



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

Summer 2017

EDSE 703 629: Creating a Collaborative Culture

CRN: 42539, 3 – Credits

Instructor: George K. Hewan Jr., Ed.D.	Meeting Dates: 5/25/2017 – 7/20/2017
Phone: 301-602-1263	Meeting Day(s): Thursday
E-Mail: ghewanjr@gmu.edu	Meeting Time(s): 4:45 pm - 9:15 pm
Office Hours: By appointment	Meeting Location: Westfield HS, Rm 122
Office Location: Off-Campus/Other	Other Phone: 703-219-2380

*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

Provides leaders in school settings with an opportunity to gain the skills needed to facilitate collaborative environments supportive of all learners. Discusses the impact of diversity on educational settings, developing a vision effective communication teaming and co-teaching techniques, family professional partnerships, implementing schoolwide change initiatives, alternative dispute resolution, and maintaining a positive school climate.

Advising Contact Information

Please make sure that you are being advised on a regular basis as to your status and progress through your program. Mason M.Ed. and Certificate teacher candidates/students should contact the Special Education Advising Office at (703) 993-3670 for assistance. All other teacher candidates/students should refer to their faculty advisor.

Course Delivery Method

Fact to face format

Meeting dates, **May 25 to Jul 20** at **Westfield HS**, R122, 4:45-9:15.

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. Demonstrate the ability to synthesize principal and concepts from public policy, legislation, research data and literature in the context of collaboration among and between families, professional and interagency partnerships.
3. Identify variables that may facilitate or constrain participation in collaboration, consultation or teamwork settings.
4. Identify and apply collaboration and communication concepts, principles, and skills among families, professionals at the individual, building, district, and agency level.
5. Articulate and apply best practices in the development and implementation of collaborative instructional teams among and between professionals, families and agencies.
6. Demonstrate communication skills of listening avoiding communication roadblocks, dealing with resistance, being appropriately assertive and resolving conflicts.
7. Demonstrate the ability to identify and effectively apply a variety of problem solving, alternative dispute resolution and decision making techniques at the individual, group, building district and interagency levels.
8. Identify and implement a variety of planning process models for integrating the family, school and community.

Course Relationship to Program Goals and Professional Organizations

This course is part of the George Mason University, College of Education and Human Development (CEHD), Graduate School of Education, Special Education Leadership Graduate Certificate and Education Leadership, M.Ed Concentration in Special Education Leadership. These programs comply with university and program standards.

Required Textbooks

Holcomb, E. L. (2009). *Asking the right question: Tools for collaboration and school change* (3rd ed.). Thousand Oaks, CA: Corwin Press.

Recommended Textbooks

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

Friend, M. and Cook, L. (2007). *Interactions: Collaboration Skills for School Professionals*. Boston: Allyn and Bacon.

Additional Readings

Each week students are expected to access and complete all readings and activities provided in the applicable folder in the course content section of the course Blackboard site available at <http://courses.gmu.edu>

Course Performance Evaluation

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

Tk20 Performance-Based Assessment Submission Requirement

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

For EDSE 703, the required PBA is ***Demographic Analysis and Curriculum Framework***. Failure to submit the assignment to Tk20 will result in reporting the course grade as Incomplete (IN). Teacher candidates/students have until five days prior to the University-stated grade change deadline to upload the required PBA in order to change the course grade. When the PBA is uploaded, the teacher candidate/student is required to notify the instructor so that the "IN" can be changed to a grade. If the required PBA is not uploaded five days prior to the University-stated grade change deadline and, therefore, the grade not changed, it will become an F. 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)

- 1. Demographic Analysis Project.** The purpose of this assignment is to demonstrate the ability to analyze demographic and test data across sub-groups and academic areas as it relates to creating a favorable learning environment for all students. Course participants will be provided data sets from a diverse school district to analyze as the foundation for action planning based upon current performance, systemic needs, goals, and current research. From the lens of a Director of Special Education, you will generate recommendations to guide change and engage multiple stakeholders.
- 2. Curriculum Framework Project.** The purpose of this assignment is to explicitly operationalize the recommendations made in the demographic analysis project from the lens of a Director of Special Education. You will start by honing a vision for your district and by articulating outcome measures you desire (apply the concept of

Backwards Design). Subsequently, you will create a model division-level curriculum that is grounded in best practice, standards, and research that will move your district toward program improvement for all learners. In addition, you will address how to move your leadership team towards the outcome measures you desire.

These two assignments will be completed in tandem, one informing the other. You, as a course participant, will contribute to the creation of a model approach for creating change across an entire school district so that every student has a better opportunity to learn. As you know, change initiatives are not generated individually but rather as part of a collaborative process. There is pain and ambiguity in such an approach so you will not have a clear sense of control as you approach this course. You will be uncomfortable at times. Please keep the lines of communication open as we grow as a team through this process. In real life, there are no rubrics to guide our progress so we will be operating beyond that framework even though we will revisit such a structure at the conclusion of our work together. Thank you in advance for your willingness to engage in this process.

College Wide Common Assessment (Tk20 submission required)

N/A

Performance-based Common Assignments (No Tk20 submission required.)

N/A

Other Assignments/Discussion Board Post

A discussion board is a “space” where students can further delve into classroom content. It can promote collaboration, and offer individuals room to explore topics, issues, and/or questions. The discussion board is an excellent tool for students who may feel more comfortable expressing their understanding of course content in a written format, as opposed to verbally. The purpose of this assignment is to demonstrate the ability to analyze, collaborate, and make effective decisions from the lens of a Director/Department Chair/Special Education Assistant Principal. Each student will participate in a total of three (3) discussion board posts while adhering to the APA guidelines. Each student will provide a minimum of two (2) research-based articles in an effort to defend his/her stance on each case scenario. Finally, each student must respond to a minimum of one of their classmates’ initial posts with one research-based article.

Course Policies and Expectations

Attendance/Participation

Attendance.

For a satisfactory grade in the course, students are expected to attend all classes, arrive on time, demonstrate professional behavior in the classroom (see Professional Disposition Criteria), and complete all assignments with professional quality and in a timely manner. When absence from class is unavoidable, students are responsible for getting all class information (e.g., handouts, announcements, notes) from another class member prior to the class meeting that follows the absence. Be aware that points earned for participation in class activities during a time of absence will not be earned and typically cannot be reclaimed.

Late Work

Points will be deducted for work submitted late (up to 10% per day). This includes any items that are not submitted upon request due to class absence or tardiness. This includes items initiated or modified during class as well as those listed in the syllabus.

Grading Scale

A = 95 – 100 percent

A- = 90 – 94 percent

B+ = 85 – 89 percent

B = 80 – 84 percent

C = 70 – 79 percent

F = Below 7

Note: Traditional rounding principles apply

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

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times.

Class Schedule

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

Meeting	Topic	Assignment Due/Readings Due
Week 1 5/25/2017	Introduction to Creating Collaborative Cultures: An overview of Collaborative Concepts. Marshall Memo	Overview of course material, text, and website (My Mason). Syllabus Blackboard
Week 2 6/1/2017	What is your Collaboration Style? How do you deal with different styles of collaboration? Special Education Panel. Marshall Memo	Discussion Board Post (1) Reflections on the Special Education Leadership Panel Holcomb 1-2
Week 3 6/8/2017	Where do we want to go? How will we get there? Data Analysis	Marshall Memo Reflection Holcomb 3-4 Discussion Board Post On SPED Panel Due
Week 4 6/15/2017	School Change as an Inquiry-Case Scenario Curriculum Framework Introduction Marshall Memo Activity	Discussion Board Post (2) Case Scenario reflection Provided Research Article
Week 5 6/22/2017	How will we know we are there? Collaborative Taking Action/Best Practices Teaming/Descriptions Marshall Memo Activity	Holcomb Chapter 5 Discussion Board Post (2) Due Provided Research Article
Week 6 6/29/2017	How to cope with conflict resolution Organizational Values/Commitment Marshall Memo Activity	BB Folder and Discussion Board (3) Entry/Marshall Memo
Week 7 7/6/2017	Finalizing the plans: toolbox to gain consensus: build capacity, and sustain momentum. Marshall Memo Activity	Holcomb 6, Drafts of Demographic Analysis and Curriculum Framework Discussion Board Post (3) Due
Week 8 7/13/2017	Powerful Question that shape instructional practice, co-teaching, collaboration, school committee, mentoring, staff.	Continue to work on Demographic Analysis and Curriculum Framework.

Meeting	Topic	Assignment Due/Readings Due
Week 9 7/20/2017	The role of Special Education leaders and administrative leaders creating a collaborative culture. Marshall Memo Activity	Post final Version of Demographic Analysis and Curriculum Framework

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 <http://oai.gmu.edu/the-mason-honor-code/>).
- 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 follow the university policy stating that all sound emitting devices shall be silenced 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/>.
- The Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing (see <http://writingcenter.gmu.edu/>).
- The Counseling and Psychological Services (CAPS) staff consists of professional counseling

and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance (see <http://caps.gmu.edu/>.) to enhance students' personal experience and academic performance (see <http://caps.gmu.edu/>).

- The Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see <http://ssac.gmu.edu/>). Students in need of these services may contact the office by phone at 703-993-3686. Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://ssac.gmu.edu/make-a-referral/>

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

Assessment Rubric(s)

EDSE 703 Demographic Analysis Assignment

Criteria	Exceeds expectations 4	Meets expectations 3	Approaching expectations 2	Falls below expectations 1
ELCC 4.1: Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment.	Cultural diversity in the school and its community is described and analyzed (race, ethnicity, gender, age, socio-economic status, English language learners, and special education) over at least the last three years.	Cultural diversity in the school is described and analyzed (race, ethnicity, gender, age, socio-economic levels, English language learners, and special education) over the last three years.	Cultural diversity is described and analyzed, but lacks information on all 7 categories.	Cultural diversity of either the school or community is analyzed, but not both.
ELCC 1.2: Candidates demonstrate that they understand and can use data to plan, identify and achieve school goals	Candidate provides evidence of a superior ability to collect and use data to identify school goals, assess organizational effectiveness, and create and implement plans to achieve school goals.	Candidate provides evidence of an adequate ability to collect and use data to identify school goals, assess organizational effectiveness, and create and implement plans to achieve school goals.	Candidate provides evidence of some ability to collect and use data to identify school goals, assess organizational effectiveness, and create and implement plans to achieve school goals.	Candidate does not provide evidence, or demonstrates an inability to collect and use data to identify school goals, assess organizational effectiveness, and create and implement plans to achieve school goals.
ELCC 1.3: Candidate' demonstrate the ability to promote continual and sustainable school improvement	Candidate provides evidence of a superior ability to promote continual and sustainable school improvement.	Candidate provides evidence of an adequate ability to promote continual and sustainable school improvement.	Candidate provides evidence of some ability to promote continual and sustainable school improvement.	Candidate does not provide evidence, or demonstrates an inability to promote continual and sustainable school improvement.
ELCC 1.4 Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders	Candidate provides evidence of a superior ability to evaluate school progress and revise school plans supported by school stakeholders.	Candidate provides evidence of an adequate ability to evaluate school progress and revise school plans supported by school stakeholders.	Candidate provides evidence of some ability to evaluate school progress and revise school plans supported by school stakeholders.	Candidate does not provide evidence, or demonstrates an inability to evaluate school progress and revise school plans supported by school stakeholders.

Criteria	Exceeds expectations 4	Meets expectations 3	Approaching expectations 2	Falls below expectations 1
ELCC 2.2 Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.	Current school action plan(s) are analyzed in relation to identified achievement gap areas. Instructional practices, instructional programs, and assessments that support student learning in two curriculum areas are described and evaluated.	Current school action plan(s) are analyzed in relation to identified achievement gap areas. Instructional practices and/or instructional programs, and/or assessments that support student learning in two curriculum areas are described and evaluated.	Current school action plan(s) are analyzed in relation to identified achievement gap areas. Instructional practices, programs, and assessments are not clearly described or evaluated.	Limited analysis provided of school action plan(s) in relation to identified achievement gap areas. Instructional practices, programs, and assessments are not addressed.
ELCC 3.4 Candidates understand and can develop school capacity for distributed leadership.	Recommendations highlight appropriate research strategies to promote improved student achievement in two curriculum areas and involve school staff in the change process. Strategies reflect students' learning needs analyzed from the school's demographic and assessment data.	Recommendations highlight appropriate research strategies to promote improved student achievement in ONE curricular area and involve school staff in the change process. Strategies reflect students' learning needs analyzed from the school's demographic and assessment data.	Recommendations include limited evidence of appropriate research strategies to improve student achievement and may involve school staff in the change process. Strategies may not reflect students' learning needs.	Recommendation does not include appropriate research strategies, involve the school staff, or connect to students' learning needs.
Spelling, grammar, mechanics.	The project is error free and is clearly and professionally presented.	The project has no spelling errors and no more than two mechanical errors.	The project has some spelling, grammar and/or mechanical errors.	The project has multiple errors in spelling and/or mechanics.

EDSE 703 Design of Curriculum Framework

Criteria	Exceeds expectations 4	Meets expectations 3	Approaching expectations 2	Falls below expectations 1
ELCC 6.3 Candidates demonstrate skills in adapting leadership strategies and practice to address emerging school issues.	Proposed curriculum design model reflects [i] current best practices; [ii] emerging trends; [iii] validation by at least 4 Standards' authorities; and [iv] current research on Leadership Programs.	Proposed curriculum design model includes [a] emerging trends, and [b] 2 other elements listed.	Proposed curriculum design model includes [a] emerging trends, and [b] 1 other element listed.	Proposed curriculum design model suggests (generally) trends, best practices and current research.
ELCC 6.2 Candidates understand and can act to influence decisions affecting student learning in the school environment.	Proposed curriculum design model demonstrates candidate's superior ability to advocate for policies and programs that promote equitable learning opportunities for all students	Proposed curriculum design model demonstrates candidate's ability to advocate for policies and programs that promote equitable learning opportunities for all students	Proposed curriculum design model demonstrates some capacity to advocate for policies and programs that promote equitable learning opportunities for all students	The proposed model does not include evidence relate to candidate's superior ability to advocate for policies and programs that promote equitable learning opportunities for all students
ELCC 1.1 Candidates demonstrate skills in the design and support of a collaborative process for developing and implementing a school vision.	Proposed curriculum design model includes [i] a strong mission & philosophy statement; [ii] a vision for a program of excellence; [iii] specific indicators of knowledge, skills and dispositions served; [iv] and at least 4 essential questions to guide the program.	Proposed curriculum design model includes 3 out of the 4 elements listed.	Proposed curriculum design model includes 2 out of the 4 elements listed.	Proposed curriculum design model only focuses on 1 of the elements listed.
ELCC 1.4 Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders	Candidate provides evidence of a superior ability to evaluate school progress and revise school plans supported by school stakeholders.	Candidate provides evidence of an adequate ability to evaluate school progress and revise school plans supported by school stakeholders.	Candidate provides evidence of some ability to evaluate school progress and revise school plans supported by school stakeholders.	Candidate does not provide evidence, or demonstrates an inability to evaluate school progress and revise school plans supported by school stakeholders.

Criteria	Exceeds expectations 4	Meets expectations 3	Approaching expectations 2	Falls below expectations 1
ELCC 2.2 Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.	Proposed curriculum design model incorporates current Adult Learning theories, multiple assessment (formal & informal) models, opportunities to showcase diverse learners, and strong evidence of the UBD backward design model.	Proposed curriculum design model includes 3 out of the 4 elements listed.	Proposed curriculum design model includes 2 out of the 4 elements listed.	Proposed curriculum design model focuses only on 1 element listed.
ELCC 2.3 Candidates demonstrate skills in designing the use of differentiated instructional strategies, curriculum materials, and evidence of UBD in design and the provision of high-quality instruction.	Proposed curriculum design model reflects differentiation in the design, and a strong inquiry-based approach to learning in the entire course sequence.	Proposed curriculum design model includes evidence of 2 out of the 3 elements listed.	Proposed curriculum design model includes evidence of 1 out of the 3 elements listed.	Proposed curriculum design model only hints at generalities in all of the elements listed.
ELCC 2.4 Candidates demonstrate skills in using technologies for improved classroom instruction, student achievement and continuous school improvement.	Proposed curriculum design model incorporates the application of technologies in classroom instruction, student achievement, and school improvement.	Proposed curriculum design model includes 2 out of the 3 elements listed.	Proposed curriculum design model lists only one of the elements.	No elements are included in the overall design.
ELCC 3.5 Candidates demonstrate that they can understand and ensure that teacher time focuses on supporting high quality instruction and student learning	The proposed curriculum model demonstrates a superior understanding and ability to protect and account for use of time to focus on quality instruction and learning for all students	The proposed curriculum model demonstrates some understanding and ability to protect and account for use of time to focus on quality instruction and learning for all students	The proposed curriculum model demonstrates vague or incomplete understanding and ability to protect and account for use of time to focus on quality instruction and learning for all students	The proposed model does not provide evidence of candidate understanding and ability to protect and account for use of time to focus on quality instruction and learning for all students
Unblemished Prose	Proposed curriculum design model is error free.	Proposed curriculum design model contains 1 or 2 errors.	Proposed curriculum design model contains 5 or more errors.	Proposed curriculum design model is riddled with errors.