including observations and/or case studies). The deadline to submit your field experience placement is Week 2 of class. Failure to do so will result in an unsatisfactory grade for your fieldwork assignment. If you are taking this course as part of a cohort program, please indicate "TCLDEL Cohort" on your request form, then select your program and placement location. HINT: Cohort courses have section numbers beginning with "6F" (e.g. EDUC 511.6F1).

Virginia state or county cohort teachers: Cohort Students are required by their district and by TCLDEL to complete field experiences as required by the Virginia Department of Education for this program. Each district has arranged for candidates to be able to work at K-12 grade levels in order to complete all licensure requirements. Please contact your district coordinator for further information.

TCLDEL Fieldwork Log of Hours and Evaluation Assessment

	Status of Student Work	
	1	0
Fieldwork Log of Hours demonstrates 20 hours of fieldwork completed, with a teacher-mentor or supervisor signature.	Complete	Not Complete

NOTE: Failure to submit documentation of successful completion of your fieldwork in a timely manner will make you ineligible to register for coursework, be recommended for licensure, or receive a grade for this course.

- **Assignments and/or Examinations**

Assignment Description	Grade %	Standards Addressed
Field Experience	S/U	Program Requirement
Critical Reflective Journal	20	Proposition 4
Essay in Conflict Analysis	20	Proposition 4
Document/Resource Analysis	15	Proposition 4, Proposition 5
PBA Co-Teaching/Demonstration Episode	30	Proposition 4, Proposition 5
Informed Participation	15	Proposition 5

1. Critical Reflective Journal (20 points) - participants will maintain a reflective journal throughout the course. This journal process is designed to help participants develop a frame of reference for consulting and collaboration as a worldview in teaching. Systematic and regular journaling will be used to provide evidence of growth as a reflective educator.

2. Essay in Conflict Analysis (20 points) – this essay will be designed around the major points of conflict and strategies to address them. Identify one specific conflict that you have had to manage in the past. List the sequence of events and make specific text connections to support your reflection about what happened and why. Which aspects of the conflict were easiest/hardest to resolve and why?

3. Document/Resource Analysis (15 points) – focusing on a specific school setting (one in which you are employed or wish to be employed) construct a resource list with names, titles, contact information and areas of expertise for individuals who might serve as consultants in your classroom.

4. PBA Co-Teaching/Demonstration Episode (30 points) – the performance-based assessment for this class is multilayered and will involve a minimum of two individuals. Paired participants will design a co-teaching episode, submit lesson plans outlining the shared responsibilities and conduct a micro-teaching demonstration. Further, each participant will evaluate the contribution of their peer, and the overall demonstration will be evaluated by the instructor (see detailed instructions and rubric attached).

- **Other Requirements**
  Informed Participation (15 points): This class is based upon informed participation. Students are expected to be prepared to discuss the assigned content using examples from the text or other readings to support classroom experiences and knowledge about collaboration and consulting in professional learning communities. While your current knowledge as a teacher is important to your understandings, finding evidence and research-based support is critical to expanding your knowledge as a practitioner. Further, students are expected to actively participate in online activities, be supportive of their classmates and conduct themselves in a professional manner throughout the program. Any departure from the above expectations will result in a deduction of points in the participation grade—simply "being" in class is insufficient to obtain full participation points.

- **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	GRADING	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*	<69	0.00	

Note: "C" is not satisfactory for a licensure course; "F" does not meet requirements of the Graduate School of Education

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

Honor Code & Integrity of Work
Integrity of Work: TCLDEL students must adhere to the guidelines of the George Mason University Honor Code (https://catalog.gmu.edu/policies/honor-code-system/). The principle of academic integrity is taken very seriously and violations are treated as such.

Violations of the Honor Code include:
1. Copying a paper or part of a paper from another student (current or past);
2. Reusing work that you have already submitted for another class (unless express permission has been granted by your current professor before you submit the work);
3. Copying the words of an author from a textbook or any printed source (including the Internet) or closely paraphrasing without providing a citation to credit the author. For examples of what should be cited, please refer to: https://owl.english.purdue.edu/owl/resource/589/02/
4. You may also not "reuse" fieldwork hours. Each placement must have 20 documented hours that are solely for each course that you are in; you may be at the same site, but the same hours may not be counted towards the same course.

Late Work Policy
At the graduate level all work is expected to be of high quality and submitted on the dates due. *Work submitted late will be reduced one letter grade for every day of delay.* Because we live in uncertain times, if you have any extraordinary circumstances (think flood, earthquake, evacuation) that prevent you from submitting your work in a timely manner, it is your responsibility to contact the instructor as soon as possible after the circumstances occur and make arrangements to complete your work. *It is up to the discretion of the instructor to approve the late/makeup work.*

Course Withdrawal with Dean Approval
For graduate and non-degree students, withdrawal after the last day for dropping a course requires approval by the student's academic dean, and is permitted only for nonacademic reasons that prevent course completion (Mason catalog). *Students must contact an academic advisor* in APTDIE to withdraw after the deadline. There is no guarantee that such withdraws will be permitted.

Online Participation/Attendance Policy
Students are expected to participate in **all** online discussions. Not participating in an online discussion module will be reflected with a zero for the week and as an absence. **Students with two or more absences will not receive credit for the course.**

Incomplete (IN)
This grade may be given to students who are in good standing, but who may be unable to complete scheduled course work for a cause beyond reasonable control. The student must then complete all the requirements by the end of the ninth week of the next semester, not including summer term, and the instructor must turn in the final grade by the end of the 9th week. Unless an explicit written extension is filed with the Registrar's Office by the faculty deadline, the grade of IN is changed by the registrar to an F (Mason catalog). Faculty may grant an incomplete with a contract developed by the student with a reasonable time to complete the course at the discretion of the faculty member. The faculty member does not need to allow up to the following semester for the student to complete the course. A copy of the contract will be kept on file in the APTDIE office.

Proposed Class Schedule

Date	Topic	Readings	Assignments Due
Week 1 **8/28-9/2** **(Labor Day: 9/3)**	• Who are we? • Pre-course Survey • Introduction • Conceptual Context for Collaboration: Multidimensional Framework	Murdock, L., Finneran, D. & Theve, K. (2016). Co-teaching to reach every learner. *Educational Leadership, 74*(4), 42-47.	**Pre-course Survey due by 9/2**
Week 2 **9/4-9/10**	• Worldviews of Teaching: Roles & Responsibilities • Building Collaborative Classrooms	Friend & Cook (F&C), Chapter 1 The Changing Role of the ESL Teacher (http://blog.tesol.org/the-changing-role-of-the-esl-teacher/) ELL Educators & General Classroom Teachers: Collaborating for Success (https://ellevationeducation.com/blog/ell-educators-classroom-teachers-collaborating-success)	**Journal Entry #1 due SUBMIT TO Blackboard (Bb) Journal by 9/10**
Week 3 **9/11-9/17**	• Basis for Collaboration: Communication Skills • Communication Style Self-Assessment	F&C Chapter 2 Ndura, E. (2004). Teachers' discoveries of their cultural realms: Untangling the web of cultural identit*y. Multicultural Perspective, 6(3)*, 10-16. Moyer, A. & Clymer, J. (2009). What Does It Mean to be Culturally Proficient? www.naesp.org Gay, G. (2002). Preparing for culturally responsive teaching. *Journal of Teacher Education, 53*(2), 106-111.	**Document/Resource Analysis List due UPLOAD to Bb Assignment by 9/17**
Week 4 **9/18-9/24**	• Intercultural Competency for Teaching in Culturally Responsive Classrooms • Intercultural Competency Assessment/Quiz	F&C Chapter 3 Friend, M. (2016). Welcome to Co-Teaching 2.0. *Educational Leadership, 74*(4), 16-22.	**Journal Entry #2 due SUBMIT TO Bb Journal by 9/24**
Week 5 **9/25-10/1**	• Developing Positive Environments for Collaboration • Learning the Skills for Successful Collaboration & Consulting • Listening and Consensus Building • Analyzing Our Strengths	F&C Chapters 3 & 4 Complete the Clifton StrengthsFinder assessment and review your results (optional)	

Date	Topic	Readings	Assignments Due
Week 6 **10/2-10/7**	• Collaboration in Practice • Models of Collaboration and Consulting in Diverse Classrooms • Building on Our Strengths	TBD	**Journal Entry #3 due SUBMIT TO Bb Journal** **By 10/7**
Week 7 **10/9-10/15**	• Meeting Student Needs Through Co-Teaching & Teaming	F&C Chapters 6 & 7 The Effectiveness of Co-Teaching Models: A Review of the Literature (2012). *The Hanover Report:* hanoverresearch.com Mastropieri, M.A., Scruggs, T.E., Graetz, J., Norland, J., Gardizi, W., and McDuffie, K. (2005). Case studies in co-teaching in the content areas: Successes, failures and challenges. *Intervention In School And Clinic, 40*(5), 260-270.	
Week 8 **10/16-10/22**	• Collaborative Problem Solving • Conflict Management: Negotiation & Persuasion	F&C Chapters 5 & 9	**Journal Entry #4 due SUBMIT TO Bb Journal by 10/22**
Week 9 **10/23-10/29**	• Collaboration: A Community Approach • Professional Learning Communities (PLCs)	F&C Chapters 10, 11, & 12	
Week 10 **10/30-11/5**	• Meeting Student Needs through Collaborative Consulting • Meeting Student Needs through Response to Intervention (RTI)	F&C Chapter 8 Response to Intervention Resources for Teachers: http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/ Response to Intervention Archive of Articles/Disciplines: http://www.readingrockets.org/atoz/1145/all	**Journal Entry #5 due SUBMIT TO Bb Journal by 11/5**
Week 11 **11/6-11/12**	• Developing Positive Environments for Collaboration	*Review class readings as you finalize your conflict analysis*	

Date	Topic	Readings	Assignments Due
Week 12 **11/13-11/19**	• Evaluation and Follow Up: Principles & Techniques • Problem Identification: Assessment & Goal Setting • Ethics of Collaborative Practice	Leatherman, J. (2009). Teachers' voices concerning collaborative teams within an inclusive elementary school. *Teaching Education, 20*(2), 189-202. Magiera, K., Lawrence-Brown, K., Bloomquist, K., Foster, C., Figueroa, A., Glatz, K., Heppeler, D., & Rodriguez, P. (2006). *On the road to more collaborative teaching: One school's experience. Teaching Exceptional Children Plus, 2*(5), 1-11.	**Journal Entry #6 due SUBMIT TO Bb Journal by 11/19** **Conflict Analysis Essay Due UPLOAD to Bb Assignment by 11/19**
Week 13 **11/20 & 11/26** **(Thanksgiving Recess: 11/21-11/25)**	TBD	TBD	
Week 14 **11/27-12/3**	• Co-teaching/Demo Episode Presentations		**Journal Entry #7 due SUBMIT TO Bb Journal by 12/3**
Week 15 **12/4-12/8**	• Co-teaching/Demo Episode Presentations • Synthesis • Final Thoughts • Final Course Evaluation: Online GSE Course Survey	*Review class readings as you work on your co-teaching demonstrations*	**Journal Entry #8 due SUBMIT TO Bb Journal by 12/15** **Final Co-Teaching PBA due UPLOAD to Bb Assignment by 12/15** **Field Experience Record and Evaluation due UPLOAD to Bb Assignment by 12/15**
*All work due on Saturday, December 15, 2018, by 11:59 P.M. (EST).			

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

Performance Based Assessment: Co-Teaching Episode Description & Rubric

The performance-based assessment (PBA) for this course is a collaborative Co-Teaching / Demonstration Episode (30 points). Working in teamed pairs/groups (e.g. ESL & FL, ESL & Elementary, SPED & Elementary…), each team will prepare a teaching demonstration that reflects a model of collaboration (e.g., parallel, station, alternative, team).

You may choose the format in which you would like to present your episode online (i.e., as long as it is compatible with Blackboard). So, you may upload a PowerPoint with video, record a Prezi with video, use Google Slides or VoiceThread with video, etc.

Each team will prepare:

a) **Detailed lesson plans:** Plans should address specific objective(s) for the 45-minute lesson, phases of instruction, what each teacher will be doing at each phase (e.g. work agreement), accommodations for specific students, and evaluation of co-teaching. Documentation of student outcomes related to instructional objectives including the types of student work to be included.

b) **Reflection** on the contribution made to the co-teaching demonstration by **each** member. Your independent 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 t teammates that show joint/shared contributions to the planning and demonstration presentation?

- What specific examples or occurrences did you have with your teammates that show joint/shared contribution to the development of resources used for the planning and demonstration presentation?

- What specific examples or occurrences did you have with your teammates that show joint/shared contribution to the development of assessment of potential student outcomes to the planning and demonstration presentation?

Evaluating your contribution and that of your teammate, rate the experience as to the level and quality of the contribution by each of you:

4 = we jointly shared all preparation and demonstration planning and implementation

3 = we shared some planning and preparation but did most of our work separately and only came together for the demonstration.

2 = we each made some contribution to planning and preparation but (I/colleague) did the majority of the work for the demonstration.

1 = we divided the assignment and came together only for the purposes of the demonstration.

0 = this team did not work together at all; it was a mess.

Rubric for Co-Teaching/Demonstration Episode

	Does Not Meet Standards (0/1)	Beginning to meet standards (2)	Meets standards (3)	Exceeds Standards (4)
Planning (10) Collaborative planning is modeled by the team of educators focused on SOL grade level content standards	Lesson plan does not have sufficient evidence to determine it was jointly planned around grade level standard(s)	Lesson plan provides some evidence of joint planning but one team member appears to have taken the lead.	Lesson plan provides evidence of joint contributions reflecting the expertise of each team member	Lesson plan clearly identifies equal and integrated contributions by team members and reflects content expertise and teaching strengths
Resource Development (5) Teachers plan and model the implementation of classroom instruction that includes a variety of print, media, electronic and technology resources aligned with student needs.	No evidence in planning that indicates an equal distribution of resource development (e.g. handouts, hands on activities…)	Some evidence in planning that resource ideas were generally shared but one member appears to have taken the lead.	Lesson plan provides evidence of joint resource development with contributions reflecting the expertise of each team member.	Lesson plan clearly identifies equal and integrated resource development by team members and reflects content expertise and teaching strengths.
Instruction (5) Educational professionals plan and model sharing roles and responsibilities for working with students in such a way that the distinction between generalist and specialist is not obvious	Instruction is divided and appears to be unconnected to the learning goals. Both team members appear to be lead and it is disruptive to the flow of the lesson.	Instruction appears to be a 'trade off' with little flow or accomplishment of the goals of the lesson. One team member appears to be the lead.	Instruction appears to be equally shared but timing and pacing are impeding the flow of the lesson and accomplishing the goals.	Instruction is equally shared, pacing and timing are engaging and there appears to be no 'lead' teacher as the goals are accomplished.

Assessment (5) Teachers plan and model pre/post-assessment of student learning and use the information to plan, implement and adjust future instruction. Both teachers are actively engaged in delivering content and assessing student learning.	No attempt is made to use assessment during the demonstration.	Teachers provide a discussion of assessment practices but do not engage students nor use it to modify instruction.	Teachers conduct a pre-assessment of student learning however they do not actively use it to differentiate or guide instruction.	Teachers are actively engage in assessment student learning and instruction. Pre-assessment of student learning is used to differentiate and guide instruction.
Engagement (5) Teachers model the use of a variety of instructional materials/methods to engage students and provide options for the students to demonstrate mastery of the content.	Limited or no variety of instructional materials are used; one of the team appears to use all materials for the lesson demonstration.	Some variety of instructional materials are used jointly during the demonstration however only one member of the team uses the material.	Multiple options are provided to address different learner needs. Both teachers engage students in an equitable manner.	Targeted materials are used with specific students to engage and allow students to demonstrate mastery of the content; both teachers are highly engaged with the demonstration.
Joint Involvement (5) Both teachers share the delivery and have equally active roles in leading the class. Both teachers are actively engaged in the delivery of core instruction	There is no attempt to share or balance instruction; at least one team member takes over the demonstration.	There is an unbalanced approach to the teaching demonstration with minimal engagement during delivery.	There is some balance between the team during the demonstration, both members display their expertise.	Both teachers share equally in the demonstration lesson, providing evidence of their expertise and skills relevant to their teaching assignments.

Professional Dispositions

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

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 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/.