

California State University, Fullerton
Division of Education
Spring, 2003

Course: SPED 529: Consultation and Collaboration

Prerequisite: Candidate must be in their final semester of the program for Learning Handicapped or Mild/Moderate specialist credential or equivalent.

Instructor: **Barbara Glaeser, Ph. D.**
Assistant Professor, Department of Special Education

California State University, Fullerton
...where learning is preeminent

Purpose of this Course:

Experience in analysis of selected issues in mild/moderate disabilities with major emphasis on independent investigation into the contributions of contemporary theory and research and the review of emerging trends.

1. In-class assignments **20 Points** **Due: Varies throughout the semester**
Students will be asked periodically during class time to reflect on the assigned readings, on the website experience, or on in-class discussions. These in-class assignments may NOT be made-up due to tardiness or absence, however students may miss one reflection assignment without penalty.

2. Co-taught Lesson **40 Points** **Due: April 30, 2003**

Objective: To practice collaboration and co-teaching with a general education teacher to modify/design a lesson or unit of instruction to meet the needs of all students in the class.

Procedure:

1. With a colleague at your school site, choose a lesson or unit of instruction in a content area (Language Arts, Math, Science, Social Studies).
2. Decide which Co-teaching model would be compatible for the two of you and for the lesson.
3. Write a lesson plan with explicit duties for each co-teacher.
4. Implement the lesson.
5. Reflect on the lesson with your colleague, both in writing and with two surveys (one for each of you).
6. Turn in: the lesson plan, any materials used during the lesson, your reflection and your Co-teaching surveys.

3. Inservice Development and Presentations 50 Points Due: May 21, 2002

Objective: To practice using a needs assessment to develop and deliver a relevant inservice presentation to your school staff.

Procedure

1. During the first weeks of school, meet with your principal to set a date for a one hour staff inservice to be held before June, 2003. ****If this is not possible, plan the inservice for a later date, and complete # 7 in class.**
2. With your principal, a colleague, or both, complete the School Climate survey on Powerof2. Use these results to write a Needs Assessment for your staff.
4. Distribute the Needs Assessment to your staff.
5. Analyze the results and choose an need for your staff which you can use to plan an inservice.
6. Plan the agenda, activities, and evaluation.
7. Present the inservice.
8. Turn in a report that includes all of the above.

4. Power of 2 Online Training Modules 80 Points

Students are required to complete parts of the on-line training available at www.powerof2.org.

Assignment

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|---------------------------------------|----------|
| 1: Program Development Module | Feb. 26 |
| 2: Collaborative Consultation Module | March 12 |
| 3: Co-teaching Module | April 16 |
| 4: Teams or Effective Teaching Module | April 30 |

5. Professional Development Plan 10 Points Draft Due Feb. 26, Final Due Mar. 26
 Level II students are required in the State of California to complete an Induction Plan for Professional Development. Points are earned by turning in both a draft and a completed Induction Plan which includes ALL signatures and 3 copies.

Required Texts

Covey, S. (1989). *The 7 habits of highly effective people*. New York: Fireside.
 Fisher, R., & Ury, W. (1991). *Getting to Yes*. New York, NY: Penguin.
 Kiersey, D., & Bates, M. (1978). *Please understand me*. Del Mar, CA: Prometheus Nemesis Books.
 Knackendoffel, E., Robinson, S., Deshler, D., & Schumaker, J. (1992). *Collaborative Problem Solving*. Lawrence, KS: Edge Enterprises.
 Vernon, S., Schumaker, J., & Deshler, D. (1996). *The SCORE Skills: Social skills for cooperative groups*. Lawrence, KS: Edge Enterprises.

SPED 529 TENTATIVE CLASS SCHEDULE

Dr. Glaeser reserves the right to change the schedule during the semester.

Assignments

Date	Objective and Topic	In-Class Activities	Due
1. Feb. 5	<p>Course Overview</p> <p>2.0 Read and discuss articles that pertain to collaboration and staff development.</p> <p style="padding-left: 20px;">▶ Introduction to <i>Powerof2.org</i></p>	<p>➤ Go the <i>Powerof2.org</i></p> <p>◆ Enroll on "Power of 2"</p> <p>◆ Look over "Teacher Vistas"</p> <p>◆ In pairs, read the "Feature Article" and discuss it to share with the class</p>	<p>➤ Read chapters by Michael Fullan before class next week.</p>
2. Feb. 12	<p>1.0 Describe the change process and how it impacts educational innovations.</p> <p style="padding-left: 20px;">▶ School Improvement and the Change Process</p> <p>3.0 Participate in a Needs Assessment and discuss applicability to your educational setting.</p> <p style="padding-left: 20px;">▶ Create a needs assessment to plan your inservice around.</p> <p>4.0 Develop and deliver an inservice presentation on a topic relevant to your educational setting.</p> <p style="padding-left: 20px;">▶ Plan your inservice based on the needs of your staff.</p> <p>12.0 Develop an individualized plan for reflective practice and professional growth.</p> <p style="padding-left: 20px;">▶ Induction plans are required for all Level II students by the State of California.</p>	<p>➤ Discussion of Fullan's <i>Measures of Institutional Change</i> and how it impacts schools.</p> <p>➤ Discussion of Assignments Inservice and Co-teaching.</p> <p>➤ Professional Development/Induction Plan.</p>	<p>➤ Schedule a meeting with your principal to explain the inservice requirement.</p> <p>➤ Choose a colleague to plan and implement a co-taught lesson.</p>
3. Feb. 19	No class meeting-online assignment	<p>➤ Program Development Module (<i>Powerof2.org</i>)</p>	<p>➤ Read Assigned Parts "7 Habits" and bring to class prepared to share.</p>
4. Feb. 26	<p>11.0 Develop strategies for working effectively with students, parents, other teachers, administrators, and the community.</p> <p>12.0 Develop an individualized plan for reflective practice and professional growth.</p>	<p>➤ 7 Habits of Highly Successful People</p> <p>➤ Writing your Professional Development Plan Draft</p> <p>➤ Program Development Module (<i>Powerof2.org</i>) Due!</p> <p>➤ Draft of Professional Development Plan (5 points) due.</p>	
5. Mar. 5	No class meeting: On-line assignment	<p>➤ Collaborative Consultation Module</p>	<p>➤ Take the Kiersey-Bates Temperament Assessment. Bring the results and book to the next class.</p>

6.	Mar. 12	12.0 Develop an individualized plan for reflective practice and professional growth.		<ul style="list-style-type: none"> > Planning for Professional Development: Identifying your professional development needs from the SPED 529 website at: blackboard.fullerton.edu > Planning an inservice > Collaborative Consultation Module 	<ul style="list-style-type: none"> > Rewrite your > Get signatures on your professional development plan.
7.	Mar. 19	No class meeting: On-line assignment		<ul style="list-style-type: none"> > Co-teaching Module 	<ul style="list-style-type: none"> > Read "The Collaborative Problem Solving" manual Chapters 1, 2, 3, 4, & 5.
8.	Mar. 26	<ul style="list-style-type: none"> 5.0 Identify models of collaboration/consultation and discuss their applicability in the educational setting. 7.0 Identify and demonstrate effective communication techniques to enhance successful collaboration. 8.0 Develop and utilize an effective collaborative problem solving model. 9.0 Appropriately apply best practice interventions to case study and problem solving scenarios. 		<ul style="list-style-type: none"> > Collaborative Problem Solving > Developing a Co-taught Lesson: What should a co-taught lesson look like? How do we write and plan a co-taught lesson. > Final Professional Development Plan (10 points) Due. 	
April 2 SPRING BREAK					
9.	April 9	No class meeting: on-line assignments		<ul style="list-style-type: none"> > Co-teaching Module 	<ul style="list-style-type: none"> > Read assigned section of "Getting to Yes." Be prepared to present your section to the class
10.	April 16	<ul style="list-style-type: none"> 6.0 Identify barriers to collaboration and strategies to overcome those barriers. 7.0 Identify and demonstrate effective communication techniques to enhance successful collaboration. 11.0 Develop strategies for working effectively with students, parents, other teachers, administrators, and the community. 		<ul style="list-style-type: none"> > Getting to Yes: Collaborative Negotiation Skills > Planning an inservice: evaluation > Co-teaching Module 	
11.	April 23	No class meeting: on-line assignments		<ul style="list-style-type: none"> > Teams or Effective Teaching Module 	<ul style="list-style-type: none"> > Read through the SCORE Strategy manual
12.	Apr. 30	<ul style="list-style-type: none"> 5.0 Identify models of collaboration/consultation and discuss their applicability in the educational setting. 11.0 Develop strategies for working effectively with students, parents, other teachers, administrators, and the community. 		<ul style="list-style-type: none"> > SCORE Skills: Teaching Students to Cooperate Effectively > Teams or Effective Teaching Module Due 	<ul style="list-style-type: none"> Co-taught Due

13. May 7	No class meeting; Work on Presentations	Work on Presentations at your school site	
14. May 14	<u>11.0 Develop strategies for working effectively with students, parents, other teachers, administrators, and the community.</u>	➤ SCORE Skills: Teaching Students to Cooperate Effectively	➤ Read assigned section of 'Getting to Yes' workbook and bring to next class.
15. May 21	4.0 Develop and deliver an inservice presentation relevant to the educational setting. 10.0 Evaluate the effectiveness of assistance provided to school personnel.	Presentations topic	Inservice Presentations (50 Points) Due
16. May 26	Finals	TBA	

