

Instructor/TA Info

Instructor Information

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Course Information

Description



CPSE 460 - Collaborating with School and Family

331 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. Note that all collaboration should be purposeful, specifically it should improve services and ultimately outcomes for exceptional students. Relationship building is a necessary skill but it is not the end. 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

Materials

Item	Price (new)	Price (used)
 <p><u>Outward Mindset - Required</u> by Arbinger Inst</p>	16.95	12.75
 <p><u>Leadership and Self-Deception 3e - Required</u> by Arbinger Institute</p>	17.95	13.50

Learning Outcomes

Collaboration

1. Define and address issues related to collaboration and other models of working together.

Collaboration with parents and professionals

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

Grading Scale

Grades	Percent
A	93%
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
- Showing up on time for class

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.

Assignments

Assignment Descriptions

Jan
09

Due: Wednesday, Jan 09 at 4:15 pm

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

TIPS Procedures Quiz**Jan**
14

Due: Monday, Jan 14 at 4:15 pm

Answer these two questions honestly

TIPS FC Quiz**Jan**
16

Due: Wednesday, Jan 16 at 4:15 pm

Answer these questions honestly

DORA training Quiz**Jan**
23

Due: Wednesday, Jan 23 at 4:15 pm

Answer these questions honestly

TIPS Practice 1**Jan**
28

Due: Monday, Jan 28 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 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 \(plugins/Upload/fileDownload.php?fileId=d4d01df2-DTDm-wWha-5cpp-gUf106815e6c&pubhash=xWPQWeLxJth0M5eTUTASsvhzolE6f5schDJ1RGZ0fcojKu0gzGeQ0wfWlCq7JTBI6v0CfTwZS2Asm4ZJdS4GhQ==\)](https://learningsuite.byu.edu/view/bikl-T9ewKns.html#instructorInformation)

Precision statement - 5 points

Implementation plan - 5 points

Data Use - 5 points

Roles & Procedures - 5 points

Clarity & Writing - 5 points

Problem Solving Unit Exam**Feb**
04

Due: Monday, Feb 04 at 4:15 pm

Inward Mindset Quiz

Feb
06

Due: Wednesday, Feb 06 at 4:15 pm

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

Self-Deception Quiz

Feb
06

Due: Wednesday, Feb 06 at 4:15 pm

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

Collusion Quiz

Feb
11

Due: Monday, Feb 11 at 4:15 pm

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

Personal Mindset Change Proposal

Feb
11

Due: Monday, Feb 11 at 4:15 pm

Identify someone in your life toward whom you have an inward mindset.

Write a proposal for the Personal Mindset Change Paper that will be due toward the end of the semester.

Your proposal can be a bulleted outline (at least two pages) that explains why you think you have an inward mindset toward this person, specifies why this is a problem, and proposes a solution. You need to include enough detail that the proposal can be evaluated.

Moral Sense Log

Feb
11

Due: Monday, Feb 11 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.

Collusion Cycle

Feb

See the attached form

Collusion Cycle.2018.docx [Download \(plugins/Upload/fileDownload.php?fileId=4b84b87d-Wwcv-wC13-4Blo-gGece0752ef2&](#)

[pubhash=MS1sixUzx_Vi89HBwo5uHt8oU2sFsJVwCDsb0vuEQwOcvfsHEpnPxHpr_RE_hxWaVwPMrRMBFgbkE6CPJgk26A=](#)

Carry Boxes Quiz

Feb
13

Due: Wednesday, Feb 13 at 4:15 pm

Answer these questions honestly.

Carry Boxes Assignment

Feb
19

Due: Tuesday, Feb 19 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=](#)

Mindset DBL Assignment

Feb
19

Due: Tuesday, Feb 19 at 11:59 pm

Go to dbl.byu.edu

Login and search for CPSE 460 Mindset Diagnostic Model

Check Code: 1234

Complete Assignment #1

Midcourse Evaluation

Feb
20

Due: Wednesday, Feb 20 at 11:59 pm

Influence Pyramid Quiz

Feb
25

Due: Monday, Feb 25 at 4:15 pm

Answer these questions honestly

SAM Quiz

Feb
27

Due: Wednesday, Feb 27 at 4:15 pm

Answer these questions honestly

Influence pyramid

Feb

See attached form.

Influence Pyramid Grading Rubric 460.docx [Download \(plugins/Upload/fileDownload.php?fileId=2356b5e5-PWSP-oY9h-4CQ4-EG3736218813&pubhash=Td-gkwc1IQUzOAJdEeoB0ZT6G1A0P6L8Zlq2muYPIgPuNi7qJT98p3o_qPsifM7pmjq3n3Dqo3hhw8sG6R-DNQ==\)](#)
[Download \(plugins/Upload/fileDownload.php?fileId=99f9bae9-0T5x-WIUi-hiAw-Q7c6f4af92a1&pubhash=NkWaxpy0N08C3wJn9pOhi53AZZ-0tpSXDg0zBNvkNUeNoNH1KkBsm68tThfOBmvsEBIptBTAoG3rTu6b2PfsMg==\)](#)

DORA 1

Mar
04

Due: Monday, Mar 04 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 \(https://docs.google.com/spreadsheets/d/1iZOnIS69V576tU7UxF_V8I0OG6i_MDxg1LKycAphvS8/edit?usp=sharing\)](https://docs.google.com/spreadsheets/d/1iZOnIS69V576tU7UxF_V8I0OG6i_MDxg1LKycAphvS8/edit?usp=sharing) or the [TAT schedule. \(https://docs.google.com/spreadsheets/d/187hLeZXrjCr6KCJWRK68YYkuFHwIB3zlJybOqG-Uzol/edit?usp=sharing\)](https://docs.google.com/spreadsheets/d/187hLeZXrjCr6KCJWRK68YYkuFHwIB3zlJybOqG-Uzol/edit?usp=sharing)

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 \(plugins/Upload/fileDownload.php?fileId=a6ce374b-dAcY-5LG5-P4To-nEb49df0fe&pubhash=WAiPZI3-iYt3tBZ8Rwjf4BExwYJY-Yy9Hoa2t_ozzfsbtrZTW51BeE8sChc4KsNOQ4EBYwKW9hE7MZi06TopA==\)](#)

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.

TIPS Practice 2

Mar
04

Due: Monday, Mar 04 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.

Mindset Unit Exam

Mar
04

Due: Monday, Mar 04 at 11:59 pm

This exam is closed book and closed note. It is worth 32 points. It consists of multiple choice, true/false, short answer, and essay questions.

Mar
06

Due: Wednesday, Mar 06 at 4:15 pm

Answer these questions honestly

Funds of Knowledge**Mar**
11

Due: Monday, Mar 11 at 4:15 pm

Answer these questions honestly

Personal Mindset Change Paper**Mar**
11

Due: Monday, Mar 11 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

Co-teaching Quiz**Mar**
13

Due: Wednesday, Mar 13 at 4:15 pm

Answer these questions honestly

Quiz #16**Mar**
18

Due: Monday, Mar 18 at 4:15 pm

Answer these questions honestly

IEP Zen**Mar**
18

Due: Monday, Mar 18 at 4:15 pm

Answer these questions honestly

DORA 2**Mar**
20

Due: Wednesday, Mar 20 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&](#)

[niIbhash=071IThAnz2.lilId848T.I2krzarYvc.VdIII7RnilBuiKPKP5C.vu5IVKooHn-](#)

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

Teachers' Perceptions of Response to Intervention (RTI) & Implementation

Mar
20

Due: Wednesday, Mar 20 at 4:15 pm

Answer these questions honestly

Advocacy Quiz

Mar
27

Due: Wednesday, Mar 27 at 4:15 pm

Answer these questions honestly

Paraeducator Responsibilities

Apr
01

Due: Monday, Apr 01 at 4:15 pm

Answer these questions honestly

DORA 3

Apr
03

Due: Wednesday, Apr 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 \(plugins/Upload/fileDownload.php?fileId=2762af14-hDjR-jaZ7-nl6D-kTc6de107190&pubhash=07UTbAnz2JiUd848TJ2krzarYycVdlL7BniLbuKPKP5Cvu5IVKooHn-BmUy0eLHpKYhkQssBqCsqFbsRIWI9gA==\)](#)

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.

[Yy9Hoa2t_ozzfsbtrZTW51BeE8sChc4KsNOQ4EBYwKW9hE7MZi06TopA==\)](#)

Paraeducator Teaming & Training

Apr
03

Due: Wednesday, Apr 03 at 4:15 pm

Answer these questions honestly

Para Rules and Responsibilities

Apr
10

Due: Wednesday, Apr 10 at 4:15 pm

1. Submit a role description for paraprofessional, other staff, peer tutor, parents or other volunteers.
2. . Develop lesson plan that includes: Objectives, Training Steps, Training Schedule, Monitoring System, Training Data, Performance Report, Feedback Summary, and Hypothetical Names.

Intelligent Lives

Apr
12

Due: Friday, Apr 12 at 11:59 pm

Students who choose to attend the free screening of Intelligent Lives hosted by the BYU SCEC will be eligible for extra credit at 7PM Intelligent Lives. If you cannot attend this screening and would like to receive the points you can attend any of the events below.

- Cluff Lecture
- Mentored Research Conference (must present)
- Dinner with a principal

Please describe the event you attended. Include a description of how attending the event expanded your understanding of the learning outcomes of this course.

Standard formatting. No longer than 1-page.

Collaboration Presentation

Apr
15

Due: Monday, Apr 15 at 11:59 pm

You and a partner will select one of the following stakeholders:

1. Parents
2. Administrators
3. Teachers
4. Paraeducators

Sign up for your selected group [here \(https://docs.google.com/spreadsheets/d/1FJuoSYqV4h6y_rDzpfw813JcBEIZIM35UFz5KD8yKo/edit?usp=sharing\)](https://docs.google.com/spreadsheets/d/1FJuoSYqV4h6y_rDzpfw813JcBEIZIM35UFz5KD8yKo/edit?usp=sharing)

Your presentation should include information about the needs, objectives, and challenges of this group and provide 3-5 strategies for problem solving, communicating, and supporting this stakeholder and related students through collaboration.

Presentations should last no longer than 10-15 min.

Class Participation

17

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

High Leverage Practices Paper

**Apr
17**

Due: Wednesday, Apr 17 at 11:59 pm

You will select one of the high-leverage practices under collaboration and write a 5-page research paper on the topic. This will include a description of the practice and summaries of no less than 5 research articles on the practice. The final section should include a detailed description of how the practices you have identified can be implemented in your classroom. Click the link below for more information.

[High Leverage Practices \(https://highleveragepractices.org/collaboration/\)](https://highleveragepractices.org/collaboration/)

Final Exam

**Apr
24**

Due: Wednesday, Apr 24 at 11:59 pm

Final Exam

Point Breakdown

Categories	Percent of Grade
Exams	35.98%
Quizzes	14.85%
Problem Solving Assignments	13.6%
Mindset Assignments	13.6%
Collaborate with Stakeholders	11.51%
Participation	10.46%
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

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

Date	Column 1	Column 2
Week 1		
M Jan 07 Monday	Introduction to course	Problem Solving Quiz Opens TIPS Procedures Quiz Opens DORA training Quiz Opens TIPS FC Quiz Opens <u>Prayer & Spiritual Thought Sign-up</u>

W Jan 09 Wednesday	<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: Rosenfield, S., Newell, M., Zwolski Jr., S., & Benishek, L. E. (2018). Evaluating problem-solving teams in K-12 schools: Do they work? <i>American Psychologist</i>, 73(4), 407-419. doi: 10.1037/amp0000254</p> <p>Read: TIPS Policy Brief.pdf Download</p> <p>Problem Solving Quiz Closes</p>
Week 2		
M Jan 14 Monday	<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</p>
W Jan 16 Wednesday	<p>TIPS-II Fidelity Checklist</p> <ul style="list-style-type: none"> Evaluating team performance 	<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>TIPS FC Quiz Closes</p>
Week 3		
M Jan 21 Monday	<p>Martin Luther King Jr Day</p>	
W Jan 23 Wednesday	<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: Algozzine Newton Horner Todd & Algozzine 2012.pdf Download</p> <p>DORA Observation Form.pdf Download</p> <p>Sample PS meeting video</p> <p>DORA training Quiz Closes</p>

M Jan 28 Monday	<p>Using the DORA form</p> <ul style="list-style-type: none"> practice using the DORA form to analyze team-based problem solving <p>TIPS Practice I - This is an in-class assignment. We allocate approximately 30 min during class to work on this assignment.</p>	<p>Review: dora_ii_training_03152013.pdf Download</p> <p>*** Please bring two copies of the DORA form to class with you.</p> <p>Read: Your Worst Nightmare.docx Download</p> <p>Read: Feedback Friend & Cook 2017 Ch 3.pdf Download</p> <p>TIPS Practice 1 Problem Solving Unit Exam Opens</p>
W Jan 30 Wednesday	<p>NO CLASS</p> <p>Take the Problem Solving Unit Exam</p>	<p>Inward Mindset Quiz Opens</p>
Week 5		
M Feb 04 Monday	<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>Problem Solving Unit Exam Closes</p> <p>Self-Deception Quiz Opens</p>
W Feb 06 Wednesday	<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 Leadership and Self-Deception</p> <p>Inward Mindset Quiz Closes</p> <p>Watch: Jim Ferrell - Resolving the Heart of Conflict</p> <p>Self-Deception Quiz Closes</p> <p>Collusion Quiz Opens</p>
Week 6		
M Feb 11 Monday	<p>Mindset - Collusion</p>	<p>Read: The Outward Mindset Pt II</p> <p>Read: Chapters 14-16 Leadership & Self-Deception</p> <p>Moral Sense Log</p> <p>Carry Boxes Quiz Opens</p>

W Feb 13 Wednesday	<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>
Week 7		
M Feb 18 Monday	Presidents Day	
T Feb 19 Tuesday	<p>Monday Instruction</p> <p>Mindset DBL Model</p>	<p>Read: The Outward Mindset Pt III</p> <p>Carry Boxes Assignment</p> <p>Mindset DBL Assignment</p> <p>Influence Pyramid Quiz Opens</p>
W Feb 20 Wednesday	<p>NO CLASS - APBS</p> <p>Work on your mindset paper</p>	Midcourse Evaluation
Week 8		
M Feb 25 Monday	Mindset - Influence Pyramid	<p>Read: <u>Anatomy of Peace</u> Chapters 2, 22-24</p> <p>Influence Pyramid Quiz Closes</p> <p>SAM Quiz Opens</p>
W Feb 27 Wednesday	<p>Mindset - S.A.M. and Multiplying Mindset</p> <ul style="list-style-type: none"> • What does it mean to "lead with mindset" and how is this related to the most important move? • How does the concept of an Outward Mindset scale from an individual to organizational level? Is this related to shrinking distinctions? • What can I do to "See Others" at school? 	<p>Read: The Outward Mindset Pt IV</p> <p>Influence pyramid</p> <p>SAM Quiz Closes</p>

M Mar 04 Monday	Mindset Unit Exam TIPS II Activity	<p>Mindset Unit Exam DORA 1 TIPS Practice 2</p> <p>Brittany Huang Case Study.doc Download Brittany ABC.pdf Download Brittany Huang IEP.doc Download</p> <p>Collaborating w/ Families 1 Opens</p>
W Mar 06 Wednesday	<p>Collaboration with Families</p> <ul style="list-style-type: none"> - See Others - Diversity 	<p>Complete IRIS Module - Collaborating with Families</p> <p>Watch: Recommendations for Families</p> <p>Read: Funds of Knowledge pp. 29-44, 119-130 - (Chapters 2 & 6)</p> <p>Collaborating w/ Families 1 Closes Funds of Knowledge Opens</p>
Week 10		
M Mar 11 Monday	<p>Communicating with Families</p> <ul style="list-style-type: none"> - What are funds of knowledge? How does this influence our ability to "See Families"? - What are the interpersonal skills that we can develop to improve our capacity to build relationships with parents and students? 	<p>Personal Mindset Change Paper</p> <p>Parent-Family Engagement Checklist.pdf Download</p> <p>Funds of Knowledge Closes Co-teaching Quiz Opens</p>
W Mar 13 Wednesday	<p>Co-teaching</p> <ul style="list-style-type: none"> • Current Research - is co-teaching effective? (Solis) • Models - what co-teaching models are commonly used? (Website) • Regular Education Initiative vs Inclusion (Fuchs) 	<p>Review: Co-Teaching: A Model for Classroom Management</p> <p>HLP 1 - Collaborate with Teachers</p> <p>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</p> <p>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</p> <p>Quiz #16 Opens IEP Zen Opens Co-teaching Quiz Closes</p>
Week 11		

M Mar 18 Monday	<p>GUEST LECTURE</p> <p>IEP Zen Dr. Ben Springer Wasatch Special Education Director IEP Zen</p> <p>What are the roles and responsibilities of IEP team members?</p> <p>How can the special educator create a narrative to engage all members of the team?</p>	<p>Read: IEP.ZEN.BYU.pdf Download</p> <p>IEP Zen Closes Quiz #16 Closes Teachers' Perceptions of Response to Intervention (RTI) & Implementation Opens</p>
W Mar 20 Wednesday	<p>GUEST LECTURE</p> <p>Collaborating Effectively with School Principals (Q&A)</p> <p>Kim Jones</p> <p>Educational Leadership and Foundations</p> <p>McKay School of Education</p> <p>Systems of Support</p> <ol style="list-style-type: none"> 1. What is a culture of collaboration? 2. What can we learn about having time to collaborate? 3. What is important about vision when implementing RTI? 	<p>Read: Jones (2017). The Relationship Between Teachers' Perceptions of Response to Intervention (RTI) Implementation Factors and Self-Reported RTI Implementation Efforts</p> <p>p. 21-30, 41-47 ONLY</p> <p><u>Collaboration of General and Special Education Teachers: Perspectives and Strategies</u></p> <p>Teachers' Perceptions of Response to Intervention (RTI) & Implementation Closes DORA 2</p>
Week 12		
M Mar 25 Monday	<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>Advocacy Quiz Opens</p>

W Mar 27 Wednesday	Evidence-based Professional Development Collaboration with other Service Providers	Advocacy Quiz Closes Come prepared to discuss the role of special educators in a PLC Read: A Nation at Risk Read: Utah Teacher Turnover Read: UEA 2019 Legislative Summary Paraeducator Responsibilities Opens
Week 13		
M Apr 01 Monday	Paraeducators - See Others - Defining roles & responsibilities	Read: Utah Paraeducator Handbook p. 15-32, 45-54 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 Paraeducator Responsibilities Closes Paraeducator Teaming & Training Opens
W Apr 03 Wednesday	Paraeducators II - training paraeducators, peer tutors, & parent volunteers	Read: Guskey2002 Professional Development and Teacher Change.pdf Download Read: Ashbaker2012.pdf Download Paraeducator Teaming & Training Closes DORA 3
Week 14		
M Apr 08 Monday	Paraeducators III	Read: Contextual Fit ASPE Brief Bring your roles and responsibilities and training lesson plan to class
W Apr 10 Wednesday	GUEST LECTURE Advocacy Nate Marsden Utah CEC	Para Rules and Responsibilities
F Apr 12 Friday		Intelligent Lives
Week 15		
M Apr 15 Monday	Class Presentations	Collaboration Presentation
W Apr 17 Wednesday	Class Presentations Final Exam Review Course Debrief	High Leverage Practices Paper Class Participation Final Exam Opens
Th Apr 18 Thursday	Winter Exam Preparation (04/18/2019 - 04/18/2019)	

F Apr 19 Friday	First Day of Winter Final Exams (04/19/2019 - 04/24/2019)	
Sa Apr 20 Saturday	Final Exam: 331 MCKB 7:00am - 10:00am	
Week 16		
W Apr 24 Wednesday		Final Exam Closes