

EDCI 511 Teaming & Collaboration
July 9-13, 2012
Eastern Mennonite University Lancaster, PA

Course is required in the following EMU MA in Education concentrations: *Curriculum and Instruction, At-Risk Populations, Special Education and Teaching English as a Second Language. It also fulfills 3 credits toward the Graduate Certificate in Peacebuilding and Conflict Transformation in Educational Settings*

Instructor:

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Credit Hours: 3 graduate semester hours**Class Meetings:***Monday, July 9* 8:00-12:05, 12:45 – 5:00 pm*Tuesday, July 10* 8:00-12:05, 12:45 – 5:00 pm*Wednesday, July 11* 8:00-12:05, 12:45 – 5:00 pm*Thursday, July 12* 8:00-12:05, 12:45 – 5:00 pm*Friday, July 13* 8:00-12:05 , 12:45 – 5:00 pm**Total Hours:** 42.5**Course Description:**

This course focuses on collaborative strategies for learning among educators, parents, and community to facilitate appropriate instruction for students. Models of consensus building, team building, team planning, facilitation skills, and school-parent collaboration will be examined. Participants will explore current research on the effect of teaming and collaboration, affective and social outcomes of learning and collaboration, and organizational patterns for interdisciplinary teams. Students will work in teams to research their own learning development.

EMU Conceptual Framework: “Preparing Caring, Reflective Teachers for a Changing World”

The EMU Teacher Education Program has chosen the theme *Preparing Caring, Reflective Teachers for a Changing World*” as the conceptual framework from which its beliefs and outcomes are based. The Teacher Education Program envisions preparing informed lifelong leaders and learners who value the dignity of all persons and are ready and willing to share a pilgrimage of openness and continuous growth as they invite others to join them. These caring, reflective educators will offer healing and hope in a diverse world. Six performance outcomes focus all course and candidate outcomes.

M.A. in Education Program Outcomes:

Scholarship: to acquire advanced knowledge through core curriculum and specialty area courses and to organize and integrate that knowledge into professional practice. (S)

Inquiry: to generate questions and to use critical thinking to self-assess, to view problems from multiple perspectives, to make informed decisions and to engage in action research for educational change. **(I)**

Professional Knowledge: to acquire advanced pedagogical and specialty area knowledge in order to create cultures of change and manage environments conducive to learning, setting high expectations and implementing appropriate instructional and assessment practices. **(PK)**

Communication: to develop communication strategies (verbal, nonverbal, and technological) which support collaboration and resourcefulness to empower self and others. **(C)**

Caring: to develop a nurturing spirit that advocates for students, encourages social and ethical responsibility, and promotes peace building in diverse settings. **(Ca)**

Leadership: to act as social change agents by working collaboratively to bring about fair and just systemic change within educational contexts. **(L)**

Course Outcomes: Following each course outcome is the M.A. in Education program outcome to which it links. Upon completion of this course the student should have the ability to:

1. translate teaming theory and research into practice; (Knowledge & Skill Levels: Scholarship, Professional Knowledge, and Leadership)
2. observe and critique own collaborative efforts, as well as those of colleagues to develop greater teaming proficiency; (Knowledge & Disposition Levels: Communication, Professional Knowledge, and Caring)
3. analyze models of collaboration to successfully integrate learners with exceptionalities and at-risk learners into general education classrooms; (Knowledge Level: Inquiry, Caring, Scholarship, and Professional Knowledge)
4. articulate school, family, and community partnership strategies toward evoking change in schools; (Knowledge & Skill Levels: Communication, Leadership, Scholarship, and Professional Knowledge)

Required Texts:

Delehant, Ann M. (2007). *Making meetings work: How to get started, get going, and get it done*. Thousand Oaks, CA: Corwin Press.

Chapters/Scholarly articles, as assigned during course.

Reading Assignments:

1. Pre-class--Chapter 1-2 Making Meetings Work
2. Monday evening--Chapter 3 Making Meetings Work
3. Tuesday evening--Chapters 4 Making Meetings Work
4. Wednesday evening--Chapter 5 Making Meetings Work

Other journal readings will be assigned.

Recommended:

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

Mages, W.K. (n.d.). *APA exposed: Everything you always wanted to know*. Retrieved May 28, 2009 from http://gseacademic.harvard.edu/%7Einstruct/articulate/apa_mod/APA_Intro/player.htm

Students are also encouraged to utilize the text/articles that are listed as references at the end of this syllabus.

Course Requirements:**1. Team Leadership (20%)**

All students are expected to attend class sessions and be actively involved in the teaching/learning process. Any anticipated absences should be reported to the instructor before a class session. Due to the participatory nature of a course on teaming, absences from one session will result in the lowering of a letter grade. We will use the rubric below to grade each of the activities. The 20 points that are awarded to you in your final grade will be an average of the two activities.

Students are expected to:

- Actively participate in all class activities.
- In small groups, demonstrate one collaborative tool during the week.
- In small groups, plan and guide community building for the class during the week.

10 points possible	Effective team planning, communication, and facilitation of the class in the collaborative tool and community building during the week
10 points possible	Evidence of thorough planning, honored all time limits, and participate actively in all class activities and assignments

2. Daily Written Reflection (10%)

Daily, students will be asked to write short reflection (5 minutes) on one or more of the concepts and/or activities presented in class. These in-class writings are designed to focus students on essential elements of the content presented and to prompt students to reflect on possible ways to extend the content to specific situations in their professional life. (Outcomes 1-4)

Five In-class Reflective Journal Entry Rubric (10 points possible) (2 points each reflective journal entry)

2 points for exemplary response	Thorough response, provides insight to self and application of concepts to classrooms, extends thinking into theory and practical application
1 point for adequate response	Completes response, provides insights to self and application of concepts to classrooms

3. Collaborative Projects (Written 15%) (Presentation 15%) Students will select one of the following:

Teaming/Collaboration Project

Develop and present a professional development session to the class on one of the topics listed below. Peruse journals or Internet sources on the topic chosen. The written plan and presentation should provide the elements listed in the rubric. Submit a copy of your professional development project for a grade following your presentation.

- Design a professional development session to present to your staff on how to increase teaming and collaboration *within grade level/department team*.
- Design a professional development session to present to your staff on how to maximize success of inclusion through increased teaming and collaboration between *special education/regular educators*.
- Design a professional development session to present to your staff on how to build collaboration and teaming *across the grades/departments*.
- Design a professional development session to present to the staff on how to increase *parent/teacher/student* collaboration in your school.

Rubric: Written Professional Development Collaboration Project (15%)

5 points possible	Use of the Writing Standards for Graduate Students in Appendix A. Assignment turned in on time.
5 points possible	Quality, organization, and clarity of professional development session; addresses all five specific requirements of professional development guidelines (rationale, objectives, research evidence, actions to achieve collaboration, presentation feedback). Power point includes notes of what presenter needs to do during the presentation; Support materials for the professional development session are included.
5 points possible	Document exhibits understanding of the topic; strong evidence on how increased collaboration will be achieved; the plan has a high probability of supporting the achievement of the identified outcomes.

Rubric: Professional Development Collaborative Project Presentation (15%)

5 points possible	Clarity and organization of the presentation, staying within the time frame of 45 minutes to 1 hour; visuals easy to read; all members included in the presentation; presentation includes effective pacing, visuals, and enthusiasm; audience engagement is integrated in the presentation.
5 points possible	Presentation exhibits logical basis with foundation in varied experiential and sound research bases; utilizes adult learning theory; all elements of the plan are present (rationale, objectives, research evidence, actions to achieve collaboration, presentation feedback).
5 points possible	Presentation is compelling and clearly grounded in collaboration/teaming theory; strong evidence of how increased collaboration will be achieved; content and presentation have a high probability of supporting the achievement of the identified outcomes.

4. Reflective Journal on Group Process (15 points):

Write journal entries (no more than five pages total) addressing the interactions experienced with your team members as you planned your collaborative project. The entry is due Thursday morning. Examine the process of teaming in your reflections. (i.e. What styles, conflict resolution, and leadership were evidenced? How were conflicts resolved? What role did each member play? What worked/didn't work and why? What effects do personalities have? What could have been done differently to facilitate communication and deal with differences in perspective and values?) The purpose of this journal is to look microscopically at the teaming process, analyzing the interactions that support and disrupt communication and goal attainment. Be sure to relate your observations to the research and readings related to this course. Journal format should include:

- a. a schedule of meeting dates and times
- b. a brief description of what happened
- c. an analysis of meeting effectiveness which includes:
 - reflection on the process of teaming by addressing the relevant questions identified above
 - general judgment of overall effectiveness of the team
 - suggestions to facilitate group process in the future based on experiences with your team

Rubric: Reflective Journal on Group Process (15 points)

5 points possible	Use of the Writing Standards for Graduate Students in Appendix A. Assignment turned in on time.
5 points possible	Includes all components of assignment: schedule of meeting dates & times, a brief description of what happened, an analysis of meeting effectiveness, including reflection on the process of teaming by addressing the relevant questions presented, general judgment of overall effectiveness of the team, and suggestions to facilitate group process in the future based on experiences with the team.
5 points possible	Evidence of reflective thinking; insight to self and application of concepts to teaming; in-depth critical analysis of own and other interactions that support and disrupt communication and goal attainment; sensitive problem solving.

5. Personal Commitment to Action (25 points)

Write a personal commitment to action based upon learning from the class. This will be a personal plan with a SMART goal. It will include a plan of action with a timeline on how you will be a leader in your school to increase teaming and collaboration. How will you use major understandings that you gained about yourself and teaming and collaboration during this class. What additional skills, knowledge or attitudes will you need to achieve your desired goals? How will you develop those skills, knowledge, and attitudes? Due on Friday morning (May have extended time if needed).

Rubric: Personal Commitment to Action (25 points)

5 points	Use of the Writing Standards for Graduate Students in Appendix A. Assignment turned in on time.
5 points	Includes all components of assignment: a SMART goal; a plan of action on how you will be a leader to increase teaming and collaboration, how you will use major understandings that you developed about yourself and about teaming and collaboration during this class, the additional skills, knowledge, or attitudes you will need to achieve your goal, and how you will develop those skill with a timeline for the actions.

5 points	Reflection and analysis of own strengths & areas of growth; evidence of understanding of own teaming skills and self as a leader.
10 points	Strong evidence of how teaming and collaboration will be increased for self and the school as a result of the personal commitment to action.

Attendance Expectations: All students are expected to attend class sessions and be actively involved in the teaching/learning process. Necessary absences shall be reported to the instructor before a class session. Absences from one session will result in the lowering of a letter grade.

Course Evaluation Guide:

Team Leadership	20 points
Daily Written Reflection	10 points
Collaborative Project	30 points
Reflective Journal on Group Process	15 points
Personal Commitment to Action	25 points

Grading Scale:

A	95-100 pts.	B+	88-90 pts.	C+	77-79 pts.
A-	91-94 pts.	B	84-87 pts.	C	72-76 pts.
		B-	80-83 pts.		

Academic Honesty: The responsibility to foster and guard academic integrity rests with all members of the academic community. A foundation of mutual trust is essential to the learning community. Any incidents of academic dishonesty may result in a failing grade for the work submitted and a "Record of Academic Dishonesty" filed with the M.A. Director and the provost's office. Students are asked to meet with the professor (and other affected persons, where appropriate) to examine the effects of the dishonesty on others and to develop an accountability plan.

Special Accommodations Statement: Students with disabilities preventing them from fully demonstrating their abilities should contact the instructor personally as soon as possible to discuss any accommodations necessary to ensure full participation and facilitate equal educational opportunity. All information and documentation of the disability is confidential and will not be released without permission.

Use of Graduate Level Writing Standards and American Psychological Association (APA) Writing Style

Candidates are expected to use *Publication Manual of the American Psychological Association 6th Edition, 2nd printing* for written assignments including annotated bibliographies and references. Candidates citing references in Power Point references are also expected to use APA style.

Technology Requirements for Course:

Students will use Moodle and online databases.

Class Format: The following learning strategies will be used throughout the class session: lecture-discussion, role play, teaming strategies, individual/team/small group work, readings of text and scholarly research articles, journal reflections, peer teaching, and group presentations

Class Schedule:

Mornings:		Afternoons:	
8:00 – 9:15	Block 1	12:05 – 12:45	Lunch (some working lunches)
9:15 – 9:25	Break	12:45 – 2:00	Block 4
9:25 – 10:40	Block 2	2:00 – 2:10	Break
10:40 – 10:50	Break	2:10 – 3:25	Block 5
10:50 – 12:05	Block 3	3:25 – 3:35	Break
		3:35 – 5:00	Block 6

This course schedule is a tentative outline. The schedule will be adjusted based on the size and needs of the class.

Monday: Understanding and Examining Teams in Teaming and Collaboration

- Morning:** Course assumptions and requirements
 Reflect on teaming and collaboration theory and practice
 Examine models of reflective thought and actions
 Reflect on barriers to and elements of effective teaming
- Afternoon:** Reflect and apply components of effective meetings (Ch. 1: Planning a Meeting; Ch. 2: Getting the Group Started)
 Examine and develop purpose, norms, roles, and agenda for effective meetings
 Work in collaborative groups (1 hour)

Tuesday: Continue to develop understanding and Examining Teams in Teaming and Collaboration

- Morning:** Reflect and apply components of effective meetings (Ch. 3: Running a Meeting)
 Understand own and others behavioral styles
 Understand group development stages
 Apply seven norms of collaboration
- Afternoon:** Investigate hindering team behaviors and ways to deal with them
 Examine and practice methods to deal with conflict and give feedback
 Work in collaborative groups (3 hours)

Wednesday: Understanding and Examining Self in Teaming and Collaboration

- Morning:** Examine & reflect upon people's maps of viewing the world
 Examine self, other, and observer perspectives
- Afternoon:** Examine a framework for building rapport
 Surface assumptions
 Work in collaborative groups (1.5 hours)

Thursday: Understanding and Examining Self and Schools in Teaming and Collaboration

- Morning:** Group presentations (within grade level/departments)
 Plan for teaming and collaborating within grade level/departments
- Self:**
 Examine a framework for identifying and evaluating own beliefs
 Examine personal criteria for work
- Schools:**
 Running a meeting

Afternoon: Group presentations (across regular/special education)
 Fishbowl on increasing collaboration between special/regular education
 Plan for regular/special education collaboration
 Reflect on growth oriented mindsets/low-high expectations/optimism-pessimism

Friday: Understanding and Examining Collaboration in **Schools** and with **Parents/Staff/Students**

Morning: **Schools**
 Group presentations (across grade levels/departments)
 Dialogue on collaboration across grade levels/departments
 Plan for collaboration across grade levels/departments
 Investigate decision making (Ch. 4: Examine Ways to Make Decisions)
 Investigate purposeful community and collective efficacy

Afternoon: **Parents/Staff/Students**
 Group presentations (parent/teacher/student)
 Examine models of parent engagement and advantages of collaboration
 Investigate cultural differences
 Ch. 5: Taking Action: Share action plans
 Focus on personal outcome

Special Note:

Both the content and process of this course will change based on graduate student input as the class proceeds. Opportunities for choice in readings and activities are designed to establish gradual student ownership of the learning process. Students may create alternative assignment (which continue to address course outcomes) to meet their needs in consultation with the instructor. Further, each class session will end with student suggestions for the next period to align course content (and process) with student needs.

Reading List

- Cahill, S., & Mitra, S. (2008, Summer). Forging collaborative relationships to meet the demands of inclusion. *Kappa Delta Pi Record*, 44(4), 149-151.
- Correa, V.I., Jones, H.A., Thomas, C.C., & Morsink, C.V. (2005). *Interactive taming*. Upper Saddle River, NJ: Pearson.
- Dettmer, P., Thurston, L., & Dyck, N. (Eds.). (2002). *Consultation, collaboration, and teamwork for students with special needs, 3rd edition*. Boston: Allyn and Bacon.
- DuFour, R., & Eaker, R., Many. (1998). *Learning by Doing; A Handbook for Professional Learning Communities at Work*. Bloomington, IN: ASCD.
- Friend, M. & Cook, L. (2007). *Interactions: Collaboration skills for school professionals*. (5th ed.). Boston: Allyn & Bacon.
- Gleckel, E.K., & Koretz, E.S. (2008). *Collaborative individualized education process: RSVP to IDEA*. Upper Saddle River, NJ: Pearson.
- Gregory, J.H., & Kuzmich, L. (2007). *Teacher teams that get results: 61 strategies for sustaining and renewing professional learning communities*. Thousand Oaks, CA: Sage.
- Jennings, Matthew (2007). *Leading effective meetings, teams, and work groups in districts and schools*. Alexandria, VA: ASCD.
- Jolly, A. (2008). *Team to teach: A facilitator's guide to professional learning teams*. Oxford, OH: National Staff Development Council.
- Jones, L. B. (2005). *The four elements of success: A simple personality profile that will transform your team*. Nashville: Nelson Business.
- Jorgeson, C.M., Schuh, M.C., & Nisbet, J. (2006). *The inclusion facilitator's guide*. Baltimore, MD: Brookes.
- Kaagan, S. (1999). *Leadership games: Experiential learning for organizational development*. Thousand Oaks, CA: Sage Publications.
- Kampwirth, T.J., (2003). *Collaborative consultation in the schools*. Upper Saddle River, NJ: Prentice-Hall.
- Kelsey, D. & Plumb, P. (2004). *Great meetings: Great results*. Portland, ME: Hanson Park Press.
- Kloo, A., & Zigmmond, N. (2008, Winter). Co-teaching revisited: Redrawing the blueprint. *Preventing School Failure*. 52(2), 12-20.
- Kraybill, R. & Wright, E. (2006). *The little book of cool tools for hot topics: Group tools to facilitate meetings when things are hot*. Intercourse, PA: Good Books.
- Lambert, L. (2003). *Leadership capacity for lasting school improvements*. Alexandria, VA: ASCD.

- Mages, W.K. (n.d.). *APA exposed: Everything you always wanted to know*. Retrieved May 28, 2009 from http://gseacademic.harvard.edu/%7Einstruct/articulate/apa_mod/APA_Intro/player.html
- Murawski, W., & Dieker, L. (2008, March/April). 50 ways to keep your co-teacher: Strategies for before, during, and after co-teaching. *Teaching Exceptional Children*, 40(4), 40-48.
- Murawski, W. , & Spencer, S. (2011). *Collaborate, communicate, and differentiate*. Thousand Oaks, CA: SAGE Company.
- Overton, S. (2005). *Collaborating with families: A case study approach*. Upper Saddle River, NJ: Pearson Education.
- Rath, T. & Conchie, B. (2008). *Strengths-based leadership: Great leaders, teams and why people follow*. NY: Gallup Press.
- Reeves, D. (2004). *Accountability for learning: How teachers and school leaders can take charge*. Alexandria, VA: ASCD.
- Scruggs, T., Mastropieri, M., & McDuffie, K. (2007, Summer). Co-teaching in inclusive classrooms: A metasynthesis of qualitative research. *Exceptional Children*, 73(4), 392-416
- Sparks, D. (2001). Why change is so challenging in schools. *Journal of Staff Development*, 22(3), 42-47. Article may be retrieved from <http://www.nsd.org/news/jsd/senge223.cfm>
- Taylor, L.S., & Whittaker, C.R. (2009). *Bridging multiple worlds: Case studies of diverse educational communities*. Boston: Allyn & Bacon.
- Turnbull, A.P., Turnbull, H.R., Erwin, E., & Soodak, L. (2006). *Families, professionals, and exceptionality* (5th ed.). Upper Saddle River, NJ: Pearson.
- Vaughn, S., Bos, C., & Schumm, J.S. (2007). *Teaching students who are exceptional, diverse, and at risk in the general education classroom*. Boston: Pearson.
- Wachtel, T. (2003). Restorative justice in everyday life: Beyond the formal ritual, *Reclaiming Children & Youth*, 12(2), 83-87.
- Wellman, B. & Lipton, L. (2003). *Data-Driven Dialogue: A Facilitator's Guide to Collaborative Inquiry*. CT: MiraVia, LLC.
- Wheelan, S. A. (2005). *Creating effective teams*. Thousand Oakes, CA: Sage.

Appendix A Writing Standards – Graduate Level

Criteria	A excellent	B good	C minimal expectations	Comments
Content (quality of the information, ideas and supporting details.)	- shows clarity of purpose - offers depth of content - applies insight and represents original thinking	- shows clarity of purpose - offers substantial information and sufficient support - represents some original thinking	- shows clarity of purpose - lacks depth of content and may depend on generalities or the commonplace - represents little original thinking	
Structure (logical order or sequence of the writing)	- is coherent and logically developed - uses very effective transitions	- is coherent and logically developed - uses smooth transitions	- is coherent and logically (but not fully) developed - has some awkward transitions	
Rhetoric and Style (appropriate attention to audience)	- is concise, eloquent and rhetorically effective - uses varied sentence structure - is engaging throughout and enjoyable to read	- displays concern for careful expression - uses some variation in sentence structure - may be wordy in places	- displays some originality <u>but</u> lacks imagination and may be stilted - uses little varied sentence structure - frequently uses jargon and clichés - uses generally clear but frequently wordy prose	
Information Literacy (locating, evaluating, and using effectively the needed information as appropriate to assignment)	- uses high-quality and reliable sources - chooses sources from many types of resources - chooses timely resources for the topic - integrates references and quotations to support ideas fully	- uses mostly high-quality and reliable sources - chooses sources from a moderate variety of types of resources - chooses resources with mostly appropriate dates - integrates references and quotations to provide some support for ideas	- uses a few poor-quality or unreliable sources - chooses sources from a few types of resources - chooses a few resources with inappropriate dates - integrates references or quotations that are loosely linked to the ideas of the paper	
Source Integrity (appropriate acknowledgment of sources used in research)	- cites sources for all quotations - cites credible paraphrases correctly - includes reference page - makes virtually no errors in documentation style	- cites sources for all quotations - usually cites credible paraphrases correctly - includes reference page - makes minimal errors in documentation style	- has sources for all quotations - has mostly credible paraphrases, sometimes cited correctly - includes reference page with several errors - makes several errors in documentation style	
Conventions (adherence to grammar rules: usage, mechanics)	- uses well-constructed sentences - makes virtually no errors in grammar and spelling - makes accurate word choices	- almost always uses well-constructed sentences - makes minimal errors in grammar and spelling - makes accurate word choices	- usually uses well-constructed sentences - makes several errors - makes word choices that distract the reader	
The weighting of each of the six areas is dependent on the specific written assignment and the teacher's preference. Plagiarism occurs when one presents as one's own "someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source" (adapted from Council of Writing Program Administrators).				Grade