

CPSE 460- Collaboration: Winter 2018

Section 001: 355 MCKB- Mon/ Wed 4:15pm- 5:30pm

Instructor/TA Info

Instructor Information

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TA Information

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Course Information

Description

CPSE 460 - Collaborating with School and Family

355 MCKB on MW from 4:15PM - 5:30PM

The purpose of CPSE 460 is to prepare special education teacher candidates to effectively facilitate collaboration with other professionals, parents, and families to improve learning outcomes for exceptional students. 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

Prerequisites

Admission to special education program; CPSE 403 or equivalent.

Materials

[Outward Mindset](#) *required*

By ARBINGER INST

[Leadership & Self- Deception 2E](#)

required

By ARBINGER INST

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%
D	63%
D-	60%
E	0%

Grading Policy

All assignments are due at the beginning of class unless otherwise stated in Learning Suite. Assignments that are submitted no later than one week after the deadline are worth up to 50% of the points earned. This applies to all situations unless specifically exempted by University policy. Assignments submitted more than one week after the posted deadline will not be accepted.

Participation Policy

Participation counts for approximately 10% of your grade in this course. Examples of active participation:

- asking questions
- answering questions
- making comments (extra points for comments that relate to material in the text, and for sharing relevant experiences)

- responding to something another student says (including answering a question asked by a student)
- constructively disagreeing with something in the text or said in class by me or another student

Non-examples:

- staring at your computer/phone during lecture/discussions
- speaking without being recognized
- making off-topic comments during group discussions
- unjustified fault finding or negativity
- making fun or otherwise berating something said by another person

I prefer to allow students to voluntarily participate in class. So, it is your responsibility to earn your participation points. Points are awarded for participation at the end of the semester, but you will receive formative feedback on your participation on your quizzes. Each quiz invites you to share a description of your contributions to class during the previous session. If I believe your comments are inaccurate or need to be revised I will share that feedback on the quiz.

Attendance Policy

Students are expected to attend each class and be ON TIME. Attendance will be taken during each class. It is the students responsibility for documenting any university excused absences. University excused absences will not count against a student. Please email me before class to let me know you will not be in class.

Assignments

Assignment Descriptions

Moral Sense Log

Jan

17

Due: Wednesday, Jan 17 at 4:15 pm

Moral Sense Log

(Adapted for CPSE 460 from Arbinger)

This assignment will work best if you will carry around a notebook, planner, or just your smartphone with an app to document things as they happen. At the very least, you want to choose three times a day (morning, afternoon, and evening) to fill this out by reflecting on what has happened in the day to this point and identifying opportunities. If you do not identify any opportunity as you look back on the day, you are missing them or too distracted by what is going on to see/hear them.

1. Record the event in which you noticed yourself having a “light” or “moral sense” of how to act towards others (e.g., where were you, what were you doing).
2. Write down what you experienced when you had this “moral sense” (e.g., what did you feel, think, hear, see, or sense).

3. Explain what you feel you should do to respond to your “moral sense”
4. Write down what you actually do based on the sense you have.
5. Write your thoughts and feelings following your action.

Note: This log will serve as your mindset journal from the time the assignment is introduced until it is due. Just be prepared to turn in a hardcopy or submit an electronic copy on Learning Suite.

Quiz #2

Jan

17

Due: Wednesday, Jan 17 at 11:59 pm

Answer these two questions honestly

Quiz #1

Jan

19

Due: Friday, Jan 19 at 11:59 pm

Answer these two questions honestly

Quiz #3

Jan

22

Due: Monday, Jan 22 at 4:15 pm

Answer these two questions honestly

Quiz #4

Jan

24

Due: Wednesday, Jan 24 at 4:15 pm

Answer these questions honestly

Quiz #5

Jan

29

Due: Monday, Jan 29 at 4:15 pm

Answer these two questions honestly

Collusion Cycle

Jan

31

Due: Wednesday, Jan 31 at 4:15 pm

See the attached form
Collusion Cycle.2018.docx [Download](#)

Quiz #6

Jan

31

Due: Wednesday, Jan 31 at 4:15 pm

Answer these questions honestly

Carry Boxes Assignment

Feb

05

Due: Monday, Feb 05 at 4:15 pm

See attached forms
Carry Boxes Assignment.pdf [Download](#)

Quiz #7

Feb

05

Due: Monday, Feb 05 at 4:15 pm

Answer these questions honestly

Influence pyramid

Feb

12

Due: Monday, Feb 12 at 4:15 pm

See attached form.
Influence Pyramid Assignment.docx [Download](#)

Quiz #9

Feb

12

Due: Monday, Feb 12 at 4:15 pm

Answer these questions honestly

Quiz #10

Feb

16

Due: Friday, Feb 16 at 11:59 pm

Answer these questions honestly

S.A.M.

Feb

20

Due: Tuesday, Feb 20 at 4:15 pm

See attached form

SAM Assignment Win18.docx [Download](#)

Quiz #11

Feb

20

Due: Tuesday, Feb 20 at 4:15 pm

Answer these questions honestly

Quiz #12

Feb

21

Due: Wednesday, Feb 21 at 4:15 pm

Answer these questions honestly

Midterm Exam

Feb

28

Due: Wednesday, Feb 28 at 4:15 pm

This exam is closed book and closed note. It is worth 75 points. It consists of multiple choice, true/false, short answer, and essay questions.

DORA 1

Feb

28

Due: Wednesday, Feb 28 at 4:15 pm

1. Observe a problem solving meeting

If you plan to observe a meeting in Provo School District (PSD), please coordinate your schedule with other students using this [schedule](#).

2. Complete the DORA form DORA Observation Form.pdf [Download](#)

3. Write a response paper describing what you observed (refer to the DORA form), what could be improve on in the future meetings, and how the meeting will produce changes in services to individuals with disabilities. You should consider your colleagues as the intended audience for your written summary. Thus, your summary should be thoughtful, data-based, and respectful of the team you observed.

PSD requires that you sign the consent form below and give two copies to your instructor prior to observing in their district.

Provo Confidentiality Agreement.pdf [Download](#)

Midcourse Evaluation

Feb

28

Due: Wednesday, Feb 28 at 4:15 pm

Utah CEC

Feb

28

Due: Wednesday, Feb 28 at 4:15 pm

Please list and describe all sessions you attended. Include a description of how the sessions you attended expanded your understanding of the learning outcomes of this course. Standard formatting. No longer than 1-page.

Mindset Journal

Mar

05

Due: Monday, Mar 05 at 4:15 pm

Keep a journal of experiences that you have or observe from others that illustrate the concepts we discuss in the mindset material. Entries do not need to be lengthy, but they do need to include enough information that they adequately illustrate the concept. The purpose of this journal is to keep you engaged in the material throughout the semester. You will be required to make at least two entries per week, but you may make as many as you like beyond that.

Quiz #13

Mar

05

Due: Monday, Mar 05 at 4:15 pm

Answer these questions honestly

Collaboration Presentation

Mar

07

Due: Wednesday, Mar 07 at 4:15 pm

For this presentation, you and your team will be responsible to describe the needs, objectives, and challenges of your assigned stakeholder in general. You might do this through the use of case studies or other activities.

In addition, you should identify strategies that will help you "see others" in your classroom. The presentation will last approximately 10 min. Use the spreadsheet below to sign up for a day and time for your group.

[Presentation Sign Up](#)

TIPS Practice 1

Mar

07

Due: Wednesday, Mar 07 at 4:15 pm

Work with a team to conduct a problem solving meeting and complete the TIPS form. Submit one TIPS form for your team with all team members names on it.

Please read the case study "Your Worst Nightmare" and then answer the questions at the bottom. Come prepared to meet with a team of your choosing to discuss Anna's situation.

Assign roles for the meeting and develop an action plan to better support Anna. Assume you are the school's student assistance team and will be advising Ms. Statler on how to proceed.

You can make any suggestion as long as you consider the contextual fit and logistics of implementing your plan. For example, if you suggest she transfer out of the school you need to consider your moral and legal responsibilities to this student. Submit your detailed notes using the TIPS Minute Meeting form.

Your Worst Nightmare.docx [Download](#)

Precision statement - 5 points

Implementation plan - 5 points

Data Use - 5 points

Roles & Procedures - 5 points

Clarity & Writing - 5 points

Quiz #14

Mar

07

Due: Wednesday, Mar 07 at 4:15 pm

Answer these questions honestly

Personal Mindset Change Proposal

Mar

07

Due: Wednesday, Mar 07 at 4:15 pm

Identify someone in your life toward whom you have an inward mindset. Work to develop an outward mindset toward that person. Write a proposal for the paper that will be due toward the end of the semester.

Your proposal can be a bulleted outline (at least two pages) that clarifies the problem, the solution, and describes an implementation/evaluation plan. You need to include enough detail that the proposal can be evaluated.

DORA 2

Mar

12

Due: Monday, Mar 12 at 4:15 pm

If you plan to observe a meeting in Provo School District (PSD), use the link below to coordinate your schedule with other students.

https://docs.google.com/spreadsheets/d/1iZOnIS69V576tU7UxF_V8I0OG6i_MDxg1LKycAphvS8/edit?usp=sharing

2. Complete the DORA form DORA Observation Form.pdf [Download](#)

3. Write a response paper describing what you observed (refer to the DORA form), what could be improve on in the future meetings, and how the meeting will produce changes

in services to individuals with disabilities. You should consider your colleagues as the intended audience for your written summary. Thus, your summary should be thoughtful, data-based, and respectful of the team you observed.

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Provo Confidentiality Agreement.pdf [Download](#)

Quiz #15

Mar

14

Due: Wednesday, Mar 14 at 4:15 pm

Answer these questions honestly

TIPS Practice 2

Mar

14

Due: Wednesday, Mar 14 at 4:15 pm

Work with a team to conduct a problem solving meeting and complete the TIPS form. Submit one TIPS form for your team with all team members names on it.

Quiz #16

Mar

19

Due: Monday, Mar 19 at 4:15 pm

Answer these questions honestly

Quiz #17

Mar

21

Due: Wednesday, Mar 21 at 4:15 pm

Answer these questions honestly

Quiz #18

Mar

26

Due: Monday, Mar 26 at 4:15 pm

Answer these questions honestly

DORA 3

Mar

26

Due: Monday, Mar 26 at 4:15 pm

If you plan to observe a meeting in Provo School District (PSD), use the link below to coordinate your schedule with other students.

https://docs.google.com/spreadsheets/d/1iZOnIS69V576tU7UxF_V8I0OG6i_MDxg1LKycAphvS8/edit?usp=sharing

2. Complete the DORA form DORA Observation Form.pdf [Download](#)

3. Write a response paper describing what you observed (refer to the DORA form), what could be improve on in the future meetings, and how the meeting will produce changes in services to individuals with disabilities. You should consider your colleagues as the intended audience for your written summary. Thus, your summary should be thoughtful, data-based, and respectful of the team you observed.

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Provo Confidentiality Agreement.pdf [Download](#)

Quiz #19

Mar

28

Due: Wednesday, Mar 28 at 4:15 pm

Answer these questions honestly

Quiz #20

Apr

02

Due: Monday, Apr 02 at 4:15 pm

Answer these questions honestly

Quiz #21

Apr

04

Due: Wednesday, Apr 04 at 4:15 pm

Answer these questions honestly

Quiz #22

Apr

09

Due: Monday, Apr 09 at 4:15 pm

Answer these questions honestly

TIPS Practice 3

Apr

11

Due: Wednesday, Apr 11 at 4:15 pm

Work with a team to conduct a problem solving meeting and complete the TIPS form. Submit one TIPS form for your team with all team members names on it.

Quiz #23

Apr

16

Due: Monday, Apr 16 at 4:15 pm

Answer these questions honestly

Class Participation

Apr

16

Due: Monday, Apr 16 at 4:15 pm

Examples of active participation:

- asking questions
- answering questions
- making comments (extra points for comments that relate to material in the text, and for sharing relevant experiences)
- responding to something another student says (including answering a question asked by a student)
- constructively disagreeing with something in the text or said in class by me or another student

Non-examples:

- staring at your computer/phone during lecture/discussions
 - speaking without being recognized
 - making off-topic comments during group discussions
 - unjustified fault finding or negativity
 - making fun or otherwise berating something said by another person
- Formative feedback on your daily quizzes

Final Exam CC

Apr

17

Due: Tuesday, Apr 17 at 11:59 pm

Final Exam

Personal Mindset Change Paper

Apr

18

Due: Wednesday, Apr 18 at 4:15 pm

Identify someone in your life toward whom you have an inward mindset. Work to develop an outward mindset toward that person. Write a paper describing your experience. Standard formatting (12 point font, times new roman, 1 inch margins) 5 pages max

Point Breakdown

Categories	Percent of Grade
Exams	27.32%
Quizzes	18.03%
Problem Solving Assignments	27.32%
Mindset Assignments	18.21%
Participation	9.11%
Extra Credit	0%

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.

Preventing Sexual Misconduct

In accordance with Title IX of the Education Amendments of 1972, Brigham Young University prohibits unlawful sex discrimination against any participant in its education programs or activities. The university 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 all university employees in a teaching, managerial, or supervisory role to report all incidents of Sexual Misconduct that come to their attention in any way, including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of Sexual Misconduct should be reported to the Title IX Coordinator at t9coordinator@byu.edu or (801) 422-8692. Reports may also be submitted through EthicsPoint at <https://titleix.byu.edu/report> or 1-888-238-1062 (24-hours a day).

BYU offers confidential resources for those affected by Sexual Misconduct, including the university's Victim Advocate, as well as a number of non-confidential resources and services that may be helpful. Additional information about Title IX, the university's Sexual Misconduct Policy, reporting requirements, and resources can be found at <http://titleix.byu.edu> or by contacting the university's Title IX Coordinator.

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.

Schedule

Date	Topics & Standards	Readings & Assignments
Week 1		
M Jan 08 Monday	Introduction to course Outward mindset	Prayer & Spiritual Thought Sign-up Quiz #1 Opens
W Jan 10 Wednesday	Mindset - Outward vs. Inward Mindset Identify a time when you had an inward mindset Identify a time when you observed someone else evidencing an outward mindset	Read: The Outward Mindset Pt I Watch: Jim Ferrell - Resolving the Heart of Conflict Quiz #2 Opens
F Jan 12 Friday		
Week 2		
M Jan 15 Monday	Martin Luther King Jr Day NO CLASS	
W Jan 17 Wednesday	Mindset - Self-Deception Who is more likely to be taken advantage of, and why - the person with an inward mindset or the person with an outward mindset? If I have an Inward Mindset, what is false about this statement: "The thing I want most in the world is for ____ (any person who has wronged me) to stop doing what he/she is doing?"	Read: Chapter 1-13 <i>Leadership and Self-Deception</i> Quiz #2 Closes Quiz #3 Opens Moral Sense Log
F Jan 19 Friday		Quiz #1 Closes
Week 3		
M Jan 22 Monday	Problem solving - Process Identify and describe the six components of the problem solving model.	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. Quiz #3 Closes Quiz #4 Opens
W Jan 24 Wednesday	Decision Observation, Recording, & Analysis (DORA) - Using the form to observe team-based problem solving - Where are each of the components of the problem solving process represented in the DORA form?	Review: dora_ii_training_03152013.pdf Download *** Please bring a copy of the DORA form to class with you. Quiz #4 Closes Quiz #5 Opens Sample PS meeting video Please watch this video and bring your completed DORA forms to class.
Week 4		
M Jan 29 Monday	Mindset - Collusion	Quiz #5 Closes Read: Chapters 14-16 <i>Leadership & Self-Deception</i> Read: The Outward Mindset Pt II Quiz #6 Opens
W Jan 31 Wednesday	Mindset - Outward vs Inward Mindset <ul style="list-style-type: none"> "Outwardly Nice" Inward Mindset Mindset - Carry Boxes	Quiz #6 Closes Read: Chapters 17-24 <i>Leadership & Self-Deception</i> Quiz #7 Opens Collusion Cycle
Week 5		
M Feb 05 Monday	Mindset - Influence Pyramid	Read: Anatomy of Peace Chapters 2, 22-24 Quiz #7 Closes Quiz #9 Opens Carry Boxes Assignment
W Feb 07 Wednesday	NO CLASS CEC 2018 Tampa, FL	
Week 6		
M Feb 12 Monday	Mindset - S.A.M. (How do I make it better?)	Read: The Outward Mindset Pt III Read: The Outward Mindset Pt IV Quiz #9 Closes Quiz #10 Opens Influence pyramid

W Feb 14 Wednesday	<p>Problem solving - Process</p> <p>Team Initiated Problem Solving (TIPS)</p> <ul style="list-style-type: none"> - Norms - Roles 	<p>Read: TIPS Policy Brief, Chicago Forum 2015 (see Readings on Learning Suite)</p> <p>Facilitators - Read: TIPS_II_Facilitator Guide.doc Download</p> <p>Minute Takers</p> <ul style="list-style-type: none"> - Watch: Essential Minute Taker Skills - Watch: Drilling Down Into Problems <p>Quiz #11 Opens</p>
F Feb 16 Friday		Quiz #10 Closes
Week 7		
M Feb 19 Monday	Presidents Day	
T Feb 20 Tuesday	<p>Monday Instruction</p> <p>Team Initiated Problem Solving (TIPS)</p> <ul style="list-style-type: none"> - TIPS Fidelity Checklist (TIPS-FC) 	<p>Quiz #11 Closes</p> <p>Read: Todd et al (2012) A case study of team-initiated problem solving addressing student behavior in one elementary school.pdf Download</p> <p>Watch: TIPS-FC Instructional Video</p> <p>S.A.M.</p> <p>Quiz #12 Opens</p>
W Feb 21 Wednesday	<p>Decision Observation, Recording, & Analysis (DORA)</p> <ul style="list-style-type: none"> - Coaching 	<p>Read: Algozzine Newton Horner Todd & Algozzine 2012.pdf Download</p> <p>Read: Contextual Fit ASPE Brief</p> <p>Quiz #12 Closes</p> <p>Midterm Exam Opens</p>
Week 8		
M Feb 26 Monday	<p>Midterm Exam</p> <p>** No Class. Use the regularly scheduled class time to complete the midterm exam.</p>	<p>CPSE 460 Midterm Study Guide_Winter2018.docx Download</p>
W Feb 28 Wednesday	<p>Collaboration with Families</p> <ul style="list-style-type: none"> - See Others - Diversity 	<p>Complete IRIS Module</p> <ul style="list-style-type: none"> - Collaborating with Families <p>Watch: Recommendations for Families</p> <p>Read: Friend & Cook 2017 Ch 3.pdf Download</p> <p>Midcourse Evaluation</p> <p>DORA 1</p>

		Midterm Exam Closes Quiz #13 Opens Utah CEC
Week 9		
M Mar 05 Monday	Communicating with Families - IEP Meetings - Processing Mindset Journal	Read: Funds of Knowledge pp. 29-44, 119-130 - (Chapters 2 & 6) Read: Your Worst Nightmare.docx Download Quiz #13 Closes Quiz #14 Opens Mindset Journal
W Mar 07 Wednesday	Collaboration with colleagues - IEP meeting (See others) GUEST LECTURE IEP Parent Panel	TIPS Practice 1 Quiz #14 Closes Collaboration Presentation Quiz #15 Opens Personal Mindset Change Proposal
Week 10		
M Mar 12 Monday	GUEST LECTURE Collaborating with General Educators Katelyn Finch Cherry Creek Elementary School Nebo School District	DORA 2
W Mar 14 Wednesday	Collaboration with other Service Providers	Complete IRIS Module - Collaborating with Other Service Providers Quiz #15 Closes Quiz #16 Opens TIPS Practice 2
Week 11		
M Mar 19 Monday	GUEST LECTURE IEP Zen Dr. Ben Springer Wasatch Special Education Director	Read: IEP.ZEN[1].pdf Download Quiz #16 Closes Quiz #17 Opens

W Mar 21 Wednesday	Advocacy	<p>Come prepared to discuss the role of special educators in a PLC</p> <p>Read: A Nation at Risk Read: Utah Teacher Turnover Quiz #17 Closes Quiz #18 Opens</p>
Week 12		
M Mar 26 Monday	<p>GUEST LECTURE</p> <p>Collaborating Effectively with School Principals (Q&A)</p> <p>Dr. Bryan Bowles</p> <p>Educational Leadership and Foundations</p> <p>McKay School of Education</p>	<p>Read: Hallam & Hausman 2009 Hallam Trust.pdf Download</p> <p>Quiz #18 Closes Quiz #19 Opens DORA 3</p>
W Mar 28 Wednesday	<p>APBS Conference</p> <p>GUEST LECTURE</p> <p>Leading Up and Advocacy</p> <p>Dr. Rob Wessman</p> <p>Harvard School of Graduate Studies</p>	<p>Read: SCARF NLJ_SCARFUS.pdf Download</p> <p>Quiz #19 Closes Quiz #20 Opens</p>
Week 13		
M Apr 02 Monday	<p>Paraeducators</p> <ul style="list-style-type: none"> - See Others - Defining roles & responsibilities 	<p>Read: Utah Paraeducator Handbook p. 15-32, 45-54</p> <p>Read: Chapter 2: Assigning Roles & Responsibilities in Morgan, J. & Ashbaker, B. Y. (2001). A teacher's guide to working with Paraeducators and Other Classroom Aides. ASCD: Alexandria, VA. Course Reserve</p> <p>Quiz #20 Closes Quiz #21 Opens</p>
W Apr 04 Wednesday	Evidence-based Professional Development	<p>Read: Guskey2002 Professional Development and Teacher Change.pdf Download</p> <p>Quiz #21 Closes Quiz #22 Opens</p>

Week 14		
M Apr 09 Monday	Paraeducators II - training paraeducators, peer tutors, & parent volunteers	Quiz #22 Closes Read: Ashbaker2012.pdf Download
W Apr 11 Wednesday	Co-teaching <ul style="list-style-type: none"> • Current Research • Models • Practice • Evaluation Presentations TIPS II Final Exam Review	Quiz #23 Opens TIPS Practice 3 Brittany Huang Case Study.doc Download Brittany ABC.pdf Download
Week 15		
M Apr 16 Monday	Presentations Class Participation	Quiz #23 Closes Review: Co-Teaching: A Model for Classroom Management
W Apr 18 Wednesday	Presentations	Personal Mindset Change Paper
F Apr 20 Friday	First Day of Winter Final Exams (04/20/2018 - 04/25/2018)	
Sa Apr 21 Saturday	Final Exam: 355 MCKB 7:00am - 10:00am	