

Instructor/TA Info

Instructor Information

Name: Kaitlyn Osborne

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Course Information

Description

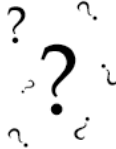
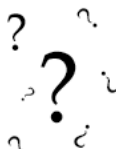
CPSE 460 - Collaborating with School and Family

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)
 <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

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 addressing difficult interactions.

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

Problem Solving Quiz

Sep 09 Due: Monday, Sep 09 at 4:00 pm

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

TIPS Procedures Quiz

Sep 11 Due: Wednesday, Sep 11 at 4:00 pm

Answer these two questions honestly

TIPS FC Quiz

Sep 16 Due: Monday, Sep 16 at 4:00 pm

Answer these questions honestly

DORA training Quiz

Sep 23 Due: Monday, Sep 23 at 4:15 pm

Answer these questions honestly

TIPS Practice 1

Sep
23

Due: Monday, Sep 23 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://www.dropbox.com/s/gUf106815e6c&pubhash=xWPQWeLxJth0M5eTUTASsvhzolE6f5schDJ1RGZ0fcojKu0gzGeQ0wfWlcq7JTBI6v0CftwZS2Asm4ZJdS4GhQ==)

Precision statement - 5 points
Implementation plan - 5 points
Data Use - 5 points
Roles & Procedures - 5 points
Clarity & Writing - 5 points

Problem Solving Unit Exam

Sep
25

Due: Wednesday, Sep 25 at 11:59 pm

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.

Inward Mindset Quiz

Sep
30

Due: Monday, Sep 30 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

Oct
02

Due: Wednesday, Oct 02 at 4:15 pm

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

Moral Sense Log

Oct
07

Due: Monday, Oct 07 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 Quiz

Oct
07

Due: Monday, Oct 07 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

Oct
07

Due: Monday, Oct 07 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.

Collusion Cycle

Oct
09

Due: Wednesday, Oct 09 at 4:15 pm

See the attached form

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

Carry Boxes Quiz

Oct
09

Due: Wednesday, Oct 09 at 4:15 pm

Answer these questions honestly.

Carry Boxes Assignment

Oct
14

Due: Monday, Oct 14 at 4:15 pm

See attached forms

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

Influence Pyramid Quiz

Oct
16

Due: Wednesday, Oct 16 at 4:15 pm

Answer these questions honestly

Midcourse Evaluation

Oct
16

Due: Wednesday, Oct 16 at 11:59 pm

Mindset DBL Assignment

Oct
16

Due: Wednesday, Oct 16 at 11:59 pm

Go to dbl.byu.edu

Login and search for CPSE 460 Mindset Diagnostic Model

Check Code: 1234

Complete Assignment #1

SAM Quiz

Oct
21

Due: Monday, Oct 21 at 4:15 pm

Answer these questions honestly

Influence pyramid

Oct
21

Due: Monday, Oct 21 at 4:15 pm

See attached form.

Influence Pyramid Grading Rubric 460.docx [Download \(plugins/Upload/fileDownload.php?fileId=2356b5e5-PWSP-oY9h-4CQ4-EG3736218813&pubhash=Td-gkwc1QUzOAJdEeoB0ZT6G1A0P6L8Zlq2muYPIgPuNi7qJT98p3o_qPsifM7pmjq3n3Dqo3hhw8sG6R-DNQ==\)](#)
[Download \(plugins/Upload/fileDownload.php?fileId=99f9bae9-0T5x-WIUi-hiAw-Q7c6f4af92a1&pubhash=NkWaxpy0N08C3wJn9pOhi53AZZ-0tpSXDg0zBNvkNUeNoNH1KkBsm68tThfOBmvsEBIptBTAoG3rTu6b2PfsMg==\)](#)

Mindset Unit Exam

Oct
23

Due: Wednesday, Oct 23 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.

DORA 1

Oct
28

Due: Monday, Oct 28 at 4:15 pm

1. Observe a problem solving meeting

If you plan to observe a meeting in Provo School District (PSD), please coordinate your schedule with other students using this [schedule \(https://docs.google.com/spreadsheets/d/1iZOnlS69V576tU7UxF_V8I0OG6i_MDxg1LKycAphvS8/edit?usp=sharing\)](https://docs.google.com/spreadsheets/d/1iZOnlS69V576tU7UxF_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 \(plugins/Upload/fileDownload.php?fileId=a6ce374b-dAcY-5LG5-P4To-nEb49df0f0fe&pubhash=WAiPZI3-iYt3tBZ8Rwjf4BExwYJY-Yy9Hoa2t_ozzfsfbrZTW51BeE8sChc4KsNOQ4EBYwKW9hE7MZi06TopA==\)](#)

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

Oct
28

Due: Monday, Oct 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.

Collaborating w/ Families 1

Oct
30

Due: Wednesday, Oct 30 at 4:15 pm

Answer these questions honestly

Funds of Knowledge

Nov
04

Due: Monday, Nov 04 at 4:15 pm

Answer these questions honestly

Personal Mindset Change Paper

Nov
04

Due: Monday, Nov 04 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

Nov
06

Due: Wednesday, Nov 06 at 4:15 pm

Answer these questions honestly

IEP Zen

Nov
11

Due: Monday, Nov 11 at 4:15 pm

Answer these questions honestly

DORA 2

Nov
13

Due: Wednesday, Nov 13 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 \(plugins/Upload/fileDownload.php?fileId=2762af14-hDjR-jaZ7-nl6D-kTc6de107190&pubhash=07UTbAnz2JiUd848TJ2krzarYycVdIL7BniLBuKPKP5Cvu5IVKooHn-BmUy0eLHpKYhkQssBqCsqFbsRIWI9gA==\)](#)

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.

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[Provo Confidentiality Agreement.pdf](#) [Download \(plugins/Upload/fileDownload.php?fileId=a6ce374b-dAcY-5LG5-P4To-nEb49df0f0fe&pubhash=WAiPZI3-iYt3tBZ8Rwjf4BExwYJY-Yy9Hoa2t_ozzsfbtrZTW51BeE8sChc4KsNOQ4EBYwKW9hE7MZi06TopA==\)](#)

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

Nov
13

Due: Wednesday, Nov 13 at 4:15 pm

Answer these questions honestly

Paraeducator Teaming & Training

Nov
25

Due: Monday, Nov 25 at 4:15 pm

Answer these questions honestly

Paraeducator Responsibilities

Dec
02

Due: Monday, Dec 02 at 4:15 pm

Answer these questions honestly

DORA 3

Dec
04

Due: Wednesday, Dec 04 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.

Provo Confidentiality Agreement.pdf [Download \(plugins/Upload/fileDownload.php?fileId=a6ce374b-dAcY-5LG5-P4To-nEb49df0f0fe&pubhash=WAiPZI3-iYt3tBZ8Rwjf4BExwYJY-](#)

[Yy9Hoa2t_ozzfsbtrZTW51BeE8sChc4KsNOQ4EBYwKW9hE7MZi06TopA==\)](#)

Para Rules and Responsibilities

Dec
09

Due: Monday, Dec 09 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.

Advocacy Quiz

Dec
09

Due: Monday, Dec 09 at 4:15 pm

Answer these questions honestly

Class Participation

Dec
11

Due: Wednesday, Dec 11 at 11:59 pm

Examples of active participation:

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

Non-examples:

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

Formative feedback on your daily quizzes

Final Exam

Dec
11

Due: Wednesday, Dec 11 at 11:59 pm

Final Exam

High Leverage Practices Paper

Dec
11

Due: Wednesday, Dec 11 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/).

Collaboration Presentation

Dec
11

Due: Wednesday, Dec 11 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_rDzpftw813JcBEIZIM35UFz5KD8yKo/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.

Point Breakdown

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

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

Date	Column 1	Column 2
Week 1		
W Sep 04 Wednesday	Introduction to course	Problem Solving Quiz Opens Prayer & Spiritual Thought Sign-up
Week 2		
M Sep 09 Monday	Problem solving - Process <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 	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 Read: TIPS Policy Brief.pdf Download TIPS Procedures Quiz Opens Problem Solving Quiz Closes
W Sep 11 Wednesday	Team-Initiated Problem Solving (TIPS) <ul style="list-style-type: none"> Principles of Effective Collaboration Norms Agendas Roles 	Read: Top 5 Tips for Teams Read: TIPS_II_Facilitator Guide - Role Descriptions.doc Download Watch: Essential Minute Taker Skills TIPS FC Quiz Opens TIPS Procedures Quiz Closes
Week 3		
M Sep 16 Monday	TIPS-II Fidelity Checklist <ul style="list-style-type: none"> Evaluating team performance 	Read: Todd et al (2012) A case study of team-initiated problem solving addressing student behavior in one elementary school.pdf Download Watch: TIPS-FC Instructional Video TIPS FC Quiz Closes
W Sep 18 Wednesday	Introduction to the Decision Observation, Recording, & Analysis (DORA) form <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? 	Read: Algozzine Newton Horner Todd & Algozzine 2012.pdf Download DORA Observation Form.pdf Download DORA training Quiz Opens Sample PS meeting video
Week 4		

M Sep 23 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>DORA training Quiz Closes</p> <p>Read: Your Worst Nightmare.docx Download</p> <p>TIPS Practice 1</p> <p>Read: Feedback Friend & Cook 2017 Ch 3.pdf Download</p> <p>Problem Solving Unit Exam Opens</p>
W Sep 25 Wednesday	<p>NO CLASS</p> <p>Take the Problem Solving Unit Exam</p>	<p>Problem Solving Unit Exam Closes</p> <p>Inward Mindset Quiz Opens</p>
Week 5		
M Sep 30 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>Watch: Jim Ferrell - Resolving the Heart of Conflict</p> <p>Inward Mindset Quiz Closes</p> <p>Self-Deception Quiz Opens</p>
W Oct 02 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 <i>Leadership and Self-Deception</i></p> <p>Collusion Quiz Opens</p> <p>Self-Deception Quiz Closes</p>
Week 6		
M Oct 07 Monday	<p>Mindset - Collusion</p> <p>Mindset - Outward vs Inward Mindset</p> <ul style="list-style-type: none"> "Outwardly Nice" Inward Mindset 	<p>Read: The Outward Mindset Pt II</p> <p>Carry Boxes Quiz Opens</p> <p>Moral Sense Log</p> <p>Collusion Quiz Closes</p> <p>Read: Chapters 14-16 <i>Leadership & Self-Deception</i></p> <p>Personal Mindset Change Proposal</p>
W Oct 09 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>Read: Chapters 17-24 <i>Leadership & Self-Deception</i></p> <p>Collusion Cycle</p> <p>Carry Boxes Quiz Closes</p>
Week 7		
M Oct 14 Monday	<p>Mindset DBL Model</p>	<p>Read: The Outward Mindset Pt III</p> <p>Carry Boxes Assignment</p> <p>Influence Pyramid Quiz Opens</p>
W Oct 16 Wednesday	<p>Mindset - Influence Pyramid</p>	<p>Read: Anatomy of Peace Chapters 2, 22-24</p> <p>Influence Pyramid Quiz Closes</p> <p>SAM Quiz Opens</p> <p>Midcourse Evaluation</p> <p>Mindset DBL Assignment</p>

Week 8		
M Oct 21 Monday	<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> <p>Mindset Unit Exam Opens</p>
W Oct 23 Wednesday	Mindset Unit Exam	Mindset Unit Exam Closes
Week 9		
M Oct 28 Monday	TIPS II Activity	<p>DORA 1</p> <p>TIPS Practice 2</p> <p>Brittany Huang Case Study.doc Download</p> <p>Brittany ABC.pdf Download</p> <p>Brittany Huang IEP.doc Download</p> <p>Collaborating w/ Families 1 Opens</p>
W Oct 30 Wednesday	<p>Collaboration with Families</p> <ul style="list-style-type: none"> - See Others - Diversity 	<p>Collaborating w/ Families 1 Closes</p> <p>Complete IRIS Module - Collaborating with Families</p> <p>Watch: Recommendations for Families</p> <p>Parent-Family Engagement Checklist.pdf Download</p> <p>Funds of Knowledge Opens</p>
Week 10		
M Nov 04 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>Read: Funds of Knowledge pp. 29-44, 119-130 - (Chapters 2 & 6)</p> <p>Funds of Knowledge Closes</p> <p>Co-teaching Quiz Opens</p>
W Nov 06 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>Co-teaching Quiz Closes</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. Psychol. Schs., 49: 498–510. doi:10.1002/pits.21606</p> <p>Fuchs & Fuchs (1994). Inclusive schools movement and the radicalization of special education reform. Exceptional Children, 60(4), 294-309 https://doi.org/10.1177/001440299406000402</p> <p>IEP Zen Opens</p>
Week 11		

M Nov 11 Monday	<p>GUEST LECTURE</p> <p>IEP Zen</p> <p>Dr. Ben Springer- confirmed</p> <p>Wasatch Special Education Director</p> <p>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</p> <p>Teachers' Perceptions of Response to Intervention (RTI) & Implementation Opens</p>
W Nov 13 Wednesday	<p>GUEST LECTURE</p> <p>Collaborating Effectively with School Principals and BCBAs</p> <p>Joe Dixon, BCBA- confirmed</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</u></p> <p><u>Teachers: Perspectives and Strategies</u></p> <p>DORA 2</p> <p>Teachers' Perceptions of Response to Intervention (RTI) & Implementation Closes</p>
Week 12		
M Nov 18 Monday	<p>GUEST LECTURE</p> <p>Collaborating with General Educators</p> <p>Katelyn Finch- confirmed</p> <p>Cherry Creek Elementary School</p> <p>Nebo School District</p>	
W Nov 20 Wednesday	Leading IEPs	
Week 13		
M Nov 25 Monday	<p>Collaboration with other Service Providers</p> <p>Evidence-based Professional Development</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 2019 Legislative Summary.</p> <p>Paraeducator Responsibilities Opens</p> <p>Paraeducator Teaming & Training</p>
W Nov 27 Wednesday	No Classes	
Week 14		
M Dec 02 Monday	<p>Paraeducators</p> <p>- See Others</p> <p>- Defining roles & responsibilities</p>	<p>Read: Utah Paraeducator Handbook p. 15-32, 45-54</p> <p>Paraeducator Responsibilities Closes</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>

W Dec 04 Wednesday	Paraeducators II - training paraeducators, peer tutors, & parent volunteers	Read: Guskey2002 Professional Development and Teacher Change.pdf Download Read: Ashbaker2012.pdf Download DORA 3
F Dec 06 Friday	Paraeducators III	Read: Contextual Fit ASPE Brief Advocacy Quiz Opens Bring your roles and responsibilities and training lesson plan to class
Week 15		
M Dec 09 Monday	GUEST LECTURE Advocacy Nate Marsden Utah CEC- confirmed	Advocacy Quiz Closes Para Rules and Responsibilities
W Dec 11 Wednesday	Class Presentations Class Presentations Final Exam Review Course Debrief	Collaboration Presentation Final Exam High Leverage Practices Paper Class Participation
Th Dec 12 Thursday	Exam Online	
Week 16		
W Dec 18 Wednesday	Final Exam Schedule: 341 MCKB 7:00pm - 10:00pm	