Instructor/TA Info

Instructor Information
Name: Cade Charlton
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Office Phone: 801-422-1238
Email: cade_charlton@byu.edu

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

<table>
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<tr>
<th>Item</th>
<th>Price (new)</th>
<th>Price (used)</th>
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<tbody>
<tr>
<td>Outward Mindset - Required by Arbinger Inst</td>
<td>16.95</td>
<td>12.75</td>
</tr>
<tr>
<td>Leadership and Self-Deception 3e - Required by Arbinger Institute</td>
<td>17.95</td>
<td>13.50</td>
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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

<table>
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<th>Percent</th>
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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
Answer these questions to the best of your ability without notes, the Internet, or help from your friends.

**TIPS Procedures Quiz**

Jan 09
Due: Wednesday, Jan 09 at 4:15 pm

Answer these two questions honestly

**TIPS FC Quiz**

Jan 14
Due: Monday, Jan 14 at 4:15 pm

Answer these questions honestly

**DORA training Quiz**

Jan 16
Due: Wednesday, Jan 16 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?fileld=d4d01df2-DTDm-wWha-5cpp-qUf106815e6c&pubhash=xWPQWeLxJth0M5eTUTASsvhzoIE6f5schDJ1RGZ0fcojKu0gzGeQ0wflcq7JTBh6v0CfTwZS2Asm4ZJdS4GhQ==)

- 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
See the attached form
Collusion Cycle.2018.docx Download (plugins/Upload/fileDownload.php?fileId=4b84b87d-Wwcw-wC13-4Blo-gGece0752eI2&pubhash=MS1sixUzx_Vi89HBwo5uHt8Ou2sFsJvCDsb0vuEQtvfcHEpnrPxdHpr_RE_hxWvaVwrRMBgbkE6CPJgk26A=)

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=Kc5R2XlD7BdAqVrl5oMBIB7MBfhp5gHVQRFzSofbjxOVA2BqC35ui_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
See attached form.
Influence Pyramid Grading Rubric 460.docx Download (plugins/Upload/fileDownload.php?fileId=2356b5e5-PWSP-y9h-4COQ-EG3736218813&pubhash=Td-gkwc1lQUzOAjdEeoB0ZT6G1A0P6L8Zlq2muYPlgPuNi7qJ9t8p3o_qPsfM7pmjg3n3Dgo3hchw8sG6R-DNQ==)

DORA 1

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/1iZOnlS69V576tU7UxF_V8ioOG6i_MDxg1LKycAphyS8/edit?usp=sharing) or the TAT schedule. (https://docs.google.com/spreadsheets/d/187hLeZXrjCr6KCJWRK68YYkuFHwIB3zJlybOqG-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=a6ce374bdAcY-5LG5-P4To-nEb49d0fl0fe&pubhash=WAiPZl3-iYt3iBZ8Rwj4BEwYJY-Yy9Hoat2t_ozzfxbtrZTW51Be8sChc4KsNOQ4EBYwKW9hE7Mzi06TopA==)

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=07UTbAnz2JiUd848TJ2krzarYycVdl7BnIlBuKPKP5Cvu5lVKooHn-BmUy0ELHpKYhkQssBqCsgFbsRIWf9gA==)

4. Write a response paper describing what you observed (refer to the DORA form), what could be improved 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

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

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.
Funds of Knowledge

Personal Mindset Change Paper

Co-teaching Quiz

Quiz #16

IEP Zen

DORA 2

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/1iZOnlS69V576U7UxF_V8i0OG6i_MDxg1LKycAphvS8/edit?usp=sharing

2. Complete the DORA form DORA Observation Form.pdf Download (plugins/Upload/fileDownload.php?fileld=2762af14-hDiR-jaZ7-nl6D-kTc6de107190&pubhash=07UTbAnz2JiUd848TJ2krzarYycVdIl7BniiR0KPKP5Cu5IIVKnoHn-
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

Answer these questions honestly

Advocacy Quiz

Paraeducator Responsibilities

DORA 3

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/1iZOnlS69V576tU7jUXF_V8l0OG6i_MDxg1LKycAphvS8/edit?usp=sharing

2. Complete the DORA form DORA Observation Form.pdf

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.
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.

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/1FJuoSYuqVh6y_rDzftw813JeBE1ZlM35UFz5KD8yKo/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
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

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/)

Final Exam

Final Exam

Point Breakdown

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<td>Quizzes</td>
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<td>Problem Solving Assignments</td>
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<td>Mindset Assignments</td>
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<td>Participation</td>
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<td>Extra Credit</td>
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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.
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**

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<td>M Jan 07 Monday</td>
<td>Introduction to course</td>
<td>Problem Solving Quiz Opens</td>
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<td>TIPS Procedures Quiz Opens</td>
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<td>DORA training Quiz Opens</td>
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<td>TIPS FC Quiz Opens</td>
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<td>Prayer &amp; Spiritual Thought Sign-up</td>
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<td>Week 2</td>
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<td>M Jan 14 Monday</td>
<td>Team-Initiated Problem Solving (TIPS)</td>
<td>Read: Top 5 Tips for Teams</td>
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<td>Read: TIPS_II_Facilitator Guide - Role Descriptions.doc Download</td>
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<td>Watch: Essential Minute Taker Skills</td>
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<td>Watch: Drilling Down Into Problems</td>
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<td>TIPS-II Fidelity Checklist</td>
<td>Read: Todd et al (2012) A case study of team-initiated problem solving addressing student behavior in one elementary school.pdf Download</td>
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<td>Watch: TIPS-FC Instructional Video</td>
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<td>Week 3</td>
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<td>M Jan 21 Monday</td>
<td>Martin Luther King Jr Day</td>
<td>Read: Algozzine Newton Horner Todd &amp; Algozzine 2012.pdf Download</td>
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<tr>
<td>W Jan 23 Wednesday</td>
<td>Introduction to the Decision Observation, Recording, &amp; Analysis (DORA) form</td>
<td>DORA Observation Form.pdf Download</td>
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**Week 5**

### M Jan 28 Monday
Using the DORA form
- Practice using the DORA form to analyze team-based problem solving

**TIPS Practice I** - This is an in-class assignment. We allocate approximately 30 min during class to work on this assignment.

**Review:** [dora_ii_training_03152013.pdf](https://learningsuite.byu.edu/view/bikl-T9ewKns.html#instructorInformation)

*** Please bring two copies of the DORA form to class with you.

**Read:**
- [Your Worst Nightmare.docx](https://learningsuite.byu.edu/view/bikl-T9ewKns.html#instructorInformation)
- [Feedback Friend & Cook 2017 Ch 3.pdf](https://learningsuite.byu.edu/view/bikl-T9ewKns.html#instructorInformation)

**TIPS Practice 1**
Problem Solving Unit Exam Opens

### W Jan 30 Wednesday
NO CLASS

**Inward Mindset Quiz Opens**
Take the Problem Solving Unit Exam

### M Feb 04 Monday
Mindset - Outward vs. Inward Mindset
- Identify a time when you had an inward mindset
- Identify a time when you thought someone else had an outward mindset

**Read:** [The Outward Mindset Pt I](https://learningsuite.byu.edu/view/bikl-T9ewKns.html#instructorInformation)

Problem Solving Unit Exam Closes
Self-Deception Quiz Opens

### W Feb 06 Wednesday
Mindset - Self-Deception
- Who is more likely to be taken advantage of, and why - the person with an inward mindset or the person with an outward mindset?

**Read:** Chapter 1-13 *Leadership and Self-Deception*

Inward Mindset Quiz Closes

**Watch:** [Jim Ferrell - Resolving the Heart of Conflict](https://learningsuite.byu.edu/view/bikl-T9ewKns.html#instructorInformation)

Self-Deception Quiz Closes
Collusion Quiz Opens

**Week 6**

### M Feb 11 Monday
Mindset - Collusion

**Read:** [The Outward Mindset Pt II](https://learningsuite.byu.edu/view/bikl-T9ewKns.html#instructorInformation)

**Read:** Chapters 14-16 *Leadership & Self-Deception*

**Moral Sense Log**
**Carry Boxes Quiz Opens**
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<thead>
<tr>
<th>Date</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Notes</th>
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| W Feb 13   | Mindset - Carry Boxes | 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 | Read: Chapters 17-24 *Leadership & Self-Deception*  
Collusion Cycle  
Carry Boxes Quiz Closes |             |
|            | Mindset - Outward vs Inward Mindset |  
- "Outwardly Nice"  
Inward Mindset |             |
| Week 7     | M Feb 18     | Presidents Day |                             |                        |
| T Feb 19   | Monday Instruction | Mindset DBL Model | Read: The Outward Mindset Pt III  
Carry Boxes Assignment  
Mindset DBL Assignment  
Influence Pyramid Quiz Opens |             |
|            |              |             |                             |                        |
| W Feb 20   | NO CLASS - APBS | Work on your mindset paper | Midcourse Evaluation |             |
| Week 8     | M Feb 25     | Mindset - Influence Pyramid | Read: *Anatomy of Peace* Chapters 2, 22-24  
Influence Pyramid Quiz Closes  
SAM Quiz Opens |             |
| W Feb 27   | Mindset - S.A.M. and Multiplying Mindset |  
- 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? | Read: The Outward Mindset Pt IV  
Influence pyramid  
SAM Quiz Closes |             |
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Notes</th>
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| M Mar 04   | Mindset Unit Exam TIPS II Activity                                         | Mindset Unit Exam  
DORA 1  
TIPS Practice 2  
Brittany Huang Case Study.doc [Download]  
Brittany ABC.pdf [Download]  
Brittany Huang IEP.doc [Download] |
| W Mar 06   | Collaboration with Families - See Others - Diversity                       | Complete IRIS Module - Collaborating with Families  
Watch: Recommendations for Families  
Read: Funds of Knowledge pp. 29-44, 119-130 - (Chapters 2 & 6)  
Collaborating w/ Families 1 Closes  
Funds of Knowledge Opens |
|            |                                                                           | Week 10                                                               |
| M Mar 11   | Communicating with Families - 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? | Personal Mindset Change Paper  
Parent-Family Engagement Checklist.pdf [Download]  
Funds of Knowledge Closes  
Co-teaching Quiz Opens |
| W Mar 13   | Co-teaching - Current Research - is co-teaching effective? (Solis) - Models - what co-teaching models are commonly used? (Website) - Regular Education Initiative vs Inclusion (Fuchs) | Review: Co-Teaching: A Model for Classroom Management  
HLP 1 - Collaborate with Teachers  
Quiz #16 Opens  
IEP Zen Opens  
Co-teaching Quiz Closes |
<p>|            |                                                                           | Week 11                                                               |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Lecture Topic</th>
<th>Faculty Name</th>
<th>School/Office</th>
<th>Read Material</th>
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<tr>
<td>M Mar 18</td>
<td></td>
<td>GUEST LECTURE</td>
<td>IEP Zen</td>
<td>Dr. Ben Springer</td>
<td>What are the roles and responsibilities of IEP team members?</td>
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<td>Wasatch Special Education Director</td>
<td>How can the special educator create a narrative to engage all members of the team?</td>
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<td>Collaboration of General and Special Education Teachers: Perspectives and Strategies Teachers’ Perceptions of Response to Intervention (RTI) &amp; Implementation Closes DORA 2</td>
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<td>Week 12</td>
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<td>M Mar 25</td>
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<td>GUEST LECTURE</td>
<td>Collaborating with General Educators</td>
<td>Katelyn Finch Cherry Creek Elementary School Nebo School District</td>
<td>Advocacy Quiz Opens</td>
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<td>Mar 27</td>
<td>Evidence-based Professional Development</td>
<td>Collaboration with other Service Providers</td>
<td>Advocacy Quiz Closes. Come prepared to discuss the role of special educators in a PLC.</td>
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<td>Read: A Nation at Risk</td>
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<td>Read: Utah Teacher Turnover</td>
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<td>Read: UEA 2019 Legislative Summary</td>
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<td>Paraeducator Responsibilities Opens</td>
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<td>M 01</td>
<td>Paraeducators</td>
<td>- See Others</td>
<td>Read: Utah Paraeducator Handbook p. 15-32, 45-54</td>
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<td>- Defining roles &amp; responsibilities</td>
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<td>Paraeducator Teaming &amp; Training Opens</td>
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<tr>
<td>W 03</td>
<td>Paraeducators II</td>
<td>- training paraeducators, peer tutors, &amp; parent volunteers</td>
<td>Read: Guskey2002 Professional Development and Teacher Change.pdf Download</td>
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<td>Read: Ashbaker2012.pdf Download</td>
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<td>M 08</td>
<td>Paraeducators III</td>
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<td>Read: Contextual Fit ASPE Brief</td>
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<td>Bring your roles and responsibilities and training lesson plan to class</td>
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<td>W 10</td>
<td>GUEST LECTURE</td>
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<td>Class Presentations</td>
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<td>Collaboration Presentation</td>
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<td>Class Presentations, Final Exam Review, Course Debrief</td>
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<td>High Leverage Practices Paper</td>
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<td>Winter Exam Preparation (04/18/2019 - 04/18/2019)</td>
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<td>F Apr 19</td>
<td>First Day of Winter Final Exams (04/19/2019 - 04/24/2019)</td>
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<td>W Apr 24</td>
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BYU Learning Suite Syllabus
https://learningsuite.byu.edu/view/bkl-T9ewKns.html#instructorInformation