FITCHBURG STATE UNIVERSITY

New Graduate Course Proposal

Form Procedure
To share the form with others prior to Submitting choose the **Save Progress** option at the bottom.
Create a PDF of the saved form go to Print and choose Save as PDF copy rather than print.
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Course Title

Course Title: Collaboration in Special Education

Proposed Banner Abbreviation: Collaboration in Spc Education

Banner limit of 30 characters, including punctuation, spaces, and special characters.

Department/Committee Information

The main contact person for the Graduate Curriculum Committee should fill out this form.

Requestor Name: Lisa Moison/Phil Saisa

Members of the Graduate Curriculum Committee: Dustin Halterman and Karen DeAngelis

Department / Unit Developing: *   Education

Department Chair: Dr. Lyndsey Benharris   lbenharr@fitchburgstate.edu

Academic Dean: Dr. Nancy Murray   nmurray5@fitchburgstate.edu

Program Chair   The Program Chair for this request is among the people listed above.
* ⦿ Yes
   ○ No

Graduate Program   * EDLM

The above program would be responsible for scheduling, staffing & assessing this course.

Course Information

Course Description

One of the most important and essential roles of a school leader is to create an environment where all members of the school community feel safe, valued, and respected. Starting with the broad goal of creating inclusive school cultures where all stakeholders feel connected, and moving to the smaller interpersonal issues, candidates will develop a deep understanding of the role of the leader in creating an environment where all members feel like they belong. Candidates will develop a philosophy of inclusion; a broad understanding of positive behavior intervention supports and practices that proactively promote a safe and respectful school culture. Candidates will also develop the skills to respond to a variety of student behaviors for students who receive special education services and for those students who do not. A heavy emphasis will be on the IEP process. Candidates will understand the components of an effective prior to referral process, understand the components of academic and psychological assessment, develop skills in leading IEP meetings and student assistant teams, and develop an in-depth understanding of the components of an IEP. Finally, candidates will develop an understanding of the research on conflict resolution, develop a personal position and begin to practice conflict resolution skills. Finally, candidates will understand the key elements of, and the necessity for developing highly effective teams. Candidates will learn strategies of establishing and maintaining group norms, skills in formulating effective teams and strategies for working with ineffective and dysfunctional teams.

Course Objectives

Standard 1.g Equity and Excellence
Standard 1.h Accountability
Standard 1.j Intervention Strategy
Standard 2.a Safe and Orderly Environment
Standard 2.f Laws, Ethics and Policies
Standard 3.c Advocacy

Standard 4.a Mission and Core Values
Standard 4.b Shared Vision
Standard 3.c Personal Vision
Standard 4.f Ethical Behavior
Standard 4.j Managing Conflict
Standard 4.j Team Building

Rationale and expected outcomes of offering the Course

*DESE required licensure course for administrators

What are the Learning Outcomes for the Course?

Knowledge: As a result of the learning experiences in the course, you will become more cognizant of:
key entitlements and requirements of federal and state special education laws
the necessary physical environment needed to support students
the principal's role in supporting effective and compliant special education programming
entitlements of a 504
understand all aspects of an effective pre-referral process
issues related to responding to discipline involving students with special needs
effective strategies to engage parents and the BSEA process
issues related to pediatric and adolescent anxiety and depression
districtwide protocols for clinical safety (e.g., student re-entry protocol following hospitalization, self-injury protocol).
essential components for highly functioning teams
personal core values
conflict resolution skills
components of and concepts of inclusive schools
strategies for working with challenging student behavior
laws and responsibilities pertaining to student bullying
issues related to social emotional learning
essential components of managing a crisis

Skill: As a result of the learning experiences in the course, you will become better able to:
lead meetings related to all aspects of the IEP process
assess the physical environment of a school and its ability to support student needs
provide effective support to special education professionals to ensure effective programming for diverse learners
provide effective support to special education professionals
reduce the impact of anxiety and depression on student learning
form and lead highly functioning teams
de-escalate student behavior
resolve conflicts
create an environment where a wide variety of students are successfully included and educated
respond to an accusation of student bullying
meet the social and emotional needs of students and staff
create an effective process to determine student eligibility for special education services
provide effective leadership during a crisis

Caring: As a result of the learning experiences in the course, you will become more competent in your ability to:
lead and facilitate a smooth IEP process
facilitate effective planning and problem-solving meetings
provide an effective pathway for students to receive special education services
effectively engage with parents in the planning and implementation of supports for diverse learners
explore the advantages of developing a universal social-emotional screening tool
develop a multi-tiered system of support for students experiencing anxiety and depression
reduce the amount of conflict between students and staff
support struggling teams
help students behave in an acceptable and safe manner
reduce and if necessary, respond to a situation involving bullying
meet the emotional needs of students and staff during a crisis

Ethical: As a result of the learning experiences in the course, you will become more competent in your ability to:
create a school environment that is welcoming and inclusive of a wide variety of students
provide for the physical needs of diverse students
support students with special needs in the least restrictive environment
appreciate the role of cultural identity in identification of students with disabilities
support student with disabilities in the least restrictive environment
explore a continuum of school-based therapeutic programming, including referrals for a 40-day extended evaluation
create a school environment where effective student support systems are in place
create a school environment that helps to foster positive and productive social and emotional health of students and staff
communicate effectively and with compassion during a crisis

Number of Credits: *3

Discipline Prefix or Prefixes: *SPED   Brief rationale if more than one prefix:

Level of Course: *○ 7000   Brief rationale for level choice::
                            ● 8000   *Licensure course
                            ○ 9000

| The course will be: | ☑ Requirement | Elective or Requirement Note/Special: |
| | ☐ Elective | Required for the FSU/ACCEPT partnership program. |

Is there a similar undergraduate course? * ○ Yes
                            ◉ No

Does this course affect offerings in any * ○ Yes
other department or program?   ◉ No

Course Enollment

Expected Average Enrollment: * 15-20 students

This course is a replacement for: Course # / Name   SPED 8045E

Has the course been offered previously * ◉ Yes   How often / when was it offered as a Topics course?
as a "Topics" course?   ○ No

Is this an Extended Campus Course? * ◉ Yes
                                    ○ No

Which semester will this course * 202530   How often thereafter to be offered?:
be offered for the first time?:   *Once a year.

Course Requirements

Prerequisite course(s) if any:

Additional Requirements   Laboratory Hours: Fieldwork Hours:

                                Pre-Practicum Hours: Practicum Hours:

Other Requirements (specify):

Syllabus Upload

New Course Syllabus Upload: SPED 8045E-Collaboration in Special Education.docx

Signatures

*Click on the **Submit Form** button at the bottom of the page after you have signed the form.*
You should receive an email confirmation that your signature has been completed.

...3933363432

Lisa Moison   01/31/2024
Requester Signature   Date   Academic Dean Signature   Date

...3637323039

Lyndsey Benharris   02/22/2024
Department Chair Approval   Date   SGOCE Dean Signature   Date

Graduate Council
The Graduate Council Chair Signature indicates that the Council has
discussed this proposal and has decided it should move forward.

                                            Graduate Council Chair Signature   Date

                                                Notifications

Approval of the President   Date   SGOCE Dean Initials   Date

                                                Reviewed by the Registrar: Date

Fitchburg State University
EDUCATOR Programs
Comprehensive Syllabus

Semester: Spring   Year: 2025
Course Prefix and Number: SPED 8045E
Course title: Collaboration In Special Education
3 Credit hours
Day(s) and time of classes: Thursdays, 4:00 – 8:15
Number of Class Meetings: 9 Number of Contact Hours: 38.25

Instructor: Dr. David Castelline
Office: ACCEPT Collaborative
Telephone: 978 505-7925
E-mail: castellined@gmail.com
                    dcastell@fitchburgstate.edu
FAX:
Office Hours: Thursdays 3:00 – 4:00

A. **COURSE DESCRIPTION:**

Course Description: One of the most important and essential roles of a school leader is to create an environment where all members of the school community feel safe, valued, and respected. Starting with the broad goal of creating inclusive school cultures where all stakeholders feel connected, and moving to the smaller interpersonal issues, candidates will develop a deep understanding of the role of the leader in creating an environment where all members feel like they belong. Candidates will develop a philosophy of inclusion; a broad understanding of positive behavior intervention supports and practices that proactively promote a safe and respectful school culture. Candidates will also develop the skills to respond to a variety of student behaviors for students who receive special education services and for those students who do not. A heavy emphasis will be on the IEP process. Candidates will understand the components of an effective prior to referral process, understand the components of academic and psychological assessment, develop skills in leading IEP meetings and student assistant teams, and develop an in-depth understanding of the components of an IEP. Finally, candidates will develop an understanding of the research on conflict resolution, develop a personal position and begin to practice conflict resolution skills. Finally, candidates will understand the key elements of, and the necessity for developing highly effective teams. Candidates will learn strategies of establishing and maintaining group norms, skills in formulating effective teams and strategies for working with ineffective and dysfunctional teams.

If you plan on matriculating into a graduate program at Fitchburg State University, please be aware that twelve semester hours of Fitchburg State University credit taken within a year prior to the student's admission may be applied to the degree program with the approval of the program chairperson. Anything over 12 credits prior to matriculation will NOT be accepted towards the degree.

Students seeking Fitchburg State University course credit, must register with the university by the deadline given to them by their instructor. Instructions on how to register online for university credit will be provided by the course instructor/provider. Students seeking graduate credit must have earned a bachelor's degree prior to registering for graduate credit.

B. **TEXTS:**

Bateman, D., Bateman C. F., (2014) *A Principal's guide to special education (3rd Edition),* Council for Exceptional Children.

C. **LEARNING OUTCOMES / OBJECTIVES:**

Professional Standards and Indicators for Administrative Leadership

Standard 1.g Equity and Excellence
Standard 1.h Accountability
Standard 1.j Intervention Strategy
Standard 2.a Safe and Orderly Environment
Standard 2.f Laws, Ethics and Policies
Standard 3.c Advocacy
Standard 4.a Mission and Core Values
Standard 4.b Shared Vision
Standard 3.c Personal Vision
Standard 4.f Ethical Behavior
Standard 4.j Managing Conflict
Standard 4.j Team Building

Fitchburg State University Teacher Education Conceptual Framework

This course will address the dispositions of the Conceptual Framework in the following way(s):

Knowledge: As a result of the learning experiences in the course, you will become more cognizant of:
- key entitlements and requirements of federal and state special education laws
- the necessary physical environment needed to support students
- the principal's role in supporting effective and compliant special education programming
- entitlements of a 504
- understand all aspects of an effective pre-referral process
- issues related to responding to discipline involving students with special needs
- effective strategies to engage parents and the BSEA process
- issues related to pediatric and adolescent anxiety and depression
- districtwide protocols for clinical safety (e.g., student re-entry protocol following hospitalization, self-injury protocol).
- essential components for highly functioning teams
- personal core values
- conflict resolution skills
- components of and concepts of inclusive schools
- strategies for working with challenging student behavior
- laws and responsibilities pertaining to student bullying
- issues related to social emotional learning
- essential components of managing a crisis

Skill: As a result of the learning experiences in the course, you will become better able to:
- lead meetings related to all aspects of the IEP process
- assess the physical environment of a school and its ability to support student needs
- provide effective support to special education professionals to ensure effective programming for diverse learners
- provide effective support to special education professionals
- reduce the impact of anxiety and depression on student learning
- form and lead highly functioning teams
- de-escalate student behavior
- resolve conflicts
- create an environment where a wide variety of students are successfully included and educated
- respond to an accusation of student bullying
- meet the social and emotional needs of students and staff
- create an effective process to determine student eligibility for special education services
- provide effective leadership during a crisis

Caring: As a result of the learning experiences in the course, you will become more competent in your ability to:
- lead and facilitate a smooth IEP process
- facilitate effective planning and problem-solving meetings
- provide an effective pathway for students to receive special education services
- effectively engage with parents in the planning and implementation of supports for diverse learners

- explore the advantages of developing a universal social-emotional screening tool
- develop a multi-tiered system of support for students experiencing anxiety and depression
- reduce the amount of conflict between students and staff
- support struggling teams
- help students behave in an acceptable and safe manner
- reduce and if necessary, respond to a situation involving bullying
- meet the emotional needs of students and staff during a crisis

Ethical: As a result of the learning experiences in the course, you will become more competent in your ability to:
- create a school environment that is welcoming and inclusive of a wide variety of students
- provide for the physical needs of diverse students
- support students with special needs in the least restrictive environment
- appreciate the role of cultural identity in identification of students with disabilities
- support student with disabilities in the least restrictive environment
- explore a continuum of school-based therapeutic programming, including referrals for a 40-day extended evaluation
- create a school environment where effective student support systems are in place
- create a school environment that helps to foster positive and productive social and emotional health of students and staff
- communicate effectively and with compassion during a crisis

D. **INSTRUCTIONAL STRATEGIES**

X	Lecture	X	Data Collection and Analysis
X	Discussion/Questioning		Pre-Practicum
	Laboratory	X	Role Playing/Simulation
X	Problem Finding/Solving	X	Independent Learning
X	Discovery		Field Trips
X	Interviewing		Computer Applications
X	Collaborative Learning Groups	X	Viewing or Listening to Followed by Discussing
X	Reflective Responses		Other
x	Creating Visual Illustrations of Concepts		

Technology Initiatives:

Users of the Fitchburg State University technology systems are subject to all applicable federal, state, and international technology laws. Questions regarding regulations may be directed to the Office of Information Technology.

Candidates will utilize technology as:

- a research tool
- a communication method (email)
- an enhancement tool for the design of lessons and curriculum units
- as a presentation tool to communicate planning and program design

E. **COURSE REQUIREMENTS**:
- Candidates are expected to complete all reading assignments. ␣

- Candidates are expected to actively participate in online and face-to-face sessions engaging deeply ␣with course material, fellow candidates, and the instructor. ␣

- Candidates are responsible for meeting course deadlines for all projects and assignments including ␣the posting of on-line assignments. ␣

Assignments

Final Papers
The successful completion of a course is marked by your Practicum Supervisor's assessment of your Final Paper as 'Proficient'; papers will be between 5 – 7 pages in length, be in *12-point* font and 1.5 spacing. Exhibits and data can be appended to your Final Paper, but please be very economical in their use. Most likely, there will be several iterations of your Final Papers, submitted and responded to, before your Practicum Supervisor will assess it as 'Proficient'.   In addition to the Final Papers, all Lesson Papers and PAL task assignments must be completed to a level of proficiency determined by your Practicum Supervisor.

A completed Proficient Final Paper is due no later than the date listed in the course syllabi.
Final Papers should follow the format below:

1. **Theory:** Explain how at least two or three current researchers assisted your analysis and reflection, briefly noting the article's author and title using APA format (Brady 2019). Sources are not limited to the specified theory in each course; use theory that serves you.

2. **Data**: What quantitative and/or qualitative data did you use in your analysis? Be specific, who, how and when did you collect the data? Dig deeply into the practices at your school. Be creative in how you gather information. Observe carefully, interview teachers, the principal and parents, examine documents, review practices, etc. You may also attach data as appendices to your Final Papers but please limit them to only those most necessary.

3. **Analysis**: Using relevant data collected from your school, analyze and critique the effectiveness of the practices you observed. What are the strengths and weaknesses? What is working and why? What is not working well and why?

4. **Recommendations:** What would be your recommendations for an alternative, more effective course of action? Start by thinking, "If I were the educational leader in the situation, what would I do?" Be specific and clear. Take 1 or 2 recommendations and develop a plan for implementation. Thoughtfully lay out a step-by-step plan for how you would implement an idea.

5. **Lessons:** What lessons for your future role as an <u>educational leader</u> will you take from this experience? Determine the 3 – 5 enduring lessons and **briefly explain** why this is important to remember and implement.

Lesson Papers
Those ELI activities, which are important for inclusion in your knowledge base but for which the time period of their exposure do not lend themselves to a full Final Paper format, require you to submit to your Practicum Supervisor a **1 – 2 page** double-spaced Lesson Paper. In these, state three to five lessons you will have in mind when you are a practicing educational leader. For each lesson, justify why it is important in a short paragraph.

F. **<u>FIELD-BASED REQUIREMENTS:</u>** Candidates are expected to spend a minimum of 25 hours throughout the semester investigating numerous practices, policies, and procedures at their school. These activities will include, but not be limited to reviewing documents, gathering information through interviewing teachers, students, the principal, assistant principals, and parents. Candidates are also expected to survey school staff to determine the effectiveness of many school practices.

G. **<u>EVALUATION OR GRADING POLICY:</u>**

Grades will be based on mastery of the essential content as demonstrated by:

● *5% Class Participation:* Completing assigned readings, evidenced by being an active, informed participant in table discussion, role-plays, large group discussions, etc.

● *85% Assignments:* All assignments must be completed to a degree deemed at least proficient by the instructors. Assignments falling below this standard will be returned with detailed comments for revision. It should be assumed that there will be times when assignments are returned for revision to increase the learning. Making revisions carefully based on feedback from instructors should require only one additional iteration and will lead to deeper understanding.

    o Lesson Papers = 60%
    o Final Paper = 25%

- *10% Attendance:* Attendance at all classes is mandatory. Should an unusual or extenuating circumstance intervene, it is essential that the candidate inform all instructors about the reason for any absence. Additional work may be required to make up for any potential lost learning.

Late assignment policy: You are a professional; therefore, deadlines are expected to be met. Reduced credit will be earned for late work. Understandably, life happens sometimes, and we can certainly work out alternatives in the event of an emergency.

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FITCHBURG STATE UNIVERSITY
GRADUATE GRADING SYSTEM

</div>

4.0	95 - 100	A
3.7	92 - 94	A-
3.5	89 - 91	A-/B+
3.3	86 - 88	B+
3.0	83 - 85	B
2.7	80 - 82	B-
2.5	77 - 79	B-/C+
2.3	74 - 76	C+
2.0	71 - 73	C
0.0	0 - 70	F
W	Withdrawn	
IN	Incomplete	
IP	In-Progress	

RUBRICS

Scoring Rubric for Final Papers

	Needs Improvement	Proficient	Exemplary
Theory	* Mostly opinion, little or no research cited * Only 1 researcher cited * Citation incorrect * Weak connection between research and topic	* 2 or more sources cited * Citation is accurate * Researchers cited are current and relevant * Strong connection between research and topic	* Research is powerful * Research cited is memorable
Data	* Mostly opinion * Limited data * Superficial effort to delve into school	* Data comes from multiple sources * Data is relevant to topic * Data is clear and concise * Data provides	* Data is a result of creative effort to dig deep * Data is comprehensive * Data is rich and insightful

		information to analyze	
Analysis	* Mostly opinion * Restating of data * No judgment or critique * Little thought or analysis	* Analysis makes judgment about effectiveness * Analysis is fair and balanced * Analysis is insightful	* Analysis uses theory to make a judgment about effectiveness * Analysis is creative *Analysis is done from multiple perspectives
Recommendations	* List of suggestions * No (Little to no) depth of thought * No action plan * Superficial thinking	* Multiple suggestions but 1 or 2 ideas fully developed * Clear detailed action plan * Step-by-step process is outlined * Action plan would lead to improvement	* Action plan reflects best practice * Action plan thoughtfully applies theory * Action plan makes sense * Action plan would lead to significant improvement
Lessons	* Lesson is not clear * Mostly commentary * No lasting value * Not memorable	* Lesson is clear * Elaboration makes sense and adds depth * Lesson has lasting value	* Lesson is powerful and memorable * Lesson could be used as preparation for an interview * Elaboration is compelling and adds much substance

Scoring Rubric for Lesson Papers

Need Improvement	**Proficient**	**Exemplary**

● Lesson is not clear ● Mostly commentary ● No lasting value ● Not memorable	● Lesson is clear ● Elaboration makes sense and adds depth ● Lesson has lasting value	● Lesson is powerful and memorable ● Lesson could be used as preparation for an interview ● Elaboration is compelling and adds much substance	

H. **COURSE CONTENT/TOPICAL OUTLINE**

Class Number	Readings	Topics	Assignments
1	Highly Functioning Teams – all readings	Creating and establishing highly functioning teams	Lesson Paper
2	Moral Leadership – all readings	Creating a community of virtue/moral leadership	Lesson Paper
3	Conflict Resolution – all readings	Developing skills to resolve conflicts	Lesson Paper
4	Special Education – first 2 readings	Understanding the principal's role in the pre-referral process	
5	Special Education – remaining articles	State and federal special education laws and developing an effective pre-referral process	Lesson Paper
6	Managing Student Behavior – first 3 articles	Creating inclusive schools, working with our most challenging students	Lesson Paper
7	Managing Student Behavior – remaining articles	Responding to student behavior – reactive and proactive strategies	Lesson Paper
8	Social and Emotional Learning – all articles	Understanding the implications of students' social and emotional needs	Lesson paper
9	Special Education – remaining readings	Leading successful IEP meetings, supporting special education staff and understanding the physical environment for effective instruction	Final Paper

Fitchburg State University encourages all Extended Campus students to take advantage of our online student services. We have created a "virtual student center" just for you. Here you will find access to Counseling Services, Career Services, The Student Activity Center, the university bookstore and many other helpful links. You can access our student center by going to the university homepage at http://www.fitchburgstate.edu and clicking on Offices and Services. Scroll down and click on Extended

Campus Center. You will find links to Library Services, our Virtual Student Center and other important information.

FITCHBURG STATE UNIVERSITY
DISTANCE LEARNING & EXTENDED CAMPUS LIBRARY SERVICES

Fitchburg State University encourages all Extended Campus students to take advantage of our online student services. We have created a "virtual student center" just for you. Here you will find access to Counseling Services, Career Services, The Student Activity Center, the university bookstore and many other helpful links. You can access our student center by going to the university homepage at http://www.fitchburgstate.edu and clicking on Offices and Services. Scroll down and click on Extended Campus Center. You will find links to Library Services, our Virtual Student Center and other important information.

The Gallucci-Cirio Library at Fitchburg State University provides a full range of library services including borrowing privileges; document delivery (books and articles mailed to your home); Interlibrary Loan; reference assistance via: phone, email, IM, Blackboard's Collaborate tools, Skype and in-person; library instruction via online and in-person at extended campus sites; research help and more. Any questions relating to library services should be directed to the E-Learning & Instruction Librarian, at 978-665-3062 or dllibrary@fitchburgstate.edu. There is also a special section for Distance Learning and Extended Campus Services at https://fitchburgstate.libguides.com/dlservices outlining the wide range of services available to you and how to access them. Activate your library account online through our ILLiad system at https://fitchburgstate.libguides.com/dlservices; from here you can access article, book, and media. Request forms to get items from our library and from other libraries. If you haven't used ILLiad before, you will need to click on the "First Time User? Create Your Account" link and set up your account.

Students who are currently registered with the university may access any of the library's subscription databases, including an increasing number with full-text, by visiting the Gallucci-Cirio Library's homepage at https://library.fitchburgstate.edu/ and clicking on the DATABASES tab in the center of the page. Select the resource you want to access from the alphabetical or subject listing. Once you click on the database title you will be prompted for your Falcon Key logon information; this is the same logon you will use for your Fitchburg State email account and if you have any online Blackboard courses. If you do not know your Falcon Key username and password or if you have any problems logging in, contact the university's Technology Help Desk at 978-665-4500 or helpdesk@fitchburgstate.edu. The Library can issue you a temporary guest login to access the library's databases while the Technology Department is setting up your account: contact us at 978-665-3062 or dllibrary@fitchburgstate.edu

All registered Fitchburg State University students are eligible for a Fitchburg State University OneCard ID which also serves as his/her library card. If you have not received your OneCard yet, you can still access all of our online services as long as you have activated your library account through ILLiad. After activation by the Gallucci-Cirio Library and receipt of your OneCard, students may access participating Massachusetts State College/University Libraries and you may request an ARC Card to access participating libraries in the Academic and Research Collaborative (ARC) during the current semester. OneCards are available on campus all year round. Students wanting a OneCard must either complete the online Extended Campus OneCard request form

at https://survey.fitchburgstate.edu/TakeSurvey.aspx?SurveyID=984L9n2# or present a course
registration confirmation at the One Card Office in the Anthony Building of the main campus. Please call
978-665-3039 for available times or if you have any questions about your One Card.

UNIVERSITY AND EDUCATION UNIT POLICIES

Policy on Disability

 Disability Services is the primary support system for students with disabilities taking classes in the day
and evening divisions. The office is located on the third floor of the Hammond Building and can be
reached at 978-665-4020 (voice/relay). If you need course adaptations or accommodations because of a
disability, if you have emergency medication information, or if you need special arrangements in case the
building must be evacuated, please make an appointment at the beginning of the course to talk with me. It
is important that the issues relating to disabilities be discussed with me as soon as possible.

Attendance and Participation

1. As an emerging professional, you are expected to attend every class session, to be on time, and to
   communicate with the instructor regarding any absences. Absences and tardiness may result in a
   permanent grade change. Attendance at all pre-practicum sessions is mandatory.

2. Participation in class discussions and cooperative groups is expected. All candidates are responsible
   for meeting required deadlines on projects and assignments; your ability to complete tasks in a timely
   fashion demonstrates professional maturity and an ability to organize and manage time. Completion
   of assigned reading is imperative to your individual development as a professional.

3. All of these behaviors regarding attendance, preparation, and meeting deadlines are critical for
   successful teaching and thus are factored into the final grade.

Education Unit Computer Literacy Requirement

All assignments must be typed, doubled-spaced, and use APA format when appropriate. Refer to Internet
Resources for Writing on the Fitchburg State University website for assistance.

You are expected to use word processing for all assignments (unless otherwise instructed). [If your
course has other requirements list those also, e.g., 'You are expected to use e-mail for dialogues with
other class members, to examine the use of software in the field, and to use the Internet to obtain
information, ideas and resources.']

Cellular Telephones and Other Devices
Kindly turn-off cellular telephones during class time and field experiences and place them in book bags or
purses. Please no texting in class. It reflects negatively upon you as a developing professional. Once class
begins and if use of the laptop is not required, all laptops should be closed during class time so that your
full attention can be focused on your colleagues and the discussion or lecture in progress. If you prefer to

take class notes on your laptop, please inform the instructor. You are on your honor to be focused on note taking and not on e-mail, Facebook or other technological enterprise not germane to the class in progress. Thank you in advance for your consideration of colleagues and students.

Grade Appeal
If you disagree with the evaluation of your work or believe an improper grade has been assigned, an appeal may be followed. Please discuss the matter with the instructor and refer to the Fitchburg State University Grade Appeal Policy in the university catalog.

Academic Integrity Policy
The faculty in the Education Unit at Fitchburg State University that work submitted in fulfillment of course requirements will be solely that of the individual candidate and all other sources will be cited appropriately. University Academic Integrity Policy, as outlined in the University Catalogue, will be strictly adhered to.

Copyright Policy
You are reminded that, in preparing handouts for peers or the instructor, reproduction of copyrighted material without permission of the copyright owner is illegal. Such unauthorized copying may violate the rights of the author or publisher. Fitchburg State University adheres to federal laws regarding use of copyrighted materials. See the Electronic Use of Copyrighted Materials on the Fitchburg State University website for more details.

I. READING AND RESOURCES

Highly Functioning Teams

1. Duhigg, C., (2016) What Makes A Team Effective? *The New York Times Magazine*
2. Edmondson, A. (2012), *Teaming How Organizations Learn, Innovate and Compete In the Knowledge Economy*, chapter 4, Making It Safe To Team, Jossey-Bass
3. Foster, E., Weiseman, L., (2015) Multiplying Is More Than Math – It's Also Good Management, *Phi Delta Kapan,* 96(70) 47 – 53.
4. Porath , C., (2015) No Time To Be Nice, *New York Times*.
5. Safir , S., (2017) *The Listening Leader: Creating Conditions for Equitable School Transformation*, Jossey-Bass.

Moral Leadership
1. Burgess, S., Houf, B., (2017) *Lead Like a PIRATE: Make School Amazing for Your Students and Staff*, Dave Burgess Consulting Inc.
2. Frei, F., Morris, A., (2020) Begin With Trust, *Harvard*, *Business Review* 98(3), 112 – 121.
3. Schwartz, B., Sharpe, K., (2012) Colleges Should Teach Intellectual Virtues, *The Chronicle of Higher Education*, 58(25) 72.
4. Tough, P. (2011), What if the Secret To Success Is Failure?, *New York Times Magazine.*

Conflict Resolution
1. Berman, L.J., (2011) The Stages of Conflict and Opportunities for Resolution, *hhttp:/www.mediate.com/articles/bermanfunnel.cfm*

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