

Course Syllabus

COURSE NUMBER:

SPED 5880

ECED 5880

COURSE TITLE: Integrating Resources: Community, Schools, and Family

TERM:

Fall 2007

SITE: Campus

INSTRUCTOR CONTACT INFORMATION:

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800 Tavalon Avenue, Rock Hill MO, 63119

CREDIT HOURS: 3

1. Course Description: In this course students will examine current trends and concerns which characterize the changing American family and draw implications for education. They will examine family, community and school structures, patterns and relationships. Students will explore a variety of theories, concepts, principals and models utilized when implementing effective family, school and community partnerships in regard to children and families with both intact and special/diverse needs. They will identify and discuss the uses and applications of community and school resources in supporting families and their children. Students will learn and simulate techniques for interacting with parents and examine collaboration strategies for interdisciplinary team efforts.

2. Learning Outcomes:

Learner Outcomes for this course	
Program Outcomes	
SOE Goals, SOE Dispositions, MO-STEP and Professional Standards Addressed	
Demonstrates knowledge of various theories of family systems; cultural, socio-economic, political, and community influences; and the effects of stress/crisis on families.	Graduates will demonstrate an understanding of the principles that underlie effective communication and collaboration with colleagues, families, administrators and community members SOELOA 6, MoSTEP Standard 10
Demonstrates the ability to work effectively with parents, families and other adults from a variety of cultural/linguistic and socio-economic backgrounds	Graduates will demonstrate an understanding of the principles that underlie effective communication and collaboration with colleagues,

	families, administrators and community members SOELOA 6, MoSTEP Standard 10
Plans for parent participation recognizing those parent attitudes influence children’s dispositions to learn	Graduates will demonstrate an understanding of the principles that underlie effective communication and collaboration with colleagues, families, administrators and community members SOELOA 6, MoSTEP Standard 10
Demonstrate an understanding of family development and dynamics within pluralistic cultures	Graduates will demonstrate an understanding of the principles that underlie effective communication and collaboration with colleagues, families, administrators and community members SOELOA 6, MoSTEP Standard 10
Identify and utilize skills necessary for effective interaction between and among family, school and community members	Graduates will demonstrate an understanding of the principles that underlie effective communication and collaboration with colleagues, families, administrators and community members SOELOA 6, MoSTEP Standard 10
Demonstrates knowledge of community resources/services and can use them to support both students and their families Graduates will demonstrate an understanding of the principles that underlie effective communication and collaboration with colleagues, families, administrators and community members SOELOA 6, MoSTEP Standard 10	
The student is guided by the profession’s ethical and professional practice standards. Graduates will be reflective practitioners, knowledgeable	SOE 3.1 SOE Dispositions 1.4, 2.3, 3.1, 3.2, 3.5 MO-STEP 9.3 CC9K4, CC9S1, CC9S2, CC9S3, CC9S4, CC9S7, CC9S11

about professional resources and adhere to the ethical standards of the profession

CCYS4, CCYS7, CCYS11

3. SCHEDULE OF REQUIRED READINGS, CLASS PREPARATIONS AND assignments, lectures, discussions, student presentations, out of class assignments and exams.

Week 1: Introductions and overview of course

Changing family structures, current trends and diversity in the classroom
Social policy affecting family support systems
Analysis of theory, research and public policy leading to current emphasis on parent/school/community partnerships
Understanding the family-centered approach
Conceptual framework for family support systems
Array of community resources to support both students and families
(Lecture/class discussion/small group participation)
(Chapters 1-3, packet reading, and select community resources)

Week 2: Establishing relationships of mutual trust and respect with families

Integrated support systems between/among families
Medical, personal-social, child-family interactions, environmental factors and major characteristics/conditions, which affect how well the family/school and community work with students of diversity
Effects of stress/crisis on the family, grief and developmental milestones
Interaction skills that reflect professional character, value of self and respect for others (Lecture/class discussion small group participation, self analysis and application)
(Chapters 5-7, packet reading, select community resources, and experimental activity reports)

Week 3: Empowerment Model: Framework, principals, skills

Help-giver behavior and family functioning
Assessment of family needs, strengths and family function/interaction patterns
Facilitation of support networks/strategies for family-identified needs
Family/community/school communication and the IEP
Implementing the family centered approach
(Lecture, class discussion, small group participation, parent panel, field trip and application)
(Chapters 9-11, 13, 14, 17, packet reading, turn in journal for weeks 1 & 2, community resource and experimental activity, submit case study or research paper/project proposals)

Week 4: What families and professional uniquely bring when planning for students

Professional ethics and communication between/among families, school and community personnel
Inter/multi/and transdisciplinary approaches
Collaborative consultation/problem-solving process
Collaborative models
(Lecture, class discussion, small group participation and application)
(Chapter 16, packet reading, community resource and experimental activity reports)

- Week 5: Community/school resource systems for Birth-2
 Early childhood and young elementary resources/support systems
 Home/school communication systems
 Early childhood programming/instruction
 Understanding and implementing the family centered approach in the schools
 (Lecture/class discussion, guest speaker, field trip, self analysis and application)
 (Packet reading, turn in journals for weeks 3 & 4, community resource and experimental activity presentations)
- Week 6: Community/school resource systems for secondary and post-secondary level students
 Processes for integrating family, school and community when planning a child's support program: MAPS, Transition and Futures planning process
 Communication skills: rational, self-analysis, non verbal communication, active listening, empathic listening
 Community resource and case study presentations
 (Lecture/class discussion, small group participation, self analysis and application)
 (Packet reading, community resource and experimental activity presentations)
- Week 7: Models, process and skills needed in parent teacher conferencing
 Legislation/litigation and special needs students
 Parent, Student and Self advocacy: Principals, Continuum of options, application
 (Lecture/class discussion, small group participation and application)
 (Packet reading, turn in journals for weeks 5 & 6, community resource, experimental activity and case study presentations)
- Week 8: Conflict resolution, framework, styles, strategies, self-analysis
 Reflecting family and community in the classroom
 Instructional, guidance procedures for integrating children with and without Disabilities
 Medical related, religious, recreational, technological, respite and other community resources
 Community resources on the internet
 Final program outcome rubric activity presentations
 Review and summary
 (Lecture/class discussion, small group participation, guest speakers, self analysis and application)
 (Packet reading, community resource and experimental activity presentations)

4. RESOURCES: Required Text(s):

Text Used: Dunst, C.; Trifette, C.; and Deal, A. (Eds.) (1994). Supporting & Strengthening Families. Cambridge, MA: Brookline Books.

A packet containing material to support weekly sessions will be distributed to each student on the first night of class. An additional assortment of handouts for review and an additional resource packet of resources (researched by the class) will also be distributed. A fee (approximately \$40.00) will be charged for this material.

5. EVALUATION: (basis of evaluation with explanation regarding the nature of the assignment and the percentage of the grade assigned to each item below)

Readings: Information to supplement each class session is presented in the text and supplemental packets. Chapters and/or placket material should be read to provide a background for discussion and gain information before each class. Other selected materials will be given out for review related to topics not covered in the text or packet. Please refer to the course schedule in order to prepare for each class.

A variety of assignment options will be implemented in order to demonstrate the standards and criterion outlined for this course. An implementation plan for the course is outlined below. Each student can select from the menu of activities mentioned below those activities that best fit their individual need. Students can contract for the grade of their choice. However, a minimum of 115 points will be required for this course. Implementation of the “Dominate Program Outcome Rubric,” included at the end of the syllabus is required. Support for this will be provided throughout the class. Work on these activities will be supported through lecture, individual/small and large group activity in class, fieldtrips and homework outside of class.

Assessments		
Links to Course Outcomes		
Percentage of Grade		
Reflective/Review Activities A-C	Self analysis/action plan in outcome areas see attached rubric at the end of the syllabus	11
Mini Assignments Options A-G and Large Assignment Options A-E	Applied activities in outcome areas, see “Course Assignments/Requirements,” toward the end of this syllabus	12
Larger Assignment Options A-E		
Dominate Program Outcome Rubric	Applied portfolio activity for each outcome areas, see “Dominant Program Outcome Rubric,” toward the end of this syllabus	67
Participation Observation of skills in the classroom		

environment 10		

All academic and professional behavior of students in this course is subject to review for the purposes of student evaluation.

6. GRADING SCALE :

Combinations activities, and others will earn points toward a final grade. Final point totals for a specific grade are as follows:

- A 150 points
- A- 139 points
- B+ 127 points
- B 115 points

Note: ALL PAPERS/PROJECTS MAY BE RETURNED VIA A SELF-ADDRESSED, STAMPED ENVELOPE. PAPERS ARE NOT AVAILABLE FOR PICK-UP IN THE SOE OFFICE.

ACADEMIC HONESTY POLICY

Students at Webster University are expected to practice academic honesty.

Avoiding Plagiarism

Plagiarism is intentionally claiming that another person's work is his/her own or implying that another person's work is his/her own (through inadequate or inaccurate citations of reference material.)

Students:

- Should not copy whole portions of text from another source as a major component of papers or projects.
- Should identify the title, author, page number/webpage address, and publication date of works when directly quoting small portions of texts, articles, interviews, or websites.
- Should appropriately identify the source of information when paraphrasing (restating) ideas from texts, interviews, articles, or websites.
- Should follow the guidelines of the American Psychological Association Style Guide when referencing all research sources.

Consequences of Academic Dishonesty:

Students who plagiarize will earn "no credit" for the assignment. Students may receive a grade reduction, no credit for the course, or dismissal according to university policy.

For further information about the consequences of academic dishonesty please consult the Webster University Student Handbook.

ACCESSIBILITY/ACCOMMODATIONS POLICY

If you have a disability that may have some impact on your work in this class and for which you may require accommodations contact the Director of the Academic Resource Center, Dr. Pat McLeese, at (314) 968-7495.

**Webster University
School of Education**

Vision: “. . . We all must work to make this world worthy of its children.” (Casals, 1970)

Mission: The School of Education at Webster University provides its students with the knowledge, experiences, and practical tools that help them guide both themselves and others toward lifelong learning. The School of Education is a community of educator-scholars who apply critical reflections and creative energies to enhance learning in schools and other educational settings. The faculty strives to support this community by modeling effective teaching practices based on sound theory and research. Personalized approaches create a challenging, yet supportive environment that permits the risk-taking necessary for learning and growth. The School of Education encourages its faculty and students to work actively toward this end, keeping in mind that action must be rooted in visionary, yet realistic, thinking. This thought and action process underscores the development of an inner-directed self-understanding, an outer-directed global perspective, and an appreciation of human diversity that arises from both.

Theme: Developing a world of learners through knowledge, leadership, and life-long learning.

The universal mandala (a circle with intersecting vertical and horizontal lines) graphically represents the conceptual framework of the School of Education. The outer circle provides the framework for a “world of learners” in cultural settings. The two axes represent the theme components of knowledge, leadership, and life-long learning. These lines are broken to emphasize the fluid relationship of the goals and integrated concepts. Each quadrant represents one of the school’s four goals for its candidates: to develop knowledgeable learners, informed instructors, reflective collaborators, and responsive educators.

**School of Education
Goals**

1. Education candidates will demonstrate knowledge of the subject matter, knowledge of the learner, and knowledge of pedagogy based on inquiry and scholarship.

The knowledgeable learner:

- 1.1 knows content that supports conceptual understanding;
- 1.2 applies tools of inquiry to construct meaningful learning experiences;
- 1.3 identifies developmental factors in student learning; and
- 1.4 understands theoretical principles of effective instruction to plan learning experiences.

2. Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory.

The informed instructor:

- 2.1 designs curriculum based on students' prior knowledge, learning styles, strengths, and needs;
- 2.2 understands and uses a range of instructional strategies;
- 2.3 uses a variety of communication modes, media, and technology to support student learning; and
- 2.4 employs a variety of formal and informal assessments to monitor learning and modify instruction.

3. Education candidates will reflect on the roles educators take as leaders of change through collaboration with colleagues, students, and families in schools and communities.

The reflective collaborator:

- 3.1 values and integrates reflection to grow as a professional;
- 3.2 promotes communication and collaboration with colleagues, families, and community leaders;
- 3.3 seeks relationships with families and students to support student learning; and
- 3.4 initiates change that benefits students and their families.

4. Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences.

The responsive educator:

- 4.1 understands and responds appropriately to issues of diversity
 - 4.2 acknowledges social and cultural contexts to create effective teaching and learning environments;
 - 4.3 adapts instruction to the learner's knowledge, ability, and background experience;
- and
- 4.4 identifies resources for specialized services when needed.

School of Education Dispositions

NCATE defines dispositions as “the values, commitments and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator’s own professional growth. “ (Professional Standards, p. 53) There is significant value in focusing attention on qualities that make an effective teacher.

1. Understands and Respects Self
 - 1.1 Understands and respects that s (he) may be different from others
 - 1.2 Embraces an openness to change (adaptability, flexibility)
 - 1.3 Exhibits curiosity
 - 1.4 Engages in reflection

2. Understands and Respects Others
 - 2.1 Understands, respects, and responds appropriately to diversity in a variety of settings
 - 2.2 Exhibits empathy
 - 2.3 Commits to fairness and honesty
 - 2.4 Listens respectfully to other points of view

3. Understands and Respects Professional Communities
 - 3.1 Commits to professional behavior in university and school cultures
 - 3.2 Practices informed decision-making in university and school cultures
 - 3.3 Communicates and collaborates in university and school cultures
 - 3.4 Accepts academic rigor (willingness to work/ high expectations)
 - 3.5 Affects change with courage and confidence

Missouri Standards for Teacher Education Programs (MoSTEP)

MoSTEP Standards Performance Indicators	
The pre-service teacher understands the central concepts, tools of inquiry and structure of the disciplines(s) within the context of a global society and creates learning experiences that make these aspects of subject matter meaningful for students.	<ul style="list-style-type: none"> 1.2 presents the subject matter in multiple ways 1.3 uses students' prior knowledge 1.4 engages students in the methods of inquiry used in the discipline 1.5 creates interdisciplinary learning
Standard 2. The pre-service teacher understands how student learn and develop, and provides learning opportunities that support the intellectual, social, and personal development of all students.	
<ul style="list-style-type: none"> 2.1 knows and identifies child/adolescent development 2.2 strengthens prior knowledge with new ideas 2.3 encourages student responsibility 2.4 knows theories of learning 	
Standard 3. The pre-service teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.	
<ul style="list-style-type: none"> 3.1 identifies prior experience, learning styles, strengths, and needs 3.2 designs and implements individualized instruction based on prior experience, learning styles, strengths, and needs 3.3 knows when and how to access specialized services to meet students' needs 3.4 connects instruction to students' prior experiences and family, culture, and community 	
Standard 4. The pre-service teacher recognizes the importance of long-range planning and curriculum development and develops, implements, and evaluates curriculum based upon student, district, and state performance standards.	
<ul style="list-style-type: none"> 4.1 selects and creates learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction (e.g. encourages exploration and problem solving, building new skills from those previously acquired) 4.2 creates lessons and activities that recognize individual needs of diverse learners and variations in learning styles and performance. 4.3 evaluates plans relative to long and short-term goals and adjust them to meet student 	

needs and to enhance learning

Standard 5. The pre-service teacher uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

5.1 selects alternative teaching strategies, materials, and technology to achieve multiple instructional purposes and to meet student needs

5.2 engages students in active learning that promotes the development of critical thinking, problem solving, and performance capabilities

Standard 6. The pre-service teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

6.1 knows motivation theories and behavior management strategies and techniques

6.2 manages time, space, transitions, and activities effectively

6.3 engages students in decision making

Standard 7. The pre-service teacher models effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

7.1 models effective verbal/ non-verbal communication skills

7.2 demonstrates sensitivity to cultural, gender, intellectual, and physical ability differences

7.3 supports and expands learner expression in speaking, writing, listening, and other media

7.4 uses a variety of media communication

Standard 8. The pre-service teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

8.1 employs a variety of formal and informal assessment techniques (e.g. observations, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, authentic assessments, and standard tests) to enhance and monitor her or his

knowledge of learning, to evaluate student progress and performance, and to modify instructional approaches and learning strategies

8.2 uses assessment strategies to involve learners in self-assessment activities, to help them become

aware of their learning behaviors, strengths, needs and progress, and to encourage them to set personal goals for learning

8.3 evaluates the effect of class activities on both individual and the class as a whole,

8.4 maintains useful records of student work and performances and can communicate student progress knowledgeably and responsibly, based

on appropriate indicators, to student, parents, and other colleagues

collecting information through observation of classroom instructions, questioning, and analysis of student work

Standard 9. The pre-service teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. This reflective practitioner actively seeks out opportunities to grow professionally and utilizes the assessment and professional growth to generate more learning for more students.

9.1 applies a variety of self-assessment and problem-solving strategies reflecting on practice, their influences on students' growth and learning, and the complex interactions between them

9.2 uses resources available for professional development

9.3 practices professional ethical standards

Standard 10. The pre-service teacher fosters relationships with school colleagues, parents, and educational partners in the larger community to support learning and well-being.

10.1 participates in collegial activities designed to make the entire school a productive learning environment

10.2 talks with and listens to students, is sensitive and responsive to signs of distress, and seeks appropriate help as needed to solve students' problems

10.3 seeks opportunities to develop relationships with the parents and guardians of students, and seeks to develop cooperative partnerships in support of student learning and well-being

10.4 identifies and uses the appropriate school personnel and community resources to help students reach their full potential

Standard 11. The pre-service teacher understands the theory and application of technology in educational settings and has technological skills to create meaningful learning opportunities for all students.

11.1 demonstrates continual growth in the uses and troubleshooting of current and emerging computer technologies to run software; to access, generate, and manipulate data; and to publish results.

11.2 applies current research on teaching and learning with technology to plan and deliver developmentally appropriate learning opportunities that integrate a variety of software, applications, and learning tools (e.g., graphing calculators, languages translators, scientific probe-ware, musical composition software, electronic maps, etc.) to support the diverse needs of learners.

11.3 identifies, locates, explores, and evaluates for accuracy and suitability, computer/technology resources including applications, tools, educational software, and associated documentations. Designs and utilizes technology-enhanced, learner-centered classroom strategies and activities (including teaming and/or

small group collaboration) to address the diverse needs of students. Facilitates technology-enhanced learning experiences that develop students' higher-order thinking skills, creativity, and problem-solving skills; content standards; and student technology standards.

11.4 uses technology resources in assessing student learning of subject matter using a variety of assessment techniques to collect and analyze data, to interpret results, and to communicate findings to improve instructional practice and

maximize student learning (including the use of technology resources for learning, communication, and productivity).

11.5 uses technology resources to engage in ongoing professional development and lifelong learning. Continually evaluates and reflects on professional practice to make informed decisions regarding the use of technology in support of student learning. Uses technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning and to conduct research and to solve problems.

11.6 models and teaches legal and ethical practice related to technology, information, and software resources, as well as the safe and healthy use of technology resources. Applies technology resources to enable and empower learners

with diverse backgrounds, characteristics, and abilities, including facilitating equitable access to technology resources for all students.

CEC Code of Ethics for Educators of Persons with Exceptionalities

1. Special education professionals are committed to developing the highest educational and quality of life potential of individuals with exceptionalities.
2. Special education professionals promote and maintain a high level of competence and integrity in practicing their profession.
3. Special education professionals engage in professional activities which benefit individuals with exceptionalities, their families, other colleagues, students, or research subjects.
4. Special education professionals exercise objective professional judgment in the practice of their profession.
5. Special education professionals strive to advance their knowledge and skills regarding the education of individuals with exceptionalities.
6. Special education professionals work within the standards and policies of their profession.
7. Special education professionals seek to uphold and improve where necessary the laws, regulations, and policies governing the delivery of special education and related services and the practice of their profession.
8. Special education professionals do not condone or participate in unethical or illegal acts, nor violate professional standards adopted by the Delegate Assembly of CEC.

The Council for Exceptional Children. (1993). CEC Policy Manual, Section Three, part 2 (p. 4). Reston, VA: Author.

Learner Outcomes for Advanced Program Special Education Candidates:

1. Special education graduates have an in-depth understanding the philosophical, historical, and legal foundations of special education of students with special needs.
2. Special education graduates have specialized knowledge about the cognitive, social and emotional characteristics of learner with special needs.
3. Special education graduates use up-to-date research to plan and design an effective teaching and learning environment appropriate to individual student needs that are necessary to promote integration and inclusion of students with special needs into the general education setting.
4. Special education graduates identify and use accommodations and modifications that increase access and success of students with disabilities into the general education system.
5. Special education graduates are reflective practitioners, knowledgeable about professional resources and committed to the ethical standards of the profession
6. Special education graduates will demonstrate an understanding of the principles that underlie effective communication and collaboration with colleagues, families, administrators, and community members
7. Special education graduates advocate for inclusive and equitable education for all students
8. Special education graduates improve the quality of life for students with disabilities through improved learning outcomes or educational opportunities.
9. Special education graduates will provide learning environments that foster the development of age-appropriate student behavior and interpersonal skills

Course Assignments/Requirements

Readings: Information to supplement each class session is presented in the text and supplemental packets. Chapters and/or placket material should be read to provide a background for discussion and gain information before each class. Other selected materials will be given out for review related to topics not covered in the text or packet. Please refer to the course schedule in order to prepare for each class.

A variety of assignment options will be implemented in order to demonstrate the standards and criterion outlined for this course. An implementation plan for the course is outlined below. Each student can select from the menu of activities mentioned below those activities that best fit

their individual need. Students can contract for the grade of their choice. However, a minimum of 115 points will be required for this course. Implementation of the “Dominate Program Outcome Rubric,” included at the end of the syllabus is required. Support for this will be provided throughout the class. Work on these activities will be supported through lecture, individual/small and large group activity in class, fieldtrips and homework outside of class.

I. Reflective/Review Options: (One every other week)

- A. Complete a two-page literature response journal (5 points). In this journal you should write your personal reactions to and reflective analysis of class discussions and related assigned readings. Tell what you are thinking, questioning, wondering about, and learning. You would also include comments of disagreement, insight, concern, and/or connections with other readings, experiences, ideas, research and theory. W1,6 and to a degree 3, 4,5
- B. Two page summary of main points contained in each class session (5 points). W1,6 and to a degree 3 and 4
- C. Two page essay re: topics discussed in class (5 points). W1,6 and to a degree 3 & 4

Note: Be prepared to share some or all of the content (from the above activities) with your classmates in small group discussions which will be scheduled each week. you should turn in the weekly journal on the following week. A matrix will be used to assist in your writing and in my feedback.

II. Mini Assignment Options: (One every other week with content in each of the main theme areas covered in that period.)

- A. Review of articles related to class topics (5 points).
Choose an article from a professional journal or a chapter from a book. Summarize the article or chapter in two or more pages. This summary may include the purpose, methods, findings, educational implications and personal comments. Be prepared to present and discuss the issues an/or trend in class. W1,6 and to a degree 3 and 4
- B. Interview a current Professional in a resource area related to this course (10 points).
This write up should include:
 - 1. The person interviewed and his/her title
 - 2. Topic area for the interview
 - 3. The persons role in that area
 - 4. Outline of the specific information obtained as it relates to components outlined in the course syllabus. For instance if the topic is problem solving, conflict resolution or decision making you might include:
 - a. The processes this person uses
 - b. The current issues this person is working through and how they are approaching each
 - c. The collaborative aspects of this processW1,2,6 and to a degree 3 and 4
- C. Engage in experimental/applied activities (5-20 points per assignment) which will enable you to grow professionally in regard to one or more of the learning

outcomes from each of the topic areas covered in this course. You could apply situations/examples/case studies/dilemmas/self-assessment/activities covered in class to your own situation or make up your own. Examples could include, but are not limited to, application of effective practice, communication, collaboration, problem solving, conflict resolution, decision making or advocacy skills. More specifically:

1. Self analysis: trust, diversity, specific communication skills, collaboration skills, Parent friendly programs, conflict resolution or etc. (Single survey with analysis 5 points, when done by a second role 10 points)
 2. Practical application of any skill taught in this course: (5-10 points depending on breadth/depth)
 - Active listening
 - Empathic listening
 - Problem solving
 - Advocacy
 - Conflict Resolution
 - Parent conferencing
 3. Action plans in any process area taught in this course: (5 points for the plan and if implemented with analysis 10 points)
 - Building trust with students, families, peers, community
 - Family empowerment process
 - Problem solving process
 - Group processing: MAPS, Transition, Future Plans
 - Home school communication/collaboration
 - Community school communication/collaboration
 - Home/community/school communication/collaboration
 4. Classroom/Program surveys: (20 points)
 - Design and implement a survey with one or more roles within your program.
 - Components would include survey design, implementation, analysis, and follow-up action plan.
 5. Mini applied activities 5-20 points) Develop a practical application activity/process/tool in a topic area covered in this course. Ideas could include but not be limited to the following:
 - Communication tool (i.e. letter, pamphlet, newsletter)
 - Single communication process (parent conferencing, home school communication)
- D. Develop a vignette/situation/dilemma in a topic area covered in this course, following the below mentioned steps. W1-6 (10 points)
1. Description of Vignette/situation/issue/dilemma:
 2. What factors should be considered?
 3. How might this situation/dilemma be handled?
 - a. Options
 - Description of each with pros and cons
 4. Select an option
 - a. Rational for selection
 - b. Detailed description of steps
 5. When the dilemma is of a learning/teaching/instructional nature include:
 - a. Description of the instructional issue
 - b. Identify competing claims for resources
 - c. Prioritize action steps
 - d. Explain instructional and curricular strategies appropriate in response to the

situation.

- e. Discuss the situation's instructional implications
6. A variation of 1-5 above would be to give (or develop) a scenario with supplemental documents/data involving a school and its community. Answer the following:
- a. What is the important issue in the data presented in this scenario and supplemental data?
 - b. What other information would you need to assess the information presented in the document and where would you get it?
 - c. What important patterns do you observe in the data presented in these documents?
 - d. What steps would you take with your staff and/or others to address the issues raised by the data presented?
 - e. How would you present the information contained in this document to parents, community organizations, staff etc.?
- E. Investigate community resources and write up a summary outline (5 -10 points). The following components could be used to organize and summarize the critical information about each resource. A narrative summary report would also be fine. Visit the site for an additional 5 points. Thus 5 points for a summary and 5 points for the actual visit could be earned. The components area as follows:
1. Community resource
 2. Contact person
 3. Method of contact (phone/mail/visit)
 4. Description of program
 5. Demographics (population served, age, push in or pull out)
 6. Services (type, frequency/duration, access service/transportation, appointments, waiting list, fees, criteria for using the services)
 7. Program requirements (accreditation, licenser)
 8. Staff requirements training (required for staff, for volunteers)
 9. Strengths/weaknesses
 10. Overall perceptions
- F. Attend professional conference/workshop related to the topics covered in this class. This activity would require an outline/summary of the topics covered and reflection (see reflection expectations above) on the sessions you participated in. (20 points)
- G. Field/Shadowing Experience (One day experience for the course maximum 40 points) This could be tabulated as 5 points per hour of observation and write-up)
- W1-6
- This experience could be related to a focused topic/theme area or related to the day in the life of a special education administrator. Information obtained could include the following:
1. The person interviewed/shadowed and his/her title
 2. Topics/theme area for the field experience
 3. Persons role in that topic/theme area
 4. Outline of the specific information obtained as it relates to components outlined in the course syllabus.
 5. Log of activities with descriptive and reflective comments

6. Summary analysis and reflective thought as a result of this activity

Be prepared to share a reflective analysis of this experience in class at an upcoming class session (normally the week after you implement it or when it is pertinent to the class topic being covered.) We will explore option for this assignment in class each week,

III. Larger Assignment: (one per course) Develop a Case Study or Research Paper or Major Applied Project write-up for uses in your present/future work setting.

Note: I will be happy to discuss and negotiate an alternative assignment that may better fit your learning needs.

- A. Develop a case study of a program or topic/theme area identified in your district you would like to improve (40 points). You will begin your study with the program or topic/theme profile and history. You will review relevant literature/documentation/data which addresses this profile as it relates to the program model components identified in this course (see the program visitation criteria matrix). You should supplement your study with actual experiences and interviews with appropriate key persons (teachers, community agency representatives, students, school staff etc.). You will then develop an action plan for making the needed changes. This action plan should include the process for problem solving, conflict resolution, decision making, change and/or other components identified in this course. Provide a rational for the processes chosen. recommend. W1-6

This paper will be evaluated using a matrix on the following:

1. Introduction
2. History and present profile
3. Information gathering
 - a. Relevant data/documentation
4. Statement of the problem
5. Analysis of the problem
 - a. Data/documentation/evaluation review
 - b. Literature review (analysis of literature findings)
6. Identification of options for consideration
 - a. Outline pros and cons
7. Select an option
 - a. Rational
 - b. Detailed model program description
 - Use the program visitation criteria matrix)
8. Action Plan (program development/change process)
 - a. How will you get from where you are now to the new design
 - b. Who will be involved in the planning?
 - c. Timelines
 - d. Implementation
 - f. Program evaluation and refinement

- B. Research Paper: (40 points) Chose a theme related to this course and create a

typewritten research report with appropriate documentation and current bibliography. Ideas should include specific topics/themes covered in this class.

Attention would be give to what research and literature review has to say about best practice implementation, strength/weaknesses, options/variation for implementation, an your own personal thoughts on the subject. You could identify aspects of this research you would like to implement in the future. W1,3,4,6 and to a degree 2 and 5

C. Major Applied Project Description: (40 points) Develop a practical application project in a topic area covered in this course. The content should include components covered in class. W1-6

Examples are as follows:

1. Program description/handbook for staff and or parents. Components would include but not be limited to, program description, curriculum overview, communication plan, classroom/program standards/rules/guidelines, schedules, family participation activities.
2. Yearly home school communication system for your classroom/program. This would include all aspects of your communication with families over a school year. Components would include but not be limited to communication strategies before during and after the year ends, open house program description packets, monthly news letter and daily/weekly/monthly/quarterly progress reporting format, Communication letters to cover specific topics (before conferencing, student recognition, student concerns, home school communication systems (phone, e-mail, web site, notes, shuttle notebooks).
3. Parent participation plan
4. Home instruction plan and activities for families to support the school curriculum
5. Write a collaborative grant
6. Develop a web site
7. Develop a school community network/link
8. Develop a resource center for families and or staff

D. Applied Research Study

1. Three Role Survey (40 or more points)

Design and implement a survey with three or more roles within your program. Components would include survey design, implementation, analysis, and follow-up action plan.

E. Debate in a topic area covered in this class (40 points)

Identify a topic question and share the differing points of view (pros/cons). Finally, share your point of view. Create a typewritten research report with appropriate documentation and current bibliography. (see research paper assignment additional ideas.

E. Power point presentation in a topic area covered in this class (40 points)

NOTE: For all final major assignments:

Submit a short proposal of the focus of your final assignment for approval by week three. The paper is due the last night of class. Please include a stamped self-addressed envelope if you

want me to mail it back after it is graded. Turn it in earlier and you will probably know your final grade on the last night.

The paper should be typed and double-spaced. References should be cited according to APA style (see attached sheet). All students should be prepared to discuss their research paper during one of the last two class periods.

IV. Class Participation/attendance:

100% class attendance with full participation in both large and small group activities (15 points)

Dominant Program Outcome Rubric: (100 Points)

Dominant Program Outcome:

Graduates will demonstrate an understanding of the principles that underlie effective communication and collaboration with colleagues, families, administrators and community members

Graduates will be reflective practitioners, knowledgeable about professional resources and adhere to the ethical standards of the profession

Rubric to address outcomes

Activity:

Design your classroom communication and collaboration framework between and among students, family, peers, staff community. How do/will you communicate and collaborate with all stakeholders that influence or come in contact with you and the students in your classroom? This plan would include the continuum of communication, involvement and partnership. This plan will have enough detail that a new teacher walking into the classroom/program could understand and implement it. Thus, detail that would include who, what, where, when and how would be included. This would also include actual forms, sample letters/notes/newsletter, actual packets (such as an open house handbook), draft surveys/questioners. The second components of this activity will include a framework for family support. This component will focus on strategies that the teacher can implement to connect families to support services. The third component of this activity will focus on clarification of Disposition/ethics/principals that support relationship/collaboration/communication between and among home, community and school. Finally the last component of this activity will focus on the provision of a reflective self analysis in key outcome areas and the design of an action plan toward future growth.

Aspects should include but are not limited to the following:

Communication plan for students, peers, staff, family and community roles:

What plans will you have in place for communication with students?

What plans will you have for communication before, during and after the school year ends with family?

This should include multiple strategies at each stage that will meet the multiple profiles of individuals.

This should include what you do for your whole class/program, small group/cluster situations, individual students, anticipated individual situations.

What plans will you have for communication with staff members?

This would include each role within the school (general education, ancillary, special education, remedial, ESL, Gifted, Related service, Paraprofessional,

support, administrative staff.

What plans will you have for communication with the community members?

This would include communication with community members involved in the activities you plan

Collaboration plan that supports individual students, classroom, grade level/program and building:

What plans will you have in place to involve family in your classroom/program?

This would include multiple plans/activities.

What plans will you have in place to involve community in your classroom?

This would include several plans/activities.

What plans will you have in place for collaboration among and between other staff/community members? This would include collaboration between individual staff members and groups (grade level, team program clusters, individual student team clusters, faculty, committees). This would include options for preventative planning/development and problem solving.

Resources:

How will you facilitate building family support networks?

This will include key sources to refer families to within the building/district/community.

This will include a strategy for having additional resources available (community resources contact guide, listing of key web sites, high probability of need resource list/information available).

Disposition/ethics/.principals:

What are the trust building traits/dispositions you do/will implement in relationship with others?

What are my guiding principles for relationship/collaboration/communication?

How do I foster a climate of community (belonging/trust/relationship/support in the classroom?)

Reflection:

Self analysis of:

Communication skills

Relationship skills

Collaboration skills

Problem solving skills

Conflict resolution skills

Style/profile areas

Advocacy

What are my strengths?

What areas are not adequate and need refinement?

What areas are adequate or better, yet, I would like to enhance?

What is my action plan for one areas of growth?