



# UNIVERSITY OF WEST GEORGIA

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## **DR. TRINA FORTNER WOOD**

Regents' Teaching Excellence Award for Online Teaching Portfolio

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December 2, 2024

Regents' Teaching Excellence Awards Selection Committee  
Board of Regents, University System of Georgia  
270 Washington Street, SW  
Atlanta, GA 30334-1450

Dear Regents' Teaching Awards Selection Committee:

I am pleased to nominate Dr. Trina Wood, Lecturer & Assistant Department Chair in the Department of Special Education at the University of West Georgia, for the Regents' Teaching Excellence Award for Online Teaching.

Dr. Wood joined the University of West Georgia in 2020 as a second career after serving as a teacher and educational leader in K-12 schools in Alabama and Georgia. Since her move to higher education, Dr. Wood has dedicated herself to studying the art and science behind excellent online teaching and leaned into the most innovative practices in teaching online graduate and undergraduate courses for pre-service and in-service special education teachers. For instance, she has embraced Virtual Teaming (VT) with scenario-based assignments to engage students in direct experiences and reflections within collaborative, synchronous team settings. Her facilitative approach ensures consistent interaction and meaningful engagement, encourages creativity and problem-solving, and empowers students to shape their learning experiences by applying the knowledge they gain to real-world contexts. This High-Impact Practice embraces innovative technology to enrich the online learning experience. Students collaborate to solve real-world problems that prepare them for the work they will do as practicing teachers and leaders.

Dr. Wood's commitment to creating high-quality online learning environments has shaped programs, supported faculty, and influenced best practices in online education. In her leadership role, Dr. Wood coordinates the fully online M.A.T. program, recognized as UWG's Teaching Excellence Award for Department or Program. She was also instrumental in transitioning the undergraduate program to a fully online format and spearheaded the implementation of the Special Education Department's Faculty Support Mentor program. Dr. Wood shares her expertise in online teaching and instructional design to enhance course quality and student outcomes as a faculty mentor, and her courses have been rigorously reviewed and recognized by the College of Education Review Committee for meeting high-quality standards. She has also contributed to the broader academic community by presenting her research at local and international conferences and publishing in peer-reviewed academic and professional journals.



Dr. Wood's dedication to online teaching and learning benefits the larger online education community and inspires educators to provide students with meaningful and engaging virtual learning experiences. Consequently, I am honored to nominate her for the 2025 Regents' Teaching Excellence Award for Online Teaching.

Sincerely,

A handwritten signature in blue ink that reads "Jon A. Preston".

Jon A Preston  
Provost and Senior Vice President for Academic Affairs

## Condensed Curriculum Vitae for Trina Fortner Wood, Ed.D

### EDUCATION

Ed.D.	Educational and Instructional Leadership	University of Alabama	2000
Ed.S.	Educational Leadership	University of Alabama	1998
M.A.	Educational Leadership	University of Alabama	1996
Ed. S.	Special Education (MLBD)	University of Alabama	1995
M.A.	Special Education (SLD)	University of Alabama	1993
B.S.	Secondary Education (Science)	University of Alabama	1990

### PROFESSIONAL EXPERIENCE

2020 - 2025	Lecturer, Department of Special Education	University of West Georgia
2019 - 2020	Career/Technical Instruction Coordinator	Rome City BOE, GA
2016 - 2019	Director of Special Education	Floyd County BOE, GA
2015 - 2016	Career Transition Specialist	GNTC, Rome, GA
2012 - 2015	Assistant Superintendent	Cherokee Co. BOE, AL
1999 - 2012	Director of Special Education/Curriculum	Cherokee Co. BOE, AL
1997 - 1999	Assistant Principal	Etowah Co. BOE, AL
1993 - 1997	Special Education Teacher	Winston Co. BOE, AL
1992 - 1993	Science Teacher (High School)	DeKalb Co. BOE, AL
1990 - 1992	Science Teacher (Middle School)	Phenix City BOE, AL

### LEADERSHIP at UWG

2023 - Present	Assistant Chair, Department of Special Education
2021 - 2023	Program Coordinator - SPED Undergraduate and M.A.T.

### AWARDS

2025 USG Board of Regents' Excellence in Online Teaching Award  
 2025 UWG Nominee - Regents' Teaching Excellence Award for Online Teaching  
 2024 COE Excellence for Online Teaching Award

### SERVICE at UWG

<b>Profession</b>	
TEACHING Exceptional Children - Peer Reviewer	Fall 2024
Georgia CEEDAR Project, State Leadership Team Member	2021 - Present
Georgia P-20 Collaborative	2021 - 2023
Northwest Georgia GLRS Special Education Administrators' Consortium	2021 - Present
<b>University</b>	
Institute for Faculty Excellence Mentoring Circle (Faculty Mentor)	2023 - 2024
Institutional Planning Committee (COE Representative)	2021 - 2023
<b>College</b>	

COEDIAC Committee Member	2024 - Present
COE Fusion Center Committee Task Force Member	2023 - 2024
COE Personnel Committee Member (Secretary 2020-2021)	2020 - 2024
<b>Department</b>	
Coordinator Part-time Faculty Mentor	2022-2024
Course Peer Reviewer	2023 - 2024
Advisor Educational Specialist Students	2021-2024
<b>Community</b>	
Douglas County CTAE Early Childhood Education Advisory Council	2021 - Present
Paulding County School System, Paraprofessional to Teacher Pathway	2021 - 2023

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## SCHOLARSHIP

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<b>Grants</b>
Franklin, T., Wood, T., Sutton, A., & Peacock, R. (2024). <i>Affordable Materials Grants</i> . Affordable Learning Georgia. (\$20,000, Funded)
<b>Research Projects</b>
Social-Emotional Engagement - Knowledge & Skills. Intervention on Universal Design for Learning and Peer Coaching for Undergraduate Education Majors (2020-2023)
<b>Publications</b>
Green, K. B., Morris, C., Locchetta, B., Rollins, J. L., & Wood, T. (2025). An Appreciative Inquiry Approach to Promote Teacher Collaboration in Inclusive Classrooms. <i>TEACHING Exceptional Children</i> , 0(0). <a href="https://doi.org/10.1177/00400599251352780">https://doi.org/10.1177/00400599251352780</a>
Baylen, D. M., Wood, T., Paul, I., Mormah, F., Mutelo, S. M., & Gordon, A. (2023). Inquiry on technology use and practices during the pandemic: Experiences and challenges from selected countries. In M. Simonson & D. J. Seepersaud (Eds.), <i>45th Annual Proceedings of Selected Research and Development Papers, Volume 1</i> (pp. 42-49). AECT
<b>Publications (submitted)</b>
Green, K. B., Rollins, J. L., Wood, T., & Morris, C. (in progress). An investigation of a social-emotional framework for including all children with teacher candidates in elementary education.
<b>Presentations</b>
Wood, T. (2024, November 8). <i>Virtual teaming: Leveraging the high-impact practice of collaborative learning</i> [Conference presentation]. COE New Faculty Program – Innovative Tools, Carrollton, GA..
Baylen, D. M., & Wood, T. (2024, April 16). Developing professional knowledge and skills using online scenario-based simulations. <i>TCC Worldwide Online Conference</i> .
Wood, T. (2021, May 10). <i>Virtual teaming video presentation</i> [Pedagogy toolkit contribution]. UWG Institute for Faculty Excellence, Carrollton, GA..
Wood, T. (2021, April 23). <i>Tips and tricks for thriving as a lecturer or instructor at UWG</i> [Panel presentation]. UWG College of Education, FDMR Professional Growth and Development Panelist Series, Carrollton, Georgia.

Campbell, M., Gantner, M., Genz, J., & Wood, T. (2021, May 19). <i>A discussion of online teaching strategies and technologies</i> [Panel presentation]. UWG Innovations in Pedagogy 2nd Annual Conference, Carrollton, GA.			
White, C. (Student Presenter), & Wood, T. (Faculty Advisor). (2021, April 6). <i>Andrew F. versus Douglas County</i> [Undergraduate research presentation]. UWG Scholars' Day Undergraduate Research, Carrollton, GA.			
Dissertations			
Student	Title of Dissertation	Status	Role
Maria Jaochico	<i>A Phenomenological Study of the Circle Experience: Restorative Justice in a Graduate Academic Environment</i>	Completed Summer 2023	Chair
Elizabeth Nichols	<i>Interpreting Co-Teaching Experiences in Rural Schools with Limited Common Planning: Exploring Planning Strategies, Parity, and Model Selection</i>	Proposal Defended and Approved 2025	Chair

### ONLINE COURSES TAUGHT AT UWG

(Current - Spring 2022) w/SEI Scores and Response Rates					
Semester Year	Course Prefix and Title (Credit Hours.-Level U/G), IS = Independent Study/*Service Course	Section	N =	SEI Mean	Response Rate
Fall 2024	SPED 7722 <i>Collaboration in Special Education</i> (3-G)	E01	23	TBD	TBD
		E02	21		
		E03	24		
		E04	20		
	SPED 8771 <i>Curriculum Design and Implementation</i> (3-G)	E07	23		
Service Course	*SPED 6705 <i>M.A.T. Comprehensive Exam</i> (0-G)	E01	49		
	*EDSI 9998 <i>Research for Doctoral Dissertation</i> (1-G)	E17	1		
Summer 2024	SPED 8771 <i>Curriculum Design and Implementation</i> (3-G)	E01	23	4.7	61%
		E02	17	4.6	76%
		E03	16	4.7	53%

	Service Course	*EDSI 9998 <i>Research for Doctoral Dissertation (1-G)</i>	E15	1	5.0	100%	
		*SPED 6705 <i>M.A.T. Comprehensive Exam (0-G)</i>	E01	7	4.9	43%	
		*SPED 6767 <i>Advanced Curriculum and Methods: General Curriculum (3-G) IS</i>	E01	1	5.0	100%	
Spring 2024	SPED 7704 <i>Leadership and Administration of Special Education Programs (3-G)</i>		E01	25	4.8	64%	
			E02	25	4.7	56%	
			E03	25	4.6	44%	
			E04	24	4.8	58%	
			E05	22	4.4	68%	
Service Course	*SPED 6705 <i>M.A.T. Comprehensive Exam (0-G)</i>		E01	85	4.8	56%	
	*SPED 7722 <i>Collaboration in Special Education (3-G) IS</i>		E01	5	5.0	80%	
Fall 2023	SPED 7722 <i>Collaboration in Special Education (3-G)</i>		E01	26	4.7	62%	
			E02	24	4.8	48%	
			E03	17	4.9	53%	
	SPED 8771 <i>Curriculum Design and Implementation (3-G)</i>		E02	27	4.7	63%	
			E03	25	4.8	64%	
Summer 2023	SPED 7704 <i>Leadership and Administration of Special Education Programs (3-G)</i>		E01	26	4.8	81%	
			E02	26	4.6	66%	
			E03	26	4.8	77%	
	Service Course	*HESA 9999 <i>Dissertation Higher Education Student Affairs (3-G)</i>		E11	01	5.0	100%
		*SPED 4760 <i>Curriculum and Methods II: Severe Disabilities (3-U) IS</i>		E01	01	5.0	100%

		SPED 4789 <i>Internship Seminar (3-U)</i>	E01	09	4.5	100%	
Spring 2023	SPED 7704 <i>Leadership and Administration of Special Education Programs (3-G)</i>		E01	29	4.9	66%	
			E02	29	4.9	69%	
			E03	28	4.6	54%	
			E04	23	4.8	57%	
	Service Course	*HESA 9999 <i>Dissertation Higher Education Student Affairs (3-G)</i>		E10	01	5.0	100%
		*SPED 6705 <i>M.A.T. Comprehensive Exam (0-G)</i>		E01	65	4.8	55%
		*SPED 6795 <i>M. Ed. Comprehensive Exam (0-G)</i>		E01	07	3.9	43%
		*SPED 8795 <i>Ed. S. Comprehensive Exam (0-G)</i>		E01	40	4.9	42%
Fall 2022	SPED 7722 <i>Collaboration in Special Education (3-G)</i>		E01	29	4.9	69%	
			E02	18	4.9	67%	
	SPED 8771 <i>Curriculum Design and Implementation (3-G)</i>		E01	36	4.9	77%	
	Service Course	*SPED 6705 <i>M.A.T. Comprehensive Exam (0-G)</i>		E01	24	4.7	50%
		*SPED 7785 <i>Special Topics: Dyslexia (3-G) IS</i>		E01	01	4.7	100%
Summer 2022	SPED 8771 <i>Curriculum Design and Implementation (3-G)</i>		E01	30	4.9	67%	
			E02	26	4.9	55%	
			E03	19	4.9	58%	
	Service Course	*SPED 6705 <i>M.A.T. Comprehensive Exam (0-G)</i>		E01	22	4.9	50%
Spring 2022	SPED 7704 <i>Leadership and Administration of Special Education Programs</i>		E01	35	4.9	77%	
			E02	31	4.9	81%	
			E03	31	4.9	77%	

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## REFLECTIVE STATEMENT

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### Teaching and Learning Philosophy

My teaching philosophy, grounded in purpose, passion, and principles, emphasizes the transformative power of collaborative learning to deepen understanding, build connections, and develop essential skills for academic and professional success. Meaningful learning happens when students connect theory to practice, engage authentically with peers, and reflect throughout shared experiences. I strive to move online students beyond solitary study by immersing them in synchronous, interactive, team-based experiences. This pedagogical approach, aligned with George D. Kuh's goals for high-impact educational practices, emphasizes the critical learning achieved through collaborative learning experiences focused on developing solutions to problems in the presence of others and refining one's understanding through substantive dialogue with diverse perspectives.

### Purpose: Student Success

My purpose is to empower each student to achieve a deeper understanding and authentic growth through collaborative learning. Virtual Teaming (VT) is my hallmark pedagogical strategy to immerse students in dynamic, real-time learning experiences, promoting connection, critical thinking, and collective problem-solving in an online platform. VT addresses common online learning challenges like isolation, disconnection, and disengagement by creating an interactive environment where students engage in dialogue, explore diverse perspectives, analyze problems critically, and develop solutions collaboratively, all while building a shared sense of purpose.

### Key elements of the Virtual Teaming (VT) design are:

- **Intentional Team Building:** Teams are assembled of individuals with diverse backgrounds and varied professional and life experiences to enrich the experience through varied perspectives.
- **Real-Time Interactions:** Students engage in interactive sessions that replicate the immediacy of in-person teamwork, building connections, exchanging ideas to deepen understanding, exploring diverse perspectives, and solving problems collectively.
- **Growth-Focused Reflection:** Frequent self- and peer-reflections are paired with timely instructor feedback to encourage students to critically evaluate their contributions, assess group dynamics, and gain insights that enhance their learning and collaborative skills throughout the project.
- **Real-World Relevance:** Projects place students in realistic roles, enabling them to apply theoretical knowledge to relevant scenarios while expanding their expertise, enriching their learning, and building leadership capacity.

This interactive, systematic design enhances students' learning outcomes and cultivates skills and perspectives that extend beyond the classroom. Fink's Taxonomy of Significant Learning informs the design and implementation of VT in SPED 7704: Time for TEE (Team Erudition Exchanges), SPED 8771: Rigorous Curriculum Design (RCD), SPED 7722: Station Teaching Lesson Planning (STLP), and UWGLive Sessions. Guided by Fink's philosophy that *'For learning to occur, there has to be some kind of change in the learner. No change, no learning.*

These team-based, synchronous projects integrate multiple dimensions of learning through real-world applications. Students build foundational knowledge through preparatory materials, apply it in team projects to connect theory with practice, and synthesize insights from diverse viewpoints to achieve a more profound understanding. This approach emphasizes the human dimension of learning by promoting interpersonal connection, collective action, and shared purpose. Reflection and feedback are integral to the process, enabling students to develop self-directed learning strategies that enhance immediate outcomes while preparing them for sustained personal and professional growth.

### **Passion: Authentic Connections**

A defining feature of my teaching is my passion for building meaningful connections with students and creating opportunities for them to engage in a collaborative academic network. I am actively present in team sessions, adapting my role to the purpose and structure of each meeting. In TEE Sessions, I observe the team process in short intervals, ensuring my presence supports rather than disrupts the student facilitator's leadership. I attend the initial session to model the curriculum design process for RCD Meetings and then transition to periodic check-ins for subsequent meetings. During STLP Sessions, I engage with teams as they establish norms through a team contract, tailoring my involvement to their needs but often requiring only brief touchpoints. I facilitate UWGLive Sessions and provide immediate feedback during debriefings. While all sessions are recorded, I prioritize joining the collaborative sessions live to observe interactions, pose questions to provoke thoughtful exploration, provide guidance, and connect directly with students. These interactions give me valuable insights into their analytical reasoning and interplay, enriching my teaching and informing my understanding of each learner.

Virtual Teaming became a cornerstone of my teaching during my first year at UWG, coming to fruition in response to the loss of student connectivity during the pandemic. Originally designed to encourage a sense of community, VT exceeded expectations, as evidenced by SEI results showing that students found significant value in the approach. VT transformed my online classroom into a space where students feel seen, heard, and valued. As a facilitator, I support inquiry, encourage discovery, and inspire confidence. Whether offering real-time feedback during team sessions or engaging with thoughtful assessment reflections, I witness how my students evolve as learners. Through Virtual Teaming, I aim to create impactful experiences extending beyond the virtual classroom, preparing students to think critically and collaborate effectively in all aspects of their lives.

### **Principles: Lifelong Learning as a Scholar and a Leader**

As a principled believer in lifelong learning, I embrace the multifaceted roles of learner, mentor, scholar, and leader. Self-reflection is integral to my professional growth and the continuous refinement of my teaching practices. I critically analyze quantitative SEI data and qualitative student feedback to guide course revisions. Peer course reviews ensure my courses remain relevant and of the highest quality. Two courses, SPED 7704 and 8771, were submitted to the COE Course Review Committee for review in Spring and Summer 2023, respectively. Both courses successfully passed an internal review by the COE Committee using the QM Rubric (Higher Ed, 6th Edition) and the MyQM system. Reviewers commented, *"The (8771) course is well planned, the layout and design are student-friendly, the instructor shares information in*

*multiple modalities, and the course is designed to maximize the teacher's presence."* The SPED 7704 course reviewers noted, *"Excellent technical writing and 'teacher's voice' throughout the course, effective use of CourseDen HTML/web pages, and clear course schedule."* These reviews affirm my commitment to creating thoughtfully designed, high-quality courses and prioritizing clarity, engagement, and accessibility.

Mentoring faculty allows me to share my expertise and support their success in online teaching. I guide new department faculty through the unique demands of online instruction, focusing on course design, instructional strategies, and student engagement. Additionally, I coordinate our part-time faculty support program, providing mentorship to assist these instructors in achieving excellence. In Fall 2023, my mentorship expanded through the GaBEST partnership, where I serve as the teacher of record for partnering district school employees teaching SPED 7704 and SPED 8771, with SPED 7722 launching in 2025. In this role, I prepare the course, onboard instructors to the platform, and provide ongoing support. To date, I have mentored five GaBEST instructors across nine sections. Mentees' SEI scores average a solid 4.58, underscoring my commitment to online education excellence.

My scholarly contributions emphasize advancing online education and collaborative learning. Since joining UWG in 2020, I have co-authored research on global technology use during the pandemic, participated as a faculty panelist at the UWG Innovations in Pedagogy Conference, and contributed to the UWG Faculty Excellence Pedagogy Toolkit. Most recently, I presented *Virtual Teaming: Leveraging the High-Impact Practice of Collaborative Learning* as part of the COE New Faculty Program and shared insights from UWGLive scenario-based simulations at the 2024 Teaching Colleges and Community Worldwide Conference. My co-authored manuscript, *An Appreciative Inquiry Approach to Promote Teacher Collaboration in Inclusive Classrooms*, was recently accepted by *TEACHING Exceptional Children*. My guidance of student researchers and service on dissertation committees highlight my dedication to mentoring emerging scholars and advancing meaningful contributions to the field.

Advising and counseling students round out my commitment to excellence in online teaching. Many former students have advanced to titled leadership roles or pursued further education through doctoral programs, often acknowledging me as their inspiration or role model. I celebrate all their achievements, but I am equally proud of those who remain in the classroom, dedicating themselves to applying their advanced knowledge to enhance education for students with special needs. My students directly shape the lives of countless children through their dedication and expertise. Whether leading schools or continuing to inspire in their classrooms, my students' accomplishments enrich my life and reaffirm my purpose, passion, and guiding principles for teaching. I am honored to have played a small role in their success stories.

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## **EVIDENCE OF EXCELLENCE IN ONLINE TEACHING**

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The following evidentiary selections highlight key Virtual Teaming initiatives, exemplifying the high-impact practice of collaborative learning and effective online teaching pedagogy. Featured VT projects include Rigorous Curriculum Design (RCD) in SPED 8771, Team Erudition Exchanges (TEE) in SPED 7704, and Station Teaching Lesson Planning (STLP) with UWGLive

in SPED 7722. Accompanied by course project attributes, statistical data, and student SEI excerpts, these team examples demonstrate the impact of these collaborative learning efforts and reflect my commitment to delivering high-impact online instruction.

## SPED 8771 Curriculum Design and Implementation

### Virtual Teaming Collaborative Learning Project: (RCD) Rigorous Curriculum Design

#### Module C - Overview RCD

#### Rigorous Curriculum Design

Rigorous Curriculum Design (RCD) purposefully engages you in direct experience and focused reflection in a team-based collaborative project replicating the role of the special education leader in the rigorous curriculum design process. These virtual team experiences replicate face-to-face peer interactions. These sessions foster scholarly engagement to expand understanding, increase collaboration, identify commonalities, explore diverse perspectives, share accountability, employ reflective learning, practice effective communication, and develop curriculum leadership capacity.

You will develop the knowledge, skills, and abilities necessary to collaboratively implement a rigorous curriculum design model. The RCD provides experience in critically reflecting on your individual and team performance and identifying areas for growth and improvement in the curriculum design process. The assignment will foster your ability to effectively design and implement a rigorous curriculum for all students.

#### Learning Objectives

When you complete this module, you will be able to do the following (the assignments associated with each objective are noted below the objective):

- Interact effectively with your peers by contributing thoughtful, independent, substantive commentary with research or germane references to enhance the discussion without trying to dominate it, showing interest in and respecting the views of others, and responding by linking the discussion points to other relevant concepts that enhance the discussion.
  - RCD Virtual Teaming Synchronous Sessions
- Utilize research-based practices, evidence-based strategies, and appropriate pedagogical and assessment approaches to demonstrate understanding and application of a comprehensive and high-quality curriculum design following the Rigorous Curriculum Design Model.
  - RCD Shared Team Google Document Template
- Engage in reflection to critically analyze your teammates' and individual contributions to the team's curriculum design process to evaluate the strengths, weaknesses, and areas for improvement.
  - RCD Self and Team Reflections

RCD Virtual Teaming	Statistics		
<ul style="list-style-type: none"> <li>Taught five semesters 2022 - Present</li> <li>Ed. S. Graduate-Level Course</li> <li>Eight Week Semesters</li> <li>Instructor Set Meeting Dates/Times</li> <li>Students Surveyed for Three Preference Date Options They Can Commit To Attending</li> <li>All Sessions Scheduled After Public School Hours from 4:00 - 9:00 PM</li> <li>Instructor Organizes Teams</li> <li>Three to Four-Members Per Teams</li> <li>Synchronous Team Meetings (four required one-hour sessions)</li> <li>Students Record a Tell Us About Yourself Video/Address RCD Prompts Before the first meeting and Respond to Assigned Teammates</li> <li>Instructor Facilitates First Meeting and Checks-in Remaining Sessions</li> <li>RCD Team Template (Google Doc)</li> <li>PACE Rubric (Prepared, Attended, Contributed, Engaged)</li> <li>Team and Self Reflections</li> </ul>	Course Sections	10	
	Total Student Enrollment	242	
	Number of RCD Teams	63	
	Number of RCD Zoom Sessions	252	
	Instructor Facilitated RCDs	63	
	RCD Attendance Rate	Attended 4 Sessions	95.3%
		Attended 3 Sessions	3.4%
		Attended 2 Sessions	1.3%
	RCD Grade Distribution	A	218
		B	21
C		3	
SEI Course Averages	Return Rate	63.8%	
	Mean	4.79	

Pre-semester Survey

Team Organization

Shared RCD Template

Team Meeting

Self and Team Reflections

## SEI Commentary - SPED 8771 (2022-2024)

### Engagement and Intellectual Growth

*"The RCD has been an engaging learning experience and has pushed me outside my comfort zone. I have experienced significant academic growth through this course."*—Summer 2024, E01

*"The course challenged me intellectually and pushed me to think critically about curriculum design and implementation. Dr. Wood ensured the material was accessible and explained concepts with clarity."* —Summer 2024, E03

*"This course was challenging and engaging. Successfully completing the course has given me a sense of true accomplishment."*—Summer 2022, E01

*"I loved participating in the collaborative RCD project. I learned so much through the process. It definitely deepened my understanding of how curriculum development, instruction, and assessment all work together."*—Fall 2023, E03

### Feedback and Communication

*"Dr. Wood's feedback and videos were invaluable. She made this course one of the most engaging and effective online classes I have ever taken."*—Fall 2022, E01

*"Dr. Wood is a phenomenal professor. Although this was an online course, she was fully engaged in our program. She sent out weekly announcements, created videos, and responded timely with us. She was very supportive and very helpful. She always made herself available to collaborate on any student need! She is the kind of professor you desire for an online course."*—Summer 2022, E01

*"Dr. Woods was extremely effective. I appreciated the opportunity to ask questions during the optional Live Q&A sessions. I also liked that each week she gave extensive insight and instructions through a video. She checked in frequently with our groups and answered any questions. I also appreciated that she did not push the group one way or the other with our ideas, however would steer us back in the right direction if we were ever off track."*—Summer 2022, E01

*"Dr. Wood's weekly check-ins and personalized feedback helped me feel supported throughout the course."*—Summer 2024, E02

### Collaboration and Real-world Application

*"Working with a team to complete the RCD project was really beneficial to my learning. Online learning can be challenging, but working synchronously with a team made it feel like a face-to-face course."*—Fall 2023, E03.

*"The RCD project was engaging and helpful in understanding the material. Dr. Wood was very helpful in the first meeting to set us up for success on the project."* —Fall 2023, E0.2

*"The course content and assignments required thoughtful engagement and fostered my growth as an educator. Working on the collaborative project allowed me to develop practical skills that I will implement in my classroom."*—Summer 2024, E02

*"Dr. Wood's guidance was exceptional during the collaborative RCD project. Her feedback and constructive input helped our team navigate challenges and create a strong project. The structure of the course emphasized teamwork, and her involvement made the process both educational and enjoyable."*—Summer 2022, E02

### Support and Accessibility

*"I needed individual attention for part of an assignment. Dr. Wood did not hesitate to schedule nor make me feel silly during the meeting for my questions or struggles. She was professional, encouraging, and simply amazing the entire time."*—Fall 2023, E03

*"Dr. Wood turned an online course into an in-person class experience. She was knowledgeable, and her consistent engagement through videos and meetings was extremely helpful. Her communication and availability were remarkable. She seemed genuinely interested in her students and their understanding of the content."*—Summer 2022, E03

*"Dr. Wood is such a dedicated instructor. She wants everyone to understand the purpose of the assignments and helps whenever help is needed."*—Summer 2022, E01

*"I've never experienced an online teacher so involved. She was accessible and available beyond what I would expect of her. She was kind, supportive, and genuine in all correspondence."*—Summer 2022, E02

## SPED 7704 Leadership and Administration of Special Education Programs Collaborative Virtual Team Project: (TEE) Team Erudition Exchange


**Hello SPED 7704 Scholars,**

It is officially time for TEE. This week, we kick off our Team Erudition Exchange or TEE session. I hope you have enjoyed getting to know your teammates through their Videobites as much as I have enjoyed getting to know a little more about each of you.

I look forward to seeing you all this week as you build team camaraderie, engage in scholarly dialogue, and support your leadership capacity.

Please take a few moments to scan the reminders and procedural items listed below that may help you along the way. The video is optional. I try to provide content in multiple ways. For those who prefer the written summarized version, you can skip the video. For those who prefer a little more in-depth or overview, the video provides that for you.

TEE:



**ACTIVITY AND ASSIGNMENT CALENDAR - SPED 7704 Spring 2024  
WEEK #4**

MARCH 24	MARCH 25	MARCH 26	MARCH 27	MARCH 28	MARCH 29	MARCH 30
MODULE 4 - Required VIRTUAL TEAM MEETING	MODULE 5 - Required VIRTUAL TEAM MEETING	MODULE 6 - Required VIRTUAL TEAM MEETING	MODULE 7 - Required VIRTUAL TEAM MEETING	MODULE 8 - Required VIRTUAL TEAM MEETING	MODULE 9 - Required VIRTUAL TEAM MEETING	MODULE 10 - Required VIRTUAL TEAM MEETING
Facilitative Agenda TEE #1 LEADER	Facilitative Agenda TEE #2 LEADER	Facilitative Agenda TEE #3 LEADER	Facilitative Agenda TEE #4 LEADER	Facilitative Agenda TEE #5 LEADER	Facilitative Agenda TEE #6 LEADER	Facilitative Agenda TEE #7 LEADER

Time for TEE (Team Erudition Exchange)		TEE Statistics	
<ul style="list-style-type: none"> <li>Taught four semesters 2022 - 2024</li> <li>Ed. S. Graduate-Level Course</li> <li>Eight Week Semesters</li> <li>Instructor Set Meeting Dates/Times</li> <li>Students Surveyed for Three Preference Date Options They Can Commit To Attending</li> <li>All Sessions Scheduled After Public School Hours from 4:00 - 9:00 PM</li> <li>Instructor Organizes Teams</li> <li>Three to Four-Members Per Teams</li> <li>Synchronous Team Meetings (four required one-hour sessions)</li> <li>Students Record a Tell Us About Yourself Video/Address TEE Prompts Before the first meeting and Respond to Assigned Teammates</li> <li>Each student serves as TEE Lead Facilitator for one meeting and TEE Member for three meetings</li> <li>TEE Lead Facilitator creates/shares Facilitative Agendaga</li> <li>PACE Rubric (Prepared, Attended, Contributed, Engaged)</li> <li>Team and Self Reflections</li> </ul>	SPED 7704 Course Section	15	
	Total Student Enrollment	405	
	Number of TEE Teams	103	
	Number of TEE Sessions	412	
	Instructor	Virtual Check-ins	397
		Video Reviews	15
	TEE Attendance Rate	Attended 4 Sessions	94.2%
		Attended 3 Sessions	4.1%
		Attended 2 Sessions	1.7%
	TEE Grade Distribution	A	386
B		12	
C		7	
SEI Course Averages	Return Rate	66.3%	
	Mean	4.76	

**Time for TEE**

**TEE Sign-Up Form SPED 7704 Spring 2022**

This form is used to verify attendance AND assign teams for Team Erudition Exchanges. You must sign in to your UWG email to access this survey. The survey form must be completed before March 4 at 11:59 pm.

LAST Name, First Name (as listed in CourseNet) \*

Short answer text

First Choice (Preferred) is you can commit to meet selected day of the week.

4:00 - 5:00 pm EST on \_\_\_\_\_  
 5:00 - 6:00 pm EST on \_\_\_\_\_  
 6:00 - 7:00 pm EST on \_\_\_\_\_

PERMANENT TEE TEAMS - Summer 2023									
<table border="1"> <tr> <th>Team</th> <th>Lead</th> <th>Members</th> </tr> <tr> <td>Team 1</td> <td>John Smith</td> <td>Jane Doe, John Smith, Jane Doe</td> </tr> <tr> <td>Team 2</td> <td>Jane Doe</td> <td>John Smith, Jane Doe, John Smith</td> </tr> </table>	Team	Lead	Members	Team 1	John Smith	Jane Doe, John Smith, Jane Doe	Team 2	Jane Doe	John Smith, Jane Doe, John Smith
Team	Lead	Members							
Team 1	John Smith	Jane Doe, John Smith, Jane Doe							
Team 2	Jane Doe	John Smith, Jane Doe, John Smith							

**UNIVERSITY OF WEST GEORGIA**

**Directions: TEE Member**

Watch on YouTube

**TEE Leader Directions - TEE Lead Facilitator**

Watch on YouTube

**Reflection Survey Directions**

Watch on YouTube

**Excerpts of TEE Leader Reflections**

**TEE Team Member and Team Leader Reflection Survey Form (Summer 2023)**

After each TEE, ALL students complete this form on your teammates and yourself. Once you complete the survey form, you will receive a UWG email confirmation. Download a copy of that email and upload it in this TEE Sessions Reflection Survey Assessment Folder.

LAST Name, First Name \*

Short answer text

**TEE Lead Facilitator Reflection Excerpts**

**The biggest challenge I faced was...**

*"The biggest challenge that I faced was the fear of failure and the feeling of self-doubt. The 'what-ifs' questions, 'What if something does not turn out right?'"*

*"The biggest challenge I faced was not ascertaining the silence and knowing when to take a deep breath and step back so the conversation could reach its full potential."*

**This is how I facilitated a deeper understanding**

*"One of the most meaningful discussions was about the 'sacred heart' described by Heifetz and Linsky. The discussion over this question was important because each member had a different interpretation of a 'sacred heart' and how it can be maintained in leadership."*

**I am proud I accomplished...**

*"I enjoyed being the facilitator more than I thought that I would. It was very intimidating thinking about accomplishing this, because I do not feel like a team leader. I am proud I had this experience to gain. Our team members had different roles and responsibilities and different perspectives and experiences and the questions I developed helped them tap into their personal experiences and that moved the conversation into a deeper level of understanding for us."*

**My biggest takeaway was...**

*"The biggest takeaway from this TEE session is that an academic concept can be learned individually and developed into a deeper meaning when discussed with peers/teammates. As the facilitator, I thought I should be the most knowledgeable, but what proved to be most important was the questions I asked. My teammates had such an intriguing discussion that I realized every lesson learned from diverse perspectives can deepen understanding and bring new insights to concepts I thought I already understood. Their reflections and shared experiences pushed me to think critically and reflect more intentionally on my own leadership practices. This experience showed me that the role of a facilitator is less about providing answers and more about creating a space for meaningful dialogue."*

**If I had to do over...**

*"I would appreciate from the onset that I was not practicing active listening as the facilitator. I found myself preparing my answers rather than listening to others and facilitating their conversation. I was quick to add my perspective which seemed to cause some groupthink. I did come correct about half way through and the conversations became much more engaging with my teammates sharing many perspectives that enriched the conversation."*

**TEE Team Rotation – Lead Facilitator rotation determined by team roster order.**

### SEI Excerpts - SPED 7704 (2022-2024)

#### Exceptional Pedagogy and Expertise

"Dr. Wood inspires the best in students with her thorough explanations of the coursework. She has distinguished knowledge in her area of expertise and expertly presents the material." - Spring 2022, E02

"Dr. Wood is an incredible teacher. She is very thorough and used our time well to ensure we learned what we needed to learn. I would consider her to be an expert in her field and her ability to explain the content made all of the difference. It was the best course I have ever taken." - Summer 2023, E01

"Dr. Wood has been the most effective educator that I have had thus far in this program. She was as 'hands-on' as one can be with a course such as this." - Spring 2024, E01

"Dr. Wood is committed to creating outstanding leaders in special education. This was evident in how she challenged and stretched us as students to learn through carefully designed assignments." - Spring 2024, E02

#### Authentic Learning Experiences

"The assignments in this course were challenging in a great way. They forced me to think critically and apply learned strategies to solve real-world problems, which made me better at tackling workplace challenges." - Spring 2022, E02

"The assignments were challenging in a way that enhanced my learning. Taking the time to read carefully selected scholarly articles helped me develop an understanding of leadership challenges in special education. I appreciated how each assignment was a process starting with research and reading, incorporating personal reflection, and ending with a demonstration of proficient understanding." - Summer 2023, E01

"Dr. Wood challenged us to think critically and lead effectively. This course provided me with the tools to reflect on my core values and their role in my leadership." - Spring 2023, E04

The TEEs helped me understand the text while also building leadership skills. The group discussions added depth to the content." - Summer 2023 E02

#### Purpose-Driven Learning

"I probably learned more in this course than in any of my other courses. This course forces you to be engaged in your assignments and actually learn the material. I like how Dr. Wood puts you in role-playing real-life scenarios. I think this is an effective way to learn and more exciting than traditional ways." - Spring 2022, E01

"Dr. Wood's dedication to student learning, coupled with her ability to connect theoretical frameworks to practical applications, makes her a phenomenal educator." - Spring 2023, E02

"The structure and organization of this course were unparalleled. Dr. Wood ensured all assignments were purposeful, and her feedback was both timely and transformative." - Spring 2024, E05

"All assignments had a purpose and were tied to learning goals. Every assignment had value, and I learned a great deal from this course." - Summer 2023, E01

"Dr. Wood provided a well-rounded opportunity for me to grow as a leader. Her assignments were challenging but purposeful, and her guidance was invaluable." - Summer 2023, E03

#### Interactive and Supportive Learning

"Dr. Wood makes us want to be successful. She is the epitome of a caring leader, and it comes through in all her videos. I'm so grateful for her regular Q&A meetings, and the connections fostered through group work." - Spring 2023, E04

"Dr. Wood's ability to break down complex topics into manageable steps made this course approachable. Her engagement through video sessions was key to my success." - Spring 2022, E03

"I appreciate the critical learning opportunities and while I was 'annoyed' with the idea of the TEE sessions, I enjoyed them more than I expected. It was great to talk with my colleagues and to learn from their very diverse experiences. It was also interesting to see how we all came up with very different ideas with some of our assignments but seemed to learn from one another's perspectives." - Summer 2023, E01

## SPED 7722 Collaboration in Special Education: Station Teaching Lesson Planning and UWG Live Co-Planning Session



### Virtual Team: Station Teaching Lesson (Plan) Project - Key Assessment and UWGLive Simulated Exercise

Students continue to collaborate in **assigned teams during the remaining two synchronous Collaborative (Virtual Teaming) Sessions** to collectively develop a lesson plan centered around station teaching as the chosen co-teaching model. During these remaining virtual sessions, you and your teammates must assume the role of both the general education and special education teachers to co-plan the lesson design and complete Parts 1 and 2 of the [Station Teaching Lesson Plan Project](#) template.

In **Part A**, the team must build consensus throughout the development of the lesson. As a Team, you are the instructional designers tasked with developing a station-teaching lesson plan for **fourth graders**. The topic for the lesson is the **"Water Cycle."** The lesson plan the team develops must be appropriate for all students in an inclusive general education fourth-grade (50-minute) science classroom setting of twenty-five students, seven of whom have an IEP that the team summarized on the Class Learning Plan in an earlier virtual team meeting.

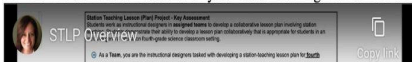
- Begin by collectively determining the appropriate priority standard to guide the lesson.
- Then, critically analyze the make-up of the classroom, requirements of the standard, time allotment of the science class, and the team-developed objectives to script the following: a lesson introduction that addresses prior learning, three differentiated instructional stations, and a lesson closure to summarize and review the learning goal and lesson objectives.
- Next, design a plan for progress monitoring that includes both formative and summative assessments.

In **Part B**, the team builds on the [Class Learning Plan \(CLP\)](#) completed earlier in the second virtual team meeting.

- First, as a team, select **one** of the students with a disability from the CLP as your "focus learner."
- Then, identify what the "focus learner" needs to be successful in the "Water Cycle" lesson and devise an instructional plan to address the areas.
- Next, focus on the student's strengths and interests to collectively develop a plan with strategies to promote self-determination, independent learning, self-correction, generalization, maintenance, and reflective self-monitoring. Proposed strategies must be justified and support best practices.

Practicing the art of collaboration to co-plan the STLP with your assigned team prepares you for the culminating individual [UWG Live Co-Planning Simulation](#), where you will practice communication, problem-solving, and consensus-building skills to co-plan a lesson with the general education teacher (**Ms. Walker - Avatar**).

- Ms. Walker is resistant to co-teaching and hesitant to implement any model of co-teaching other than One-teach/One Assist or One-teach/One-observe.
- Your goal will be to persuade Ms. Walker (Avatar) to consider Station Teaching, Parallel Teaching, Alternative Teaching, or Team Teaching.
- NOTE: The same seven students on your Class Learning Plan will be the SWD students who are in Ms. Walker's (Avatar) fourth-grade science class, and you are the assigned co-teacher for this class.



Station Teaching Lesson Plan Project and UWGLive Sessions Virtual Teaming	STLP and UWGLive Statistics		
<ul style="list-style-type: none"> <li>• Taught four semesters 2022 - Present</li> <li>• M.A.T.: Graduate-Level Course</li> <li>• Sixteen Week Semesters</li> <li>• Instructor Set Meeting Dates/Times</li> <li>• Students Surveyed for Three Preference Date Options They Can Commit To Attending</li> <li>• All Sessions Scheduled After Public School Hours from 4:00 - 9:00 PM</li> <li>• Instructor Organizes Teams</li> <li>• Three to Four-Members Per Teams</li> <li>• Synchronous Team Meetings (four required one-hour sessions)</li> <li>• Students Record a Tell Us About Yourself Video/Address RCD Prompts Before the first meeting and Respond to Assigned Teammates</li> <li>• Instructor Checks-in Virtually</li> <li>• Students Complete Team Contract with Agreed Upon Norms at Meeting #1</li> <li>• Develop Class Learning Plan Meeting #2</li> <li>• Complete STLP Team Template (shared Google Doc) Meetings 3 and 4</li> <li>• PACE Rubric (Prepared, Attended, Contributed, Engaged)</li> <li>• Team and Self Reflections</li> <li>• Instructor Facilitates UWGLive Sessions</li> <li>• Students Practice Collaboration Skills Co-Planning Lesson with Avatar</li> <li>• Students Debrief with Peer</li> <li>• Complete 3-2-1 Reflection</li> </ul>	Course Sections	14	
	Total Student Enrollment	295	
	Number of STLP Teams	57	
	Number of STLP Zoom Sessions	228	
	Number of UWGLive Sessions	200	
	Instructor STLP - UWGLive	Check-ins	218
		Videos Reviewed	10
		Facilitated UWG Live	200
	RCD Attendance Rate	Attended 4 Sessions	91.1%
		Attended 3 Sessions	6.6%
		Attended 2 Sessions	2.3%
	UWGLive Attendance Rate	96.6%	
STLP-UWGLive Grade Distribution	A	84.26%	
	B	11.59%	
	C (or below)	4.15%	
SEI Course Averages	Return Rate	63.2%	
	Mean	4.87	



**UWGLive Co-Planning Simulation**  
Immersive mixed-reality environment where students apply knowledge gained in the course in a simulated virtual experience.

A debriefing session is held after each session where students discuss the simulated virtual collaborative exercise. Students complete a 3-2-1 form reflecting upon their collaborative interactions, and contributions that enhanced or deterred from achieving consensus, and identify pathways for continued growth.

3-2-1 "UWG Live Simulation and Debriefing" Written Reflection Form  
GROWS, GROWS, and GO

The purpose of this activity is to reflect on your virtual simulation experience and debriefing session, integrate new knowledge, and make a commitment to yourself for professional growth. You will want to consider how you prepared, your communication skills, your knowledge and understanding of the topic, your ability to resolve issues or "read the room," and your willingness to give and take constructive feedback.

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

**THREE GROWS or strengths:** What were your strengths in this experience? BE SPECIFIC and provide enough detail to show you reflected on the process and your strengths.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**TWO GROWS or areas for growth:** What specific areas do you need to improve upon, why did you select these, why is it important, what specifically did you do or not do, and how will you improve going forward? Again, BE SPECIFIC and provide sufficient detail to clearly show you reflected on the process and your areas of growth.

What is your grow/area for growth, and why is it important?	What specifically did you do or not do to make this an area of growth?	What specific actions will you take to improve?
1. _____	_____	_____
2. _____	_____	_____

**ONE GO:** As you prepare to complete this course, what is one way this experience impacted or changed your practice? If it hasn't, you're welcome to share why.

## SPED 7722 - SEI Student Commentary (2022-2024)

### **Innovation in Teaching Real World Application**

*"I learned a lot by working with others as a team and completing the live Avatar co-planning session. These activities were very hands-on and provided a professional learning experience that I will not forget." Fall 2023, E01*

*"Course activities helped me learn the subject matter. The avatar simulation was particularly helpful in improving my ability to think on my feet and apply classroom concepts in a realistic setting." Fall 2023, E03*

*"Dr. Trina Wood's course was awesome and provided a great learning experience. I am able to take everything I learned from this course and apply it to my own professional experience." Fall 2023, E01*

*"The group assignment, avatar simulation, and materials helped support my learning. Collaborating with individuals with vast ideas helped me learn how to work with others in the education field. The experience provided me with information I had not yet experienced in real life." Fall 2022, E01*

### **Instructional Clarity and Organization**

*"This professor went above and beyond in providing material for the class. She presented her material in multiple ways and therefore reached all types of learners. Her expectations were very clear." Fall 2022, E02*

*"Professor Wood explained the materials through weekly videos and held sessions to answer questions which made the course interesting. She gave excellent, detailed feedback so it was understood what was done well or what might need work." Fall 2022, E01*

*"Dr. Wood was very effective by providing support via Zoom meetings frequently and answering questions in a timely manner. She explained each assignment clearly and supported us throughout the learning process." Fall 2023, E02*

*"I think from day one I knew Dr. Woods loved her job. How she spaced assignments was helpful. Dr. Woods' announcements and weekly meetings kept me on track." Fall 2023, E02*

### **Supportive and Engaging Environment**

*"Dr. Wood was by far the best and most helpful professor I have ever had. She is very good at helping her students as well as providing good information." Fall 2022, E01*

*"My professor has gone above and beyond to challenge us and support us by giving us effective feedback that would allow us to grow to become better teachers and better communicators." Fall 2023, E01*

*"Dr. Wood's consistent availability and encouragement made this course a great learning experience. Her teaching style ensures that every student feels supported and motivated to excel." Fall 2023, E03*

*"This course requires a higher order of thinking. The professor explains assigned tasks and how collaborative work in teams should be done. She even shares what strategies teams should take on should all team members not be cooperative. Her feedback is meaningful and building blocks for the next assignment expectations for length, expanding on a topic, etc." Fall 2022, E01*

### **Collaborative Practices in Action**

*"The collaborative meetings have been inspirational to me because it has allowed me to practice fulfilling my goals to become a better communicator when addressing concerns about a topic or sharing creative ideas that can have a huge impact on student learning." Fall 2023, E01*

*"Collaborating with individuals with vast ideas helped me learn how to work with others in the education field. The group assignment, avatar simulation, and materials helped support my learning. Dr. Wood used various materials, texts, and assignments, which I liked. I enjoyed both the individual assignments and the group project. Dr. Wood is a remarkable professor." Fall 2022, E01*

*"The station teaching project was great. We got to use multiple perspectives to put together a great plan. I learned so much in this course about how to collaborate with general education teachers. I understand now how to explain co-teaching and how we can work together to benefit all students." Fall 2022, E02*



DEPARTMENT OF SPECIAL EDUCATION  
COLLEGE OF EDUCATION

December 1, 2024

**To the Regents' Teaching Excellence Awards Committee:**

With great enthusiasm, I support Dr. Trina Wood's nomination for the Regents' Teaching Excellence Award for Online Teaching. As Interim Department Chair of Special Education at the University of West Georgia, I have witnessed her transformative impact on students and the field of education. Dr. Wood's innovative teaching and dedication to student success distinguish her as an exceptional educator and leader.

Dr. Wood has reimagined online education by integrating Virtual Teaming (VT) into her courses. Recognized as a High Impact Practice, VT bridges online learning with the collaborative benefits of in-person interaction through synchronous team-based projects. Students engage in problem-solving, exchanging insights, and building connections. Guided by Fink's Taxonomy of Significant Learning, Dr. Wood designs team-based activities that prepare students to think critically and collaborate effectively using authentic scenarios.

Dr. Wood's active role in learning sets her apart. She actively participates in virtual sessions, engaging directly with students and building meaningful connections. These interactions create a dynamic environment where students feel supported and inspired. Reflection is central to her approach, with assessments driving growth and deeper understanding. The thoughtfully designed course structure fosters an inclusive virtual space where students feel valued and develop critical thinking, teamwork, and problem-solving skills that transcend.

Both student evaluations and peer reviews affirm the quality and excellence of Dr. Wood's teaching. Her courses have been commended for their clarity, engagement, and accessibility, meeting rigorous standards of excellence. Perhaps most telling is the lasting impact Dr. Wood has on her students. Many have advanced to leadership roles or pursued further education, often citing her as their inspiration. Her dedication to nurturing their growth, whether as future scholars, leaders, or classroom teachers, exemplifies her profound influence on the lives and careers of those she teaches. Beyond her teaching, Dr. Wood's scholarly contributions, including presentations and publications on collaborative learning and inclusive education, demonstrate her commitment to advancing best practices in online teaching and learning.

Dr. Trina Wood exemplifies the innovation and dedication that defines online teaching excellence. Her collaborative strategies, active engagement, and profound influence on students make her a deserving candidate for this recognition. I wholeheartedly and proudly support her nomination, confident that she exemplifies the qualities deserving of this honor.

Sincerely,

**Katy Green, Ph.D.**

Interim Department Chair, Department of Special Education  
University of West Georgia