

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

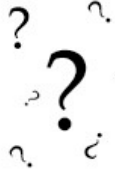

The purpose of CPSE 460 is to prepare special education teacher candidates to effectively facilitate collaboration with other professionals, parents, and families to improve learning outcomes for exceptional students. The course includes the following elements:

- 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

Item	Price (new)	Price (used)
 <u>Leadership & Self-Deception 2E - Required</u> by Arbinger Inst	16.95	12.75
 <u>Outward Mindset - Required</u> by Arbinger Inst	16.95	12.75

Learning Outcomes

Collaboration

2. Demonstrate understanding of collaborating with parents, paraeducators, and other professionals.

Interpersonal skills for collaboration

3. Understand and demonstrate appropriate interpersonal skills for problem solving, communication, and addressing 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 less than a week late will be worth up to 50% of the points earned. Assignments submitted more than a week late will not be accepted, unless specifically exempted by University policy.

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. The bulk of the participation 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.

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

Problem Solving Quiz

Sep
10

Due: Monday, Sep 10 at 8:00 am

Answer these questions to the best of your ability without notes, the Internet, or help from your friends.

TIPS Procedures Quiz

Sep
12

Due: Wednesday, Sep 12 at 8:00 am

Answer these two questions honestly

TIPS FC/DORA Quiz

Sep
17

Due: Monday, Sep 17 at 8:00 am

Answer these questions honestly

DORA training Quiz

Sep
19

Due: Wednesday, Sep 19 at 8:00 am

Answer these questions honestly

Problem Solving Unit Exam

Sep
24

Due: Monday, Sep 24 at 9:15 am

This exam is closed book and closed note. It is worth 40 points. It consists of multiple choice, true/false, short answer, and essay questions.

TIPS Practice 1

Sep
24

Due: Monday, Sep 24 at 11:59 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

TIPS Minute Meeting form.

Your Worst Nightmare.docx [Download \(plugins/Upload/fileDownload.php?fileId=d4d01df2-DTDm-wWha-5cpp-gUf106815e6c&pubhash=xWPQWeLxJth0M5eTUTASsvhzolE6f5schDJ1RGZ0fcojKu0gzGeQ0wfWlcq7JTBl6v0CfTwZS2Asm4ZJdS4GhQ==\)](https://learningsuite.byu.edu/view/dgIDII1bU6wDd.html#instructorInform...?fileId=d4d01df2-DTDm-wWha-5cpp-gUf106815e6c&pubhash=xWPQWeLxJth0M5eTUTASsvhzolE6f5schDJ1RGZ0fcojKu0gzGeQ0wfWlcq7JTBl6v0CfTwZS2Asm4ZJdS4GhQ==)

Precision statement - 5 points

Implementation plan - 5 points

Data Use - 5 points

Roles & Procedures - 5 points

Clarity & Writing - 5 points

Inward Mindset Quiz

Sep
26

Due: Wednesday, Sep 26 at 8:00 am

Answer these questions to the best of your ability without notes, the Internet, or help from your friends.

Self-Deception Quiz

Oct
01

Due: Monday, Oct 01 at 8:00 am

Answer these questions to the best of your ability without notes, the Internet, or help from your friends.

Collusion Quiz

Oct
03

Due: Wednesday, Oct 03 at 8:00 am

Answer these questions to the best of your ability without notes, the Internet, or help from your friends.

Moral Sense Log

Oct
03

Due: Wednesday, Oct 03 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.

**Oct
08**

Due: Monday, Oct 08 at 9:15 am

Answer these questions honestly.

Collusion Cycle**Oct
08**

Due: Monday, Oct 08 at 4:15 pm

See the attached form

Collusion Cycle.2018.docx [Download \(plugins/Upload/fileDownload.php?fileId=4b84b87d-Wwcv-wC13-4Blo-gGece0752ef2&](#)[pubhash=MS1sixUzx_Vi89HBwo5uHt8oU2sFsJVwCDsb0vuEQwOcvfsHEpnPxHpr_RE_hxWaVwPMrRMBFgbkE6CPJgk26A=\)](#)**Influence Pyramid Quiz****Oct
10**

Due: Wednesday, Oct 10 at 8:00 am

Answer these questions honestly

Carry Boxes Assignment**Oct
10**

Due: Wednesday, Oct 10 at 4:15 pm

See attached forms

Carry Boxes Assignment.pdf [Download \(plugins/Upload/fileDownload.php?fileId=379e7f3f-Jo6X-FSIS-wWjm-RGc5db4906b0&](#)[pubhash=Kc5R2XID7BdAqVrL5oMBI7MBfhp5gHVQRFTzSofbjxOVA2BgC35ui_JxzoAc8kybKA94S8FOmEEfbY3QvVa0hQ=\)](#)**SAM Quiz****Oct
15**

Due: Monday, Oct 15 at 8:00 am

Answer these questions honestly

Influence pyramid**Oct
15**

Due: Monday, Oct 15 at 4:15 pm

See attached form.

Influence Pyramid Assignment.docx [Download \(plugins/Upload/fileDownload.php?fileId=99f9bae9-0T5x-WIUi-hiAw-Q7c6f4af92a1&pubhash=NkWaxpy0N08C3wJn9pOhi53AZZ-](#)[0tpSXDg0zBNvkNUeNoNH1KkBsm68tThfOBmvsEBIptBTAoG3rTu6b2PfsMg=\)](#)**Midcourse Evaluation****Oct
17**

Due: Wednesday, Oct 17 at 4:15 pm

Personal Mindset Change Proposal

Oct
17

Due: Wednesday, Oct 17 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.

S.A.M.

Oct
17

Due: Wednesday, Oct 17 at 4:15 pm

See attached form

SAM Assignment Win18.docx [Download \(plugins/Upload/fileDownload.php?fileId=ac66aa93-hs7z-xruN-Yaw1-qfd08cdb0875&pubhash=Znd7KRcOoNnP-qRQKE7inEpU_z87tRtt8bU7VMRyqDUaRXd4pUT_hlliDIRyGpAQX1IWwUripBBT9yR_vSRAEQ==\)](https://learningsuite.byu.edu/view/dgIDIIbU6wDd.html#instructorInform...)

Mindset Unit Exam

Oct
22

Due: Monday, Oct 22 at 9:30 am

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.

TIPS Practice 2

Oct
22

Due: Monday, Oct 22 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.

Collaborating w/ Families 1

Oct
24

Due: Wednesday, Oct 24 at 8:00 am

Answer these questions honestly

DORA 1

Oct
24

Due: Wednesday, Oct 24 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](https://docs.google.com/spreadsheets) (https://docs.google.com/spreadsheets/d/1iZOnIS69V576tU7UxF_V8l0OG6i_MDxg1LKycAphvS8/edit?usp=sharing) or the [TAT schedule](https://docs.google.com/spreadsheets/d/187hLeZXrjCr6KCJWRK68YYkuFHwIB3zIjybOqG-).

(<https://docs.google.com/spreadsheets/d/187hLeZXrjCr6KCJWRK68YYkuFHwIB3zIjybOqG-1Iznl/edit?usp=sharing>)

Provo Confidentiality Agreement.pdf [Download](#) (plugins/Upload/fileDownload.php?fileId=a6ce374b-dAcY-5LG5-P4To-nEb49df0fe&pubhash=WAIpZI3-iYt3tBZ8Rwjf4BExwYJY-Yy9Hoa2t_ozzfsbtrZTW51BeE8sChc4KsNOQ4EBYwKW9hE7MZi06TopA==)

2. Email the school principal at least a week prior to the observation

3. Complete the DORA form during your observation DORA Observation Form.pdf [Download](#) (plugins/Upload/fileDownload.php?fileId=2762af14-hDjR-jaZ7-nl6D-kTc6de107190&pubhash=07UTbAnz2JiUd848TJ2krzarYycVdlL7BniLBuKPKP5Cvu5IVKooHn-BmUy0eLHpKYhkQssBqCsqFbsRIWI9gA==)

4. 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.

Funds of Knowledge

Oct
29

Due: Monday, Oct 29 at 4:15 pm

Answer these questions honestly

Quiz #15

Nov
05

Due: Monday, Nov 05 at 4:15 pm

Answer these questions honestly

Quiz #16

Nov
07

Due: Wednesday, Nov 07 at 4:15 pm

Answer these questions honestly

Uniting Academic/Behavioral Interventions Quiz

Nov
12

Due: Monday, Nov 12 at 8:00 am

Answer these questions honestly

IEP Zen

Nov
14

Due: Wednesday, Nov 14 at 4:15 pm

Answer these questions honestly

DORA 2

Nov

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

2. Complete the DORA form [DORA Observation Form.pdf](#) [Download \(plugins/Upload/fileDownload.php?fileId=2762af14-hDjR-jaZ7-nl6D-kTc6de107190&pubhash=07UTbAnz2JiUd848TJ2krzarYycVdlL7BniLBuKPKP5Cvu5IVKooHn-BmUy0eLHpKYhkQssBqCsqFbsRIWI9gA==\)](#)

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 \(plugins/Upload/fileDownload.php?fileId=a6ce374b-dAcY-5LG5-P4To-nEb49df0f0fe&pubhash=WAIpZI3-iYt3tBZ8Rwjf4BExwYJY-Yy9Hoa2t_ozzfsbtrZTW51BeE8sChc4KsNOQ4EBYwKW9hE7MZi06TopA==\)](#)

Advocacy Quiz

Nov
26

Due: Monday, Nov 26 at 8:00 am

Answer these questions honestly

Paraeducator Responsibilities

Nov
28

Due: Wednesday, Nov 28 at 8:00 am

Answer these questions honestly

Paraeducator Teaming & Training

Dec
03

Due: Monday, Dec 03 at 8:00 am

Answer these questions honestly

DORA 3

Dec
03

Due: Monday, Dec 03 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 (https://docs.google.com/spreadsheets/d/1iZOnIS69V576tU7UxF_V8I0OG6i_MDxg1LKycAphvS8/edit?usp=sharing)

2. Complete the DORA form [DORA Observation Form.pdf](#) [Download \(plugins/Upload/fileDownload.php?fileId=2762af14-hDjR-jaZ7-nl6D-kTc6de107190&](#)

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 \(plugins/Upload/fileDownload.php?fileId=a6ce374b-dAcY-5LG5-P4To-nEb49df0f0fe&pubhash=WAiPZI3-iYt3tBZ8Rwjf4BExwYJY-Yy9Hoa2t_ozzfsbtrZTW51BeE8sChc4KsNOQ4EBYwKW9hE7MZi06TopA==\)](#)

Collaboration Presentation

Dec
10

Due: Monday, Dec 10 at 5:30 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 7 min. Use the spreadsheet below to sign up for a day and time for your group.

[Presentation Sign Up \(https://docs.google.com/spreadsheets/d/1FJuoSYqV4h6y_rDzpfwt813JcBEIZIM35UFz5KD8yKo/edit?usp=sharing\)](https://docs.google.com/spreadsheets/d/1FJuoSYqV4h6y_rDzpfwt813JcBEIZIM35UFz5KD8yKo/edit?usp=sharing)

See Others Presentation Rubric

	3 Points	2 Points	1 Point
Needs	Students clearly identify specific needs and provide examples of how these needs influence stakeholder behavior.	Students identify needs but these needs lack detail or examples to clarify their effects on behavior.	Students provide minimal explanation of the needs of their selected stakeholder.
Objectives	Students clearly identify specific objectives and provide examples of how these needs influence stakeholder behavior.	Students identify objectives but these objectives lack detail or examples to clarify their effects on behavior.	Students provide minimal explanation of the objectives of their selected stakeholder.
Challenges	Students clearly identify specific challenges and provide examples of how these needs influence stakeholder behavior.	Students identify challenges but these challenges lack detail or examples to clarify their effects on behavior.	Students provide minimal explanation of the challenges of their selected stakeholder.
Strategies	Students clearly identify specific strategies that can be used by teachers to better "see others." These strategies are explained and a model is provided.	Students identify strategies but these strategies lack detail and/or models.	Students put minimal effort into identifying and explaining strategies to "see others".
Professionalism	Students know their content well, speak clearly, address their audience, and provide opportunities to interact during the presentation.	Students meet all but one of the conditions for full points on professionalism.	Students fail to meet more than one of the expectations for professionalism.

12

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.

Complete James Anderson IEP.pdf [Download \(plugins/Upload/fileDownload.php?fileId=921c693f-wJMG-dTrX-TuWH-JY88af349c9e&pubhash=rOMz5adpai5e8Ffi_qXKcNHPvzy3UDgk-jbL66DWzGkRDP5UYbfE-Sp-hcly8QfqW7Hwc7iWOLwH6YiA7kC0Og==\)](#)

Isabel - ID.docx [Download \(plugins/Upload/fileDownload.php?fileId=1d201de5-D3Fe-ji2H-jNdc-Zmf051cb467e&pubhash=gV944YUGwDBMkD6jKu_3cEHJ4s8i-nrgmdii076eABLxt8uhoEtWeTtHJWe_5k6TKboMhbZ3KEW1Ud5Aix-wuQ==\)](#)

Complete Isabel Rojas IEP2013.pdf [Download \(plugins/Upload/fileDownload.php?fileId=a89483fb-DFTw-oDds-eNIK-WE27ab3114f7&pubhash=7W6--eJDLNkBUUVQUjPueOJRf2DKhVSH1vEEBst0vrm6ePjtp0ltcxs_Jk2KuWROZgV961-Ur3D4jGTPOyuoQ==\)](#)

Class Participation

Dec**12**

Due: Wednesday, Dec 12 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

Personal Mindset Change Paper

Dec**12**

Due: Wednesday, Dec 12 at 11:59 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

Final Exam

Dec**20**

Due: Thursday, Dec 20 at 11:59 pm

Final Exam

Point Breakdown

Exams	31.53%
Quizzes	14.41%
Problem Solving Assignments	27.03%
Mindset Assignments	18.02%
Participation	9.01%
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> (<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> (<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

Week 1		
W Sep 05 Wednesday	Introduction to course	Problem Solving Quiz Opens Prayer & Spiritual Thought Sign-up
Week 2		
M Sep 10 Monday	<p>Problem solving - Process</p> <ul style="list-style-type: none"> • Identify and describe the seven components of the problem solving model • Discriminate between implementation planning, treatment integrity, and summative evaluation • Practice identifying problems with precision 	<p>Read: TIPS Policy Brief.pdf Download</p> <p>TIPS Procedures Quiz Opens Problem Solving Quiz Closes</p>
W Sep 12 Wednesday	<p>Team-Initiated Problem Solving (TIPS)</p> <ul style="list-style-type: none"> • Principles of Effective Collaboration • Norms • Agendas • Roles 	<p>Read: Top 5 Tips for Teams</p> <p>Read: TIPS_II_Facilitator Guide - Role Descriptions.doc Download</p> <p>Watch: Essential Minute Taker Skills</p> <p>Watch: Drilling Down Into Problems</p> <p>TIPS Procedures Quiz Closes TIPS FC/DORA Quiz Opens</p>
Week 3		
M Sep 17 Monday	<p>TIPS-II Fidelity Checklist</p> <ul style="list-style-type: none"> • Evaluating team performance <p>Introduction to the Decision Observation, Recording, & Analysis (DORA) form</p> <ul style="list-style-type: none"> - 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? 	<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>Read: Algozzine Newton Horner Todd & Algozzine 2012.pdf Download</p> <p>TIPS FC/DORA Quiz Closes DORA training Quiz Opens</p>

W Sep 19 Wednesday	<p>Using the DORA form</p> <ul style="list-style-type: none"> practice using the DORA form to analyze team-based problem solving 	<p>Review: dora_ii_training_03152013.pdf Download</p> <p>*** Please bring two copies of the DORA form to class with you.</p> <p>DORA training Quiz Closes</p> <p>Sample PS meeting video</p> <p>We will watch this video in class.</p>
Week 4		
M Sep 24 Monday	<p>Problem Solving Unit Exam</p> <p>TIPS Practice I - This is an in-class assignment. We allocate approximately 30 min during class to work on this assignment.</p>	<p>Problem Solving Unit Exam</p> <p>TIPS Practice 1</p> <p>Read: Your Worst Nightmare.docx Download</p> <p>Inward Mindset Quiz Opens</p>
W Sep 26 Wednesday	<p>Mindset - Outward vs. Inward Mindset</p> <p>Identify a time when you had an inward mindset</p> <p>Identify a time when you thought someone else had an outward mindset</p>	<p>Read: The Outward Mindset Pt I</p> <p>Inward Mindset Quiz Closes</p> <p>Self-Deception Quiz Opens</p>
Week 5		
M Oct 01 Monday	<p>Mindset - Self-Deception</p> <p>Who is more likely to be taken advantage of, and why - the person with an inward mindset or the person with an outward mindset?</p> <p>If I have an Inward Mindset, what is false about this statement: "The only thing I want is for ____ (any person who has wronged me) to stop doing what he/she is doing?"</p>	<p>Read: Chapter 1-13 <i>Leadership and Self-Deception</i></p> <p>Watch: Jim Ferrell - Resolving the Heart of Conflict</p> <p>Self-Deception Quiz Closes</p> <p>Collusion Quiz Opens</p>
W Oct 03 Wednesday	<p>Mindset - Collusion</p>	<p>Read: The Outward Mindset Pt II</p> <p>Read: Chapters 14-16 <i>Leadership & Self-Deception</i></p> <p>Carry Boxes Quiz Opens</p> <p>Moral Sense Log</p> <p>Collusion Quiz Closes</p>

M Oct 08 Monday	<p>Mindset - Carry Boxes</p> <p>Why did Kate say, "We end up carrying these self-justifying images with us into new situations, and to the extent that we do, we enter new situations already in the box." p. 88</p> <p>Mindset - Outward vs Inward Mindset</p> <ul style="list-style-type: none"> "Outwardly Nice" Inward Mindset 	<p>Read: Chapters 17-24 <i>Leadership & Self-Deception</i></p> <p>Collusion Cycle</p> <p>Carry Boxes Quiz Closes</p> <p>Influence Pyramid Quiz Opens</p>
W Oct 10 Wednesday	Mindset - Influence Pyramid	<p>Read: <u>Anatomy of Peace</u> Chapters 2, 22-24</p> <p>Influence Pyramid Quiz Closes</p> <p>Carry Boxes Assignment</p> <p>SAM Quiz Opens</p>
Week 7		
M Oct 15 Monday	Mindset - S.A.M. (How do I make it better?)	<p>Read: The Outward Mindset Pt III</p> <p>Influence pyramid</p> <p>SAM Quiz Closes</p>
W Oct 17 Wednesday	<p>Mindset Debrief</p> <p>Personal Mindset Change Proposal</p> <p>Mindset Presentations</p>	<p>Read: The Outward Mindset Pt IV</p> <p>Midcourse Evaluation</p> <p>S.A.M.</p> <p>Personal Mindset Change Proposal</p>
Week 8		
M Oct 22 Monday	<p>Mindset Unit Exam</p> <p>TIPS II Activity</p>	<p>Mindset Unit Exam</p> <p>Brittany Huang Case Study.doc Download</p> <p>Brittany ABC.pdf Download</p> <p>Brittany Huang IEP.doc Download</p> <p>TIPS Practice 2</p> <p>Collaborating w/ Families 1 Opens</p>
W Oct 24 Wednesday	<p>Collaboration with Families</p> <p>- See Others</p> <p>- Diversity</p>	<p>Complete IRIS Module - Collaborating with Families</p> <p>Watch: Recommendations for Families</p> <p>Collaborating w/ Families 1 Closes</p> <p>DORA 1</p> <p>Funds of Knowledge Opens</p>
Week 9		

M Oct 29 Monday	Communicating with Families - IEP Meetings	Funds of Knowledge Closes Read: Funds of Knowledge pp. 29-44, 119-130 - (Chapters 2 & 6) Read: Friend & Cook 2017 Ch 3.pdf Download Quiz #15 Opens
W Oct 31 Wednesday	HALLOWEEN BREAKFAST!	
Week 10		
M Nov 05 Monday	Co-teaching <ul style="list-style-type: none"> • Current Research - is co-teaching effective? • Models - what co-teaching models are commonly used? • Inclusion vs co-teaching (compare/contrast) 	Read: Solis, M., Vaughn, S., Swanson, E. and Mcculley, L. (2012), Collaborative models of instruction: The empirical foundations of inclusion and co-teaching. <i>Psychol. Schs.</i> , 49: 498–510. doi:10.1002/pits.21606 Fuchs & Fuchs (1994). Inclusive Schools Movement and the Radicalization of Special Education Reform. <i>Exceptional Children</i>, 60(4), 294-309 https://doi.org/10.1177/001440299406000402 Read: Contextual Fit ASPE Brief Review: Co-Teaching: A Model for Classroom Management Quiz #15 Closes Quiz #16 Opens
W Nov 07 Wednesday	GUEST LECTURE IEP Zen Dr. Ben Springer Wasatch Special Education Director	Quiz #16 Closes Uniting Academic/Behavioral Interventions Quiz Opens
Week 11		
M Nov 12 Monday	GUEST LECTURE Collaborating Effectively with School Principals (Q&A) Dr. David Boren Educational Leadership and Foundations McKay School of Education	Read: Buffum, Mattos, Weber, Uniting Ch 6.pdf Download IEP Zen Opens Uniting Academic/Behavioral Interventions Quiz Closes

W Nov 14 Wednesday	<p>GUEST LECTURE</p> <p>Collaborating with General Educators</p> <p>Katelyn Finch</p> <p>Cherry Creek Elementary School</p> <p>Nebo School District</p>	<p>Read: IEP.ZEN.BYU.pdf Download</p> <p>Advocacy Quiz Opens</p> <p>IEP Zen Closes</p> <p>DORA 2</p>
Week 12		
M Nov 19 Monday	No Class - Thanksgiving!	
W Nov 21 Wednesday	No Classes	
Week 13		
M Nov 26 Monday	<p>Advocacy</p> <p>Evidence-based Professional Development</p> <p>Collaboration with other Service Providers</p>	<p>Advocacy Quiz Closes</p> <p>Come prepared to discuss the role of special educators in a PLC</p> <p>Read: A Nation at Risk</p> <p>Read: Utah Teacher Turnover</p> <p>Read: UEA 2018 Legislative Summary</p> <p>Paraeducator Responsibilities Opens</p>
W Nov 28 Wednesday	<p>Paraeducators</p> <p>- See Others</p> <p>- Defining roles & responsibilities</p>	<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>Paraeducator Responsibilities Closes</p> <p>Paraeducator Teaming & Training Opens</p>
Week 14		
M Dec 03 Monday	<p>Paraeducators II</p> <p>- training paraeducators, peer tutors, & parent volunteers</p>	<p>Read: Guskey2002 Professional Development and Teacher Change.pdf Download</p> <p>Read: Ashbaker2012.pdf Download</p> <p>Paraeducator Teaming & Training Closes</p> <p>DORA 3</p>
W Dec 05 Wednesday	Paraeducators III	Bring your roles and responsibilities document to class
Week 15		
M Dec 10 Monday	Class Presentations	Collaboration Presentation

W Dec 12 Wednesday	TIPS III Final Exam Review Course Debrief	Final Exam Opens TIPS Practice 3 Class Participation Personal Mindset Change Paper
Week 16		
T Dec 18 Tuesday	Final Exam: 341 MCKB 7:00am - 10:00am	
Th Dec 20 Thursday		Final Exam Closes