

**California State University San Marcos
COLLEGE OF EDUCATION
Mission Statement**

The mission of the College of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research, and ongoing service. Our practices demonstrate a commitment to student centered education, diversity, collaboration, professionalism, and shared governance.

**EDEX 638 Shared Leadership in Educational Excellence for All
(3 credit units)**

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I. Course Description

In this course, participants develop and demonstrate an understanding of organizational systems and systems change agency through an examination of current theory, research, and practice in general and special education school reform. They explore models of and develop skills in leadership and management; advanced interpersonal communication; collaborative teaming and consultation; creative problem solving and conflict resolution; supervision, coaching, and training of others; resource procurement and provision; interagency coordination, and change agency. Participants apply skills to address curricular, instructional, assessment, and systems change challenges in school and community settings.

Prerequisites: This course is available to any credentialed teacher, with permission of instructor.

The table indicates the CTC Level II standards directly addressed by EDEX 638 and the level (i.e., knowledge, application) at which each standard is demonstrated. Additional standards may be addressed dependent upon participants' choices for field applications.

M/M/S	M/M/S	M/M/S	M/M	M/M	M/M	M/S	M/S
13	15	17	18	19	20	18	19
K/A	K/A	K/A	K/A	K/A	K/A	K/A	K/A

Key:

M/M/S = Mild/Moderate/Severe Education Specialist Competency (number indicates CTC standard addressed)
M/M = Mild/Moderate Education Specialist Competency (number indicates CTC standard addressed)
M/S = Moderate/Severe Education Specialist Competency (number indicates CTC standard addressed)
K = Competence at **knowledge** level
A = Competence at **application** level

CLAD Emphasis. In 1992, the College of Education voted to infuse Crosscultural, Language and Academic Development (CLAD) competencies across the curriculum. The CLAD competencies are at the end of the syllabus and the competencies covered in this course are indicated with *** and italics.

II. Content Goals and Performance Objectives:

The participant will:

- Goal 1. develop and demonstrate an understanding of organizational systems and systems change agency through an examination of current and emerging theory, research, and practice in general and special education school reform.**
(Standards M/M/S 15.1–15.5: M/M 19.2 & 19.4; M/S 19.1, 19.2, 19.5, & 19.8)

Objectives:

- describe frameworks for and approaches to systems change.
- articulate strategies for building consensus for a vision of caring, effective, and inclusive schooling.
- identify research-based and promising curricular, instructional, and assessment skills needed by educators to meet the needs of diverse learners.
- identify resources and incentives essential for school restructuring and reform efforts.
- identify the elements of the Ambrose Complex Change model illustrated in case studies of systems change toward inclusive education.

- Goal 2. explore models of and develop skills in leadership and management.**

Objectives:

- be acquainted with theory and research related to leadership, creativity, supervision, and consultation. (Standards M/M/S 15.1 – 15.5; M/M 20/1, 20.2, 20.3, 20/55; M/S 18.1, 18.4)
- articulate actions they can take to facilitate the creation of caring and effective educational experiences at their school site and with families. (Standards M/S 18.2 & 18.4; M/S 19.1, 19.2, 19.5, 19.8)

- Goal 3. explore models of and develop skills in resource procurement and provision and interagency coordination and collaboration.**

Objectives:

- identify resources for staff development, school, and individual student needs. (M/M 20.7)
- optimize the use of available resources in an integrated fashion. (M/M/S 15.1 – 15.3; M/M 19.1 – 19.4)

- Goal 4. explore models of and develop skills in advanced interpersonal communication and collaborative teaming and consultation.**

Objectives:

- demonstrate awareness of professional leadership, communication, trust building, and controversy management strategies when operating as team members within the school or community. (M/M 20.1 & 20.3; M/S 18.2, 18.2, 18.4)
- demonstrate improved collaborative teaming and problem solving abilities with colleagues and/or parents of learners with special educational needs. (M/M 20.1 -20-3; M/S 18.1, 18.4, 18.6)
- work with others in teams to cooperatively use principles of universal design and collaborative teaming solution find student and systems challenges. (M/M/S 15.1 – 15.3; M/M 20.2, 20.8, 20.9: M/S 18.6)

Goal 5. explore models of and develop skills in creative problem solving and conflict resolution.

Objectives:

- demonstrate the use of conflict resolution approaches to develop mutually agreeable solutions to education-related challenges. (M/M 20.3)
- use creative problem solving methods, such as the Parnes-Osborne model, to solve systems-level and student learning challenges. (M/M/S 13.2–13.4; M/M 20.3, 20.8, 20.9)

Goal 6. explore models of and develop skills in supervision, coaching, and training of others.

Objectives:

- use a model of supervision (i.e., Peer Coaching) to coach peers to develop instructional skills and provide supervision to paraprofessionals and others. (M/M 20.5; MS 18.6)
- develop an inservice training module to enhance the knowledge, skills, and/or dispositions of others (professionals, paraprofessionals, parents, students, community members) regarding a critical aspect of special education (e.g., legal rights and responsibilities, inclusive best educational practices, universal design strategies). (M/M/S 17.1, 17.2; M/M 20.6, 20.7; M/S 18.3, 18.5; M/S 19.4, 19.6)

III. Professional and Administrative Requirements

1. Attend all class sessions. Be on time for class and for online discussions. Please call the instructor when you are unable to attend class or when you will be late. It is the policy of the CSUSM College of Education that any student who misses 20% or more of class time, class sessions, or on-line discussion time may not receive a passing grade for a course.
2. "Person-first" language (e.g., "Student with Autism" rather than "Autistic student;" "Johnny who has Down Syndrome" rather "My Down Syndrome student") must be used throughout all written and oral assignments and discussions.
3. Word process all written documents. Keep a copy of all of your work. You will want these copies for your records and use as BTSA & Level II professional portfolio entries.
4. Complete and submit all assignments and discussions on the due dates for full credit. If you have extraordinary circumstances that impact completion of your assignments, please let the instructor(s) know. Contact the instructor immediately if you have questions or concerns.
5. Participate in class and on-line discussions and group activities and demonstrate positive interpersonal skills with classmates and guests.
6. Select one or two class "buddy" (e.g., WebCT Base Team member, Inservice Module team member) to ensure that you receive handouts and information if you must miss class.

Buddy:

Telephone:

e-mail:

Fax:

Address:

Activities and instructional methods for realizing objectives:

class discussions	cooperative group work	lectures	readings in texts	role plays
guest speakers	web site access	WebCT on line discussions	videos	
demonstrations	observations	written reading reactions		

Evaluation of attainment of these knowledge bases and skills:

attendance punctuality in class participation on-line collaborative activities
reading reactions base team meetings product assessment
WebCT discussion participation WebCT discussion facilitation

IV. Texts and Readings

Cummings, C. (1985). Peering in on peers. Snohomish, WA: Snohomish Publishing Co. (CU)

Villa, R., & Thousand, J. (2000). Restructuring for caring and effective education: Piecing the puzzle together. Baltimore: Paul H. Brookes. (V&T)

Selected handouts and journal articles

Recommended, but not required.

American Psychological Association (2000). Publication manual of the American Psychological Association (5th ed.). Washington, D.C.: Author. (APA)

V. Course Requirements and Assessment Procedures

Maximum Points

A. Live Class Attendance and Participation (4 points per class X 9classes)	36
B. School-Based Leadership Applications	39
C. Live Reading Reactions	4
D. On-Line Participation and Discussion Facilitation	17
E. Application and Growth Choice	<u>4</u>
TOTAL MAXIMUM POINTS	100

GRADING SCALE (in percentages):

A	94-100	A-	92-93	B+	89-91
B	86-88	B-	84-86	C+	81-83

NOTE: The minimum acceptable grade for a course in the professional education sequence is C+, and a B average must be maintained.

B. School-Based Leadership Application Entry Explanations (39 points)

COACHING AND SUPERVISION OF OTHERS (12 points)

- ⇒ **Leadership Entry #1: Reinforcement Conference (5 points)**
(Standards M/M 20.5, M/S 18.5, M/S 19.6)
Using the Carol Cummings “Peer Coaching” model of supervision and coaching, observe, design, deliver, and critique your delivery of a “reinforcement conference” with another professional, a paraprofessional, or other support provider.
- ⇒ **Leadership Entry #2: Alternate or Growth Conference (7 points)**
(Standards M/M 20.5; M/S 18.5, M/S 19.6)
Using the Carol Cummings “Peer Coaching” model of supervision and coaching, observe, design, deliver, and critique your delivery of an “alternative conference” or a “growth conference” with another professional, a paraprofessional, or other support provider.

PROFESSIONAL DEVELOPMENT OF OTHERS (15 points)

A great many of the Level II standards (Standards M/M 20.6 & 29.9; M/S 18.3, 19.4, 19.6, 19.7, 18.8) have to do with developing and delivering inservice training to others, including teachers, administrators, paraprofessionals, parents, community members, school board members, and related service personnel (e.g., speech and language, OT, PT). For this school-based leadership entry, you will form a team of two to five people (e.g. WebCT Reading Reaction team members, classmates from your district, classmates with a similar training interest) to identify an inservice need for a particular audience or a variety of audiences. Given this need, the team will develop a 1- to 2-hour inservice training module appropriate for the targeted audience(s). The module may be structured as a single 60 to 120-minute training session, two 30 to 60-minute sessions, or three 20 to 40-minute sessions, based upon the time frames you have available to deliver the instruction or the nature of the instruction (e.g., practice is required between sessions).

Inservice teams must meet have a **minimum of two face-to-face meetings**. Each face-to-face meeting must be documented in order to evidence participants’ demonstration of Level II collaborative teaming standards (Standards M/S 18.1, 18.4, 18.6). Documentation requirements are described in Entry #3a and Entry #3b descriptions. Note that your inservice team may earn one extra point for each additional and similarly documented face-to-face meeting held beyond the two required meetings (see Application and Growth Choice).

For Leadership Entry #3, there are several distinct submission requirements described below.

- ⇒ **Entry #3a: Outcomes and Evidence of Team Meeting #1 (4 points)**

Entry #3a, PART 1 (2 points) – A word processed description of the **outcomes of the first meeting** that identifies:

- a) the need for the module,
- b) the module’s audience(s),
- c) at least two specific and observable and measurable objectives,
- d) a projected outline of the module’s content and sequence, and
- e) any expected resources needed to develop the module.

Entry #3a, PART 2 (2 points) - Evidence of Face-to-Face Meeting #1: Team meeting documentation must be provided. This includes a) use of the agenda format recommended on page 294 of the Villa and Thousand text, b) evidence of use at least one of the processing procedures listed in Table 1 on pages 281 and 282, and c) completion of the “forming” and “functioning” sections of the checklist on pages 273 and 274. “Homefun” or division of labor on the part of team members in preparation for the actual module construction must be identified at the end of the

meeting minutes. Online or e-mail planning among team members can and should occur subsequent to this meeting, but this first organizing meeting must be face to face.

⇒ **Entry #3b: Module Completion for Instructor Review (5 points)**

Entry #3b, PART 1 (3 points) - The **outcome of the second meeting** is a nearly final draft of the training module for the instructor's review. The module must be patterned after the module template and module examples presented in WebCT. The module must include a **Participant Evaluation** of the module. An evaluation may take the form of a pre/post-test on the module content, an assessment of what the participants learned and will use, and so forth. A component of the assessment also must be devoted to the **quality** of the delivery of the instruction (e.g., exemplary features of instruction, how instruction/materials could be improved).

Entry #3b, PART 2 (2 points) - **Evidence of Face-to-Face Meeting #2:** Team meeting documentation must be provided. This includes a) use of the agenda format recommended on page 294 of the Villa and Thousand text, b) evidence of use at least one of the processing procedures listed in Table 1 on pages 281 and 282, and c) completion of the "formulating" and "fermenting" skills on page 275. "Homefun" or division of labor on the part of team members in preparation for the actual module construction must be identified in the meeting minutes.

⇒ **Entry #3c: Final Module Preparation and Public Unveiling (6 points)**

Entry #3c, PART 1 (4 points) - Based upon instructor feedback, the team submits a revised final module that has addressed the instructor feedback. A complete hard-copy set of materials is delivered to the instructor and an electronic copy of the module is posted on WebCT for classmates and the instructor to download.

Entry #3c, PART 2 (2 points) - The team prepares an 8 to 10-minute public unveiling of the module. This unveiling is a group presentation of highlights of the module's audience, objectives, evaluation procedures, and activities, including a **mini-demonstration** of an actual component of the training and a 1 to 2-page handout summary of the module. All team members must have a role in the presentation. A presentation rubric will be used to evaluate the presentation.

SYSTEMS CHANGE FOR CARING AND EFFECTIVE INCLUSIVE EDUCATION (12 points)

⇒ **Entry #4: Resource Fair** (4 points)

(Standards M/M/S 17.2, M/M 19.2 & 19.4; M//S 19.7 & 19.8)

Identify a research-based or promising curricular, instructional, assessment, technical, or material resource you use, have learned about, or observed that could be used to meet individual student needs or be incorporated into staff development. Prepare and provide for each classmate a 1- to 2-page handout. Also be prepared to do a demonstration of the resource at a Resource Fair to be conducted in class. The handout must include but is not limited to information regarding the purposes and uses of the materials or practice, the publisher, and any available ordering and pricing information.

⇒ **Entry #5: Ambrose Change Model in Action** (4 points)

(Standards M/M/S 15.1, 15.2, 15.4, 15.5, 17.2)

In this entry you will describe in writing and teach other classmates how the five elements of the Ambrose Complex Change model (described in Chapter 5) are illustrated in two case studies of systems change. To accomplish this assignment, first read Chapter 5 of the Villa and Thousand text/ Then read Chapter 14 and prepare a 1-page summary of the elements of complex change (i.e., vision, skills, resources, incentives, action planning) that impressed you from Chapter 14 (1 point). Next read one of the chapters – chapter 15, 16, or 17 - that you selected in a previous class to prepare to teach classmates. For this additional chapter, prepare a visual organizer/poster and **three** copies of a 1-page handout for instructing classmates on your selected "jigsaw-ed" chapter (Chapter

15, 16, or 17). The visual and handout (3 points) should illustrate to classmates the ways in which your case study addressed the elements of complex change (i.e., vision, skills, resources, incentives, action planning).

⇒ **Entry #6: Actions for Change** (4 points; **IN-CLASS ASSIGNMENT**)

(Standards M/M/S 15.1, 15.2, 15.4, 15.5, 17.2; M/S 19.4 & 19.4)

First read the Prologue and Chapter 1 in the Villa & Thousand text. Then, reread Chapter 5 of the Villa and Thousand text. Assume that you are an agent of change. With information regarding historical context and the elements of complex change in mind, be prepared to articulate in writing the actions you plan to take after this course to facilitate caring and effective inclusive educational opportunities at their school site. Relate your actions to the five elements of complex change (i.e., vision + skills + resources + incentives + action planning = change), the history and progress toward inclusive education over the past four decades, as well as the leadership, creativity, supervision, and collaboration principles examined in this course. This entry will be created during class; however, you should be prepared with notes.

C. Live and WebCT Reading Reactions (Maximum Points = 21 points)

Each participant will prepare a total of seven written reactions to assigned readings. As with all written assignments, reactions must be word processed with correct spelling and grammatical usage. Each response should be approximately one page in length.

Two of the reading reactions are “live,” meaning that the reactions are word processed and brought to class on the given due date on the syllabus. Five of the seven reactions are posted in five separate **base team** discussion rooms. In each of the discussion rooms, one base team member is responsible for facilitating the discussion about the readings and the written reactions produced by team members. Every member of the base team facilitates at least one of the five discussions. Explicit requirements for discussion entries and facilitation are described in the **Base Team Discussion Participation and Facilitation** section of the syllabus. Please study these requirements carefully before contributing to or facilitating a WebCt discussion.

Note that each reading reaction prompt identifies the Level II standards addressed by the reaction.

Live Reading Reaction Prompts and Associated Level II Standards(4 points)

LIVE Class Reading Reaction #3: V&T Chapter 11 (2 points)

(Standards M/M 20.3; M/S 19.5)

Create a mind map, a graphic organizer, an outline, or some representation that will assist you in remembering the steps of Creative Problem Solving (CPS). Describe aspects of CPS that you already use in your creative solution finding. Describe aspects that you feel you need to further develop.

LIVE Reading Reaction #6: V&T Chapter 24 (2 points)

(Standards M/M/S 15.1, 15.2, 15.4, 15.5; M/S 19.1, 19.2)

Aaron synthesizes many of the concepts we tried to emphasize in this book by telling stories from his life and the life of his son. He speaks of cultural change, caring, obstacles, and courage. Much of what he really is speaking about is professional ethics and leadership. What from his message “spoke to you” about leadership and professional ethics in education? What story from your own history as a student or teacher could you tell and then use to teach others about ethics and leadership (as well as change, caring, obstacles, and courage)? Bring to the Grand Seminar for sharing with the guest instructor and classmates.

WebCT Reading Reaction Prompts and Associated Level II Standards(17 points)

WebCT Reading Reaction #1: V&T Ch. 10 and pp. 389-393

(Standards M/M20.1, M/M 20.2, M/M 20.3; M/S 18.2)

After reading Chapter 10 and Lisa’s story, identify a baker’s dozen (13) new or expanded learnings regarding effective team functioning and why they are important for you to remember in your collaborative efforts. (Note:

Many of you have read this chapter before as part of EDMX 631, the Law and Legal Procedures course in the Level I credential program. Having been teaching in the field for a while, you should have quite an expanded perspective to share in your first base team posting.)

WebCT Base Team Discussion Facilitator for Reaction #1: _____

WebCT Reading Reaction #2: V&T pp. 173–182 & 200–204; CU Ch. 6

(Standards M/M/S 13.2 – 13.4, 15.3; M/M 19.2, 19.4)

If you were to write your own chapter or rewrite these chapters all over, what of the content would you emphasize the most? What strategies or approaches would you add that could give teachers even more tools to use when developing accommodations and modifications for students? Post these ideas in your base team discussion.

WebCT Base Team Discussion Facilitator for Reaction #2: _____

Web CT Reading Reaction #4: V&T Chapter 13 and “Maddie’s Story”

(Standard M/M 20.6; M/S 18.6, 19.5)

In this chapter, related services personnel describe how their roles change when they share the framework described in Table 2. They also establish three criteria for making decisions about related services provision; that is, are proposed related services 1) educationally relevant, 2) necessary, and 3) only as special as necessary? Please comment on ways in which you can help related services personnel:

a) think about and apply these three criteria (e.g., in IEP meetings, in developing modifications, in delivering their services) and

b) restructure their roles in ways illustrated by the examples.

Post these ideas in your base team discussion.

WebCT Facilitator for Reaction #4: _____

WebCT Reading Reaction #5: V&T Chapter 12

(Standard M/M 20.6, M/M20.8, M/S 18.6, 19.5)

Jeanne and Patricia paint vivid pictures of ways in which people can collaborate to educate all children in shared classrooms and curricula. Of these collaborative approaches (or variations of these approaches), which is/are the most appealing for you to try out with a colleague? (Pick one that you have not already implemented.) Why did you select this approach? What is an obstacle you will need to overcome to implement this model? What is your plan to address this obstacle? Post these ideas in your base team discussion.

WebCT Facilitator for Reaction #5: _____

WebCT Reading Reaction #7: V&T Chapters 3 & 5

(Standards M/M/S 15.2, 15.2, 15.4; M/M 19.2, 19.4; M/S 19.1)

Assume that you are a special educator at a school actively engaged in transforming from a traditional pull-out model of special education to an inclusive, co-teaching model with a vision of the Circle of Courage. Read or re-reading Chapter 5 and Chapter (particularly pages 62 through 65 and the 1st paragraph on page 66). Given all of the recommendations for facilitating the phases of complex change, identify a couple key points for each of the 5 elements (vision + skills + incentive + skills + action planning) that you would offer your principal to help facilitate success in the change process toward a Circle of Courage vision. Post these ideas for your base team discussion. (You could even create a “credo” of your key points that you could offer as a gift to your principal and classmates.)

WebCT Facilitator for Reaction #7: _____

D. WebCT Base Team Discussion Participation and Facilitation (Maximum Points = 17 points)

Reflections 1, 2, 4, 5, and 7 are on-line reflections conducted in WebCT reflection discussion rooms. At the beginning of this course you will join a **Base Team** of four or five members. Your base team will stay together throughout the semester and engaged in five discussion room discussions of reflections 1, 2, 4, 5, and 7. You will earn 3 point for successful participation in each of the five discussions, for a maximum point total of 15 points. You also will be expected to facilitate one of the five discussions; you will earn an additional 2 points for each facilitation.

There are multiple rationale for discussion room participation and facilitation.

- Each reading has been selected because it facilitates the participant's growth in one of more of the Level II standards (see standards associated with each reading reaction assignment). Participation is an authentic and interactive way to provide evidence of completion and understanding of the required readings and deepened understanding and application of the reading through cooperative group dialogue.
- Participation and facilitation enables you to demonstrate performance competence for six of the Level II standards – **Standards M/M 20.1, 20.2,20.3; M/S 18.1, 18.4, 18.6.**
- You increasingly will be expected to participate in professional development that requires this form of interaction. You need to develop a level of comfort and skill to easily and effectively participate in this type of instructional delivery. These five discussions give you the opportunity to develop this comfort and skill.
- In your job in the future, you likely will be expected to provide professional development to others and lead meaningful professional discussions. By serving in the role of discussion facilitator you have the opportunity to develop this important "teacher of other professionals" skill.
- You increasingly will be using web-based instructional approaches with your own students. Becoming facile in using web-based methods for communicating and teaching is the first step in you taking the lead to construct or at least facilitate this type of communication and discussion forum for your students.
- Rather than driving to Cal State San Marcos to participate in important discussions to bring learning to life, you can engage in the same discussions without having to travel. You are ensured rapt attention of your small group teammates in your streamed discussions and accountability for quality participation, as performance criteria are clearly identified and articulated (see the criteria below).

Performance Criteria for Successful Participation (3 points per discussion room)

- You agree with your teammates upon a deadline by which the reading reaction will be posted for others to read (e.g., sent by 8 p.m. on Monday evening) and a "widow of time" after your postings during which you will engaged in dialogue in your base team's discussion room (e.g., from Wednesday at 4 p.m. through Saturday at 9 p.m.).
- You post your reading reaction on or before the posting deadline.
- You read all of your base team teammates' reactions and are prepared to engage in the discussion board dialogue during the designated "window of time" to which your teammates have agreed.
- By the start of your "window of time," the facilitator will have posted two questions or prompts to which you will REPLY (not compose) with at least one response that reflects your perspective and your reading of your teammates' reactions. Of course, additional postings are desirable and greatly encouraged. It is important to rely, rather than compose a new response, so that all of the dialogue regarding a particular question needs to stay with that question. This is good online communication etiquette and avoids confusion.
- The criteria for a quality discussion board posting are as follows. The posting must clearly show that you have read each of your teammate's reflections. You may show this by making reference to classmates' statements in your posting. Even if you disagree with a teammate's perspective, your comments should always be respectful and professional in language and tone. Your dialogue should evidence your use of higher level reasoning skills (i.e., application, analysis, synthesis, evaluation). You also may pose your own questions to teammates.
- Within this time frame, the facilitator also will post a "group processing" question to which you will need to respond within the designated window of time.

Performance Criteria for Successful Facilitation (2 points per discussion room)

You will serve as discussion board facilitator at least once during the semester. “Sign up” for your session with your base team teammates in the first week of the semester. If you end up in a base team of only four members, you have the option to facilitate a second time for an extra point that counts toward the four “choice points” described in the **Application and Growth Choice** page of this course. Your team will have to come to agreement as to who will facilitate the 5th discussion. Each discussion needs a facilitator. To not have a facilitator for a discussion is not an option.

Specific responsibilities and success criteria for a facilitator are the following.

- The facilitator “convenes” the exchange and reading of reflections. This means first communicating with teammates to jointly select a deadline for posting reading reactions (e.g., post by 8 p.m. on Monday evening).
- If necessary, the facilitator prompts teammates who do not post by the designated time in order ensure timely delivery and reading of reflections. If adjustments in the deadline needs to occur because of an unexpected crisis on the part of a team member , it is the responsibility of the facilitator to help the team negotiate a new deadline (Note: This demonstrates important conflict resolution and creative problem solving skills – **Standards M/M 20.3, M/S 18.1 & 18.4**)
- Prior to the agreed upon discussion board start and end dates and times, the facilitator reads all of the reflections and based upon all teammate’s remarks, formulates two questions or discussion prompts that should stimulate construction exchanges of ideas. As with the reflections themselves, the questions or prompts should activate higher level reasoning skills (i.e., **application** to real life situations, **analysis** of concepts or issues, **synthesis** of divergent perspectives, and **evaluation** that includes a justification for assessments and judgments).
- The facilitator “convenes” the discussion board dialogue regarding the readings and reading reactions. This means getting agreement among teammates as to a “window of time” within which the facilitator’s two questions or prompts will be posed and responses to the facilitator’s prompts be posted (e.g., if reading reactions were posted on Monday by 8, p.m. prompts might be posted two days later on Wednesday at 5 p.m. and all exchanges may be expected to be completed by 9 p.m. on Saturday).
- The facilitator posts both of the discussion prompts or questions. Responses must stay within the same thread, so if a teammate does not “reply” but instead composes a reaction, the facilitator must prompt that teammate to reply. This ensures that all discussion comments stay with the particular question or prompt to which they refer. As the window for posting nears an end, if a teammate has not posted, the facilitator is to check in with the team member and, if necessary, negotiate a solution to whatever issue has arisen.
- Within the same “window of time” and after at least one contribution from each team member (including the facilitator), the facilitator posts a “group processing” prompt that is appropriate to the conversation and topic. See page 281 and 282 of Chapter 10 in the Villa & Thousand text for sample group processing procedures. You are strongly encouraged to go beyond the procedures suggested in Chapter 10 and craft your own novel processing procedure.
- The final and culminating responsibility of the facilitator is to compose a **summary** of the reading reactions, the discussion board dialogue, and the group processing (of approximately 1.5 to 2 pages in length) and to send this summary to the course instructor. This summary must include:
 - a) a quote of at least one point from each reflection (including the facilitator’s reflection) and a comment on why you selected it to highlight in the summary,
 - b) the two discussion prompts and at least two key discussion points per prompt,
 - c) the group processing prompt and a summary of the participant’s processing, and
 - d) a personal reflection on the experience of performing the facilitator role (i.e., learnings, challenges, ways in which to improve in the future, what to teach others about how to be an effective facilitator).

If any team member fails to submit a reading reaction, engage in the discussion room, or group process, this summary is where the facilitator reports to the instructor as well as what the facilitator and team did to encourage and support that team member’s work completion and participation. If no such report is included in the summary, it is assumed that all base team members participated fully and with the highest of quality.

This summary should be submitted to the instructor as the last entry in the WebCT Reading Reaction room within 72 hours of the end of the discussion and group processing.

E. Application and Growth Choice (4 points)

Four of the 100 points in this course are **Application and Growth Choice** points. You have the choice of completing any of the following to enhance your development as an educational leader. Please indicate in your tracking folder which of these options you elect to perform to earn the last 4 points for this course.

Choice #1: Implementation of Inservice Module with Evaluation (4 points maximum)

For this choice, you may carry out your module, have participants complete the evaluations and submit a summary of evaluations with a 1-page reflection on what you learned from the experience and how you might improve the module.

Choice #2: Extra Base Team Discussion Room Facilitation (2 points maximum)

If you are in a team of fewer than five members, one member needs to facilitate one or more extra meetings. Whoever does this, earns two choice points, by completing the facilitator requirements. To ensure distribution of facilitator responsibility, no team member shall facilitate more than two meetings.

Choice #3: Documented Additional Inservice Planning Team Meetings (1 point per meeting)

Each additional face-to-face planning meeting can earn each member an additional one point per meeting, given documentation occurs through the completion of Team Meeting Minutes and the implementation of a novel group processing format. Submit minutes in one of the team member's folder.

Choice #4: Additional Reading Reaction (2 points per reaction)

Given instructor advance approval, a participant can earn 2 points per additional reading reflection. The reaction must clearly reflect interaction with the content and use of higher level reasoning skills (e.g., application, analysis, synthesis, evaluation). The reaction should be no more than 2 double-spaced pages in length and must be accurate in spelling, punctuation, and grammar.

Choice #5: Student-Proposed Choice (1 to 4 points)

Any participant may make a written proposal for earning alternative choice points. The proposal must be as specific as possible and indicate a rationale for the proposed number of points that the activity would represent. If approved, the instructor and the participant will negotiate the conditions of the process and performance outputs.

Class Meeting, WebCT, and Inservice Meeting Schedule

Key to Abbreviations:

WT= WebCT Discussion and Facilitation

IM = Inservice Training Module Meeting and Planning

CU = Carol Cummings "Peering in on Peers" chapter readings

Date	Session	Topics/Activities	Assignments/Readings Due
01/21	Class #1	<i>Course Overview</i> <i>Inservice Module – Topics, Teams, & Timelines</i> <i>Collaborative Teaming Revisited</i>	
01/28	Class #2	<i>WebCT Base Team Formulation</i> <i>Facilitator Scheduling</i> <i>Intro to Peer Coaching</i>	
02/04	WT & IM	WebCT Reading Reaction #1 Inservice Module Meeting #1	
02/11	Class #3	<i>Peer Coaching: Pt. 1</i>	<i>CU pp. 1-3 & Chs. 1, 2, & 3</i>
02/18	WT & IM	WebCT Reading Reaction #2 Entry #3a and IM #1 (if not already completed)	
02/25	Class #4	<i>Peer Coaching: Pt. 2</i>	<i>CU Chs. 7, 8, & 9</i> <i>Leadership Entry #3a</i>
03/03	Class #5	<i>Process Communication</i> <i>Creativity - Live Reading Reaction #3</i>	<i>Leadership Entry 1</i> <i>Live Reading Reaction #3</i>
03/10	WT	Web CT Reading Reaction #4 Complete IM #2 and Leadership Entry #3b	
03/17	Class #6	<i>Resource Fair</i>	<i>Leadership Entries 3b & 4</i>
03/24	WT & IM	Web CT Reading Reaction #5 Complete Final Draft of Inservice Module	
03/31		Prepare Live Reading Reaction #6 Prepare Leadership Entry #2	
04/07	Class #7	<i>What's Ethics Got to Do With it?</i> <i>Live Reading Reaction 6#</i>	<i>Live Reading Reaction #6</i> <i>Leadership Entry #2</i>
04/28	IM	Complete Final Draft of Inservice Module Prepare Leadership Entry #5 Prepare for Leadership Entry #6	
04/21	Class #8	<i>Restructuring Jigsaw</i> <i>Systems Change California Style</i>	<i>Leadership Entry #5</i> <i>Leadership Entry #6 IN CLASS</i>
04/28	WT & IM	Web CT Reading Reaction #7 Complete Inservice Module & Unveiling Presentation	
05/05	Class #9	<i>Inservice Presentations, Evals., Celebration</i>	<i>Leadership Entry #3c</i>

638 TRACKING FORM

LIVE CLASS ATTENDANCE (36 points Maximum)

Class #1	_____	4 points
Class #2	_____	4 points
Class #3	_____	4 points
Class #4	_____	4 points
Class #5	_____	4 points
Class #6	_____	4 points
Class #7	_____	4 points
Class #8	_____	4 points
Class #9	_____	4 points

LEADERSHIP APPLICATIONS (39 points)

Professional Development of Others

Coaching of Others (12 points)

Entry #1	_____	5 points (Reinforcement Conference, due by Class #5)
Entry #2	_____	7 points (Alternate Conference, due by Class #7)

Inservice Training Module Development (15 points)

Entry #3a	_____	2 points (Topic & Goals, due by Class #4)
	_____	2 points (Base Team Meeting #1, due by Class # 5)
Entry #3b	_____	3 points (Module, due by Class #7)
	_____	2 points (Base Team Meeting #2, due by Class # 6)
Entry #3c	_____	4 points (Revised Module, due Class #9)
	_____	2 points (Public Unveiling, due Class #9)

Systems Change for Caring and Effective Inclusive Education (12 points)

Entry #4	_____	4 points (Resource Fair, due Class #6)
Entry #5	_____	4 points (Ambrose Example, due Class #8)
Entry #6	_____	4 points (Actions for Change, In-Class Assignment, Class #8)

READING REACTIONS (21 points)

Live Reading Reactions (4 points)

Reaction #3 (Due Class #5)	_____	2 points
Reaction #6 (Due Class #7)	_____	2 points

WebCT Discussion Reading Reactions & Facilitation (17 points)

WebCT Reaction & Participation #1	_____	3 points
WebCT Reaction & Participation #2	_____	3 points
WebCT Reaction & Participation #4	_____	3 points
WebCT Reaction & Participation #5	_____	3 points
WebCT Reaction & Participation #6	_____	3 points
WebCT Reaction & Participation #1	_____	3 points

Discussion Meeting Facilitation	_____	2 points
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APPLICATION AND GROWTH CHOICE POINTS (4 points)

Module Implementation & Reflection	_____	4 points
Extra Discussion Room Facilitation	_____	2 points
Additional Inservice Planning Meeting	_____	1 point
	_____	1 point
	_____	1 point
	_____	1 point
Additional Reading Reaction	_____	2 points
	_____	2 points
Student-Proposed Choice	_____	1 – 4 points

CROSSCULTURAL, LANGUAGE, AND ACADEMIC DEVELOPMENT (CLAD) COMPETENCIES

COMPETENCIES ADDRESSED BY THIS COURSE ARE ITALICIZED AND INDICATED WITH ***

PART 1: LANGUAGE STRUCTURE & FIRST- AND SECOND-LANGUAGE DEVELOPMENT	PART 2: METHODOLOGY OF BILINGUAL, ENGLISH LANGUAGE DEVELOPMENT & CONTENT INSTRUCTION	PART 3: CULTURE AND CULTURAL DIVERSITY
I. Language Structure and Use: Universals and Differences (including the structure of English)	I. Theories and Methods of Bilingual Education	I. The Nature of Culture
A. The sound systems of language (phonology)	A. Foundations	A. Definitions of culture
B. Word formation (morphology)	B. <i>Organizational models: What works for whom? ***</i>	B. Perceptions of culture
C. Syntax	C. <i>Instructional strategies ***</i>	C. Intragroup differences (e.g., ethnicity, race, generations, and micro-cultures)
D. Word meaning (semantics)	II. Theories and Methods for Instruction In and Through English	D. Physical geography and its effects on culture
E. <i>Language in context ***</i>	A. Teacher delivery for <u>both</u> English language development <u>and</u> content instruction***	E. <i>Cultural congruence ***</i>
F. <i>Written discourse ***</i>	B. <i>Approaches with a focus on English language development***</i>	II. Manifestations of Culture: Learning About Students
G. <i>Oral discourse ***</i>	C. <i>Approaches with a focus on content area instruction (specially designed academic instruction delivered in English)***</i>	A. <i>What teachers should learn about their students ***</i>
H. <i>Nonverbal communication *** </i>	D. <i>Working with paraprofessionals***</i>	B. <i>How teachers can learn about their students ***</i>
II. Theories and Factors in First- and Second-Language Development	II. Language and Content Area Assessment	C. <i>How teachers can use what they learn about their students (culturally responsive pedagogy) ***</i>
A. Historical and current theories and models of language analysis that have implications for second-language development and pedagogy	A. <i>Purpose***</i>	III. Cultural Contact
B. Psychological factors affecting first- and second-language development	B. <i>Methods ***</i>	A. Concepts of cultural contact
C. Socio-cultural factors affecting first- and second-language development	C. <i>State mandates ***</i>	B. Stages of individual cultural contact
D. Pedagogical factors affecting first- and second-language development	D. <i>Limitations of assessment ***</i>	C. <i>The dynamics of prejudice***</i>
E. Political factors affecting first- and second-language development	E. <i>Technical concepts ***</i>	D. <i>Strategies for conflict resolution***</i>