

# Instructor/TA Info

## Instructor Information

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## Course Information

### Description

The purpose of CPSE 460 is to prepare special education teacher candidates to work effectively with other professionals, parents, and families to improve learning outcomes for students with diverse learning needs. The course includes the following elements:

- Foundations of Collaboration and Interpersonal Skills
  - Developing an outward mindset
  - Critical interpersonal skills
- Applications of these skills to collaboration with:
  - Families of Students with Diverse Learning Needs
  - General Educators, Paraeducators, and Other Professionals in Schools

### Materials

Material information is currently unavailable due to problems with the byustore web site.

### 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	95%
A-	90%
B+	87%
B	83%
B-	80%
C+	77%
C	73%
C-	70%
D+	67%
D	63%
D-	60%
E	0%

## Assignments

### Assignment Descriptions

### Heart of Conflict



Due: Thursday, Jan 06 at 11:59 pm

For this assignment, you will write a one page paper (1 inch margins, 12 point font) after watching the Heart of Conflict video. Summarize the "heart of conflict" and give one specific example of how this might apply in schools. Your example may be something you have seen or it may be hypothetical.

**Problem Solving Teams Quiz**

Jan  
11

Due: Tuesday, Jan 11 at 2:00 pm

This quiz covers information contained in the Rosenfield et al. (2018) article titled, Evaluating Problem Solving Teams in K-12 Schools: Do They Work? You can reference the article while taking the quiz.

**Personal Mindset Change Proposal**

Jan  
14

Due: Friday, Jan 14 at 11:59 pm

Identify someone in your life toward whom you have an inward mindset. Briefly describe the person and why you think you have an inward mindset towards them, this could include experiences you have had with them that have helped shape your thinking. Write a proposal of the things you think you could do to change your mindset towards that person. Your ideas may change as you study *Leadership and Self-Deception* and *The Outward Mindset*. It is expected that you will try some ideas from the texts as you complete this assignment. You will use this information for your paper on Personal Mindset Change.

Your proposal can be a bulleted outline and include your initial ideas for becoming more outward. Proposals should be about one page

**Inward Mindset Quiz**

Jan  
18

Due: Tuesday, Jan 18 at 2:00 pm

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

**Collusion Cycle**

Jan  
18

Due: Tuesday, Jan 18 at 4:00 pm

*Launch Activity - Collusion Cycle*

We often find ourselves "in the box" or with an "inward mindset" toward others. This typically happens when someone has done something to bother us, offend us, frustrate us, make us angry, blame us, and/or pick on us. Often these reasons are completely reasonable for feeling the way we do, but these feelings may have unintended consequences.

Think of someone in your life (e.g., a parent, friend, co-worker, sibling) who has done something to you from the list above. Follow the cycle around starting with 1, then 2, and then so on and so forth. Go through the cycle as many times as you need to in order to explain the situation.

Complete the two blank tables below for two situations with the same person. If you can't think of two situations you may use two different people. See the completed example from Chris Wallace's experience below.

*Example #1 (see Outward Mindset p. 50-62)*

1. What he/she does	2. What I see
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Refuses Uncle Dick's invitation	A selfish father who cares more about himself than his son.
Refuses to accept help from Uncle Dick	A foolish father too proud to accept help who caused financial ruin to come to their family.
4. What He/She Sees	3. What I Do
A petulant son who needs to be taught self-respect and hard work  A hopeless situation where my family is completely against me and it would be better if I weren't here	Run and hide. Do only the required chores  Finally confront father at gunpoint in the middle of a confrontation with his mother

Situation #1

1. What he/she does	2. What I see
4. What he/she sees	3. What I do

Situation #2

1. What he/she does	2. What I see
4. What he/she sees	3. What I do

**Collusion Quiz**

Jan  
20

Due: Thursday, Jan 20 at 2:00 pm

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

**Influence pyramid**

Jan  
22

Due: Saturday, Jan 22 at 2:30 pm

Launch Activity Influence Pyramid Assignment W20.docx [Download \(plugins/Upload/fileDownload.php?fileId=69462dfe-19c5-7WJK-dqQM-X93841a987ad&pubhash=Q4\\_3TqiGMjwQAfwuJ6eSto2Jg02KZRyKjpZ8w\\_kX5WBsCNXBW4FHuR6TYrkcd7zNiFMNSxWwvjNw9c2zCC2GAQ==\)](#)

This is an in-class activity. It should be finished after class and submitted in LS.

**Self-Deception Quiz**

Jan  
25

Due: Tuesday, Jan 25 at 2:00 pm

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

**Mindset DBL Assignment**

Jan  
27

Due: Thursday, Jan 27 at 11:59 pm

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## IN CLASS ASSIGNMENT

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### Multiplying Mindset

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Feb  
01

Due: Tuesday, Feb 01 at 2:00 pm

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Answer these questions honestly

### SAM Quiz

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Feb  
01

Due: Tuesday, Feb 01 at 2:00 pm

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Answer these questions honestly

### Moral Sense Log

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Feb  
01

Due: Tuesday, Feb 01 at 11:59 pm

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#### Outside of Class Assignment

##### 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. The minimum expectation for this assignment is to document and reflect upon experiencing your moral sense **three times**. These experiences need to have all occurred during the last couple of weeks before the assignment is due so you can accurately recount and detail not only what happened but how you felt. Please be as genuine and honest with yourself as possible when recounting these events it will mean more and I won't judge you :)

For full points, do the following.

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, or see).
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. Specifically, how did your choices impact the way you think or feel about yourself and the other person(s) involved?

*Personally, I rarely make good on all the "promptings" I receive, so don't hesitate to write about times when you did not follow your moral sense. This often happens for a lot of good reasons.*

### Mindset Unit Exam

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Feb  
03

Due: Thursday, Feb 03 at 11:59 pm

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This exam is closed book and closed note. It is worth 31 points. It consists of multiple choice, true/false, short answer, and essay questions.

### Personal Mindset Change Paper

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Feb  
08

Due: Tuesday, Feb 08 at 2:00 pm

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Using the information from your proposal, write a summary of your experience working on changing your mindset. Be sure to include the following:

- A well-developed description of someone in your life toward whom you have an inward mindset.
- Why you think you have an inward mindset towards this person.
- What you did to develop an outward mindset toward that person.
- How you used the ideas from the texts and readings.

- How you feel about your experience.

Standard formatting (12 point font, times new roman, 1 inch margins)

Between 3 to 5 pages

### Interpersonal Skills Quiz

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Feb  
10

Due: Thursday, Feb 10 at 2:00 pm

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### Problem Solving Quiz

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Feb  
15

Due: Tuesday, Feb 15 at 2:00 pm

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

### Using the DORA Form

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Feb  
15

Due: Tuesday, Feb 15 at 11:59 pm

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**This is an in-class assignment.** We will view the [TIPS Training Meeting Video 1 \(https://www.youtube.com/watch?v=udDQx5oJW9k&feature=youtu.be\)](https://www.youtube.com/watch?v=udDQx5oJW9k&feature=youtu.be) and complete the DORA form in class. You will submit the completed form after our discussion using this link.

### DORA training Quiz

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Feb  
17

Due: Thursday, Feb 17 at 2:00 pm

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Answer these questions without the use of notes.

### Ellie Case Study

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Feb  
17

Due: Thursday, Feb 17 at 11:59 pm

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### Out of Class Assignment

Post at least one comment and two responses to the following questions related to Ellie's case study.

- 1 - What is the problem(s)?
- 2 - What solutions should we consider and what should we include on the implementation plan?
- 3 - How will we monitor our progress/measure impact?

Ellie is a ninth grader who has just moved to the community from another city. She is quiet and withdrawn and doesn't appear to have made many new friends. She often sits alone in the back of the classroom and doesn't volunteer responses, offer ideas, or engage in class discussions. While she does most, if not all, of the independent work required of her, she does not actively participate in any partner or cooperative activities. She avoids group contact by reading or drawing quietly or asking to be excused to go to the restroom, locker, or office. From all the information the teachers have gathered and their observations, Ellie appears to be able to read and write on grade level. Mr. Salinas, Ellie's English teacher, becomes concerned when Ellie's failure to participate in group activities begins to cause some resentment among her peers. Some students say they don't want to be placed in a group with Ellie because "She won't help out and it just drags us down. It's like she doesn't even know we're there." This problem is also beginning to affect Ellie's grade in English class because several of the semester competencies and assignments require peer and group interaction. There are upcoming small group literature discussion activities and peer editing and writing support groups. Mr. Salinas believes Ellie is capable of the work

### IRIS Module Family Engagement

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Feb  
17

Due: Thursday, Feb 17 at 11:59 pm

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Complete the Family Engagement module and submit your responses to the **assessment** through LS.

### TIPS Practice 1

Feb

24

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 \(plugins/Upload/fileDownload.php?fileId=a8f0adac-3Rml-wU5h-fAdP-4Z23e3fe7917&pubhash=ANQab8habEBZSnf2y9EIslhzpXdDq72qr9loA8ETvT9JGFNX-zDFahOmETcqu3hHDyDCHQOpFQHzAjlA7ChBkg==\)](https://www.dropbox.com/s/a8f0adac-3Rml-wU5h-fAdP-4Z23e3fe7917&pubhash=ANQab8habEBZSnf2y9EIslhzpXdDq72qr9loA8ETvT9JGFNX-zDFahOmETcqu3hHDyDCHQOpFQHzAjlA7ChBkg==)

Precision statement - 1 points

Implementation plan - 1 points

Data Use - 1 points

Roles & Procedures - 1 points

Clarity & Writing - 1 points

### TIPS Procedures Quiz

Mar

01

Due: Tuesday, Mar 01 at 2:00 pm

Answer these questions - no notes

### Problem Solving Unit Exam

Mar

01

Due: Tuesday, Mar 01 at 3:30 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.

### Questions for District Leadership

Mar

01

Due: Tuesday, Mar 01 at 11:59 pm

Please post at least one original question that you may have for district-level special educators.

### Questions for USBE

Mar

01

Due: Tuesday, Mar 01 at 11:59 pm

Please submit at least one original question that you may have for Jessica Kallin from the USBE.

Jessica Kallin

Family and Community Engagement Specialist

Utah State Board of Education

MA in Community Leadership

EdD Student in Organizational Change and Leadership

### Questions for Para educator

Mar

01

Due: Tuesday, Mar 01 at 11:59 pm

Please submit one original question that you would like to ask a para professional.

### Questions for Parent

Mar

Mar  
01

Due: Tuesday, Mar 01 at 11:59 pm

Please post at least one original question you might have for the parent/guardian of a child with a disability.

### Questions for School Principal

Mar  
01

Due: Tuesday, Mar 01 at 11:59 pm

Please submit at least one original question that you may have for Rene' Cunningham, school principal--Canyon Crest Elementary, Provo City School District.

### TIPS Practice 2

Mar  
03

Due: Thursday, Mar 03 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.

This assignment is completed using the Brittany Huang case study.

### Funds of Knowledge

Mar  
10

Due: Thursday, Mar 10 at 2:00 pm

Answer these questions without the use of notes.

### IEP Facilitation Quiz

Mar  
15

Due: Tuesday, Mar 15 at 2:00 pm

Answer these questions without the use of notes.

### DORA 1

Mar  
15

Due: Tuesday, Mar 15 at 11:59 pm

#### 1. Observe a problem solving meeting

If you plan to observe a meeting in Provo School District (PSD), please sign the consent form below and give two copies to your instructor prior to observing in their district.

Provo Confidentiality Agreement.pdf [Download \(plugins/Upload/fileDownload.php?fileId=34997d6e-2goK-meNZ-fSPg-t7c779e8fadc&pubhash=haMU0szuSXjeI5mvxU11QtQICxHgUzC8Fo5cmjNIhUyjf-UoqtYKvq5rAtfQkisocsA1DZIZNCbVCPkAZaVt3g==\)](#)

#### 2. Contact the school principal at least a week prior to the observation

3. Complete the DORA form during your observation DORA Observation Form.pdf [Download \(plugins/Upload/fileDownload.php?fileId=4a954992-H5AY-urvK-Gixw-bCeea528d44e&pubhash=-c5nm\\_ZRyZlZBM0mio7CZoHn9C7L-4nSQeDHHLh4HLwV42TY\\_hCx2VQ7NwHxIPH5DRSBQnXuuh9hI5Jmjw7LA==\)](#)

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.

### Co-teaching Quiz

Mar  
22

Due: Tuesday, Mar 22 at 2:00 pm

Answer these questions without the use of notes.



## Para Rules and Responsibilities

Mar  
31

Due: Thursday, Mar 31 at 11:59 pm

1. Submit a role description for paraprofessional, other staff, peer tutor, parents or other volunteers.

- Role Description
- Attendance Policy
- Method of Addressing Concerns
- Dress Code
- Classroom Behavior Management
- Confidentiality

## Collaboration Presentation

Apr  
05

Due: Tuesday, Apr 05 at 11:59 pm

1) Form a group of up to 4 people. Identify your group and the topic you've selected [here \(https://docs.google.com/document/d/1VeP54ax7I3https://docs.google.com/document/d/1VeP54ax7I3BvZLrTphUCjwOe19m1bp5kHp2z8qH\\_Hw/edit?usp=sharing\)](https://docs.google.com/document/d/1VeP54ax7I3https://docs.google.com/document/d/1VeP54ax7I3BvZLrTphUCjwOe19m1bp5kHp2z8qH_Hw/edit?usp=sharing)

2) You and three of your classmates will select one of the following stakeholders/clients:

- Parents
- Administrators
- Teachers
- Other service providers
- Paraeducators
- Students with disabilities
- At-risk students in general education

3) Prepare a 5 min presentation with information about the needs, objectives, and challenges of this group and provide 1-2 high-leverage practices or empirically-supported strategies for problem solving, communicating, and/or supporting your selected colleague/stakeholder in improving services for students at risk. Be sure to explain your concepts clearly with a focus on classroom application.

## DORA 2

Apr  
13

Due: Wednesday, Apr 13 at 2:30 pm

### 1. Observe a problem solving meeting

If you plan to observe a meeting in Provo School District (PSD), please sign the consent form below and give two copies to your instructor prior to observing in their district.

Provo Confidentiality Agreement.pdf [Download \(plugins/Upload/fileDownload.php?fileId=34997d6e-2goK-meNZ-fSPg-t7c779e8fadc&pubhash=haMU0szuSXjeI5mvxU11QtQICxHgUzC8Fo5cmjNlhUyjf;-UoqtYKVq5rAtFQkisocsA1DZIZNCbVCPkAZaVt3g==\)](#)

### 2. Contact the school principal at least a week prior to the observation

3. Complete the DORA form during your observation DORA Observation Form.pdf [Download \(plugins/Upload/fileDownload.php?fileId=4a954992-H5AY-urvk-Gixw-bCeea528d44e&pubhash=-c5nm\\_ZRyZlZBM0mio7CZoHn9C7L-4nSQeDHHlh4HLwV42TY\\_hCx2VQ7NwHxIPH5DRSBQnXuuh9hl5Jmjw7LA==\)](#)

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.

## Class Participation

Apr  
13

Due: Wednesday, Apr 13 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

Apr  
13

Due: Wednesday, Apr 13 at 11:59 pm

Final Exam

### High Leverage Practices Paper

Apr  
13

Due: Wednesday, Apr 13 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 you plan to implement this practice(s) in your classroom. Click the link below for more information.

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

### Point Breakdown

Categories	Percent of Grade
Exams	32%
Quizzes	14.59%
Launch Activities	18.12%
Applied Assignments	23.53%
Participation	11.76%
Extra Credit	0%

## University Policies

### Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the 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

Brigham Young University prohibits all forms of sexual harassment—including sexual assault, dating violence, domestic violence, and stalking on the basis of sex—by its personnel and students and in all its education programs or activities. University policy requires all faculty members to promptly report incidents of sexual harassment that come to their attention in any way and encourages reports by students who experience or become aware of sexual harassment. Incidents should be reported to the Title IX Coordinator at [t9coordinator@byu.edu](mailto:t9coordinator@byu.edu) or (801) 422-8692 or 1085 WSC. Reports may also be submitted online at <https://titleix.byu.edu/report> (<https://titleix.byu.edu/report>) or 1-888-238-1062 (24-hours a day). BYU offers a number of resources and services for those affected by sexual harassment, including the

university's confidential Sexual Assault Survivor Advocate. Additional information about sexual harassment, the university's Sexual Harassment Policy, reporting requirements, and resources can be found in the University Catalog, by visiting <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. A disability is a physical or mental impairment that substantially limits one or more major life activities. Whether an impairment is substantially limiting depends on its nature and severity, its duration or expected duration, and its permanent or expected permanent or long-term impact. Examples include vision or hearing impairments, physical disabilities, chronic illnesses, emotional disorders (e.g., depression, anxiety), learning disorders, and attention disorders (e.g., ADHD). If you have a disability which impairs your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 801-422-2767 to request a reasonable accommodation. The UAC can also assess students for learning, attention, and emotional concerns. If you feel you have been unlawfully discriminated against on the basis of disability, please contact the Equal Opportunity Office at 801-422-5895, [eo\\_manager@byu.edu](mailto:eo_manager@byu.edu), or visit <https://hrs.byu.edu/equal-opportunity> (<https://hrs.byu.edu/equal-opportunity>) for help.

## Schedule

Date	Topics & Standards	Readings & Assignments
Week 1		
M Jan 03 Monday		
T Jan 04 Tuesday	<p>The history and context of collaboration within schools</p> <p>What is collaboration? Taskwork vs teamwork?</p> <p>The Arbinger Institute and the Heart of Conflict</p>	<p><b>Watch:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Jim Ferrell - Resolving the Heart of Conflict</a></li> </ul> <p>Launch Activity: Heart of Conflict paper (Due before class on Thursday)</p>
Th Jan 06 Thursday	<p>Introduction to course</p> <ul style="list-style-type: none"> <li>• Learning Outcomes</li> <li>• <a href="#">High-Leverage Practices</a></li> <li>• <a href="#">Utah Effective Teaching Standards</a></li> <li>• <a href="#">CEC Initial Preparation Standards</a></li> </ul> <p>As a committed special educator, what am I expected to do to collaborate with parents, teachers, and students?</p> <p>Relative to these professional expectations, what would I like to learn from this course?</p> <p><b>Collaboration HLP 1 - Collaborate with professionals to increase student success.</b></p>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Rosenfield, S., Newell, M., Zwolski Jr., S., &amp; Benishek, L. E. (2018). Evaluating problem-solving teams in K-12 schools: Do they work? <i>American Psychologist</i>, 73(4), 407-419. <a href="https://doi.org/10.1037/amp0000254">doi: 10.1037/amp0000254</a></li> </ul> <p>Article uploaded into Content - Readings</p> <p><b>Do:</b></p> <p>Submit the Problem Solving Teams Quiz (In assignments, under quizzes)</p>
F Jan 07 Friday		
Week 2		
T Jan 11 Tuesday	<p>The Outward Mindset Pt I - read during class and in-class activity</p> <p>Mindset - Outward vs. Inward Mindset</p> <ul style="list-style-type: none"> <li>• Identify a time when you had an inward mindset</li> <li>• Identify a time when you thought someone else had an outward mindset</li> </ul>	<p><b>Read for next class:</b></p> <ul style="list-style-type: none"> <li>• Chapter 1-13 <i>Leadership and Self-Deception</i></li> </ul>

Th Jan 13 Thursday	<p>TIPS II Activity</p> <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><b>Read for next class:</b></p> <ul style="list-style-type: none"> <li>• Chapters 14-20 <i>Leadership &amp; Self-Deception</i></li> </ul>
F Jan 14 Friday		
Week 3		
M Jan 17 Monday	<b>Martin Luther King Jr Day</b>	
T Jan 18 Tuesday	<p><i>Launch Activity - Collusion (see assignment description)</i></p> <p>Mindset - Collusion</p> <p>What do the authors mean by "By being in the box (inward mindset), I provoke others to be in the box" (p. 93)?</p>	<p><b>Read for next class (1/20):</b></p> <ul style="list-style-type: none"> <li>• <i>Leadership &amp; Self-Deception</i> Chapters 21-24</li> <li>• <i>Anatomy of Peace</i> Chapters 2, 22-24. pp 10-20 &amp; 207-232</li> </ul>
Th Jan 20 Thursday	<p><i>Launch Activity - Influence Pyramid (see assignment description)</i></p> <p><b>We'll begin this assignment in class.</b></p> <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>Carry Boxes Examples Only.pdf <a href="#">Download</a></p> <p>Mindset - Influence Pyramid</p>	<p><b>For Next Class (1/25)</b></p> <p><b>Read:</b> The Outward Mindset Part II &amp; Part III</p>
F Jan 21 Friday		
Sa Jan 22 Saturday		
Week 4		
T Jan 25 Tuesday	<p>Mindset - S.A.M.</p> <ul style="list-style-type: none"> <li>• What does it mean to "lead with mindset" and how is this related to the most important move?</li> <li>• How does the concept of an Outward Mindset scale from an individual to organizational level? Is this related to shrinking distinctions?</li> <li>• What can I do to "See Others" at school?</li> </ul>	<p><b>For next class (1/27)</b></p> <p><b>Read:</b> Feedback Friend &amp; Cook 2017 Ch 3.pdf <a href="#">Download</a></p>
Th Jan 27 Thursday	<p>Mindset - Multiplying Mindset</p> <p>Mindset DBL Model</p> <p><b>In class assignment</b></p>	
Week 5		

T Feb 01 Tuesday	<p>Communication Skills</p> <p><i>Launch Activity - Moral Sense Log (see assignment description)</i></p> <p><b>Outside of class assignment.</b></p>	<p><b>For Next Class Read (2/8):</b></p> <ul style="list-style-type: none"> <li>• Todd et al (2012) A case study of team-initiated problem solving addressing student behavior in one elementary school.pdf <a href="#">Download</a></li> </ul>
Th Feb 03 Thursday	<p><b>Mindset Unit Exam - open 2/3 from 8:00 am to 11:59 pm</b></p> <p><b>No on-campus Class</b></p>	
Week 6		
M Feb 07 Monday		
T Feb 08 Tuesday	<p><b>Collaboration HLP 2 - Organize and facilitate effective meetings with professionals and families.</b></p> <p>Problem solving - Process</p> <ul style="list-style-type: none"> <li>• Identify and describe the seven components of the problem solving model</li> <li>• Practice identifying problems with precision</li> </ul>	<p><b>Read for Class on 2/10:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Top 5 Tips for Teams</a></li> <li>• <a href="#">Algozzine Newton Horner Todd &amp; Algozzine 2012.pdf</a> <a href="#">Download</a></li> </ul> <p><b>Review:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">TIPS Minute Meeting Form</a></li> </ul>
Th Feb 10 Thursday	<p>Team-Initiated Problem Solving (TIPS)</p> <ul style="list-style-type: none"> <li>• Principles of Effective Collaboration</li> <li>• Norms</li> <li>• Agendas</li> <li>• Roles</li> </ul>	<p>DORA Observation Form.pdf <a href="#">Download</a></p> <p>*** Please bring two copies of the DORA form to class with you for class on 2/15.</p> <p><a href="#">Sample PS meeting video</a></p>
Week 7		
T Feb 15 Tuesday	<p>Introduction to the Decision Observation, Recording, &amp; Analysis (DORA) form</p> <p><b>Review:</b> <a href="#">dora_ij_training_03152013.pdf</a> <a href="#">Download</a></p> <p>- Using the DORA form to observe team-based problem solving - <b>This is an in-class assignment.</b></p> <p>- Where are each of the components of the problem solving process represented in the DORA form?</p> <p><a href="#">Sample PS meeting video</a></p>	<p><a href="#">Prayer &amp; Spiritual Thought Sign-up</a></p> <p>Elli Case Study Due. Out-of-class Assignment</p>
Th Feb 17 Thursday	<p>No On-campus class</p> <p>Complete the IRIS Module and submit response to the Assessment portion through LS</p>	<p>Complete IRIS Module - <a href="#">Collaborating with Families</a></p> <p><b>Watch:</b> <a href="#">Recommendations for Families</a></p> <p>FQOL Scoring Sheet.xlsx <a href="#">Download</a></p>
Week 8		
T Feb 22 Tuesday	<b>Monday Instruction</b>	

Th Feb 24 Thursday	<p>TIPS Practice I - <b>This is an in-class assignment.</b></p> <p>5dd434ba9cc041564363320c_TIPS Meeting Minutes Template.docx <a href="#">Download</a></p>	<p><b>Read:</b> <a href="#">Contextual Fit ASPE Brief</a></p> <p><b>Read:</b> Your Worst Nightmare.docx <a href="#">Download</a></p>
F Feb 25 Friday		
Week 9		
T Mar 01 Tuesday	<p><b>Problem Solving Unit Exam</b></p> <p><b>Write &amp; submit the interview Questions: USBE, District Leadership, para, parent &amp; principal</b></p>	<p>EXTRA CREDIT Information:</p> <p>Brittany Huang Case Study.doc <a href="#">Download</a></p> <p>Brittany ABC.pdf <a href="#">Download</a></p> <p>Brittany Huang IEP.doc <a href="#">Download</a></p>
Th Mar 03 Thursday	<p>Collaboration with Families</p> <ul style="list-style-type: none"> <li>- See Others</li> <li>- Diversity</li> </ul> <p>Communicating with Families</p> <ul style="list-style-type: none"> <li>- What are funds of knowledge? How does this influence our ability to "See Families"?</li> <li>- What are the interpersonal skills that we can develop to improve our capacity to build relationships with parents and students?</li> </ul>	<p><b>Read for class on 3/3:</b> <a href="#">Funds of Knowledge</a> pp. 29-44, 119-130 - (Chapters 2 &amp; 6)</p> <p>Parent-Family Engagement Checklist.pdf <a href="#">Download</a></p>
F Mar 04 Friday		
Week 10		
T Mar 08 Tuesday	GUEST LECTURE - PCSD Sp. Ed. Leadership	
Th Mar 10 Thursday	<p>Developing Individualized Education Plans (IEPs)</p> <ul style="list-style-type: none"> <li>• Based on the recommendations by Patti (2016), when and how should data be incorporated into an IEP?</li> <li>• What strategies should special educators employ to strengthen pre-IEP meeting drafts of the IEP?</li> <li>• When editing for "flow" what is the best way to order the sections of the IEP?</li> <li>• What are the strategies special educators should use before, during, and after the IEP meeting to fully engage parents and students?</li> </ul>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Patti, A. L. (2016). Back to the Basics: Practical Tips for IEP Writing. <i>Intervention in School and Clinic</i>, 51(3), 151-156. <a href="https://doi.org/10.1177/1053451215585805">https://doi.org/10.1177/1053451215585805</a></li> <li>• Cavendish, W., Connor, D. J., &amp; Rediker, E. (2017). Engaging Students and Parents in Transition-Focused Individualized Education Programs. <i>Intervention in School and Clinic</i>, 52(4), 228–235. <a href="https://doi.org/10.1177/1053451216659469">https://doi.org/10.1177/1053451216659469</a></li> </ul> <p>Complete Brittany Huang IEP2013.pdf <a href="#">Download</a></p>
Week 11		

T Mar 15 Tuesday	<p>Co-teaching</p> <ul style="list-style-type: none"> <li>• Current Research - is co-teaching effective? (Solis)</li> <li>• Models - what co-teaching models are commonly used? (Website)</li> <li>• What are the critical features of co-teaching and how do different models promote or distract from these features? (Solis+web)</li> </ul>	<p><b>Read:</b> IEP.ZEN.BYU.pdf <a href="#">Download</a></p>
Th Mar 17 Thursday	<p>GUEST LECTURE Para Professionals</p> <p>Mary and Cher will join by Zoom to talk about their experiences working at East Bay Post High in Provo City School District.</p>	<p><b>Review:</b> <a href="#">Co-Teaching: A Model for Classroom Management</a></p> <p><a href="#">HLP 1 - Collaborate with Teachers</a></p> <p><b>Read:</b> 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. <a href="https://doi.org/10.1002/pits.21606">doi:10.1002/pits.21606</a></p> <p>Fuchs &amp; Fuchs (1994). Inclusive schools movement and the radicalization of special education reform. Exceptional Children, 60(4), 294-309 <a href="https://doi.org/10.1177/001440299406000402">https://doi.org/10.1177/001440299406000402</a></p>
Week 12		
T Mar 22 Tuesday	<p>GUEST LECTURE</p> <p>Collaborating with School-level Administration</p> <p>Rene' Cunningham</p> <p>Principal Canyon Crest Elementary Provo City School District</p>	<p>CASEL-10 Indicators.png <a href="#">Download</a></p> <p>SEW Framework Poster 8.5 x 11.pdf <a href="#">Download</a></p>
Th Mar 24 Thursday	<p>GUEST LECTURE</p> <p>Collaborating with the USBE</p> <p>Jessica Kallin</p> <p>Family and Community Engagement Specialist</p>	<p><a href="#">Collaboration of General and Special Education Teachers: Perspectives and Strategies</a></p>
Week 13		

T Mar 29 Tuesday	<p>Interdisciplinary Activity Special Education Teacher.docx <a href="#">Download</a></p> <p>Working with Peer Tutors</p> <ol style="list-style-type: none"> <li>1. What is a culture of collaboration?</li> <li>2. How can we encourage peer tutors to make the most of their time in class?</li> </ol> <p>Paraeducators</p> <ul style="list-style-type: none"> <li>- See Paras</li> <li>- Roles &amp; responsibilities</li> <li>- Training</li> </ul>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">A Nation at Risk</a> (only the A Nation at Risk &amp; Findings sections)</li> <li>• <a href="#">Utah Teacher Turnover</a></li> <li>• <a href="#">UEA 2020 Legislative Summary</a></li> </ul>
W Mar 30 Wednesday		
Th Mar 31 Thursday	<p>Guest Lecture - Abby Hendricks, parent of a child with a disability</p>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">PeerTutorGuidelines.pdf</a> <a href="#">Download</a></li> </ul> <p><b>Read:</b> Utah Paraeducator Handbook p. 15-32, 45-54</p>
Week 14		
T Apr 05 Tuesday	<p>Prepare for group presentations - no on-campus class</p>	
Th Apr 07 Thursday	<p>Group Presentations</p>	
Week 15		
T Apr 12 Tuesday	<p>Final Exam Review</p> <p>Course Debrief</p> <p>Group Presentations</p>	
W Apr 13 Wednesday	<p>Final Exam:</p> <p>331 MCKB</p> <p>7:00am - 10:00am</p>	
Th Apr 14 Thursday	<p><b>Winter Exam Preparation (04/14/2022 - 04/14/2022)</b></p>	