

EASTERN MENNONITE UNIVERSITY
EDCI 511 Teaming and Collaboration
June 25-29, 2012
Harrisonburg, VA

Course is required in the EMU M.A. in Education, Curriculum and Instruction Track
Credit Hours: 3sh

Class Instructor: Judy H. Mullet, Ph.D.
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Class Meetings:

<i>Monday, June 25</i>	<i>8:00-4:30 pm</i>
<i>Tuesday, June 26</i>	<i>8:00-4:30 pm</i>
<i>Wednesday, June 27</i>	<i>8:00-4:30 pm</i>
<i>Thursday, June 28</i>	<i>8:00-4:30 pm</i>
<i>Friday, June 29</i>	<i>8:00-4:30 pm</i>

Course Description:

This course focuses on collaborative strategies for learning among educators, parents, and community agencies to facilitate appropriate instruction for students. Models of consensus building, team leadership, team planning, conflict resolution, and school-community partnerships will be examined. Participants will explore the role of collaboration in inclusive classrooms and transition programs for diverse learners. In addition, current research on the effect of teaming and collaboration, RTI, affective and social outcomes of learning and collaboration, and organizational patterns for interdisciplinary teams will be reviewed. Graduate students will also work in teams to research their own learning development and to model co-teaching strategies.

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 peacebuilding 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 & Leadership)
2. observe and critique his/her own collaborative efforts, as well as those of colleagues to develop greater teaming proficiency; (Knowledge & Disposition Levels: Communication, Professional Knowledge & Caring)
3. analyze models for integrating learners with exceptionalities and at-risk learners into general education classrooms or transitioning to the world of work; (Knowledge Level: Inquiry, Caring Scholarship & Professional Knowledge)
4. articulate school, family, and community partnership strategies toward evoking change in schools (Knowledge & Skill Levels: Communication, Leadership, Scholarship & Professional Knowledge)

Required Texts/Articles/Materials:

Kelsey, D., & Plumb, P. & Briganca, B. (2004). *Great meetings: Great results*. Portland, ME: Hanson Park Press.

Rath T. & Conchie, b. (2008). *Strength-based Leadership: Great Leaders, Teams, and Why People Follow*. NY: Gallup Press. (Must be purchased new because it has a password that comes with it so that you can do an online test of your strengths – you can't reuse a password for a second person).

Recommended extension reading:

- American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.
- Burke, J., & Prater, C.A. (2000). *I'll grant you that: A step-by-step guide to finding funds, designing winning projects, and writing powerful grant proposals*. Portsmouth, NH: Heinemann.
- Chappuis, S., Chappuis, J., & Stiggins, R. (February 2011). Supporting teacher learning teams. *Educational Leadership*, 66 (5), 56-60.
- Fleming, G. (May 2004). Leading from any chair. *Principal leadership*, 4(9), 14-18.
- Friend, M., & Cook, L. (2003). *Interactions: Collaboration skills for school professionals*. Boston: Allyn & Bacon.
- Friend, M.; Cook, L.; Hurley-Chamberlain, D. & Shamberger, C. (2010). Co-teaching: an illustration of the complexity of collaboration in special education. *Journal of Educational and Psychological Consultation*, 20, 9-27. DOI: 10.1080/10474410903535380.
- Gail, R. & Manokore, V. (May 2011). Identifying elements critical for functional and sustainable professional learning communities. *Science education*, 95(3), 543-570.
- Hunter, D. & Thorpe, S. (2009). *The Art of Facilitation*. San Francisco: Jossey-Bass.
- Kennedy, A., Nelson, T. H., & Slavit, D. (May 2011). Requiring collaboration or distributing leadership? *Phi Delta Kappan*, 92(8), 20-24.
- 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.
- Purdue Online Writing Lab. (2012). *APA style*. Retrieved from <http://owl.english.purdue.edu/owl/section/>
- 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.nsdc.org/news/jsd/senge223.cfm>
- Stanley, A.M. (2011). Professional development within collaborative teacher study groups: Pitfalls & promises. *Arts Education Policy Review*, 112, 71-78. DOI: 10.1080/10632913.2011.546692

Vianello, M., Galliani, E., & Haidt, J. (2010). Elevation at work: The effects of leaders' moral excellence. *Journal Of Positive Psychology*, 5(5), 390-411.
doi:10.1080/17439760.2010.516764

Students are also encouraged to utilize the texts/articles that are listed as references at the end of this syllabus. Materials will be available in our classroom. Students will be charged a fee of \$75 replacement cost for any unreturned books belonging to the EMU library or professor.

Schedule of Readings:

1. Pre-reading—Chapters 1-3, Sparks article.
2. Monday evening--Chapters 4 & 5
3. Tuesday evening--Chapters 8, 9 & 10
4. Wednesday evening--Chapters 6 & 7
5. Thursday evening—Chapter 12

Team Leadership (20 pts.)

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 three activities. The 20 points that are awarded to you in your final grade will be calculated as an average of the following three activities. OUTCOMES 1 & 3.

Students are expected to

- A. In pairs, demonstrate the team teaching co-teaching strategy outlined by Friend & Cook (2003). Each team will sign up for a chapter or journal article on teaming for inclusion, teaming with parents, teaming for transition skills, RTI, or collaboration for Universal Design for Learning to teach to the class.
- B. In groups of 5-6, facilitate a 20-minute meeting addressing a small problem you've encountered in your work or in the process of choosing a project for this course. You're expected to use the problem solving strategies in your text as you lead the group.
- C. You will also be invited to plan team-building exercises during the week.

14 points possible	Exemplary application of theory and practice in leadership, effective teaming for problem solving and instruction, facilitated group participation in the collaborative process
6 points possible	Evidence of thorough planning (i.e., co-teaching plan, agenda, materials prepared), honored all time limits, clear communication

1. Response Writing (in-class and out-of-class)

A. In-Class Writing (4 days, 2 pts each entry)

During the course of each day students will be asked to write a short response (5-7 minutes) to 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 or to prompt students to reflect on possible ways to extend the content to specific situations in the student's professional life. (OUTCOMES 1-4)

In-class Reflective Journal Entry Rubric (2 points possible)

2 points will be awarded for the journal	Thorough response, provides insight to self and application of concepts to classrooms, extends thinking into theory and practical application
1 point for journal	Complete response, provides some insight to self and application of concepts to classrooms

B. Out-of-Class Writing (6 points total = 3 points x 2 journals)

Out of class journal assignments are more in depth and are designed to foster self-examination. Specific prompts will be provided at the end of each class day with the responses due the following morning. You will **choose TWO** from the 3 options offered on M, T, W. (Outcomes 1-4)

Out-of-class Reflective Journal Entry Rubric (3 points each x two journals)

3 points for journal	Thorough response, provides exceptional insight to self and application of concepts of classrooms, creatively extends thinking into theory and practical application, cites additional resources or knowledge base to fully support response, APA references/citations.
2 points for journal	Solid response, provides insight to self and application of concepts to classrooms, extends thinking into theory and practical application, cites additional resources or knowledge base to support response
1 points for journal	Uneven response, provides some insights to self and application of concepts to classrooms, little attention to application of theory or citation of appropriate resources

C. Collaborative Project: CHOOSE ONE OF TWO OPTIONS

(Drop off by 5pm August 17 at EMU, or mail a paper copy to: ATTN: Judy Mullet, EMU, 1200 Park Rd., Harrisonburg, VA 22802).

Option 1—Co-Written Grant Proposal

GRANT PROJECT: Invite one or more colleagues, community professionals or parents of a school age child to team with you to write a grant proposal that will effect change in your school or community. Most educational grants are awarded for their value in improving student learning. Peruse journals, your district's website, internet sources, and school publications to access available grants. Speak with an administrator about the value of the selected grants you've reviewed. Choose one and write a proposal. Since most grant proposals have specific guidelines and criteria, you will use the format recommended by the

specific prospective grant. Most proposals provide a description of the project, a rationale, objectives, projected outcomes and assessment, budget and process. Submit a copy of your grant project for a grade **by August 17 at 5pm**. [REMEMBER: you are submitting journal entries, along the way, on the process of planning this grant, so keep agendas/minutes/jotted reflections. See Assignment #4 in syllabus.] A description of the grant writing project requirements will be distributed in class. **DUE DATE:** Submit by August 17 at 5 pm (**paper copy** mailed to Judy Mullet).

10 points possible	<i>Grant Guidelines:</i> Addresses all specific requirements of the specific grant guidelines, turned in on time
10 points possible	<i>Written Expression:</i> Overall clarity of communication, spelling, grammar, punctuation; efficiency/effectiveness of writing style (see EMU writing standards)
15 points possible	<i>Rationale:</i> Project description, rationale, objectives clearly flow from one to another. Document exhibits logical basis with foundation in varied experiential and strong research bases
15 points possible	<i>Implementation Plan:</i> Projected outcomes, assigned budget and process are logical extensions of rationale and objectives. Outcomes are realistic and clearly address objectives. Budget and process have a high probability of supporting the achievement of the identified goals.

Option 2: Professional Conference Proposal and Plan: Invite one or more colleagues, community professionals or parents of a school age child to team with you to write a conference proposal that will effect change in your school, the district, or the professional community. Peruse journals, internet sources, and conduct informal surveys to ascertain topics of interest/concern in your school or community. Speak with an administrator about the value of the selected topics you've reviewed. *Consider* contacting a current “team leader” or “specialist” in your school division, to co-lead a “teaming seminar” for new team leaders this year in your district or for a professional organization.

Choose one topic and write a conference proposal. The conference proposal should provide a description of the conference topic proposed, a rationale, objectives, target audience(s), time frame, projected outcomes and assessment, description of collaborative planning process, budget and implementation process. Submit to your professor a copy of your entire project for a grade by August 17, 2012 by 5pm. [REMEMBER: you are also submitting journal entries on the process of planning this grant, so keep agendas/minutes/jotted reflections. See Assignment #4 in syllabus]. A description of the requirements for the assignment will be distributed in class. OUTCOMES 1 & 4.

DUE DATE: Submit by August 17 at 5 pm on line (or **hard copy** mailed to Judy Mullet).

Rubric: 50 points possible

10 points	Quality and Clarity:
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possible	✓Quality and organization of project ✓clarity of format of project ✓Clearly achieves a goal and data verify the need for the conference/seminar ✓Addresses specific requirements of project guidelines, turned in on time.
10 points possible	Written Expression: ✓Correct spelling, grammar, punctuation ✓efficiency/effectiveness of writing style (see EMU writing standards); ✓written in APA-6 th edition format (including citations and references) ✓high quality of graduate level writing.
10 points possible	Proposal: ✓ Topic choice is backed up by research/literature review. ✓ Rationale demonstrates that a need for this conference exists (data is given to support this) and that there is a <i>match</i> to the <i>target audience</i> . ✓ Objectives clearly articulate what participants will learn AND how you will measure this learning. ✓Timeframe clearly outlines each subtopic, amount of time dedicated to each, and is reasonable for accomplishing the objectives. ✓Budget includes items that would be expected to achieve the goals; comprehensive list with prices.
20 points possible	Presentation ✓exhibits logical basis with foundation in varied experiential and sound research bases . ✓All elements of the presentation are present: content to be presented, reminder notes of what presenter needs to <i>do</i> and <i>say</i> during each segment ✓Outline for the content and activities to be used in the presentation/workshop will clearly achieve the intended objectives of presentation/workshop. Content of presentation flows from the research and is referenced using APA format. Collaborative planning ✓Description of planning process/co-teaching format is clearly grounded in collaboration/teaming theory. ✓Strong evidence of how collaboration will be achieved between the co-presenters, both during <i>planning</i> and <i>presentation</i> .

4. Reflective Journaling About Project

Write two journal entries addressing the interactions experienced with your team members as you planned your collaborative project. The first entry is due by **July 13 (by 5:00 pm via email to mulletjg@emu.edu, or hard copy to Yvonne Martin at EMU Ed office)** and the second one is due **August 17, along with your proposal**. Examine the process of teaming in each reflection. How is conflict resolved? What styles or conflict resolutions and leadership are evidenced? What role does each member play? What is the relationship between power and team effectiveness? What effect does personality have? What works and why? What isn't working? Why not? What could have been done to facilitate communication and differences in perspective and values? Write to understand all viewpoints. 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 relevant to this course. A description of the assignment will be distributed in class.

4 points possible	Important insight to self and application of concepts to teaming, in-depth critical analysis. Reflection is personal and reveals the growth you've achieved since entering the course, as
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	well as areas you will continue to develop.
4 points possible	Thorough response to all components outlined in the assignment description
2 points possible	Sensitive problem solving that demonstrates authentic respect is demonstrated.

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/ Grading:

Team Leadership 20 points
 Response/Journal Writing 10 point
 Collaborative Project 50 points
 Reflective Project Journaling 20 points

A 95-100 pts. B- 80-83 pts.
 A- 91-94 pts. C+ 77-79 pts.
 B+ 88-90 pts. C 72-76 pts.
 B 84-87 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 incidences 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* 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 Blackboard and online databases in Hartzler Library; personal access to a word processor and email is necessary.

Class Format:

The following learning strategies will be used throughout the class sessions: lecture-discussion, role play, teaming strategies, individual self-assessment of personality/giftings, readings of text and scholarly research articles, journal reflections, peer teaching, and group presentations.

Class Schedule:

Mornings:

8:00 - 9:15 Block 1

9:15 - 9:20 BREAK

9:20 - 10:35 Block 2

10:35 - 10:45 BREAK

10:45 - 12:00 Block 3

Afternoons:

12:00 – 12:45 Lunch/Disc.

12:45 – 2:00 Block 4

2:00 – 2:05 BREAK

2:05 – 3:20 Block 5

3:20 – 3:25 BREAK

3:25 – 4:30 Block 6**MONDAY: Understanding Self: The Engagement Process within Teaming and Collaboration**

Morning:

Reflecting on teaming: Gold & Shadow

The what, who, why, when & where of teaming & collaboration theory & practice (Thomas, Correa, & Morsink; Senge; LaBrecque; Friend)

Facilitating from any chair

Stages of team development (Tuckman)

Course assumptions & requirements

Afternoon:

Leadership Seminar (JMU)

Review Resources

Readings: Monday evening--Chapters 4 & 5**TUESDAY: Understanding Leadership in Schools: Within School Partnerships**

Morning:

Self-assessment of leadership & problem solving preferences

Discovering your leadership style: *Strengthsfinder for Leaders*

Five pillars of collaboration & teaming

Roles in teams

Afternoon:

Effective team leaders (LaBrecque)

Leading Presentations/Conferences

Co-teaching & Collaboration for RTI – Guest Speaker: Karen Whetzel

Readings: Tuesday evening--Chapters 8, 9 & 10**WEDNESDAY: Teaming with Local Stakeholders: School – Community Partnerships**

Morning:

Eco-mapping

Barriers to Teaming

6 Types of Problems

Effective Communication for Leading

Defining, Visioning, Generating, Gaining Consensus

Conflict Transformation & Facilitation (*Cool Tools*)

Afternoon:

Teaming with Community/Parents

Home-school partnerships (Turnbull & Turnbull)
Teaming with the Child: Self-Determination
Preparation for Co-Teaching

Readings: Wednesday evening--Chapters 6 & 7

THURSDAY: Teaming for External Funding & Support

Morning:

Co-teaching demonstrations
Resolving Conflict

Afternoon:

World Café exercise
School-business partnerships
Social agencies and school collaborations
Workshop: Effective grant writing for external funding – Grantwriter Jan Jenner

Readings: Thursday evening—Chapter 12; article

FRIDAY: Applying Knowledge Bases: “Facilitating From Any Chair”

Morning:

Leading meetings (demonstrations)

Afternoon:

Designing affective & social outcomes of collaboration
Negotiation Process
Forgiveness
Evaluations

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 graduate student ownership of the learning process. Students may create alternative assignments (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.

Knowledge Base Resources:

Bartlett, J., Mupinga, D., & Higgins, C. (2004). Grant writing for middle school educators using computer technology. *The Clearing House*, 77(3), 122-123.

Basham, A., Appleton, V., Dykeman, C. (2000). *Team building in education*. Denver, CO: Love Publishing.

Bee, F., & Bee, R. (1999). *Facilitation skills*. London: Institute of Personnel and Development.

Bennis, W., & Goldsmith, J. (1997). *Learning to lead*. Cambridge, MA: Perseus Books.

Burke, J., & Prater, C.A. (2000). *I'll grant you that*. Portsmouth, NH: Heinemann.

- Brown-Chidsey, R., Bronaugh, L., & McGraw, K. (2009). *RTI in the classroom: Guidelines and recipes for success*. New York: Guilford Press.
- Cahill, S., & Mitra, S. (2008, Summer). Forging collaborative relationships to meet the demands of inclusion. *Kappa Delta Pi Record*, 44(4), 149-151.
- Cain, J., & Jollieff, B. (1998). *Teamwork and teamplay: A guide to cooperative, challenge and adventure activities*. Dubuque, IA: Kendall/Hunt.
- Correa-Connolly, M. (2004). 99 Activities and greetings. Turners Falls, MA: Northeast Foundation.
- Correa, V.I., Jones, H.A., Thomas, C.C., & Morsink, C.V. (2005). *Interactive teaming*. Upper Saddle River, NJ: Pearson.
- Covey, S. (2004). *The seven habits of highly effective people*. New York: Free Press.
- Dettmer, P., Thurston, L., Dyck, N. (Eds.). (2002). *Consultation, collaboration, and teamwork for students with special needs* (3rd ed.). Boston: Allyn and Bacon.
- Fleming, J., & Monda-Amaza, L. (2001). Process variables critical for team effectiveness. *Remedial & Special Education*, 22(3), 158-171.
- Friend, M., & Cook, L. (2007). *Interactions: Collaboration skills for school professionals* (5th ed.). Boston: Allyn & Bacon.
- Garmston, R. (2007). Balanced conversations promote shared ownership. *Journal of Staff Development*, 28(4), 57-58.
- Garmston, R. (2008). Four mental aptitudes help facilitators facing challenges. *Journal of Staff Development*, 29(1) 65-66.
- Garmston, R. (2008). Members skilled in questioning technique. *Journal of Staff Development*, 29(3), 45-46.
- Given, H.; Kub, L.; LeeKeenan, D.; Mardell, B.; Rdditt, S.; Twombly, S. (2010). Changing school culture: Using documentation to support collaborative inquiry, *Theory Into Practice*, 49 (1), 36-46. DOI: 1080/004005840903435733.
- Gleckel, E.K., & Koretz, E.S. (2008). *Collaborative individualized education process: RSVP to IDEA*. Upper Saddle River, NJ: Pearson.
- Gregory, G.H., & Kuzmich, L. (2007). *Teacher teams that get results: 61 strategies for sustaining and renewing professional learning communities*. Thousand Oaks, CA: Sage.

- Grothaus, T. (2004). Empowering adolescents as servant-leaders, Reclaiming Children & Youth, 12(4), 228-231.
- Johnson, D.W., & Johnson, R.T. (1999). *Learning together and alone*. Boston: Allyn & Bacon.
- Jorgeson, C. M., McSheehan, M., & Sonnenmeir, R. M. (2010). *The beyond access model: Promoting membership, participation, and learning for students with disabilities in the general education classroom*. Baltimore: Brookes.
- Jorgeson, C. M., Schuh, M.C., & Nisbet, J. (2006). *The inclusion facilitator's guide*. Baltimore, MD: Brookes.
- Kagan, S. (1999). *Leadership games: Experiential learning for organizational development*. Thousand Oaks, CA: Sage.
- Kampwirth, T.J. (2003). *Collaborative consultation in the schools*. Upper Saddle River, NJ: Prentice-Hall.
- Karsh, E., & Fox, A.S. (2003). *The only grant-writing book you'll ever need*. New York: Carroll & Groff.
- Kayes, A., Kayes, D. C., & Kolb, D. A. (2005). Experiential learning in teams. *Simulation and Gaming*, 36(3):330-354.
- Kelsey, D., & Plumb, P. (2004). *Great meetings!* Portland, ME: Hanson Park Press.
- Kloo, A., & Zigmond, 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.
- H., Kuh, L., LeeKeenan, D., Mardell, B., Redditt, S., Twombly, S. (2010). Changing School Culture: Using Documentation to Support Collaborative Inquiry. *Theory into practice*, 49(1), 36-46.
doi:10.1080/00405840903435733
- LaBrecque, R.J. (1998). *Effective department and team leaders*. Norwood, MA: Christopher-Gordon.
- 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*, 40I(4), 40-48.

- Murawski, W. & Hughes, C.E. (2009). Response to intervention, collaboration, and co-teaching: A logical combination for successful systemic change. *Preventing School Failure*, 53(4), 267-277.
- Nilson, C. (1993). *Team games for trainers*. New York: McGraw-Hill.
- Nunan, P. (1992). *Collaborative language learning and teaching*. New York: Cambridge University Press.
- Overton, S. (2005). *Collaborating with families: A case study approach*. Upper Saddle River, NJ: Pearson Education.
- Searce, C. (2007). *122 ways to build teams*. Thousand Oaks, CA: Sage.
- Scruggs, T., Mastropieri, M., & McDuffie, K. (2007, Summer). Co-teaching in inclusive classrooms: A metasynthesis of qualitative research. *Exceptional Children*, 73(4), 392-416.
- Senge, P., McCabe, N., Lucas, T., Smith, B., Dutton, J., & Kleiner, A. (2000). *Schools that learn: A fifth discipline resource*. New York: Doubleday.
- Snell, M. E., & Janney, R. (2000). *Collaborative teaming*. Baltimore: Brookes.
- 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. (2009). *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. (2004). *Data-driven dialogue: A facilitator's guide to collaborative inquiry*. Sherman, CT: Miravia.
- Wheatley, M.J. (2002). *Turning to one another: Simple conversations to restore hope to the future*. San Francisco: Berrett-Koehler.
- Wheelan, S. A. (2005). *Creating effective teams*. Thousand Oaks, CA: Sage.
- Wright, J. (2007). *RTI toolkit: A practical guide for schools*. New York: National Professional Resources.

Zander, R.S., & Zander, B. (2002). *The art of possibility: Transforming professional and personal life*. Boston: Harvard Business School Press.

Websites to model dialogue sessions: (from *Cool Tools*)

www.publicconversations.org

www.problemsolving2.com

http://www.problemsolving2.com/problem_types/type_overview.htm

www.co-intelligence.org/CIcontents.html

www.itrainonline.org/trainonline/-mmtk/cps.shtml

www.thataway.org/resources/practice

www.usbr.gov/pmts/guidew/toolbox.html

www.albany.edu/cpr/gf/

local

<http://www.fundsnetsservices.com/searchresult/76/Virginia-Grants/2.html>