

**California State University San Marcos**  
**COLLEGE OF EDUCATION**  
**Mission Statement**

The mission of the College of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research, and ongoing service. Our practices demonstrate a commitment to student centered education, diversity, collaboration, professionalism, and shared governance.

**EDMX 631: Foundations in Law, Ethics, and Procedures of Special Education**  
**(3 credit units)**

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**I. Course Description**

Introduction to state and federal special laws regarding special education, ethical issues in special education; procedures and forms used in California schools to identify and support children and youth eligible for special education; and the Individual Education Program planning, implementation, and evaluation process. Students practice principles of effective collaborative and interdisciplinary teaming and focus on best practices for inclusive educational programming. *Prerequisites: Admission to the Level I Mild/Moderate & Moderate/Severe Disabilities Education Specialist Program*

**II. Content and Performance Goals**

Participants will:

- Goal 1. demonstrate knowledge of relevant and current federal and state laws, regulations, practices and due process procedural safeguards that pertain to California public education, students with disabilities, and their parents and care providers.
- Goal 2. demonstrate knowledge of professional ethical standards of practice (i.e., Council for Exceptional Children Code of Ethics @ [www.cec.sped.org/ps/code.htm](http://www.cec.sped.org/ps/code.htm)) and California Mild/Moderate and Moderate/Severe Education Specialist competencies.
- Goal 3. demonstrate knowledge of the five critical elements of an effective collaborative team (i.e., PIGS Face) and awareness of their effective use of these elements in “base team” and other meetings.
- Goal 4. demonstrate understanding of the roles, rights, and responsibilities of special educators, related services personnel, classroom teachers, administrators, parents and students with disabilities in implementing the Individuals with Disabilities

Education Act (IDEA), the Americans with Disabilities Act (ADA), and the Vocational Rehabilitation Act of 1973 (Section 504) and related California special education laws and regulations.

- Goal 5. demonstrate knowledge of and competence in the Individual Education Program (IEP) development and implementation process (i.e., screening; nonbiased and family-centered assessment; eligibility determination; IEP development to access the core general education curriculum; development of goals and measurable objectives; identification of necessary modifications and accommodations to curriculum, instruction, and assessment; identification of needed supports and services, placement decision making; determination of accommodations for participation in school-wide, district-wide, and state assessments.
- Goal 6. demonstrate skills in developing meaningful IEP goals and appropriate accommodations and modifications to enable learner access to the core curriculum
- Goal 7. demonstrate knowledge of and skill in using strategies for working effectively and collaboratively with family members and others (e.g., educators, administrators, paraprofessionals, community agency and related service personnel) to design, implement, and evaluate IEPs for individual learners.

### III. What I Need for Class

California Department of Education, Special Education Division (2004). California special education programs: A composite of laws (26th ed.). Sacramento: Author. (DE)

Community Alliance for Special Education and Protection and Advocacy, Inc. Special Education Rights and Responsibilities. San Francisco: Author. Accessible on the web from Jacqueline Thousand's web site: <http://www.csusm.edu/thousand> (P&A)

Rosenberg, M., O'Shea, L. & O'Shea, D. (2002). Student teacher to master teacher: A practical guide for educating students with special needs (3rd ed.). Upper Saddle River, NJ: Merrill. (RO)

Villa, R., & Thousand, J. (2000). Restructuring for caring and effective education: Piecing the puzzle together (2<sup>nd</sup> ed.). Baltimore: Paul H. Brookes. (V&T)

#### **Web Sites including:**

National Information Center for Children and Youth with Disabilities @ [www.nichcy.org](http://www.nichcy.org)

Special education forms for San Diego City Schools and North Coastal Consortium for Special Education (NCCSE) @ [www.preschoolfun.com](http://www.preschoolfun.com)

CARS+ website @ [www.carsplus.org](http://www.carsplus.org)

#### **IV. Professional and Administrative Requirements**

1. Attend all class sessions. Be on time. Please call the instructor when you are unable to attend class or when you will be late. It is the policy of the CSUSM College of Education that any student who misses 20% or more of class time or class sessions may not receive a passing grade for a course.
2. "Person-first" language (e.g., "Student with Down Syndrome" rather than "Down Syndrome student;" "Johnny who happens to have Down Syndrome" rather "My Down Syndrome student") must be used throughout all written and oral assignments and discussions.
3. Word process all written documents. Keep a copy of all of your work. You will want these copies for your records and for potential future use as professional portfolio entries.
4. Complete and hand in all assignments on the due dates for full credit. If you have extraordinary circumstances that impact completion of your assignments, please let the instructor(s) know. Any time that you have questions or concerns, please contact the instructor(s) immediately.
5. Participate in class discussions and group activities and demonstrate positive interpersonal skills with classmates and guests.
6. Select a class "buddy" to ensure that you receive handouts and information when you must miss class.

Buddy:

Telephone:

e-mail:

Fax:

Address:

#### **Activities and instructional methods for realizing objectives:**

class discussions	group work	lectures	readings in texts & custom reader
guest speakers	web site access		study guides
demonstrations	"quizzes"	videos	written reflections
"base team" meetings		role plays	observations

#### **Evaluation of attainment of these knowledge bases and skills:**

attendance	punctuality	participation in class
quizzes	collaborative activities	study guide responses
assessment outcomes	role play performance	web site hits
group presentation	"base team" meeting minutes and products	

## V. Scholastic Requirements

### **Class Attendance and Participation (40 maximum points)**

This course consists of 7, 4-hour (plus break) class sessions and attendance at the Third Annual Summer Leadership Institute on the evening of July 15<sup>th</sup> and the days of July 16<sup>th</sup> and 17<sup>th</sup>. Attendance at and active participation in each of the **7 classes and 3 institute days** is worth a maximum of **4 points per class/day**.

Regular and punctual attendance is required. This class is interactive in nature, and the in-class experiences and discussions are difficult if not impossible to recreate. Additionally, each class member is expected to practice exemplary collaborative teaming and participatory behavior. To reinforce the program's commitment to the development of professional interpersonal skills, students earn points each class for: a) arriving on time; b) returning from breaks on time; c) staying for all of the class; d) fully participating and cooperating with classmates, instructors, and guests in accordance with agreed-upon "base team" and class norms; and e) completing and sharing weekly reflections. Participants who arrive late, depart early, engage a "non-collaborative" behavior, or fail to have assignments/reflections prepared on time can expect to receive less than the maximum points for a class.

### **Summer Leadership Institute and Weekly Reading Reflection (20 maximum points)**

Participants will prepare four written reading reflections (**10 points**). In addition, a 5 to 6-page written reaction to each of the keynotes and sessions attended at the institute is due the 9<sup>th</sup> class meeting (**10 points**). The quality of this and all written work for this course will be judged according to at least the following criteria:

- a) use of respectful, professional, "person first" (i.e., Jacque who has Cerebral Palsy versus "the CP kid") language;
- b) correctness of spelling, punctuation, and grammatical usage of language;
- c) organization, comprehensiveness, and professional appearance of the product;
- d) evidence of higher order thinking (e.g., analysis, synthesis, application, evaluation); and
- e) connection with other readings, lectures, workshops, discussions, and experiences.

### **Base Team Meetings (20 maximum points)**

Base Teams, formulated at the beginning of the course, meet regularly and use the "Team Meeting Worksheet" format to practice collaborative teaming skills, complete assignments, and generally support one another. Each team is required to create a team notebook (e.g., 3-ring binder with dividers) that compiles Team Meeting worksheets, team products, and group processing outcomes.

Participation in base team meetings is mandatory. Documented attendance and participation (via team meeting minutes and products) is worth **4 points per meeting**. Each team is expected to hold a minimum of 5 meetings of at least one hour in length and follow the prescribed agenda. See each base team agenda to determine the products to be generated.

### **Rights & Responsibilities Legal Brief via the World Wide Web (20 maximum points)**

Each class participant creates a "Legal Brief" by reading the Rights and Responsibility manual which is accessed via the "Legal Brief" button @ [www.csusm.edu/thousand](http://www.csusm.edu/thousand). Your brief is comprised of three parts. **First**, you will be writing reactions to each of the 12 chapters (for 12 points). For each chapter, select two questions, which you find to be the most compelling. For each of these two questions, describe why it is compelling. You may take the perspective of an educator, parent, community member, or a child with a disability.

Each reaction to the two questions is one page in length. **Second**, you will compose a 1-page reaction to each of the 4 following links: a) 18 Tips, b) Special Education Rights & Responsibilities for children with ADD/ADHD, c) Special Education Rights of Non-Native English Speakers, and d) the IEP Checklist (for 4 additional points). **Third**, scroll to the bottom of the website, click on the “link” link, examine the available web sites, and reflect on how you would use 4 of these web sites (for 4 final points). You must access the following four websites: 1) [www.cec.sped.org](http://www.cec.sped.org) - click on public policy, 2) [www.ldanatl.org](http://www.ldanatl.org) - look for IDEA reauthorization implications on eligibility and other hot topics, 3) [www.tash.org](http://www.tash.org) - go to governmental affairs ([www.tash.org/govaffairs](http://www.tash.org/govaffairs)), and 4) [www.dredf.org](http://www.dredf.org). For each of these four websites the reaction/reflection should be one page in length. The reaction/reflection should, at a minimum, summarize a) how each site can assist you as a special educator, b) what you have learned about the implications of the current reauthorization bills (Senate and Congress) on LD eligibility, c) other implications of the IDEA reauthorization for school systems, and d) any other thoughts, opinions, feelings or learnings that resulted from your site review. Course enrollees are assigned CSUSM e-mail accounts and have computer use privileges on campus. Participants also are encouraged to use home computers to access the web. This assignment is due on or before the last day of class. Note that this is an individualistic (versus collaborative) assignment intended to evidence your technology application skills as well as develop your knowledge base regarding special education law.

## EDMX 631 Reflection Prompts

### Writing Criteria

Four reading reflections are due on the dates indicated in the syllabus schedule. Additionally, a 10-point post-Institute reflection is due on the 9<sup>th</sup> class meet. The “Reflection Prompt” for each reflection is presented below.

The quality of reflections will be judged based upon at least the following criteria:

- use of respectful and professional “person first” language (i.e., “Rich who has Cerebral Palsy” versus “the CP child”);
- word processed with accuracy in spelling, punctuation, and grammar;
- organization, comprehensiveness, and professional appearance of the product
- connection with readings, class discussions, findings on the web, and;
- use of higher order thinking skills of application, analysis, synthesis, and evaluation.

### Reflection Prompts

#### Reflection #1 (3 points)

Read Chapters 1, 2, and 8 of the Restructuring for Caring and Effective Education text. On page 43, Gartner and Lipsky refer to IDEA '97 as the “Inclusion Development and Expansion Act.” From the perspective of a special education leader, identify your “baker’s dozen” (i.e., 13) list of what YOU consider to be the most significant changes in beliefs, practices, polices, and procedures that have occurred prior to or because of IDEA '97 that promote a “welcoming view of students with disabilities as a condition of human diversity” (page 53). For each of the 13 items in the list, provide a rationale for your selection and cite references to the readings.

#### Reflection #2 (2 points)

After reading Chapter 9 of Restructuring for Caring and Effective Education:

- a) Describe IN YOUR OWN WORDS each of the four methods of assessment described in the chapter AND how each facilitates learner access to the core curriculum.
- b) Explain why IEPs should be “standards-referenced” versus “standards-based.”
- c) Define “access opportunities” and how they relate to standards-referenced IEPs.
- d) Articulate your prescription for policies and practices on grading for students with IEPs.

#### Reflection #3 (3 points)

Chapter 2 and 7 of the Rosenberg et al. text covers a huge amount of information regarding the legal aspects of special education and the procedures and paperwork all special educators must manage. Read Chapters 2 and 7 as if you were a 1<sup>st</sup> year special educator responsible for ensuring that every communication, assessment, eligibility, placement, and IEP-development process occurs in a timely and student-centered manner for Lindsay. As Lindsay’s special education “service coordinator” (versus “case manager” – no child wants to be referred to as a “case”), construct a flowchart, table, mind map or other visual to help you to remember each of the procedural steps in the sequence from “prereferral” to “exit” for which you are or may become responsible. Be as specific as possible; this is your procedural “cheat sheet” for your 1<sup>st</sup> special education procedural experiences

#### Reflection #4 (2 points)

After reading Chapter 9 of Rosenberg et al., Based upon your reading of these pages, your web readings, and any personal experiences with transition planning and ITPs, first complete “Pause and Reflect 9.3” on page 299 from the perspective of an elementary or middle level educator. Next complete “Pause and Reflect 9.5” on page 308 from the perspective of “what a 1<sup>st</sup> year

middle or high school special educator needs to consider regarding student's transitions into adult services."

**Summer Leadership Institute Reflection (10 points)**

Prepare a 5 to 6-page reaction to the keynotes and sessions attended at the San Diego Summer Leadership Institute. Be sure your reflection makes reference to each and every one of the keynotes and sessions attended, as this is an "authentic" attendance check. More importantly, this reflection is an opportunity for you to synthesize your experience of the institute with course and other past learnings and experiences. It also is an opportunity for you to formulate instructional and organizational strategies for your own future as a special education or classroom teacher. So, make connections and be creative in you analysis, synthesis, and evaluations. Make the experience count for you. Other than these instructions and the general writing criteria articulated above, you have free reign to express yourself in this culminating reflection.

**GRADING SCALE (in percentages):**

**A = 94-100    A- = 92-93    B+ = 89-91    B = 86-88                    B- = 84-86    C+ = 81-83**

**Criteria for Grading:**

- A (Excellent):      Performance at the highest level, showing sustained excellence in meeting all course requirements and exhibiting an unusual degree of intellectual initiative.
  
- B (Good):            Performance at a high level, showing consistent and effective achievement in meeting course requirements.
  
- C (Satisfactory):   Performance at an adequate level, meeting the basic requirements of the course.

**NOTE: The minimum acceptable grade for a course in the professional education sequence is C+, and a B average must be maintained.**

<u>Class Date</u>	<u>Topics</u>	<u>Readings Due Today</u>	<u>P&amp;A Chs.</u>	<u>Assignments Due</u>
01 June 07 or June 09	Legal Brief Assignment on the World Wide Web Collaborative Teaming Principles and Processes; Acronym Jargon Busting; Person 1 <sup>st</sup> Language Assign Base Teams; Meeting #1 Assignments			
02 June 14 or June 16	Jargon Busting California Style Carousel: Hughes Bill, CA Composite of Law, The IEP Cycle (Base Team #2 & 3 Preparation Guest: Jan Israel	V&T, Chap. 10 NCCSE/San Diego forms www.preschoolfun.com www.csusm.edu/thousand	1, 4, & 8	Prep for Base Team #1
03 June 21 or June 23	IDEA: Evolution of Legal Rights & Responsibilities Timelines & Federal & State Eligibility Criteria Purposes of Assessment & Confidentiality (Assign Base Team Meetings #4) Guest: Lisa Houghtelin	V&T, Chaps. 1, 2, & 8	3, 6, & 7	Base Team #1 Reflection #1
04 June 28 or June 30	Writing Assessment-Driven IEPs What are Procedurally Correct, Elegant IEP Goals? Communication 10 Commandments	V&T, Chap. 9	2 & 5	Reflection #2 Base Team #2
NOTE: MONDAY'S CLASS HAS JULY 5 <sup>TH</sup> AND WEDNESDAY'S CLASS HAS JULY 14 <sup>TH</sup> FREE FOR BASE TEAM MEETINGS				
05 July 12 or July 7	Sharing of Reflection #3 Flow Charts Practice Writing Elegant IEP Goals & Objectives to California Standards – CARS+ A Process for Formulating a Powerful Goal Guests: Ciria Flahive, Amy Wong	RO, Chaps. 2 & 7 CARS+ Handbook on web	ALL	Base Team #3 Reflection #3
06 July 15	Day 1 (Thursday Eve): Summer Leadership Institute	V&T, pp 129-131		
07 July 16	Day 2 (Friday): Summer Leadership Institute	V&T, Chap. 4		
08 July 17	Day 3 (Saturday): Summer Leadership Institute	V&T, Chap. 23		



<u>Class Date</u>	<u>Topics</u>	<u>Readings Due Today</u>	<u>P&amp;A Chs.</u>	<u>Assignments Due</u>
09 July 19	Institute Debriefing IEP Meeting Gone Wrong	RO 9	9 - 12	Base Team Meeting #4 Reflection #4
July 21	Transition Planning and ITPs Gone Right Guest: San Diego City School Transition Specialist			
10 July 28 or July 30	In-Class Base Team Meeting #6 Communicating Information to Others Writing & Interpreting Positive, Proactive Reports Managing the Paperwork War Course Evaluation Guest: Deb Teudt	V&T pp. 389-393 & 493-502 Review RO Chapter 7		<b>Base Team Notebook Legal Brief</b>

**Base Team Meetings**

- Mtg. #1: Norms, Names, & Collaboration
- Mtg. #2: California Code Scenarios
- Mtg. #3: IEP Analysis
- Mtg. #4: Problem Behaviors
- Mtg. #5: In-Class Meeting @ Final Class

**Social Skills Processing Procedures**

- (Forming Checklist)
- (Functioning Checklist)
- (Formulating)
- (Fermenting)
- ("Are we really a team?" Checklist; Yearbook)

**CROSSCULTURAL, LANGUAGE, AND ACADEMIC DEVELOPMENT (CLAD) COMPETENCIES**

COMPETENCIES ADDRESSED BY THIS COURSE ARE ITALICIZED, SHADED AND INDICATED WITH \*\*\*

<b>PART 1: LANGUAGE STRUCTURE &amp; FIRST- AND SECOND-LANGUAGE DEVELOPMENT</b>	<b>PART 2: METHODOLOGY OF BILINGUAL, ENGLISH LANGUAGE DEVELOPMENT, CONTENT INSTRUCTION</b>	<b>PART 3: CULTURE AND CULTURAL DIVERSITY</b>
<b>I. Language Structure and Use: Universals and Differences (including the structure of English)</b>	<b>1. Theories and Methods of Bilingual Education</b>	<b>I. The Nature of Culture</b>
<b>A.</b> The sound systems of language (phonology)	<b>A.</b> Foundations	<b>A.</b> Definitions of culture
<b>B.</b> Word formation (morphology)	<b>B.</b> <i>Organizational models: What works for whom? ***</i>	<b>B.</b> Perceptions of culture
<b>C.</b> Syntax	<b>C.</b> <i>Instructional strategies ***</i>	<b>C.</b> Intragroup differences (e.g., ethnicity, race, generations, and micro-cultures)
<b>D.</b> Word meaning (semantics)	<b>II. Theories and Methods for Instruction In and Through English</b>	<b>D.</b> Physical geography and its effects on culture
<b>E.</b> <i>Language in context ***</i>	<b>A.</b> <i>Teacher delivery for both English language development and content instruction***</i>	<b>E.</b> <i>Cultural congruence ***</i>
<b>F.</b> <i>Written discourse ***</i>	<b>B.</b> <i>Approaches with a focus on English language development***</i>	<b>II. Manifestations of Culture: Learning About Students</b>
<b>G.</b> <i>Oral discourse ***</i>	<b>C.</b> <i>Approaches with a focus on content area instruction (specially designed academic instruction delivered in English)***</i>	<b>A.</b> <i>What teachers should learn about their students **s</i>
<b>H.</b> <i>Nonverbal communication ***/</i>	<b>D.</b> <i>Working with paraprofessionals***</i>	<b>B.</b> <i>How teachers can learn about their student ***</i>
<b>II. Theories and Factors in First- and Second Language Development</b>	<b>II. Language and Content Area Assessment</b>	<b>C.</b> <i>How teachers can use what they learn about their students (culturally responsive pedagogy) ***</i>
<b>A.</b> Historical and current theories and models of language analysis that have implications for second-language development and pedagogy	<b>A.</b> <i>Purpose***</i>	<b>III. Cultural Contact</b>
<b>B.</b> <i>Psychological factors affecting first- and second-language development ***</i>	<b>B.</b> <i>Methods ***</i>	<b>A.</b> Concepts of cultural contact
<b>C.</b> Socio-cultural factors affecting first- and second-language development	<b>C.</b> <i>State mandates ***</i>	<b>B.</b> Stages of individual cultural contact
<b>D.</b> <i>Pedagogical factors affecting first- and second-language development***</i>	<b>D.</b> <i>Limitations of assessment ***</i>	<b>C.</b> <i>The dynamics of prejudice***</i>
<b>E.</b> <i>Political factors affecting first- and second-language development ***</i>	<b>E.</b> <i>Technical concepts ***</i>	<b>D.</b> <i>Strategies for conflict resolution***</i>

**EDMX 631 TRACKING FORM**

NAME: \_\_\_\_\_

BASE TEAM NAME & MEMBERS: \_\_\_\_\_

**I. Attendance, Punctuality & Participation - 40 possible points**

- Class #1 \_\_\_\_\_ (4)
- Class #2 \_\_\_\_\_ (4)
- Class #3 \_\_\_\_\_ (4)
- Class #4 \_\_\_\_\_ (4)
- Class #5 \_\_\_\_\_ (4)
- Institute #6 \_\_\_\_\_ (4)
- Institute #7 \_\_\_\_\_ (4)
- Institute #8 \_\_\_\_\_ (4)
- Class #9 \_\_\_\_\_ (4)
- Class #10 \_\_\_\_\_ (4)

Sub-Total I. \_\_\_\_\_ (40 maximum)

**II. Base Team Meetings & Notebook – 20 possible points**

- Base Team Meeting #1 \_\_\_\_\_ (5)
- Base Team Meeting #2 \_\_\_\_\_ (5)
- Base Team Meeting #3 \_\_\_\_\_ (5)
- Base Team Meeting #4 \_\_\_\_\_ (5)
- Base Team Notebook \_\_\_\_\_

Sub-Total II. \_\_\_\_\_ (20 maximum)

**III. Rights and Responsibilities Legal Brief – 20 possible points**

Sub-Total III. \_\_\_\_\_ (20 maximum)

**IV. Reading Reflections – 20 possible points**

- #1 \_\_\_\_\_ (3)    #2 \_\_\_\_\_ (2)    #3 \_\_\_\_\_ (3)    #4 \_\_\_\_\_ (2)    Summer Institute \_\_\_\_\_ (10)

Sub-Total V. \_\_\_\_\_ (20 maximum)

**GRAND TOTAL (100 POSSIBLE POINTS) = \_\_\_\_\_**

Place of Meeting: \_\_\_\_\_  
 Date: \_\_\_\_\_  
 Time: \_\_\_\_\_

**Base Team Meeting #1**

<u>Persons Present:</u>	<u>Late:</u>	<u>Absentees:</u>	<u>Others Who Need to Know:</u>
_____	<input type="checkbox"/>	_____	_____
_____	<input type="checkbox"/>	_____	_____
_____	<input type="checkbox"/>	_____	_____
_____	<input type="checkbox"/>	_____	_____
_____	<input type="checkbox"/>	_____	_____
_____	<input type="checkbox"/>	_____	_____

<u>Roles:</u>	<u>This Meeting</u>	<u>Next Meeting</u>
Recorder	_____	_____
Timekeeper	_____	_____
Jargonbuster	_____	_____
Equalizer	_____	_____
"But" watcher	_____	_____
Encourager	_____	_____

**AGENDA**

**SUGGESTED ITEMS**

**SUGGESTED  
TIME  
LIMIT**

- |   |       |
|---|-------|
| 1. Review agenda and assign roles for this and next meeting.  | 2 min |
| 2. Setting Norms for Base Team Meetings:  | 2 min |
| Review 5 norms you consider most critical identified on the Study Guide for <u>Collaborative Teams: A Powerful Tool in School Restructuring</u> |       |
| Round robin sharing of your norms and generation of additional items (Recorder records)   | 7 min |
| Agree upon at least 5 norms. Be sure to define so they are observable and measurable (Recorder records)   | 5 min |

3. Individually, complete the bottom section of "What preferences do you have?" 3 min
  
4. As a team, complete the team summary chart and identify a personal and team growth goal. 10 min
  
5. COMPLETE QUESTIONS 3-8 OF THE STUDY GUIDE 20 min
  
6. Give your team a name (Go crazy!) 3 min
  
7. Group Processing 8 min  
 With the activity or meeting just completed in mind, rate **your team** as a whole, on the Forming Skills of the Individual and Group Assessment of Collaborative Skills. Share and discuss your ratings with your team members.  
 Select one of the processing methods from Table 1 of the Collaborative Teaming chapter which is least familiar to the group and use it to process the meeting.

**TOTAL TIME** 60 min

**MINUTES OF OUTCOMES**

<b><u>Action Items:</u></b>	<b><u>Person(s) Responsible?</u></b>	<b><u>By When?</u></b>
1. We will communicate outcomes to absent members and others who need to know by: _____ _____		
2.		
3.		

**AGENDA BUILDING FOR NEXT MEETING**

Date: \_\_\_\_\_ Location: \_\_\_\_\_  
 Time Start: \_\_\_\_\_ Time End: \_\_\_\_\_

**Expected Agenda Items:**

**SEE BASE TEAM MEETING #2 AGENDA**

## Individual and Group Assessment of Collaboration Skills

Name: \_\_\_\_\_ Team Name: \_\_\_\_\_

### Directions for Individual Assessment

Reflect on your behavior while working as a member of your team. On a 5-point scale (1 = I never do; 5 = I always do), rate yourself on the following skills. Select and place a star next to the 2 to 4 skills that you wish to improve.

### Directions for Group Assessment

Reflect on your team's functioning. On a 5-point scale (1 = We never do; 5 = We always do), rate your entire team on the following skills. Compare your ratings with those of your teammates and jointly select 2 - 4 skills to improve. Place an arrow next to the skills your team has selected.

### Forming Skills (Trust Building)

#### SELF

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
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\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I/we arrive at meetings on time  
I/we stay for the duration of the meeting  
I/we participate(d) in the establishment of the  
group's goals  
I/we shared individual personal goals  
I/we encourage everyone to participate  
I/we use member's names  
I/we look at the speaker  
I/we do not use "put-downs"  
I/we use an appropriate volume and voice tone

#### GROUP

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Study Guide**  
**for**  
**Collaborative Teams: A Powerful Tool in Restructuring**

**Directions:**

Please read Collaborative Teams: A Powerful Tool in School Restructuring prior to class #2 and your first base team meeting. Based upon your reading of this chapter, answer the following questions. The **FIRST TWO** questions must be completed **INDIVIDUALLY BEFORE CLASS #2 AND YOUR FIRST BASE TEAM MEETING**. Please bring the collaborative teaming chapter and this study guide to the second class for use during the session and Base Team meetings.

Class members will collaborate in their respective Base Teams to agree upon questions #1 and #2 and generate team answers to questions #3 through #8. ONE entire completed study guide will be created by **each Base Team** and archived in the team's binder of minutes and products.

Name: \_\_\_\_\_ Team Name: \_\_\_\_\_

**COMPLETE BY CLASS #2 AND BASE TEAM MEETING #1:**

1. Identify 5 team "norms" (i.e., rules not to be broken) that you consider most critical for you and your classmates to practice. Justify your selections.
  
  
  
  
  
  
  
  
  
  
2. Of the 13 suggested methods for processing presented in Table 1, identify the 2 that you find the most appealing or most challenging and that you would like to use to evaluate team functioning following in-class or out-of-class meetings or group activities.

FOR THE FOLLOWING QUESTIONS (#3 - #8), JOT DOWN IDEAS AS YOU READ, SO THAT YOU HAVE SOMETHING TO CONTRIBUTE WHEN YOUR BASE TEAM MEETS TO GENERATE A TEAM ANSWER TO EACH QUESTION.

3. What does "parity" mean within a collaborative team?
4. Identify 3 strategies for promoting parity among members of a team.
5. In what ways does the distribution of leadership roles among team members promote healthy team functioning?
6. Aside from the roles of Recorder and Timekeeper, what 3 roles do you consider most critical to team functioning? Why?
7. Identify 3 ways the Collaborative Team Meeting Worksheet (Figure 2 at the very end of the chapter) structures face-to-face interaction.
8. Identify 2 ways the Collaborative Team Meeting Worksheet prompts team members to focus upon improving their "good team member" behaviors.



**Study Guide**  
**for**  
**Collaborative Teams: A Powerful Tool in Restructuring**  
**(CONTINUED)**

**COMPLETE AS A TEAM**

Our Names \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Team Name \_\_\_\_\_

3. What does "parity" mean within a collaborative team?
4. Identify 3 strategies for promoting parity among members of a team.
5. In what ways does the distribution of leadership roles among team members promote healthy team functioning?
6. Aside from the roles of Recorder and Timekeeper, what 3 roles do you consider most critical to team functioning? Why?
7. Identify 3 ways the Collaborative Team Meeting Worksheet (Figure 2 at the very end of the chapter) structures face-to-face interaction.
8. Identify 2 ways the Collaborative Team Meeting Worksheet prompts team members to focus upon improving their "good team member" behaviors.

Team Member: \_\_\_\_\_

### WHAT PREFERENCES DO YOU HAVE?

What jobs do you prefer when you work with a team?

When working with a team, what jobs do you dislike?

Using the list below, check the items you find to be the most enjoyable and challenging.

#### TEAM TASKS AND FUNCTIONS

<i>I enjoy this</i>	<i>I find this difficult</i>	
<input type="checkbox"/>	<input type="checkbox"/>	Being the Leader
<input type="checkbox"/>	<input type="checkbox"/>	Following the Agenda
<input type="checkbox"/>	<input type="checkbox"/>	Sharing My Turf and Control
<input type="checkbox"/>	<input type="checkbox"/>	Listening
<input type="checkbox"/>	<input type="checkbox"/>	Getting to the Specifics
<input type="checkbox"/>	<input type="checkbox"/>	Being Diplomatic
<input type="checkbox"/>	<input type="checkbox"/>	Analyzing Problems
<input type="checkbox"/>	<input type="checkbox"/>	Expressing My Ideas When I Don't Agree
<input type="checkbox"/>	<input type="checkbox"/>	Staying Positive When I Dislike the Task
<input type="checkbox"/>	<input type="checkbox"/>	Organizing Meetings and Follow-Through Activities
<input type="checkbox"/>	<input type="checkbox"/>	Following Through on Group Decisions
<input type="checkbox"/>	<input type="checkbox"/>	Developing Trust in People to Do a Quality Job
<input type="checkbox"/>	<input type="checkbox"/>	Following Routines and Procedures
<input type="checkbox"/>	<input type="checkbox"/>	Changing the Way I Do Things
<input type="checkbox"/>	<input type="checkbox"/>	Delegating Tasks and Decisions to Others
<input type="checkbox"/>	<input type="checkbox"/>	Giving Others Recognition and Credit
<input type="checkbox"/>	<input type="checkbox"/>	Weighing Pros and Cons Before Making a Decision
<input type="checkbox"/>	<input type="checkbox"/>	Working with Open-Ended Activities
<input type="checkbox"/>	<input type="checkbox"/>	Staying Aware of the Group's Feelings
<input type="checkbox"/>	<input type="checkbox"/>	Being the Decision Maker
<input type="checkbox"/>	<input type="checkbox"/>	Accepting Criticism of My Ideas
<input type="checkbox"/>	<input type="checkbox"/>	Brainstorming
<input type="checkbox"/>	<input type="checkbox"/>	Compromising
<input type="checkbox"/>	<input type="checkbox"/>	Summarizing
<input type="checkbox"/>	<input type="checkbox"/>	Dealing With Disagreements
<input type="checkbox"/>	<input type="checkbox"/>	Being Creative

## **TEAM SUMMARY CHART**

Here are functions of an effective team. List team members' names across the top of the grid. Have each member identify his/her areas of strength. If there are functions with no checks, decide how to fulfilled these functions. Use these results to establish both personal and team growth goals.

### **TEAM MEMBERS**

<b>FUNCTIONS OF EFFECTIVE TEAM MEMBERS</b>						
Assuming Leadership						
Being a Decision Maker						
Record Keeping						
Accepting Criticism						
Staying on the Topic						
Brainstorming Creatively						
Sharing Turf and Control						
Compromising						
Listening Quietly						
Summarizing						
Planning Specifics and Details						
Dealing with Conflict						
Being Diplomatic						
Analyzing Problems						
Doing Research						
Expressing Opposing Ideas						
Staying Positive when Disliking the Task						
Organizing						
Following Through on Group Decisions						
Trusting in People to Do a Quality Job						
Following Routines and Procedures						
Changing the Way to Do Things						
Delegating Tasks and Decisions						
Giving Others Recognition and Credit						
Weighing Pros and Cons						
Working with Open-Ended Activities						
Staying Aware of the Group's Feelings						
Tolerating Delays						
Meeting Deadlines						
Serving as a Spokesperson						
Setting Goals						
Evaluating Results						
Encouraging Others to Participate						

Place of Meeting: \_\_\_\_\_  
 Date: \_\_\_\_\_  
 Time: \_\_\_\_\_

**Base Team Meeting #2**

<u>Persons Present:</u>	<u>Late:</u>	<u>Absentees:</u>	<u>Others Who Need to Know:</u>
_____	<input type="checkbox"/>	_____	_____
_____	<input type="checkbox"/>	_____	_____
_____	<input type="checkbox"/>	_____	_____
_____	<input type="checkbox"/>	_____	_____
_____	<input type="checkbox"/>	_____	_____
_____	<input type="checkbox"/>	_____	_____

**AGENDA - PART 1**

<b>SUGGESTED ITEMS</b>	<b>SUGGESTED TIME LIMITS</b>
1. The focus of this meeting is to learn to maneuver your way through the "California Special Education Program: a Composite of Laws." By using this book, each team member will become familiar with the information that is contained within. Please use the index and table of contents to find the necessary information to answer the scenarios. Take the first scenario and locate the sections in the law that relate to and help determine the answer to the question posed by the scenario.  We all came to the base team meeting prepared with answers to the questions that each of us had been assigned..	20 min
2. The remaining scenarios should be divided evenly among base team members. Each person is to locate the sections in the California State Law that address this particular scenarios issue or problem. Record the reference and page number so that you can easily locate and share with your other base team members.  After discussing what each of us researched for each question, we integrated our answers into each question.	10 min
3. Agree upon a date prior to Class #4, reconvene to complete all scenarios. Prepare to share in Class #10.	5 min

## AGENDA - PART 2

BY CLASS #4, reconvene to complete all scenarios.

Prepare to share in Class #10.

### Roles:

Recorder	Person who has the most brothers and sisters	_____
Timekeeper	First person to the right of the Recorder	_____
Jargonbuster	Second person to the right of the Recorder	_____
Equalizer	Third person to the right of the Recorder	_____
Encourager	Remaining Team Member	_____

- |    |  |        |
|----|--|--------|
| 1. | Review the agenda and assign roles. Identify 2 to 3 social skill(s)/norms for the team to focus upon or practice during this meeting.  | 5 min  |
| 2. | For each scenario, the "discovery" of the relevant sections of the Composite is lead by the team member responsible for locating information for that scenario. If a member was unable to locate all the sections to provide an adequate answer to the scenario, the team as a whole must locate the information. Team members must come to consensus as to responses. | 45 min |
| 3. | Process by following the directions for "Self" and "Group" on the "Functioning" checklist. Discuss how well the team members fulfilled their roles and social skills the group set at the beginning of the meeting.  | 10 min |
| 4. | Assign and create roles for the next meeting<br>Be sure that each person has a role that they have not yet experienced.  | 5 min  |

**TOTAL TIME PART 2                      65 min**

Recorder	Birthday closest to New Year's Eve	_____
Timekeeper	First to the left of Recorder	_____
Jargonbuster	Second to the left of Recorder	_____
Equalizer	Third to the left of the Recorder	_____
Encourager	Forth to the left of the Recorder	_____
Other?:		_____

### MINUTES OF OUTCOMES

<u>Action Items:</u>	<u>Person(s) Responsible?</u>	<u>By When?</u>
1. We will communicate outcomes to absent members and others who need to know by:		

**AGENDA BUILDING FOR NEXT MEETING**

Date \_\_\_\_\_

Location: \_\_\_\_\_

Time \_\_\_\_\_

Time End: \_\_\_\_\_

**Expected Agenda Items:**

See "Suggested Team Meeting #3 Agenda"

**Individual and Group Assessment of Collaboration Skills**  
**Functioning Skills**  
**(Communication & Distributed Leadership)**

Name: \_\_\_\_\_ Team Name: \_\_\_\_\_

Directions for Individual Assessment

Reflect on your behavior while working as a member of your team. On a 5-point scale (1 = I never do; 5 = I always do), rate yourself on the following skills. Select and place a star next to the 2 to 4 skills that you wish to improve.

Directions for Group Assessment

Reflect on your team's functioning. On a 5-point scale (1 = We never do; 5 = We always do), rate your entire team on the following skills. Compare your ratings with those of your teammates and jointly select 2 - 4 skills to improve. Place an arrow next to the skills your team has selected.

<b>SELF</b>	<b>GROUP</b>
_____ I/we share ideas	_____
_____ I/we share feelings when appropriate	_____
_____ I/we share materials and resources	_____
_____ I/we volunteer for roles which help the group accomplish the task (e.g., timekeeper)	_____
_____ I/we volunteer for roles which help to maintain a harmonious working group (e.g., encourage everyone to participate)	_____
_____ I/we clarify the purpose of the meeting	_____
_____ I/we set or call attention to time limits	_____
_____ I/we offer suggestions as to how to effectively accomplish the task	_____
_____ I/we ask for help, clarification, or technical assistance when needed	_____
_____ I/we praise team members' contributions	_____
_____ I/we ask team members' opinions	_____
_____ I/we use head nods, smiles, and other facial expressions to show interest/approval	_____
_____ I/we offer to explain or clarify	_____
_____ I/we paraphrase other team members' contributions	_____
_____ I/we energize the group with humor, ideas, or enthusiasm when motivation is low	_____
_____ I/we relieve tension with humor	_____
_____ I/we check for others' understanding of the concepts discussed	_____
_____ I/we summarize outcomes before moving to the next agenda item	_____

EDUCATION CODE - PART 30 Legislation (1980 + 119 bills)	CALIFORNIA CODE - TITLE 5 Regulations (1981 + amendments)
--	--

CALIFORNIA SPECIAL EDUCATION PROGRAMS:  
A COMPOSITE OF LAWS

**CASE SCENARIOS**

**Directions:** For each question, use the Table of Contents and the Index (Section M) at the back of the Composite of Laws to locate relevant sections and pages of legislation (Ed Code 30) and regulations (Title 5) that offers answers to the questions posed. You will want to formulate and search for some key terms and concepts (e.g. continuum of services, FAPE) that relate to the question and then search for them in the Table of Contents and Index. If nothing seems to emerge, thumb through each of the two sections of the Composite for language that addresses the question. Identify the relevant sections and page numbers for each question and also answer in narrative any questions that ask for your suggestions, opinion, advice, or decisions based on the legislation and regulations. Word process your responses on a separate document, perhaps creating for each question a table such as modeled above along with a narrative for questions that require a narrative response. Be prepared to share this with classmates in class and to teach the content to those who did not study your sections of the Scenario assignment.

**Sample Items A & B:**

A. A potential new resident of the district requests assurance that the district schools will provide an appropriate special education program and related services to his middle school child who has some identified disabilities.

What in the laws and regulations helps the district provide such assurances?  
Where did you find the information? Which sections? Which page(s)?



B. A district psychologist completes an evaluation on a child and decides the student should be eligible for and receive special education services because of serious emotional disturbance. He asks the child's team members individually to sign off on the statement of eligibility on the evaluation team report.

Is this the correct procedure? Why or why not?

Where did you find the information? Which sections? Which page(s)?

### Homefun Items:

1. There is a question as to whether a surrogate parent should be at an IEP meeting.

Under what conditions is a school required to have a surrogate parent at a meeting?

Where did you find the information? Which sections? Which page(s)?

2. A parent of a child eligible for special education calls the Board of Education and asks to have her child's records, including all medical and psychological records, sent to the new school district where their family is moving.

What should be the school district's response?

Where did you find the information? Which sections? Which page(s)?

3. A parent walks into the school and demands to review all of the school's records on her child that day.

Which records must the district provide? In what time frame?

Where did you find the information? Which sections? Which page(s)?

4. Upon hearing that their 18-month old is experiencing developmental delays the child's parents call the school district for further evaluation and services.

How should the district respond? What services should the district provide?

Where did you find the information? Which sections? Which page(s)?

5. A child's parents read an Evaluation Team Report and disagree strongly with the section that describes the family's background. The parents insist that the child be reevaluated by a more competent psychologist. The parents also insist that the district fire the psychologist who evaluated their son and hire a new, more competent psychologist.

What can the school district offer the parent in place of this request?

Where did you find the information? Which sections? Which page(s)?

6. The mother of a preschool-aged child who attends a preschool in the community and asks for special education services for her child. She says that she was told by her preschool that her child would probably qualify for special education services because of his disability. The mother does not want her son to be moved from the preschool since he has made such a good adjustment there and because he has great difficulty making transitions.

What can you do for this mother?

Where did you find the information? Which sections? Which page(s)?

7. A school's Student Study Team is interested in initiating a comprehensive evaluation for a student. Without any other communication with the parents, a Parent Consent Form is sent home to be signed ASAP.

How does this procedure comply or not comply with the laws and regulations?

Where did you find the information? Which sections? Which page(s)?

8. During Kindergarten pre-registration, a five-year-old child is noticed as having significant delays in several areas of development.

What should the district personnel do regarding this child?

Where did you find the information? Which sections? Which page(s)?

9. An initial IEP meeting for placement of a child, a parent indicates he believes his child needs an extended school year.

What should be done about the extended year "request?"

Where did you find the information? Which sections? Which page(s)?

10. A parent calls the building principal and asks for an impartial due process hearing tomorrow.

What should be done, by whom, and when?

Where did you find the information? Which sections? Which page(s)?

11. A parent and recent new resident of the district expresses to a teacher at a PTA meeting that her two children seem to be having difficulty in school. One of the children is a preschooler and the other is a third grader. The parent requests help for both of her children.

How should the school respond to this request?

Where did you find the information? Which sections? Which page(s)?

12. After receiving a written request for a due process hearing, the school district's superintendent responds in writing that a hearing will be held but only after a face to face conference with the parents and, if necessary, mediation with a State Department of Education-appointed mediator.

Is this procedure correct? Why or why not?

Where did you find the information? Which sections? Which page(s)?

13. A child who has been receiving preschool special education services for the past two years will be turning six in August.

What must her school district do for her?

Where did you find the information? Which sections? Which page(s)?

14. At an assessment team meeting one of the team members disagrees with the eligibility determination.

Can such disagreements be handled? How?

What impact does this have on the ultimate determination of eligibility?

Where did you find the information? Which sections? Which page(s)?

Place of Meeting: \_\_\_\_\_

Date: \_\_\_\_\_

Time: \_\_\_\_\_

### Base Team Meeting #3

<u>Persons Present:</u>	<u>Late:</u>	<u>Absentees:</u>	<u>Others Who Need to Know:</u>
_____	<input type="checkbox"/>	_____	_____
_____	<input type="checkbox"/>	_____	_____
_____	<input type="checkbox"/>	_____	_____
_____	<input type="checkbox"/>	_____	_____
_____	<input type="checkbox"/>	_____	_____
_____	<input type="checkbox"/>	_____	_____

#### Roles:

Recorder	Birthday closest to New Year's Eve	_____
Timekeeper	First to the left of Recorder	_____
Jargonbuster	Second to the left of Recorder	_____
Equalizer	Third to the left of the Recorder	_____
Encourager	Forth to the left of the Recorder	_____
		_____

### AGENDA

<b>SUGGESTED ITEMS</b>	<b>SUGGESTED TIME LIMITS</b>
1. Review agenda and assign roles. Identify the social skill(s)/norms that the team wishes to focus upon/practice at this meeting.	5 min
2. Read pages 235 – 240 of the Rosenberg et al. text. Examine the San Diego or North Coastal Consortium for Special Education (NCCSE) IEP form ( <a href="http://www.preschoolfun.com">www.preschoolfun.com</a> ) and identify where required components of an IEP (identified on pages 236-238) appear in this IEP format. (Highlight in some way components on the form itself.)	15 min

3. How does the NCCSE or San Diego IEP format ensure that the following topics are discussed and family/child input is assured. Highlight the prompt on the form in a different color. If the form does not prompt IEP team discussion of the following, what would you do (e.g., add to the form) to assure attention to the topic? Write a paragraph explaining your actions in a meeting to prompt discussion of each topic not addressed on the IEP. 30 min
- a) Participation in district & statewide assessments
  - b) Transition from early childhood to school-age programs
  - c) Transition services, beginning at age 14
  - d) Plan for behavior, if IEP team has a concern
  - e) Extended school year services, if determined as needed
  - f) Technological assistance
  - g) Frequency of progress reports to parents
  - h) IEP participation of general education teacher (who knows the child)
  - i) Assessments are done in the child’s primary language
  - j) Parents/guardians provided translation in primary language in the meeting
  - k) For English learners, are goals and objectives “linguistically appropriate” (i.e., at the learner’s level of English language development)
  - l) Inclusion of students as members and advocates on the IEP team
  - m) Discussion of continuum of options with IEP team members
  - n) Access to the core curriculum through provision of accommodations, adaptations, and modifications
  - o) Communication of supports and services and accommodations and modifications to the general education teachers
  - p) Parent concerns and desires regarding student education and extra curricular activity participation
4. With the activity and meeting just completed in mind, rate your team, as a whole, on the **Formulating Skills** (Creativity Skills) using the Individual and Group Assessment of Collaborative Skills form. Describe your creativity behaviors that helped you to generate ideas for dealing with the problems described in the activity. 5 min
5. Assign roles for next meeting. Be sure each person has a role they have not yet tried. 5 min
- TOTAL TIME** **60 min**

### MINUTES OF OUTCOMES & HOMEFUN

<u>Action Items:</u>	<u>Person(s) Responsible?</u>	<u>By When?</u>
----------------------	-------------------------------	-----------------

1. We communicate outcomes to absent members:

**Individual Homefun:** Go to from WebCT Resource page. Go to 1. Base Teams. Go to Meeting #4. Go to “Ten Common Problems.....” Download and print off this PDF file. Bring to Base Team Meeting #4.

**Team Homefun:**

### AGENDA BUILDING FOR NEXT MEETING

Date \_\_\_\_\_

Location: \_\_\_\_\_

Time Start Items:

SEE AGENDA FOR MEETING #4

**Individual and Group Assessment of Collaboration Skills**  
**Formulating Skills**  
**(Decision-Making & Creative Problem Solving)**

Name: \_\_\_\_\_ Team Name: \_\_\_\_\_

**Directions for Individual Assessment**

Reflect on your behavior while working as a member of your team. On a 5-point scale (1 = I never do; 5 = I always do), rate yourself on the following skills. Select and place a star next to the 2 to 4 skills that you wish to improve.

**Directions for Group Assessment**

Reflect on your team's functioning. On a 5-point scale (1 = We never do; 5 = We always do), rate your entire team on the following skills. Compare your ratings with those of your teammates and jointly select 2 - 4 skills to improve. Place an arrow next to the skills your team has selected.

**SELF**

**GROUP**

_____	I/we seek accuracy of information by adding to or questioning summaries	_____
_____	I/we seek elaboration by relating to familiar events or asking how material is understood by others	_____
_____	I/we ask for additional information or rationale	_____
_____	I/we seek clever ways of remembering ideas and facts (e.g., posters, visuals, notes, mnemonic devices, public agendas)	_____
_____	I/we ask other members why and how they are reasoning	_____
_____	I/we encourage the assigning of specific roles to facilitate better group functioning (e.g., process observer)	_____
_____	I/we ask for feedback in a non-confrontational way	_____
_____	I/we help to decide the next steps for the group	_____
_____	I/we diagnose group difficulties regarding tasks	_____
_____	I/we diagnose group difficulties regarding interpersonal problems	_____
_____	I/we encourage the generation and exploration of multiple solutions to problems through the use of creative problem-solving strategies	_____

Place of Meeting: \_\_\_\_\_

Date: \_\_\_\_\_

Time: \_\_\_\_\_

Team Name: \_\_\_\_\_

**Base Team Meeting #4**

<u>Persons Present:</u>	<u>Late:</u>	<u>Absentees:</u>	<u>Others Who Need to Know:</u>
_____	<input type="checkbox"/>	_____	_____
_____	<input type="checkbox"/>	_____	_____
_____	<input type="checkbox"/>	_____	_____
_____	<input type="checkbox"/>	_____	_____
_____	<input type="checkbox"/>	_____	_____
_____	<input type="checkbox"/>	_____	_____

**Rotating Roles:**

Summarizer #1	Birthday closest to today	_____
Recorder #1	First to the left of Summarizer	_____
Timekeeper #1	Second to the left of Summarizer	_____
But Watcher #1	Third to the left of Summarizer	_____
Encourager #1	Fifth to the left of Summarizer	_____

**AGENDA**

<b>SUGGESTED ITEMS</b>	<b>SUGGESTED TIME LIMITS</b>
1. PRIOR TO MEETING #4, go to from WebCT Resource page. <b>Go to 1. Base Teams.</b> <b>Go to Meeting #4. Go to “Ten Common Problems.....”</b> <b>Download and print off this PDF file. Bring to Base Team Meeting #4.</b>	3 min
2. Review the agenda for today and assign roles. Be sure to review the definition and function of each role.	
3. Complete the "Working Through Group Problems Activity" (See the Steps on the next page.)	60 min

**STEPS** (12 minutes per behavior):

1. Circle problems #1,5,6,8 and 10 (1 min)
2. As a team, silently read #1. STOP at "How a Team Leader Can Deal With ... (2 min)
3. Describe what behavior sound or looks like on a team you have been on. (2 min)
4. Brainstorm at least 4 strategies to deal with the problem. Recorder # 1 records ideas (4 min)
5. Silently read "How a Team Leader Can Deal With ..." (2 min)
6. Each member completes the phrase "One strategy I am committed to using is ... (2 min)
7. Rotate roles clockwise. Repeat steps 2 - 7 for circled problems.  
Problems    Activity

3. OTHER?

4. Group Processing

Process by completing the "Fermenting" Checklist as a group.

7 minutes

**TOTAL TIME**

**70+ min**

**MINUTES OF OUTCOMES**

**Action Items:**

**Person(s) Responsible?**

**By When?**

1. We will communicate outcomes to absent members and others who need to know by:

**AGENDA BUILDING FOR NEXT MEETING**

Date \_\_\_\_\_

Location: \_\_\_\_\_

Time \_\_\_\_\_

Time End: \_\_\_\_\_

**Expected Agenda Items:**

Be prepared to share your Base Team Notebook and Legal Briefs in a final in-class base team meeting during the last class. The agenda for Base Team Meeting #5 will be provided in the last class. Congratulations on Forming, Functioning, Formulating, and Fermenting as a team!



**Individual and Group Assessment of Collaboration Skills**  
**Fermenting Skills**  
**(Conflict Management)**

Name: \_\_\_\_\_ Team Name: \_\_\_\_\_

**Directions for Individual Assessment**

Reflect on your behavior while working as a member of your team. On a 5-point scale (1 = I never do; 5 = I always do), rate yourself on the following skills. Select and place a star next to the 2 to 4 skills that you wish to improve.

**Directions for Group Assessment**

Reflect on your team's functioning. On a 5-point scale (1 = We never do; 5 = We always do), rate your entire team on the following skills. Compare your ratings with those of your teammates and jointly select 2 - 4 skills to improve. Place an arrow next to the skills your team has selected.

**SELF**

**GROUP**

_____	I/we communicate the rationale for ideas or conclusions.	_____
_____	I/we ask for justification of others' conclusions and ideas	_____
_____	I/we extend or build on other members' ideas or conclusions	_____
_____	I/we generate additional solutions or strategies	_____
_____	I/we test the "reality" of solutions by planning and assessing the feasibility of their implementation	_____
_____	I/we see ideas from other persons' perspective	_____
_____	I/we criticize ideas without criticizing people	_____
_____	I/we differentiate differences of opinions when there is a disagreement	_____