



**College of Education and Human Development
Division of Special Education and disAbility Research**

Spring 2020

EDSE 663 646: Collaborative Teamwork to Support Students with Significant Disabilities
CRN: 21886, 3 – Credits

Instructor: Dr. Ann Finan	Meeting Dates: 1/9/2020 – 3/5/2020
Phone: 703-989-9759	Meeting Day(s): Thursday
E-Mail: Afinan@gmu.edu	Meeting Time(s): 5 pm – 9:30 pm
Office Hours: Before or after class by appointment	Meeting Location: Fairfax High School Room
Office Location: Fairfax High School	Other Phone:

- ❖ 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

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.

Advising Contact Information

Please make sure that you are being advised on a regular basis as to your status and progress in your program. Students in Special Education and Assistive Technology programs can contact the Special Education Advising Office at 703-993-3670 or speced@gmu.edu for assistance. All other students should refer to their assigned program advisor or the Mason Care Network (703-993-2470).

Advising Tip

Did you know that to receive your teaching license you need to submit your request to VDOE? Depending on your situation, you can either submit your paperwork to VDOE through your

county HR office or through GMU. For instructions, visit <http://cehd.gmu.edu/teacher/instructions>.

Course Delivery Method

Learning activities include the following:

1. Class lecture and discussion
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

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.

Professional Standards

(Council for Exceptional Children (CEC), Interstate Teacher Assessment and Support Consortium (InTASC). Upon completion of this course, students will have met the following professional standards: 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 one 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

- 1) Friend & Cook, *Interactions: Collaboration Skills for School Professionals*, Pearson, (2017) 8th edition, ISBN 9780134168548

2) Doyle, The Paraprofessionals Guide to Inclusive Classrooms, Brookes, (2008) 3rd ed. ISBN 9781557669247

Recommended Textbooks

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author.

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).

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

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, In TASC 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)

Please see Blackboard.

College Wide Common Assessment (TK20 submission required)

Please see Blackboard.

Performance-based Common Assignments (No Tk20 submission required)

Please see Blackboard.

Other Assignments

TEAM TEXT READING ASSIGNMENT (30 POINTS, TEAM GRADE)

Students in the class will be assigned to a team at the beginning of the semester and will continue to be a member of that team for all team related assignments. For the text reading assignment, each team will be assigned 1 or 2 chapters in the Friend and Cook textbook to read thoroughly and present the main points contained in the chapter to the entire class. The goal of the assignment is for team members to experience the forming stage in the team process while determining how and what points to present during the following week's class. 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. Guidelines for the presentation and the accompanying team document, and a grading rubric will be provided. All members of the team will receive the same number of points for this assignment.

ASSIGNMENT 1: 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 with an additional page for 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 team has to develop a plan to meet his needs in those settings.

ASSIGNMENT 2: 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 with an additional page for 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 team will have to plan how to resolve this issue before legal professionals become involved

ASSIGNMENT 3: Collaborative Team Improvement Project- Group Grade (100pts)
There will be 3 class periods dedicated to team meetings.

The **first** meeting is devoted to the Team Chapter Summary Assignment. The **second** team meeting 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, the team members will individually submit their observations/reflections of the team process. The reflections should be at least 2 pages but not exceed 3. **Reflection #3 is to be at least 3 pages but not exceed 4**. There are specific topics that each reflection should address as stated below. During the last 3 team meetings, course instructor will make **real time observations** of your team process and will provide guidance and feedback. A grading rubric will be provided.

Reflection #1 (15) 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 challenges.

Reflection #2 (15) 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 the team members, etc...

Reflections#3 (30) is completed at the end of the last team meeting. It is an overall reflections **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.

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 realistically be 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 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.

Teaming Methods Used with this Project: 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?

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

What Could the Team Have Done Differently?: 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. Do not read the narrative that was written for the slides. **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”.

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.

Course Policies and Expectations

Attendance/Participation

Attendance/Participation Students are expected to (a) attend all classes during the course, (b) arrive on time, (c) stay for the duration of the class time and (d) complete all assignments. Attendance, timeliness, and professionally relevant, active participation are expected. Attendance and professional participation at all sessions is very important because many of the activities in class are planned in such a way that they cannot necessarily be recreated outside of the class session. Missing more than one class or repeated tardiness/leaving early will result in the loss of five points off your final grade per incident. Please notify me in advance by phone or email if you will not be able to attend class. Note: It is impossible to participate fully in this class while texting, Facebooking, tweeting, working on documents, etc. Please be fully present in class

Late Work

All assignments must be submitted by the designated date and time. Failure to do so will result in a 5 point 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 pointes will be deducted.

Summary of All Assignments:

Assignment #1	Situational Scenario 30 points (Individual)
Assignment #2	Situational Scenario 30 Points (Individual)
Assignment #3	Collaborative Team Improvement Plan 100 Points (Group)
Team Text Review	Presentation of Text 20 points per presentation (Group)
3 Reflections of the team process	2-3 page summary of teaming experience 10 points per reflection

Assignment #1	30 Individual	Situation Scenario #1
Assignment #2	30 Individual	Situational Scenario #2
Assignment #3	100 points Group Grade	Collaborative Team Improvement Plan
Team Text Review	20 Per presentation	Group Presentation 1-2 chapters
Reflection #1	15	See rubric for details
Reflection #2	15	See Rubric for details
Reflection #3	30 Personal Reflection	See Rubric for details
Real Time Observation	30 (10 per observation)	Teacher will grade based on group expectations
Total Pointes	270	

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 (see <https://oai.gmu.edu/> and <https://catalog.gmu.edu/policies/honor-code-system/>). 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 new, original work for this course or with proper citations.

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See <https://cehd.gmu.edu/students/policies-procedures/>. Students are expected to exhibit professional behaviors and dispositions at all times. In the College of Education and Human Development, dispositions are formally and separately evaluated in at least two points in each student’s program – a self-evaluation at the start of their program, and a university supervisor’s evaluation during internship. In special education licensure programs, the self-evaluation is an online survey distributed via email upon program entry for graduate students and within initial courses (EDSE 241, EDSE 361, and EDSE 311) for undergraduate students. 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>.

Class Schedule

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

Date	Topic	Resource & Readings	Assignment Due
1/9 WEEK 1	<ul style="list-style-type: none"> • Course Overview • Syllabus Review Blackboard and Introduction to Collaborative Teamwork • Chapter Summary Meeting 		NONE Making teams Team mission statement Roles assigned
1/16 WEEK 2	<ul style="list-style-type: none"> • Collaboration, • Teamwork and effective teaming 	Friend & Cook 1,5,6	Situational Scenario #1 Due at the end of class.

		Chapter Summary Meeting	
1/23 WEEK 3	<ul style="list-style-type: none"> • Family and Culturally Diverse Perspectives in the Teaming Process • Team Project Meeting 	Friend & Cook 8,11,12	Reflection #1 Due at the end of class
1/30 WEEK 4	<ul style="list-style-type: none"> • Effective Communication • Educational and Clinical teams; Problem solving in the IEP 	Friend & Cook 2,3,8	Scenario #1
2/6 WEEK 5	<ul style="list-style-type: none"> • Interviewing/communicating • Co-Teaching • Delegating 	Friend & Cook 4,7,10	Scenario #2
2/13 WEEK 6	<ul style="list-style-type: none"> • Support for students in the class • IEP • Class participation 	3,4,5	
2/20 WEEK 7	<ul style="list-style-type: none"> • Changing roles of a Paraprofessional • Responsibilities of a Para • Schedules • Support 	Doyle 1,2,6,	Reflection # 2
2/27 WEEK 8	<ul style="list-style-type: none"> • Effective Negotiation • Delegating responsibility 	Friend & Cook 9 & 10	Reflection #3
3/5 WEEK 9		Have at least three questions prepared	Q & A Dr. Mary Doyle Author of our Text will be Face Time with the class.
WEEK 10			Presentations

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 <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 <https://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 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/>.

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](tel:703-380-1434) or Counseling and Psychological Services (CAPS) at [703-993-2380](tel:703-993-2380). You may also seek assistance from Mason’s Title IX Coordinator by calling [703-993-8730](tel:703-993-8730), or emailing titleix@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 <http://cehd.gmu.edu/>.

Appendix

Assessment Rubric(s)

Grading for Teacher observation Rubric

Teacher Observation of Group Meetings	Poor (N/A) 0-6.90-6.9 points	Fair (N/A) 7-8.9	Excellent (N/A) 9-15 points
Attending and Listening 15 %	Poor Student was "observed" engaging in effective listening techniques part of the time.	Fair Students was "observed" engaging in effective listening the majority of the time.	Excellent Students was "observed" engaging in effective listening consistently throughout all activities
Participating 15 %	Poor Student was "observed" contributing occasionally.	Fair Each student was "observed" contributing the majority of the time.	Excellent Each student was "observed" contributing consistently throughout all activities
Persuading 20 %	Poor Students were "observed" exchanging, defending, and thinking critically about their ideas part of the time.	Fair Students were "observed" exchanging, defending, and thinking critically about their ideas the majority of the time.	Excellent Students were "observed" exchanging, defending, and thinking critically about their ideas throughout all activities
Probing 20 %	Poor Students were "observed" interacting, discussing, and asking questions among all of the group members part of the time.	Fair Students were "observed" interacting, discussing, and asking questions among all of the group members the majority of the time.	Excellent Students were "observed" interacting, discussing, and asking questions among all of the group members throughout all activities
Respecting 10 %	Poor Students were "observed" encouraging and supporting the efforts and ideas of others part of the time.	Fair Students were "observed" encouraging and supporting the efforts and ideas of others the majority of the time.	Excellent Students were "observed" encouraging and supporting the efforts and ideas of others throughout all activities
Sharing 10 %	Poor Students were "observed" offering their ideas and reporting their findings to each other part of the time.	Fair Students were "observed" offering their ideas and reporting their findings to each other the majority of the time.	Excellent Students were "observed" offering their ideas and reporting their findings to each other throughout all activities
Leadership or member group role 10 % Leadership style (if applicable) and/or member role: handling of confrontation, empathy, humor)	Poor Lack of preparation for the role of leadership or lack of preparation for member role. Student requires improvement in all skills (attending, concreteness, PAE, immediacy, AAE, and confrontation)	Fair Leadership style does not correlate with clients, FOR, and or activity. Skills such as attending, concreteness, PAE, immediacy, AAE, and confrontation are used. However, student requires improvement in 3 or more. Student carrying a member role is satisfactorily prepared.	Excellent Leadership style correlates with clients, FOR, and activity. Skills such as attending, concreteness, PAE, immediacy, AAE, and confrontation are routinely and correctly used. Student carrying a member role is excellently prepared.

	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	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	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

	provide the intended outcomes for the simulated collaboration.	outcomes for the simulated collaboration.	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.
	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
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 exception	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
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.
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.

<p>Consultation and Collaboration</p> <p>CEC /IIC Standard 7</p>	<p>Candidate fails to describe the models and strategies of consultation and collaboration that were</p>	<p>Candidate describes the models and strategies of consultation and collaboration that were</p>	<p>Candidate describes the models and strategies of consultation and collaboration that were</p>
	<p>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.</p> <p>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.</p>	<p>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.</p>	<p>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.</p> <p>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.</p>
<p>Results and Discussion</p> <p>CEC/IIC Standard 6</p>	<p>Candidate fails to summarize the results of the project objectively and succinctly. As part of the team, candidate provides a limited self-reflection of their teaming methods to improve collaboration and guide professional growth.</p>	<p>Candidate summarizes the results of the project objectively and succinctly. As part of the team, candidate conducts a self-reflection of their teaming methods to improve collaboration and guide professional growth.</p>	<p>Candidate summarizes the results of the project objectively and succinctly. As part of the team, candidate conducts a self-reflection of their teaming methods to improve collaboration and guide professional growth. This reflection includes a discussion of any personal cultural</p>

			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.
	Does not Meets Expectations 1	Meets Expectations 2	Exceeds Expectations 3
PowerPoint Presentation CEC/IIC Standard 6 (Continued)	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.