



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

Spring 2024

EDSE 663 679: Collaborative Teamwork to Support Students with Significant Disabilities
CRN: 23559, 3 – Credits

Instructor: Dr. Alexandra Raines	Meeting Dates: 1/17/24 – 5/8/24
Phone: 703-998-6555	Meeting Day(s): Wednesday
E-Mail: araines4@gmu.edu	Meeting Time(s): 5 pm – 7:40 pm
Office Hours: By appointment	Meeting Location: N/A; Online
Office Location: Finley 203B	Other Phone: N/A

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

This course will be delivered online (76% or more) using a synchronous format via the Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on 1/16/2024.

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: [Browser support \(https://help.blackboard.com/Learn/Student/Ultra/Getting_Started/Browser_Support\)](https://help.blackboard.com/Learn/Student/Ultra/Getting_Started/Browser_Support)
- 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/](https://get.adobe.com/reader/)
 - [Windows Media Player: https://support.microsoft.com/en-us/help/14209/get-windows-media-player](https://support.microsoft.com/en-us/help/14209/get-windows-media-player)
 - [Apple Quick Time Player: www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)

Expectations

- **Course Week:**
Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
- **Log-in Frequency:**
Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least [2] times per week. In addition, students must log-in 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 ensure accessibility must be registered with George Mason University Disability Service.

Learner Outcomes

1. Upon completion of this course, students will be able to:
2. Define collaboration, consultation, and teamwork and explain the essential characteristics of each.
3. Identify and discuss the roles and responsibilities of the collaborative team to support students with significant disabilities.
4. Outline culturally responsive strategies that support and assist families in becoming active partners in the education of their children with significant disabilities.
5. Consider specific strategies to plan for, support, engage and monitor paraprofessionals working educational settings.
6. 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.
7. 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] and the 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 Texts

Friend, M. (2021). *Interactions: Collaboration skills for school professionals* (9th ed). Pearson. ISBN: 9780135752388

Recommended Texts

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>

Course Performance Evaluation

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

VIA 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 VIA/SLL (regardless of whether a course is an elective, a one-time course or part of an undergraduate minor). A PBA is a specific assignment, presentation, or project that best demonstrates one or more CEC, InTASC or other standard connected to the course. A PBA is evaluated in two ways. The first is for a grade, based on the instructor's grading rubric. The second is for program accreditation purposes. Your instructor will provide directions as to how to upload the PBA to VIA/SLL.

For EDSE 663, the required PBA is Collaborative Team Improvement Project (Team Case Study). Please check to verify your ability to upload to VIA/SLL before the PBA due date.

Assignments and/or Examinations

Performance-based Assessment (VIA submission required)

The performance-based assignment is the Collaborative Team Improvement Project (Team Case Study). Please refer to *Course Assignments* for assignment details

College Wide Common Assessment (VIA submission required)

None

Course Assignments

1. Weekly in Class Activity & Participation

Each week, you will complete a in class activity during live class time independently or in small groups. This activity will typically occur from 6:30pm until 7:40pm. In order to earn full credit, you must attend the lecture portion of class and complete the assigned activity for the night.

2. Chapter Summary Presentation and Infographic

Each group will plan and present one or more of the following chapters within *Friend (2021)* to the class as assigned by the professor: Chapters 5-6, 7, 8, 9-10, 11. Presentations should provide a detailed overview of the chapter, class wide discussion, small group analysis (e.g., think-pair-shares), and engaging activities including a class handout (infographic). Each group presentation should last approximately 30 minutes in length. Please refer to the rubric for specific components that must be included.

3. Reflections

Three reflections are required for this course. Each reflection prompt will open two weeks before the due date. You may either respond in writing or through a video reflection. The writing reflection should be 3-4 pages (double-spaced) and/or the video reflection should be approximately 5 minutes in length. Please see BB for rubric.

4. Team Case Study

This assignment aims to apply the concept and strategies of team building and collaboration to complete the case study assignment. Working in a team is an integral part of this assignment. Your final presentation should have two focus areas; 1) The case study and 2) Discuss and reflect on the collaborative teamwork process. Teams will choose a teamwork case study from the four case studies provided to students on Blackboard. Based on your chosen case study, you need to develop a 20-minute presentation (15 minutes of presentation and 5 minutes of Q & A) as a team. The exhibition will discuss the case study and the team process.

Assignment Summary

Assignment	Due Date	Points
Weekly in Class Activity & Participation	Weekly	65 points (13x5)
Chapter Summary Presentation and Infographic	3/27	30 points
Reflections 3 (10 points each)	See schedule below	30 points
Team Case Study	4/24	50 points
		175 points

Student Evaluations of Teaching:

The student evaluation of teaching, or SET, is an online course survey. You are strongly encouraged to complete this form for each course as this feedback helps instructors and administrators improve your class experiences. Towards the end of the course, you will receive email and Blackboard notifications when the evaluations open. Your anonymous and confidential feedback is only shared with instructors after final grades have been submitted. More information about the SET can be found on The Institute of Effectiveness and Planning website at <https://oiep.gmu.edu/set/>

Course Policies and Expectations

Attendance/Participation

Students are expected to attend all class sessions during the course. As adult learners, you make personal decisions about enacting professional responsibilities, including those as a student.

- Students are expected to log in on time each week and stay for the duration of class.
- Attendance, timeliness, and professionally relevant, respectful, and active participation are expected. Please see participation points under the assignments section.

Late Work

All assignments are due posted to blackboard by 11:59 PM on the dates listed in the course syllabus unless otherwise specified.

Late or incorrectly turned in/uploaded assignments will be graded at the convenience of the instructor and therefore may not provide timely feedback. Late work may not be returned until the end of the semester.

Ten percent of the available points for the assignment will be deducted each day for late submissions during the first week after the due date. After one week from the due date, assignments will not be accepted. Thus, an assignment that is three days late is able to obtain only 70% of the points for the assignment regardless of the quality of the work. After one week, the assignment will no longer be accepted and a score of zero will be entered into the grade book for the assignment. If you are having difficulty with an assignment, please contact the instructor as soon as possible. Submitting an assignment late does not alter the due dates of the other assignments and prevents timely feedback that may be of value in later assignments. Strive to keep up with the assignment schedule.

Other Requirements

Due to the nature of the course, this course requires full participation throughout the designated time!

Grading

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 [Academic Integrity Site](https://oai.gmu.edu/) (<https://oai.gmu.edu/>) and [Honor Code and System](https://catalog.gmu.edu/policies/honor-code-system/) (<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 [Policies and Procedures](https://cehd.gmu.edu/students/policies-procedures/) (<https://cehd.gmu.edu/students/policies-procedures/>). Professional dispositions are an essential function of a special educator’s job, indicating that these dispositions are critical to develop and assess in special education licensure programs. In the College of Education and Human Development, dispositions are formally and separately evaluated in at least three points in each student’s program – a self-evaluation at the start of their program, a self-evaluation at the

mid-point of their program, and a university supervisor's evaluation during internship. In special education graduate licensure programs, the initial self-evaluation is completed in a designated course (EDSE 501), the mid-point self-evaluation is completed in designated courses (EDSE 627, EDSE 661, and EDSE 616), and the internship evaluation is completed by instructors in EDSE 783, EDSE 784, and EDSE 785. In addition to these three designated evaluation times, instructors may complete instructor-rated disposition assessments other times throughout the program. When dispositions are assessed, it is important that for areas where a positive disposition is rated as "not proficient," the student takes steps to grow as an educator.

Class Schedule

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

Week	Date	Topics	Readings Due	Assignments Due (by 11:59 pm on due date)
1	1/17	Foundations and Perspectives	Chapter 1 See additional readings on BB.	
2	1/24	Interpersonal Communication & Listening, Responding, and Giving Feedback	Chapter 2 & 3	
3	1/31	Integrating Communication Skills in Interviews	Chapter 4 See additional readings on BB.	
4	2/7 ASYNC	Team Case Study Meeting (Set up independently)		Journal reflection #1 due
5	2/14	Group Problem Solving	Chapter 5 See additional readings on BB.	
6	2/21	School Stakeholders PANEL PRESENTATION Team case study meeting		
7	2/28	Teams	Chapter 6 See additional readings on BB.	Journal reflection #2 due
8	3/6 NO CLASS	SPRING BREAK		
9	3/13	Co-Teaching, Consultation, Coaching, and Mentoring	Chapter 7 & Chapter 8	
10	3/20	Difficult Interactions & Paraeducators	Chapter 9 & Chapter 10	
11* Fairfax SB	3/27	Families <i>Chapter summary assignment: Infographic team presentation</i>	Chapter 11	Chapter summary assignment due (submit infographic via BB).
12	4/3	Families PANEL PRESENTATION		Journal reflection #3 due
13	4/10	Special Considerations	Chapter 12 See additional readings on BB.	
14	4/17	Team case study meeting (Schedule time slot with Dr. Raines to talk through presentation etc.)		

15	4/24 LAST DAY OF CLASS	Team case study group presentation		Case study group presentation due (submit PP via BB)
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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: See [Core Values](http://cehd.gmu.edu/values/) (<http://cehd.gmu.edu/values/>).

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code. See [Honor Code and System](https://catalog.gmu.edu/policies/honor-code-system/) (<https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing. See [Responsible Use of Computing](http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/) (<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 [Disability Services](https://ds.gmu.edu/) (<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 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 [Blackboard Instructional Technology Support for Students](https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/) (<https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>).
- [Learning Services \(learningservices@gmu.edu\)](mailto:learningservices@gmu.edu) - Provides a variety of experience-based learning opportunities through which students explore a wide range of academic concerns. Services include support to students with learning differences, individual study strategy coaching, individualized programs of study, and referrals to tutoring resources. Presentations on a variety of academic topics such as time management, reading, and

note taking are available to the university community. The programs are open to all George Mason University students free of charge.

Notice of mandatory reporting of sexual assault, sexual harassment, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, 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 the [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 or support measures 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 [College of Education and Human Development \(http://cehd.gmu.edu/\)](http://cehd.gmu.edu/).

Appendix

Assessment Rubric(s)

EDSE 663 Collaborative Team Improvement Project Assessment Rubric (Team case study)

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
Statement of Problem CEC/HC Standard 7	Candidate fails to provide a clear description of the scenario and appropriately identifies the problem or conflict. Candidate fails to identify the concerns from the perspective of each team member’s simulated professional role including the family of the learner with moderate to moderate to severe exceptional learning needs. Candidate fails to provide the intended outcomes for the simulated collaboration.	Candidate provides a clear description of the scenario and appropriately identifies the problem or conflict. Candidate identifies the concerns from the perspective of each team member’s simulated professional role including the family of the learner with moderate to moderate to severe exceptional learning needs. Candidate provides the intended outcomes for the simulated collaboration.	Candidate provides a clear description of the scenario and appropriately identifies the problem or conflict. Candidate identifies the concerns from the perspective of each team member’s simulated professional role including the family of the learner with moderate to moderate to severe exceptional learning needs. Candidate identifies culturally responsive factors that promote effective communication and collaboration with individuals with

			<p>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.</p>
<p>Review of the Literature CEC/IIC Standard 6</p>	<p>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 pertinent laws and regulations.</p>	<p>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.</p>	<p>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 information regarding protocols, procedural guidelines, and policies designed to assist individuals with moderate to severe exceptional learning needs as they participate in school and community-based activities.</p>
<p>Teaming Methods CEC/IIC Standard 7</p>	<p>Candidate fails to describe methods used to foster respectful and beneficial relationships among team members. Candidate fails to describe the models and</p>	<p>Candidate describes methods used to foster respectful and beneficial relationships among team members. Candidate describes the models and strategies</p>	<p>Candidate describes methods used to foster respectful and beneficial relationships among team members. Candidate describes the models and strategies</p>

	strategies their team used to collaborate during the teaming project.	their team used to collaborate during the teaming project.	their team used to collaborate during the teaming project. Candidate uses group problem-solving skills to develop, implement and evaluate collaborative activities.
Strategy Development CEC/IIC Standard 6	Candidate fails to develop strategies based on state and federal regulations and on evidence-based practice to resolve the target issue.	Candidate develops strategies based on state and federal regulations and on evidence-based practice to resolve the target issue.	Candidate develops strategies based on state and federal regulations and on evidence-based practice to resolve the target issue. Candidate describes professional activities that benefit individuals with moderate to severe exceptional learning needs, their families, and their colleagues.
Consultation and Collaboration CEC /IIC Standard 7	Candidate fails to describe the models and strategies of consultation and collaboration that were used to address potential team conflicts and those conflicts that might occur within the simulation. Candidate provides a limited plan of how team members will communicate with school staff about the characteristics, needs, and strategies to be used with the target learner. Candidate also fails to detail a plan for communicating with family members from diverse backgrounds.	Candidate describes the models and strategies of consultation and collaboration that were 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	Candidate describes the models and strategies of consultation and collaboration that were 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>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>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 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 biases and differences that affect one’s collaboration efforts.</p>
<p>PowerPoint Presentation CEC/IIC Standard 6</p>	<p>Candidate fails to use verbal, nonverbal, and written language effectively to communicate the major</p>	<p>Candidate uses verbal, nonverbal, and written language effectively to communicate the major elements of their</p>	<p>Candidate uses verbal, nonverbal, and written language effectively to communicate the major elements of their</p>

	elements of their teaming project in a PowerPoint presentation.	teaming project in a PowerPoint presentation.	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.

