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UAF School of Education:

"Preparing professional educators who are culturally responsive, effective practitioners" EDSE F640 Collaboration and Consultative Methods

Spring 2010

Credits: 3.0Instructor: Joanne Healy, M.S.Day & Time: Tuesday 5:20 - 8:20Office: Gruening Building 714ALocation: Gruening 718 and/or Audio Conferences, BlackboardPhone: (907) 474-1557E-mail: jhealy7@alaska.eduOffice Hours: Monday 2:30-4:30 & by appointmentPrerequisites: NoneRequired ReadingsTexts:Texts:

Bateman, B. D., From <u>Gobbledygook to Clearly Written Annual IEP Goals</u>. Attainment Company, Inc. ISBN: 1578615917

Conderman, G. Purposeful Co-Teaching. Corwin Press. ISBN: 9781412964494

Cramer, S. F., <u>The Special Educator's Guide to Collaboration: Improving Relationships with Co-Teachers</u>, <u>Teams</u>, and <u>Families</u>. Corwin Press ISBN: 0761939407

Putnam, J. <u>Cooperative Learning & Strategies for Inclusion</u> Brookes Publishing Company. ISBN: 9781557663467

Additional website and supplemental text/journal recommended readings will be assigned by the instructor dependent on weekly discussions.

WEBSITES RELATED TO SPECIAL EDUCATION

State of Alaska

Where to Turn: Governor's Council on Disabilities and Special Education	
Alaska State Department of Education	
Alaska Special Education Website	
Special Education Handbook	
Websites Related to Special Education	
Council for Exceptional Children	
National Clearinghouse for Professions in Special Education	
National Information Center for Children and Youth with Disabilities	
Alaska Department of Education and Early Development, special education	
U.S. Department of Education, Office of Special Education and Rehabilitative Services	
Governor's Council on Disabilities and Special Education	
Autism Society of America, Golden Heart Chapter	
Alaska Statewide Special Education Conference	

IDEA PartnershipNational Center on Response to InterventionU.S. Depart. Of Ed.: Building the Legacy: IDEA 2004ASHA PodcastsCenter for Disease Control (CDC)Stone Soup of AlaskaClassroom DesignWebsites Related to Alaska Native StudiesAlaska Federation of NativesAlaska Inter-Tribal Council

<u>Alaska Native Heritage Center</u> <u>Alaska Native Knowledge Network</u> <u>Justice Center Website</u>

List of Professional Organizations

Council for Exceptional Children (CEC) American Psychological Association (APA) Learning Disabilities Association of America (LDAA) American Association on Intellectual and Developmental Disabilities (AAIDD) The Association for the Severely Handicapped (TASH) International Reading Association (IRA) Disability Law Center - Alaska Special Education Service Agency (SESA) Goal: Present information on how to best utilize paraprofessionals to benefit all students in an inclusive model. Outcomes:

- 2.1 Evaluate needs of caseload accessing regular education settings.
- 2.2 Create supportive settings for students with disabilities and all students.
- 2.3 Organize system for success in regular education settings.
- 2.4 Prepare system of reinforcing and generalizing the core concepts.

3. Collaboration

Goal: Coordinate team approach, which can address student needs daily.

Outcomes:

- 3.1 Understand the concepts of collaboration.
- 3.2 Utilize the steps of shared problem solving.
- 3.3 Demonstrate co-teaching and team-teaching approaches.

4. Communication

Goal: Foster inclusive practices and shared responsibilities through clear communication.

4.1 Organize methods of sending out information regarding students as soon as it is available from all stakeholders.

4.2 Promote self-advocacy of students.

- 4.3 Coordinate a crisis intervention plan if needed.
- 4.4 Celebrate success with all stakeholders.

Technology Focus

This course will help you understand local, state, and national resources for regulations pertinent to the Individuals with Disabilities Education Act. Using technology as a means of accessing resources to collaborate and support parents and educators and to share during individual presentations.

IV. INSTRUCTIONAL METHODS

This course will be taught using a variety of teaching methods including interactive lectures, audio conferences, Blackboard, internet research, read

names of professionals or students (use initials).

Prepare a thank-you note to your cooperating teacher, put it in an addressed and stamped envelope and turn it in to the instructor via e-mail copy together with your log on the due date.

Each entry has a maximum point value of 5. Consult the checklist below for journal content. Each entry should average a full page.

Criteria	Yes (1 Pt) No (0 Pt)
Entry dated	
Summary of day's observations, activities and professionals with	
whom you have collaborated.	
Learning characteristics/needs of students and how needs were met.	
Questions and thoughts about experience.	
Mastery of written English conventions.	

3. Reflective Paper (75 Points)

As a reflective learner and practitioner, you are expected to give thought to class content, readings, experiences, etc. You will write a three to four page paper summarizing what you have learned from the field experience and class content, describes your reaction to the experience and explains what impact it has had on your commitment to make special education your future career. It will be double spaced with size 12-point font. It will have a cover page and be a final paper with no "redo" accepted. See Rubric on next page.

Papers and Critiques

	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
CLARITY	The paper is incomprehensible even after repeated readings.	Most of the paper is comprehensible, but some passages require interpretation by the reader. Some passages have poor organization.	The paper is comprehensible, but there are a few passages that are difficult to understand. The organization is generally good.	The paper is easy to understand; it is concise and well organized.
GRAMMAR	The paper has many grammatical errors. The errors interfere with comprehension.	The paper has a number of major grammatical errors. Some of the errors interfere with comprehension	The paper has a few major grammatical errors, but the errors do not significantly interfere with comprehension.	The paper has no major grammatical errors.
AUDIENCE	There is little evidence of writing for scholar/practitioners; much of the paper includes colloquial expressions, use of first person, etc.	Many parts of the paper include colloquial expressions, the use of first person, etc.	The paper is generally written for scholar/practitioners, but it includes some colloquial expressions, the use of first person, etc.	The paper is written for scholar/practitioners.
COMPLETENESS	The paper does not address all the areas required by the assignment.	The paper addresses most of the areas required by the assignment	The paper addresses all of the areas required by the assignment.	The paper addresses all of the areas required by the assignment in an engaging manner.
CONCISENESS	The paper presents a significant amount of irrelevant information.	The paper contains some irrelevant information.	The paper contains irrelevant information but the information does not significantly compromise the paper.	The paper has no irrelevant information.
APA FORMATTING	The paper has many departures from the APA Publication Manual, 5 th Edition.	The paper has some departures from the APA Publication Manual	The paper has a small number of departures from the APA Publication Manual.	The paper is written in accordance with the APA Publication Manual.

Name:	 	
School:	 	

4. Co-Teaching and Team Teaching Lessons (50 points each) Template follows

Lesson Guidelines for Co-teaching

Date:

UAF Student: District Teacher:

Number of Students Presented to: Length of Presentation:

Unit Presented: UAF Student responsibilities:

District Teacher responsibilities:

Summary of Presentation:

Assessment of Presentation (Include assessment scores confidentially)

To be filled out be District teacher: Please Initial:

Appropriateness of lesson for students: (UAF student chose topic after discussion with teacher or reviewed with teacher)

Recommendations for future lessons presented by this UAF student:

Date:

UAF Student: District Teacher:

Number of Students Presented to: Length of Presentation:

Unit Presented: UAF Student responsibilities:

District Teacher responsibilities:

Summary of Presentation:

Assessment of Presentation (Include assessment scores confidentially)

To be filled out be District teacher: Please Initial:

Appropriateness of lesson for students: (UAF student chose topic after discussion with teacher or reviewed with teacher)

Recommendations for future lessons presented by this UAF student:

	Unsatisfactory	Basic	Proficient	Distinguished
KNOWLEDGE OF MATERIAL	The presenters appear to lack a basic understanding of the topic.	The presenters have a basic understanding of the topic.	The presenters have a very good understanding of the topic.	The presenters have an excellent understanding of the topic and include extra information in the presentation.
AUDIENCE ENGAGEMENT	The audience is not engaged and appears bored during the presentation.	The audience is minimally engaged, paying attention at times and not paying attention at other times.	The audience is engaged throughout the presentation.	The audience is actively engaged and appears to enjoy the presentation.
PRESENTER PARTICIPATION	Some members of the presentation team do not appear to participate.	All members of the presentation team participate, but some are not as involved as others.	All member of the presentation team participate equally.	All members of the presentation team present equally and the members appear to work as a team.
USE OF TEACHING TOOLS	Only one teaching tool is used.	More than one teaching tool is used but there is a lack of cohesion between the two tools.	Two or more teaching tools are used together effectively.	Two or more teaching tools are used together with a high level of audience response.

5. Communication System Paper 50 points

Explains all the levels of communication, preferred methods of keeping in touch, and record keeping of contacts with parents, staff, and service providers. It will be 3-4 pages double-spaced with size 12-point font. It will have a cover page and be a final paper.

6. Discussion Boards 6 x 20 points = 120 points

The instructor will post six discussion board topics. Students are required to read and provide a written response to the topic, either directly to the posting or as an attachment to the Discussion Board. Responses should be a minimum of 300 words. Students are required to make at least three thoughtful responses to classmate's postings.

Assignments:

Faculty Expectations	30
Fieldwork	75
Reflective Paper	75
Co-Teaching Lesson	50
Team Teaching Lesson	50
Communication System	50
6 Discussion Boards	120
Class Attendance	150
Total	600

Evaluation is based on a percentage of the total class points listed above using the following grading system.

GRADING SYSTEM: The grading system is on a 10-point scale. A 90 - 100% B 80 - 89% C 70 - 79% D 60 - 69% F 59%

VI. COURSE CALENDAR

Class	Topic	Assignment	What's Due Activity
1	Course overview, syllabus,	Cramer Chapter 1	
	introductions, Q&A Improving the	Bateman 5-26	
	School Climate Through Collaboration		
2	Collaboration: Relevant Trends and	Cramer Chapter 2	Discussion Board #1
	Events	Hill pp. 7-35	
		Bateman 28-53	
3	Problem Solving: Intrapersonal and	Cramer Chapter 3	
	Interpersonal Skills	Hill pp. 36-79	
4	Applications to Use in Your School	Cramer Chapter 4	Discussion Board #2
	Setting	Hill pp. 80-99	
5	Collaboration Component Checklists	Cramer Chapter 5	Co-Teaching Lesson
		Hill pp. 100-146	
6	Guidelines for the Collaboration Project	Cramer Chapter 6	Discussion Board #3
7	Effective Communication Strategies:	Cramer Chapter 7	
	Something for Everyone	1	
8	Success of Your Plan	Cramer Chapter 8	Discussion Board #4
9	Projects Incorporating Reinforcement	Cramer Chapter 9	Team Teaching Lesson