

CPSE 460- Collaboration Winter 2018

Section 002: 160 MCKB Mon/Wed 11:00am- 12:15PM

Instructor/TA Info

Instructor Information

Name: Heidi Nelson

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TA Information

Name: Morgan Christensen

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Course Information

Description

CPSE 460 - Collaboration (Section 002)

341 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%
D	63%
D-	60%
E	0%

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

Study Guide #1

Jan

17

Due: Wednesday, Jan 17 at 10:50 am

Prepare a study guide with questions and answers for the following readings

- The Outward Mindset ch 3-4

[Chapter 11 Self Betrayal and Chapter 12 Characteristics of Self Betrayal *Leadership and Self-Deception*](#)

Friend & Cook 2017 Ch 3.pdf [Download](#)

Your study guide should include 8 multiple choice questions and 2 short answer questions. It must include at least 2 questions from each reading.

Teacher as Leader Paper

Jan

17

Due: Wednesday, Jan 17 at 10:50 am

How Are Teachers Leaders in Their Classroom, School, and Community?

For this assignment you will complete research activities to find ways that teachers serve as leaders in their classroom, school, and community. For your research you will need to choose from the following methods:

For each of the activities below consider teachers' roles, responsibilities, influence, and relationships.

1. Interview a teacher to find out ways they act as leaders in their classroom, school, and community.
2. Conduct research online by reading at least 4 websites or articles that inform your ideas about teachers as leaders.

3. Search google or you tube for the phrase teachers as leaders. Watch at least three videos on the topic.
4. Discuss another method for gathering research with the professor.
5. Complete a combination of the above activities

Write a 3 page double spaced paper discussing your ideas of how teachers are leaders in the classroom, school and community. Your paper should include references to your research. You should include a reference page in APA format. You will be scored with the following rubric. Teachers as Leaders Research Paper Rubric.docx [Download](#)

Study Guide #2

Jan

22

Due: Monday, Jan 22 at 10:50 am

Prepare a study guide with questions and answers for the following readings

- The Outward Mindset Ch 5-7

[Chapter 20 - Dead Ends Leadership & Self-Deception](#)

[Recommendations for Families](#)

Your study guide should include 8 multiple choice questions and 2 short answer questions. It must include at least 2 questions from each reading.

Carry-box

Jan

22

Due: Monday, Jan 22 at 10:50 am

See attached forms

Carry Boxes Assignment.pdf [Download](#)

CPSE 460 Carry Box Grading Rubric.docx [Download](#)

Collusion Cycle

Jan

24

Due: Wednesday, Jan 24 at 10:50 am

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

Collaboration with Families Module

Jan

29

Due: Monday, Jan 29 at 10:50 am

Complete all the pages in the [Collaborating with Families IRIS Module](#)
Answer all the questions in the assessment section on a word document and submit them on LS.

Study Guide #3

Jan

29

Due: Monday, Jan 29 at 10:50 am

Prepare a study guide with questions and answers for the following readings
Ashbaker2012.pdf [Download](#)
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](#)
Your study guide should include 8 multiple choice questions and 2 short answer questions. It must include at least 2 questions from each reading.

Paraeducator Role Description

Feb

05

Due: Monday, Feb 05 at 10:50 am

Write a Role Description for a fictional paraeducator in practicum placement where you have already observed or where you are observing now. Include the following items: opening statement, attendance policy, method of addressing concerns, dress code, classroom behavior management, confidentiality, and universal safety precautions.

Study Guide #4

Feb

05

Due: Monday, Feb 05 at 10:50 am

Prepare a study guide with questions and answers for the following readings

[Anatomy of Peace](#) Chapters 2, 22-24

Your Worst Nightmare.docx [Download](#)

Your study guide should include 8 multiple choice questions and 2 short answer questions. It must include at least 2 questions from each reading.

Influence pyramid

Feb

07

Due: Wednesday, Feb 07 at 10:50 am

See attached form.

Influence Pyramid Assignment.docx [Download](#)

Study Guide #5

Feb

12

Due: Monday, Feb 12 at 1:30 pm

Prepare a study guide with questions and answers for the following readings

The Outward Mindset Ch 8-9

Hallam & Hausman 2009 Hallam Trust.pdf [Download](#)

Your study guide should include 8 multiple choice questions and 2 short answer questions. It must include at least 2 questions from each reading.

Paraeducator Lesson Plan

Feb

12

Due: Monday, Feb 12 at 10:50 pm

Paraeducator Lesson Plan.docx [Download](#)

Develop lesson plan that includes: Objectives, Training Steps, Training Schedule, Monitoring System, Training Data, Performance Report, Feedback Summary, and Hypothetical Names.

Teach your paraeducator lesson plan to someone who is not in our class.

Each group members should submit a copy of their lesson plan and a one page double spaced reflection of their training experience.

Personal Mindset Change Paper

Feb

14

Due: Wednesday, Feb 14 at 10:50 am

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 in which you support your experience with ideas from the course readings.

Standard formatting (12 point font, times new roman, 1 inch margins)

4 pages max

Study Guide #6

Feb

20

Due: Tuesday, Feb 20 at 10:50 am

Prepare a study guide with questions and answers for the following readings

- The Outward Mindset Ch 11-12

Your study guide should include 8 multiple choice questions and 2 short answer questions. It must include at least 2 questions from each reading.

See Others Presentation

Feb

21

Due: Wednesday, Feb 21 at 10:50 am

For this presentation, you and your letter group will be responsible to describe the point of view, needs, objectives, and challenges of your assigned stakeholder in general. You might do this through the use of case studies, videos, personal narrative or other activities. Help the class learn to listen to your stakeholder and understand them better.

In addition, you should identify strategies that will help you "see others" in your classroom. The presentation will last 15 min. Use the spreadsheet below to sign up for a day and time for your group.

[See Others Presentation Sign Up](#)

See Others Presentation Rubric.doc [Download](#)

Midterm 2018

Feb

26

Due: Monday, Feb 26 at 11:59 pm

You will read a case study and write a 3-4 page paper outlining a plan for collaboration with a teacher and one stakeholder using the Outward Mindset Principles we have discussed in class. This exam is closed book and closed note. The exam is not timed, but please take the exam in one sitting. Type your response on a word doc. When you finish your response, type in the response box that you are now submitting your exam. Submit your 3-4 page paper in the assignments tab under Midterm Exam Paper. Do not try to cut and paste your paper into the response box on the exam. Email Heidi_Nelson@byu.edu if you have questions or difficulty with LS during the exam.

Midterm Exam Paper

Feb

26

Due: Monday, Feb 26 at 11:59 pm

Upload your completed midterm exam paper here.
Don't forget to type on LS that you have submitted your exam.

S.A.M.

Feb

28

Due: Wednesday, Feb 28 at 10:50 am

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

Study Guide #7

Feb

28

Due: Wednesday, Feb 28 at 10:50 am

Prepare a study guide with questions and answers for the following readings

- The Outward Mindset Ch 13-14

-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.), *Handbook of Positive Behavior Support* (pp. 551–580). Springer US.

Handbook of Positive Behavior Support.pdf [Download](#)

Your study guide should include 8 multiple choice questions and 2 short answer questions. It must include at least 2 questions from each reading.

Midcourse Evaluation

Feb

28

Due: Wednesday, Feb 28 at 11:59 pm

Study Guide #8

Mar

05

Due: Monday, Mar 05 at 10:50 am

Prepare a study guide with questions and answers for the following readings

The Outward Mindset Ch 15-16

Algozzine Newton Horner Todd & Algozzine 2012.pdf [Download](#)

Your study guide should include 8 multiple choice questions and 2 short answer questions. It must include at least 2 questions from each reading.

Mindset Journal Check

Mar

07

Due: Wednesday, Mar 07 at 10:50 am

Turn in your mindset journal to have your progress checked.

The mindset journal can be submitted electronically, as a google doc, or in paper form.

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.

The Collaboration Scavenger Hunt can give you ideas of things to write about.

Collaboration Scavenger Hunt.docx [Download](#)

DORA 1

Mar

12

Due: Monday, Mar 12 at 10:50 am

1. Observe a problem solving meeting

Watch the sample meeting <https://www.youtube.com/watch?v=ZCr4MyTCAxw>

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.

DORA 2

Mar

19

Due: Monday, Mar 19 at 10:50 am

1. Watch a problem solving meeting in your school placement or in another area of your life (church, work, etc.)

Let the team know that you have an assignment to complete a form about the meeting. Let them see the form if they are interested.

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 for the people involved. 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.

Remember that all information discussed in a meeting is confidential. See the professor if your team requests a confidentiality form.

DORA and TIPS Rubrics.docx [Download](#)

Study Guide #9

Mar

19

Due: Monday, Mar 19 at 10:50 am

Prepare a study guide with questions and answers for the following readings

IEP.ZEN[1].pdf [Download](#)

Complete IRIS Module - [Collaborating with Other Service Providers](#) (Read material. Do not complete assessment.)

Your study guide should include 8 multiple choice questions and 2 short answer questions. It must include at least 2 questions from each reading.

IEP Zen or IRIS Module

Mar

21

Due: Wednesday, Mar 21 at 10:50 am

Attendance at the IEP Zen Guest Lecture or

Turn in the Assessment Section of the Collaboration with Other Service Providers IRIS Module.

Study Guide #10

Mar

26

Due: Monday, Mar 26 at 1:30 pm

Prepare a study guide with questions and answers for the following readings

Todd et al (2012) A case study of team-initiated problem solving addressing student behavior in one elementary school.pdf

[TIPS Policy Brief, Chicago Forum 2015](#)

Your study guide should include 8 multiple choice questions and 2 short answer questions. It must include at least 2 questions from each reading.

DORA 3

Mar

28

Due: Wednesday, Mar 28 at 10:50 am

1. Watch a problem solving meeting in your school placement. If you do not have a team to watch, talk with the professor.

Let the team know that you have an assignment to complete a form about the meeting. Let them see the form if they are interested.

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 for the people involved. 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.

Remember that all information discussed in a meeting is confidential. See the professor if your team requests a confidentiality form.

DORA and TIPS Rubrics.docx [Download](#)

TIPS Practice 1

Apr

02

Due: Monday, Apr 02 at 10:50 am

1. Conduct a problem solving meeting in class.

You will be given a topic and team.

2. Complete the TIPS form [Download](#)

3. Complete the TIPS-FC

4. Write a summary of your observation, data, and suggestions for improvement.

You will submit one assignment per group for your first meeting.

DORA and TIPS Rubrics.docx [Download](#)

Study Guide #11

Apr

02

Due: Monday, Apr 02 at 10:50 am

Prepare a study guide with questions and answers for the following readings

Guskey2002 Professional Development and Teacher Change.pdf [Download](#)

[A Nation at Risk](#)

[Utah Teacher Turnover](#)

Your study guide should include 8 multiple choice questions and 2 short answer questions. It must include at least 2 questions from each reading.

TIPS Practice 2

Apr

09

Due: Monday, Apr 09 at 10:50 am

1. Conduct a problem solving meeting out of class.

You will choose your topic. You can use a meeting that you already conduct in your life (church, work, etc) or you can get into a group from class.

2. Complete the TIPS form [Download](#)

3. Complete the TIPS-FC

4. Write a summary of your observation, data, and suggestions for improvement.

Each member of the class will submit an individual assignment for this TIPS meeting.
DORA and TIPS Rubrics.docx [Download](#)

Study Guide #12

Apr

16

Due: Monday, Apr 16 at 10:50 am

Prepare a study guide with questions and answers for the following readings
Including Students with Special Needs Ch. 3 (6).pdf [Download](#)
(read pages 74-90 and 100-103)

[Co-Planning Video](#)

[Co-Teaching Video](#)

Your study guide should include 8 multiple choice questions and 2 short answer questions. It must include at least 2 questions from each reading.

Mindset Journal

Apr

18

Due: Wednesday, Apr 18 at 10:50 am

The mindset journal can be submitted electronically, as a google doc, or in paper form. 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.

The Collaboration Scavenger Hunt can give you ideas of things to write about.
Collaboration Scavenger Hunt.docx [Download](#)

TIPS Practice 3

Apr

18

Due: Wednesday, Apr 18 at 10:50 am

1. Conduct a portion of a problem solving meeting in a school.

You should use your school placement for this meeting. See the professor if you do not have access to a school team meeting (PLC, team, faculty, or co-planning).

2. Complete the TIPS form [Download](#)

3. Complete the TIPS-FC

4. Write a summary of your observation, data, and suggestions for improvement.

Each student will submit an individual assignment.
DORA and TIPS Rubrics.docx [Download](#)

In class participation points

Apr

18

Due: Wednesday, Apr 18 at 11:59 pm

Points will be given on random days for being in class and participating. These points can not be made up if you are absent, even if your absence is excused by the professor.

Final Exam CC

Apr

21

Due: Saturday, Apr 21 at 11:59 pm

Final Exam

Point Breakdown

Categories	Percent of Grade
Exams	28.03%
Problem Solving Assignments	20.18%
Mindset Assignments	27.13%
Extra Credit	0%
Study Guides	13.45%
Collaboration Assignments	11.21%

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

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.

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	Topic	Course Readings	Assignments
Week 1			
M Jan 08 Monday	Teachers as leaders in an outward mindset model Introduction to Course	Course Readings: The Outward Mindset (Ch 1-2) https://www.amazon.com/Outward-Mindset-Seeing-Beyond-Ourselves/dp/1626567158	Assign mindset journal
W Jan 10 Wednesday	No Class Work on Teachers as Leaders Papers		
Week 2			
M Jan 15 Monday	Martin Luther King Jr Day		
W Jan 17 Wednesday	Teachers as Leaders: Working with Gen Ed Colleagues Mindset-Seeing Truthfully	Course Readings: The Outward Mindset Ch 3-4 Chapter 11 Self Betrayal and Chapter 12 Characteristics of Self Betrayal Leadership and Self-Deception Friend & Cook 2017 Ch 3.pdf Download	Teacher as Leader Paper Study Guide #1

Week 3			
M Jan 22 Monday	Teachers as Leaders: Working with Parents Mindset - Collusion Assign Personal Mindset Change Paper	Course Readings: The Outward Mindset Ch 5-7 Chapter 20 - Dead Ends Leadership & Self-Deception Watch: Recommendations for Families	Study Guide #2 Carry-box
W Jan 24 Wednesday	No Class Complete IRIS Module	Complete IRIS Module - Collaborating with Families	Collusion Cycle
Week 4			
M Jan 29 Monday	Teachers as Leaders: Working with Paraeducators Utah Paraeducator Handbook http://utahparas.org/Utah-Special%20Education-Paraeducator-Handbook.pdf Assign See Others Presentation	Ashbaker2012.pdf Download 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	Collaboration with Families Module Study Guide #3
W Jan 31 Wednesday	Assigning Roles and Training Para Educators		
Week 5			
M Feb 05 Monday	Teacher as leaders: working with students Mindset - Influence Pyramid	Course Readings: Anatomy of Peace Chapters 2, 22-24 Your Worst Nightmare.docx Download	Paraeducator Role Description Study Guide #4

W Feb 07 Wednesday	No Class	CEC Conference	Influence pyramid
Week 6			
M Feb 12 Monday	Mindset - S.A.M. (How do I make it better?) Work on See Others Presentations in class	Course Readings: The Outward Mindset Ch 8-9 Read: Hallam & Hausman 2009 Hallam Trust.pdf Download	Paraeducator Lesson Plan Study Guide #5
W Feb 14 Wednesday	Teachers as Leaders: Working with Administration		Personal Mindset Change Paper
Week 7			
M Feb 19 Monday	Presidents Day		
T Feb 20 Tuesday	Monday Instruction See Others Presentations	Course Readings: The Outward Mindset Ch 11-12	Study Guide #6
W Feb 21 Wednesday	See Others Presentations		See Others Presentation
Su Feb 25 Sunday			
Week 8			
M Feb 26 Monday	Midterm Exam ** No Class. Use the regularly scheduled class time to complete the midterm exam.		Midterm 2018 Midterm Exam Paper
W Feb 28 Wednesday	Problem solving - Process	Course Readings: The Outward Mindset Ch 13-14 Newton, S. J., Horner, R. H., Algozzine, R. F., Todd, A. W., & Algozzine, K. M. (2009). Using a problem solving model to	Midcourse Evaluation S.A.M. Study Guide #7

		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. Handbook of Positive Behavior Support.pdf Download	
Week 9			
M Mar 05 Monday	Decision Observation, Recording, & Analysis (DORA) - Using the form to observe team-based problem solving	Course Readings: The Outward Mindset Ch 15-16 Course Readings: Algozzine Newton Horner Todd & Algozzine 2012.pdf Download	Study Guide #8
W Mar 07 Wednesday	Sean Edwards Presentation Working with the administration		Mindset Journal Check
Week 10			
M Mar 12 Monday	Decision Observation, Recording, & Analysis (DORA) - Coaching	Sample PS meeting video Please watch this video and bring your completed DORA forms to class.	DORA 1
W Mar 14 Wednesday	Communication Skills		
Week 11			

M Mar 19 Monday	<p>GUEST LECTURE IEP Zen</p> <p>Ben Springer will present at 4:15</p> <p>You can attend the 4:15 presentation or complete the assessment section of the Collaboration with Other Service Providers IRIS Module.</p>	<p>Course Readings:</p> <p>IEP.ZEN[1].pdf Download</p> <p>Complete IRIS Module - Collaborating with Other Service Providers (Read material. Do not complete assessment.)</p>	<p>DORA 2</p> <p>Study Guide #9</p>
W Mar 21 Wednesday	<p>Observe a Team Meeting</p> <p>No Class</p>		<p>IEP Zen or IRIS Module</p>
Week 12			
M Mar 26 Monday	<p>Team Initiated Problem Solving (TIPS)</p> <ul style="list-style-type: none"> - Norms - Roles 	<p>Course Readings:</p> <p>Todd et al (2012) A case study of team-initiated problem solving addressing student behavior in one elementary school.pdf Download</p> <p>TIPS Policy Brief, Chicago Forum 2015</p>	<p>Study Guide #10</p>
W Mar 28 Wednesday	<p>Team Initiated Problem Solving (TIPS)</p> <ul style="list-style-type: none"> - TIPS Fidelity Checklist (TIPS-FC) 		<p>DORA 3</p>
Week 13			
M Apr 02 Monday	<p>PLC Teams</p>	<p>Course Readings: Guskey2002 Professional Development and Teacher Change.pdf Download</p> <p>A Nation at Risk</p> <p>Utah Teacher Turnover</p>	<p>TIPS Practice 1</p> <p>Study Guide #11</p>

W Apr 04 Wednesday	PLC Teams		
Week 14			
M Apr 09 Monday	Co-Planning	Course Readings: Including Students with Special Needs Ch. 3 (6).pdf Download (read pages 74-90 and 100-103) Co-Planning Video Co-Teaching Video	TIPS Practice 2
W Apr 11 Wednesday	Co-teaching		
Week 15			
M Apr 16 Monday	Conduct a teacher led meeting		Study Guide #12
W Apr 18 Wednesday	Conduct a teacher lead meeting		TIPS Practice 3 Mindset Journal In class participation points
F Apr 20 Friday	First Day of Winter Final Exams (04/20/2018 - 04/25/2018)		
Sa Apr 21 Saturday	Final Exam: 160 MCKB 11:00am - 2:00pm	Final Exam 11:00-2:00 PM	Final Exam CC