

CPSE 460 - Collaboration 002

Winter 2016

Section 002: 160 MCKB on M W from 11:00 am - 12:15 pm

Instructor/TA Info

Instructor Information

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Course Information

Description

CPSE 460 - Collaboration (Section 002)

160 MCKB on M W from 11:00 am - 12:15 pm

The purpose of CPSE 460 is to prepare special education teacher candidates to work effectively with other professionals, parents, and families to improve learning outcomes for students with diverse learning needs. The course includes the following elements:

- Foundations of Collaboration and Interpersonal Skills
- Working with Families of Students with Diverse Learning Needs, Including Students with Disabilities and ELLS
- Working with General Education Teachers, ESL Specialists, Paraeducators, and Other Professionals in Schools

- Forming Family, School, and Community Partnerships to Advance the Education of Language Minority Students

Learning Outcomes

Collaboration issues

1. Define and address issues related to collaboration and other models of working together including:
 - a. Teams
 - b. Consultation
 - c. Team teaching

Collaborating

2. Demonstrate understanding of collaborating with the following:
 - a. Other professionals
 - b. Paraeducators
 - c. Families

Interpersonal skills

3. Understand and demonstrate appropriate interpersonal skills including:
 - a. Problem solving
 - b. Communication
 - c. Using statements
 - d. Asking questions
 - e. Handling difficult interactions

Grading Scale

Grades	Percent
A	95%
A-	90%
B+	87%
B	83%
B-	80%
C+	77%
C	73%
C-	70%

D+	67%
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D	63%
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D-	60%
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E	0%
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Grading Policy

Assignments are due at the beginning of class. Late assignments are worth 50% of the total points earned for up to a week after the due date. Assignments submitted later than one week after the due date will not be accepted.

Please remember teacher candidates must have grades of C or better and a total BYU GPA of 3.0 in all courses required for a teaching major to be recommended for licensure in Utah. Students must meet these requirements to be admitted to and retained in a teaching major and to student teach. If students do not meet the requirements, they may change their major or retake courses until they meet the requirements.

Participation Policy

Attending class for the full class period and participating in class discussion is expected. Arriving late, leaving early, and inappropriate use of technology (e.g., texting, emailing, reading web pages) during class is inconsistent with the expectation to be present and engaged in class. Please notify me in advance (if possible) when an emergency situation arises.

Assignments

Assignment Descriptions

Importance of Collaboration

Due: Friday, Jan 08 at 5:00 pm

This quiz covers content from the DuFour & Mattos (2013) article posted on Learning Suite.

Evidence-Based Practice - 1

Due: Monday, Jan 11 at 8:00 am

This quiz covers the first half of the Spencer, Detrich, and Slocum (2012) article.

Evidence-Based Practice - 2

Due: Wednesday, Jan 13 at 8:00 pm

This quiz covers content from the second half of the Spencer, Detrich, and Slocum (2012) article.

Problem Solving - 1

Due: Wednesday, Jan 20 at 8:00 am

This quiz covers the reading on problem solving.

Teaming - 1

Due: Monday, Jan 25 at 8:00 am

This quiz covers Friend and Cook Chapter 6.

Teaming - 2

Due: Wednesday, Jan 27 at 5:00 pm

This quiz covers the TIPS Forum Brief and the training videos. REMINDER: These quizzes are intended to be closed book and closed notes.

Teaming - 3

Due: Monday, Feb 01 at 8:00 am

This quiz covers the content assigned for Teaming - 3.

Observe a collaborative team meeting

Due: Monday, Feb 01 at 8:00 am

Observe a collaborative team (e.g., CHAT team, student services team, etc.) in a local elementary or secondary school.

Complete the DORA form and writeup a 1-2 page summary of what you thought the team did well and how the process could be improved.

Please submit your writeup and the completed DORA form.

DORA Observation Form.pdf [Download](#)

Self-deception - 1

Due: Wednesday, Feb 03 at 8:00 am

This quiz covers the content assigned for Self-deception - 1.

Self-deception - 2

Due: Monday, Feb 08 at 8:00 am

This quiz covers the content assigned for Self-deception - 2.

Self-deception - 3

Due: Wednesday, Feb 10 at 8:00 am

This quiz covers the content assigned for Self-deception - 3.

Self-deception - 4

Due: Tuesday, Feb 16 at 8:00 am

This quiz covers the content assigned for Self-deception - 4.

Self-deception - 5

Due: Wednesday, Feb 17 at 8:00 am

This quiz covers the content assigned for Self-deception - 5.

Self-deception - 6

Due: Monday, Feb 22 at 8:00 am

This quiz covers the content assigned for Self-deception - 6.

Applications of Self-deception

Due: Monday, Feb 22 at 8:00 am

You will be responsible to identify an individual in your personal or professional life with whom you are currently "in the box". Examine your interactions with this individual and how being in the box influences your interactions with her/him and her/his interactions with you. Design a strategy to get out of the box. Your strategy will be enhanced by completing the problem solving process

including basic measures of the integrity of your implementation of the solution and outcomes.

Writeup a summary of this project. Your writeup should be no more than 5 pages long with standard formatting. Data should be appropriately summarized and described. Graphs or tables can be appropriate.

Interpersonal Skills - 1

Due: Wednesday, Feb 24 at 8:00 am

This quiz covers the content assigned for Interpersonal Skills - 1.

Interpersonal Skills - 2

Due: Monday, Feb 29 at 8:00 am

This quiz covers the content assigned for Interpersonal Skills - 2.

Interpersonal Skills - 3

Due: Wednesday, Mar 02 at 8:00 am

This quiz covers the content assigned for Interpersonal Skills - 3.

CPSE 460 Midterm Exam

Due: Monday, Mar 07 at 11:59 pm

This exam is closed book and closed note. It is worth 100 points. It consists of multiple choice, true/false, short answer, and essay questions.

Group Case Study - 1 Individual Report

Due: Monday, Mar 07 at 11:59 pm

Individual Summary

Analyze your collaboration experience. What did each of you contribute to the process? Rate your contributions and those of your team members (1 to 5 scale – 5 outstanding, 1 completely inadequate). Discuss your successes and/or challenges collaborating. This section should be no longer than 3 pages.

Group Case Study - 1

Due: Monday, Mar 07 at 11:59 pm

Group Case Study – Collaborating to Meet the Needs of Exceptional Students

Group: 4 – 5 individuals per group

To complete the assignment, each member of your group will need to take on one of the roles listed below. Each member brings a unique perspective, skills, and interests to the team. You will need to recognize and appreciate the individual contribution of each team member and then integrate each person's contribution into a holistic, comprehensive support plan for your assigned student. It may be helpful to determine an overarching goal or objective for your student and then use your individual contributions to help support and further this objective.

School Psychologist: Use your knowledge of the strengths and weaknesses of your student to develop a lesson to help develop his/her social emotional skills. You should determine in what context this lesson should be taught to maximize its effectiveness on the student. Consider strategies to enhance the generalization and maintenance of the skills you are teaching.

Lesson plan should include: instructional goal; materials for the lesson; directions for the assignment or activity; assessment outcomes (what evidence or skills will you see demonstrated to indicate that the child has met the instructional goal?). The lesson should be age appropriate.

Regular Classroom Teacher: Use the Utah Core Standards and develop a math lesson to meet the needs of the child. Use what you know about your student's strengths and weaknesses to determine what skills you need to work on. You should prepare this lesson for a small group or the whole general education classroom.

Lesson plan should include: instructional goal; strategies to incorporate Universal Design for Learning; materials for the lesson; directions for the assignment or activity; assessment outcomes (what evidence or skills will you see demonstrated to indicate that the child has met the instructional goal?). The lesson should be age appropriate.

Special Education Teacher: Use the Utah Core Standards and develop a creative reading lesson using 2 of the 5 – “Big 5 Reading Components”: phonemic awareness; phonics; vocabulary; reading text; and comprehension.

Lesson plan should include: instructional goal; materials for the lesson; directions for the assignment or activity; assessment outcomes (what evidence or skills will you see demonstrated to indicate that the child has meet the instructional goal?). The lesson should be age appropriate.

School counselor: Develop a creative lesson for a **Friendship** group of ELL students; it should include an activity where the students will “Get to Know” each other.

Lesson plan should include: instructional goal; materials for the lesson; directions for the assignment or activity; assessment outcomes (what evidence or skills will you see demonstrated to indicate that the child has meet the instructional goal?). The lesson should be age appropriate.

If there are 5 people in your group, assign multiple group members to one of the four roles. All four roles must be represented in the final analysis.

1. Group Summary Report

Your final report should include a description of the student, her/his strengths/weaknesses, an implementation plan detailing your integrated approach to serving the student, and a detailed analysis of your collaborative process. Your description of the collaborative process should include a discussion of how you structured your team to deal with conflict, decision-making, participation, and other relevant factors.

The report should be no longer than 5 pages with standard formatting. All the collateral lesson plans, materials, and the TIPS self-assessment forms should be included as appendices at the end of the written report.

2. Individual Summary

Analyze your collaboration experience. What did each of you contribute to the process? Rate your contributions and those of your team members (1 to 5 scale

– 5 outstanding, 1 completely inadequate). Discuss your successes and/or challenges collaborating. This section should be no longer than 3 pages.

Simone.docx [Download](#)

Coaching & Mentoring - 1

Due: Wednesday, Mar 09 at 8:00 am

This quiz covers the content assigned for Coaching & Mentoring - 1.

Coaching & Mentoring - 2

Due: Monday, Mar 14 at 8:00 am

This quiz covers the content assigned for Coaching & Mentoring - 2.

Teacher/Para Observation

Due: Monday, Mar 14 at 8:00 am

Observe 2 individuals working together while teaching or interacting with a student with disabilities (**minimum of 2 hours observing**). After observing, interview the individuals using the questions provided. Write up your experience.

This assignment requires a minimum of 3 hours of work - observing and interviewing.

Select either a special education teacher and a paraeducator or a special education and a general education teacher. Selecting two special educators is not appropriate for this assignment. Observe the 2 people for a minimum of 2 hours while they are interacting with those with disabilities.

Interview those you observed using the questions below. In most cases, it would be best to interview them separately to get more candid responses.

1. Special Education Teachers: Tell me about your career and the collaborative experiences you've had. Why did you choose to become a special educator? In what ways do you collaborate with other teachers, paraeducators, and parents of their students? How would you rate the collaborative atmosphere of their school? What are the challenges? What are the rewards? What suggestions would you make for new special educators collaborating with others?

2. General Education Teachers: Tell me about the collaboration experience you have had in the school. Why did you choose to become a special education teacher? In terms of working with disabilities, in what ways do you collaborate with other teachers, paraeducators and parents? What do you like about collaborating with special education? What do you dislike? What are the challenges? What are the rewards? What suggestions would you make for new special educators about collaborating with general education teachers?

3. Paraeducators: Tell me about your experiences collaborating with others in the school. Why did you choose to become a paraeducator? What do you like about being a paraeducator? What do you dislike? What are the challenges? What are the rewards? What suggestions would you make for new special educators about collaborating with paraeducators?

Write up your experience including the following information:

- When you observed them (e.g., date, time, length of time)
- Where you observed them (e.g., general education classroom)
- The activity in which they were engaged (e.g., co-taught lesson)
- The answers to your questions
- Overall reaction to this experience

Leadership - 1

Due: Wednesday, Mar 16 at 8:00 am

This quiz covers the content assigned for Leadership - 1.

Leadership - 2

Due: Monday, Mar 21 at 8:00 am

This quiz covers the content assigned for Leadership - 2.

Leadership - 3

Due: Wednesday, Mar 23 at 8:00 am

This quiz covers the content assigned for Leadership - 3.

Action Plan

Due: Wednesday, Mar 23 at 11:59 pm

For each of the following 4 skills (**Listening, Seeking Information, Providing Information, and Difficult Interactions**): you were to self-evaluate your abilities and skills and create a personal goal. In the Action plan, create 1-2 strategies that you will work on to accomplish your goal (total = 4-8 strategies/activities). Implement these activities, collect data and evaluate the results.

Please use the template that was provided and explained in class. (Failure to use this template may result in a loss of points.)

Parents - 1

Due: Monday, Mar 28 at 8:00 am

This quiz covers the content assigned for Parents - 1.

Parents - 2

Due: Wednesday, Mar 30 at 8:00 am

This quiz covers the content assigned for Parents - 2.

Paraeducators - 1

Due: Monday, Apr 04 at 8:00 am

This quiz covers the content assigned for Paraeducators - 1.

Paraeducators - 2

Due: Wednesday, Apr 06 at 8:00 am

This quiz covers the content assigned for Paraeducators - 2.

Group Case Study - 2 Individual Report

Due: Monday, Apr 11 at 8:00 am

Group Case Study - 2

Due: Monday, Apr 11 at 11:59 pm

Your team will use the provided school outcomes data to identify core school-wide problems and work together to develop a school improvement plan.

Final Exam

Due: Saturday, Apr 16 at 1:00 pm

Final Exam

Point Breakdown

Categories	Percent of Grade
School Experiences	14.04%
Collaborative Assignments	22.81%
Other Assignments	13.16%
Quizzes & Exams	50%

University Policies

Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Sexual Misconduct

As required by Title IX of the Education Amendments of 1972, the university prohibits sex discrimination against any participant in its education programs or activities. Title IX also prohibits sexual harassment-including sexual violence-committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic

violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires any university employee in a teaching, managerial, or supervisory role to report incidents of sexual misconduct that come to their attention through various forms including face-to-face conversation, a written class assignment or paper, class discussion, email, text, or social media post. If you encounter sexual misconduct, please contact the Title IX Coordinator at t9coordinator@byu.edu or 801-422-2130 or Ethics Point at <https://titleix.byu.edu/report-concern> or 1-888-238-1062 (24-hours). Additional information about Title IX and resources available to you can be found at <http://titleix.byu.edu>.

Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

Academic Honesty

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should

seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Plagiarism

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education where all members of the university are expected to acknowledge the original intellectual work of others that is included in their own work. In some cases, plagiarism may also involve violations of copyright law.

Intentional Plagiarism- Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote.

Inadvertent Plagiarism- Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply not being sufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance.

Examples of plagiarism include:

- Direct Plagiarism-** The verbatim copying of an original source without acknowledging the source.
- Paraphrased Plagiarism-** The paraphrasing, without acknowledgement, of ideas from another that the reader might mistake for the author's own.
- Plagiarism Mosaic-** The borrowing of words, ideas, or data from an original source and blending this

original material with one's own without acknowledging the source. Insufficient Acknowledgement-The partial or incomplete attribution of words, ideas, or data from an original source. Plagiarism may occur with respect to unpublished as well as published material. Copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism.

Respectful Environment

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional. "I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010 "Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010

Schedule

Date	Topics	Readings	Quizzes and Assignments
M Jan 04 Monday	First Day of Winter Semester		Importance of Collaboration
	(01/04/2016 - 04/12/2016)		Opens

	Introduction to the Course Syllabus and Course Expectations		
W Jan 06 Wednesday	The Importance of Collaboration	Read: Friend & Cook <i>Interactions</i> Chapter 1 Read: DuFour, R., & Mattos, M. (2013). How do principals really improve schools? <i>Educational Leadership</i> , 70(7), 34-40.	Evidence-Based Practice - 1 Opens
Th Jan 07 Thursday			
F Jan 08 Friday			Importance of Collaboration Closes
M Jan 11 Monday	Add/Drop Deadline (Full Semester & 1st Term) Evidence-Based Practice - 1	Read: Spencer, T. D., Detrich, R., & Slocum, T. A. (2012). Evidence-based practice: A framework for making effective decisions. <i>Education & Treatment of Children</i> , 35(2), 127-151. Read pages 127 through the middle of 139	Evidence-Based Practice - 1 Closes Evidence-Based Practice - 2 Opens
W Jan 13 Wednesday	Evidence-Based Practice - 2 DORA Training	Read: Spencer, T. D., Detrich, R., & Slocum, T. A. (2012). Evidence-based practice: A framework for making effective decisions. <i>Education & Treatment of Children</i> , 35(2), 127-151. Read pages 139 through the end.	Evidence-Based Practice - 2 Closes Problem Solving - 1 Opens

M Jan 18 Monday	Martin Luther King Jr Day	No Class	
W Jan 20 Wednesday	Problem Solving - 1 How can I facilitate effective problem solving on school-based teams?	Read: Newton, S. J., Horner, R. H., Algozzine, R. F., Todd, A. W., & Algozzine, K. M. (2009). Using a problem solving model to enhance data-based decisions making in schools. In W. Sailor, G. Dunlap, G. Sugai, & R. Horner (Eds.), <i>Handbook of Positive Behavior Support</i> (pp. 551–580). Springer US. Retrieved from http://link.springer.com/chapter/10.1007/978-0-387-09632-2_23 Read: LRBI Manual p. 39 - 41	Problem Solving - 1 Closes Teaming - 1 Opens
M Jan 25 Monday	Teaming - 1 What does the research tell us about analyzing team structures and promoting effective teams?	Read: Friend & Cook <i>Interactions</i> Chapter 6 Come to class prepared to describe a specific team model and to explain how the model can be applied in schools to support student learning.	Teaming - 1 Closes Teaming - 2 Opens
W Jan 27 Wednesday	Teaming - 2 What is TIPS, what essential questions guide the process, and how can this process enhance	Read: TIPS Policy Brief, Chicago Forum 2015 (see Readings on Learning Suite) Review: http://www.tips2info.blogspot.com/	Teaming - 2 Closes Teaming - 3 Opens

	teaming?		
M Feb 01 Monday	Teaming - 3 What recommendations and suggestions has Elder Ballard given to enhance collaboration?	Read: Strength in Counsel https://www.lds.org/general-conference/1993/10/strength-in-counsel?lang=eng Watch: Worldwide Leadership Training - Model Ward Council & Panel Discussion (in Readings)	Observe a collaborative team meeting Self-deception - 1 Opens Teaming - 3 Closes
W Feb 03 Wednesday	Self-deception - 1	Read: Leadership and Self-deception p. 1 - 20	Self-deception - 1 Closes Self-deception - 2 Opens
M Feb 08 Monday	Self-deception - 2	Read: Leadership and Self-deception p. 21 - 54	Self-deception - 2 Closes Self-deception - 3 Opens
W Feb 10 Wednesday	Self-deception - 3	Read: Leadership and Self-deception p. 57 - 80	Self-deception - 3 Closes Self-deception - 4 Opens
M Feb 15 Monday	Presidents Day		
T Feb 16 Tuesday	Monday Instruction Self-deception - 4	Read: Leadership and Self-deception p. 81 - 114	Self-deception - 4 Closes Self-deception - 5 Opens
W Feb 17 Wednesday	Self-deception - 5	Read: Leadership and Self-deception p. 117 - 139	Self-deception - 5 Closes Self-deception

			- 6 Opens
M Feb 22 Monday	Self-deception - 6	Read: Leadership and Self-deception p. 140 - 168	Applications of Self-deception Interpersonal Skills - 1 Opens Self-deception - 6 Closes
W Feb 24 Wednesday	Interpersonal Skills - 1	Read: Friend & Cook <i>Interactions</i> Chapter 2 Consider the suggested topics underlying the development of "Cultural Awareness" on page 43 - top of page under "Putting Ideas into Practice." Share information relating to your own cultural roots during small and large group discussion.	Interpersonal Skills - 1 Closes Interpersonal Skills - 2 Opens
M Feb 29 Monday	Interpersonal Skills - 2	Read Friend & Cook <i>Interactions</i> Chapter 3 Complete Collaborative Activity #1 (page 81) and come to class prepared to share your findings.	Interpersonal Skills - 2 Closes Interpersonal Skills - 3 Opens
W Mar 02 Wednesday	Interpersonal Skills - 3	Read: Friend & Cook <i>Interactions</i> Chapter 9	Interpersonal Skills - 3 Closes
M Mar 07 Monday	Midterm		CPSE 460 Midterm Exam Group Case Study - 1 Group Case Study - 1

			Individual Report Coaching & Mentoring - 1 Opens
W Mar 09 Wednesday	Coaching & Mentoring - 1	Read: Friend & Cook <i>Interactions</i> Chapter 7	Coaching & Mentoring - 1 Closes Coaching & Mentoring - 2 Opens
M Mar 14 Monday	Coaching & Mentoring - 2	Read: Friend & Cook <i>Interactions</i> Chapter 8	Teacher/Para Observation Coaching & Mentoring - 2 Closes Leadership - 1 Opens
T Mar 15 Tuesday	Withdraw Deadline (Full Semester)		
W Mar 16 Wednesday	Leadership - 1	Read: <i>Leading by Convening</i> Sections 1-3	Leadership - 1 Closes Leadership - 2 Opens
M Mar 21 Monday	Leadership - 2	Read: <i>Leading by Convening</i> Sections 4-5 Read: Federal Policies on Partnering p. 3-9 to 3-13	Leadership - 3 Opens Leadership - 2 Closes
W Mar 23	Leadership - 3	Guest Lecturer - Robert Wessman (Harvard)	Leadership - 3

Wednesday			Closes Parents - 1 Opens Action Plan
M Mar 28 Monday	Parents - 1	Read: Friend & Cook <i>Interactions</i> Chapter 11	Parents - 1 Closes Parents - 2 Opens
W Mar 30 Wednesday	Parents - 2	Read: Funds of Knowledge - selected chapters	Paraeducators - 1 Opens Parents - 2 Closes
M Apr 04 Monday	Paraeducators - 1	Read: Friend & Cook <i>Interactions</i> Chapter 10	Paraeducators - 1 Closes Paraeducators - 2 Opens
W Apr 06 Wednesday	Paraeducators - 2	Read: Utah Paraeducator Handbook (see online link in syllabus) Please scan to familiarize yourself with content.	Paraeducators - 2 Closes
M Apr 11 Monday	Review for Final		Group Case Study - 2 Group Case Study - 2 Individual Report
T Apr 12 Tuesday	Last Day of Winter Semester (01/04/2016 - 04/12/2016)		
W Apr 13 Wednesday	First Day of Winter Exam		

**Preparation
(04/13/2016 -
04/14/2016)**

**F Apr 15
Friday
First Day of
Winter Final
Exams
(04/15/2016 -
04/20/2016)**

Sa Apr 16 Saturday	Final Exam: 160 MCKB 11:00am - 2:00pm	Please plan to begin the final exam by 11:00 am to allow yourself plenty of time to finish before the exam closes at 2:00pm.	Final Exam
	Final Exam: To be taken online in Learning Suite		