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California State University San Marcos
COLLEGE OF EDUCATION

COURSE: EDEX 638-01 (21034)
Shared Leadership in Educational Excellence for All (3 units)

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Mondays 5:30-8:15 PM ½ online ½ face to face (see schedule)
CLASSROOM: UNIVERSITY HALL 439

Page McKennett
North Coastal Consortium for Special Education
Office Hours: By appointment
 e-mail: cmckennett@sdcoe.k12.ca.us
Phone: 760-497-2785 (cell)

I. COURSE DESCRIPTION and COLLEGE MISSION

In this course, participants develop and demonstrate an understanding of organizational systems and systems change agentry 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 agentry. Participants apply skills to address curricular, instructional, assessment, and systems change challenges in school and community settings.

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.

Content Goals and Performance Objectives

The participant will:

Goal 1.   develop and demonstrate an understanding of organizational
**   systems and systems change agentry 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 RTI (Response to Intervention) model and how it supports change toward increased 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 (i.e., vision, skils, incentives, resources, action planning) 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 integrated delivery of services and interagency coordination and collaboration.

Objectives:
- 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 to collaborative team to 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)

- delineate theoretical approaches and culturally competent strategies such as the Kahler Process Communication Model (PCM) to work with families with diverse backgrounds and students with complex behavioral and academic needs (M/M/S 14.16, M/M 20.2)

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

Objectives:
- examine and use creative problem solving methods, such as the Parnes-Osborne Creative Problem Soving (CPS) model and the Kahler Process Communication Model (PCM), 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)

Education Specialist Level II Standards

Course objectives, assignments, and assessments have been aligned with the CTC standards for the Mild/Moderate and Moderate/Severe Education Specialist Professional credentials. EDEX 638 directly addresses the CTC Level II standards at the levels (i.e., knowledge, application) indicated below.

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

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)

To assist you to prepare the professional portfolio in EDMX 660 and 661, EDEX 638 has been designated as the Level II course to hold you accountable for demonstrating competence with regard to the following three standards by posting reflective narratives and attaching evidences of performance in your TaskStream portfolio. Please see the entire Level II competency checklist provided in EDEX 660 for more detailed descriptions of the standards and the potential evidence artifacts.

Mild/Moderate Standard 20 Collaboration and Consultation
The Level II program provides opportunities for each candidate to develop skills in communication, collaboration and consultation with teachers and other school personnel, community professionals, and parents. Each candidate is able to communicate relevant social, academic, and behavioral information in the areas of assessment, curriculum, behavior management, social adjustment, and legal requirements. Each candidate is prepared to serve in a coordination function before, during and after special education placement has been made.

Moderate/Severe Standard 18 Advanced Communication Skills
 Each candidate demonstrates effective communication skills in the areas of respectful collaboration, managing conflicts, supervising staff such as paraprofessionals, and networking and negotiating, including family members.

Moderate/Severe Standard 19 Leadership and Management Skills
Each candidate demonstrates leadership and management skills to coordinate and facilitate educational programs, including constructing and following efficient schedules that meet individual student needs and maximize available resources. Each candidate demonstrates the ability to work effectively within integrated service delivery models and actively participates in school restructuring and reform efforts to impact systems change.

Professional and Administrative Requirements

1.   "Person-first" language (e.g., "Student with Down Syndrome" rather than "Down Syndrome
         student;" "Johnny who happens to have Down Syndrome" rather than "My Down Syndrome
         student") must be used throughout all written and oral assignments and discussions.

2.   Examine Moodle at least twice weekly for messages and newly-posted materials or resources.
         Download and print off materials needed for each class <u>prior</u> to class and bring all required
         resources to class.

3.   Word process all written documents. Keep an electronic copy of all of your work. You will want these for your records and for potential future use as professional portfolio entries.

4.   Complete and hand in all assignments on the due dates for full credit. If you have extraordinary circumstances that impact completion of your assignments, please inform the instructor(s). If you have questions or concerns, please contact the instructor(s) immediately.

5.   Participate actively in class discussions and group activities and demonstrate positive interpersonal skills with classmates, the instructors, and guests.

6.   Select a class "buddy" to ensure you receive handouts and information if you miss class.
         Buddy: Telephone: e-mail: Fax:

7. Task Stream Electronic Portfolio. Students must register by the second class for TaskStream access for a minimum of one year. Fees are paid online at www.TaskStream.com. Students will post selected assignments and make reflective comments to evidence their competence with regard to the Level I standards identified in this syllabus. For TaskStream directions, go to: <http://lynx.csusm.edu/coe/eportfolio/Task.Stream.Directions.htm> For directions on writing TaskStream Narratives, go to:< http://lynx.csusm.edu/coe/eportfolio/Narrative.Directions.htm>

Graduate Writing Requirements

The California State University maintains a Graduation Writing Assessment Requirement (GWAR) for master's candidates. This requirement must be achieved prior to Advancement to Candidacy. A master's candidate will satisfy the graduate writing requirement by receiving a passing score on a written product as assessed with the GWAR rubric. Toward the goal of providing opportunity for graduate students in the College of Education to satisfy the writing requirement, all papers in all graduate classes must adhere to the writing and format style guidelines detailed in the sixth edition of the Publication Manual of the American Psychological Association. This manual is a required textbook for all CSUSM College of Education graduate-level courses.

Authorization to Teach English Learners

This credential program has been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is met through the infusion of content and experiences within the credential program of Program Standard 19 -Teaching English learners of the Standards of Quality and Effectiveness for Professional Teacher Induction Programs**.**

College of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the COE, all students are expected to attend all classes and participate actively. Students must attend more than 80% of class time to receive a passing grade for the course at the discretion of the instructor. Should there have extenuating circumstances, talk with the instructor immediately. *(Adopted by the COE Governance Community, December, 1997).*

Students with Disabilities Requiring Reasonable Accommodations

Students are approved for services through the Disabled Student Services Office (DSS). This office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

Texts and Readings

Thousand, J. (2008). *Peer coaching: A kinder and gentler way to professional and paraprofessional development.* Published on EDMX 638 Moodle.

Villa, R. & Thousand J. (2008. *A Guide to Co-Teaching: Practical Tips for Facilitating Student learning.* (2nd ed.) Thousand Oaks, Ca. Corwin Press.

Selected handouts and journal articles posted on EDMX 638 Moodle

Tri-Fold – Villa, R., & Thousand, J. *RTI: Co-Teaching and Differentiated Instruction; The Schoolhouse Model.* This can purchased at www.nprinc.com. Go to laminated materials tab. The tri fold will come up when you scroll through the choices.

Course Requirements Maximum	Points
I. Live Class Attendance and Participation	
(4 points per class X 9 classes)	**36**
II. School-Based Leadership Applications	**44**
III. Live Reading Reactions	**08**
IV. Reading Reflections and Research Updates	
(Moodle Posts (3 points per post)	**12**
TOTAL MAXIMUM POINTS	**100**

<u>**GRADING SCALE (in percentages):**</u>

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.

II. School-Based Leadership Applications (44points)

   A. COACHING AND SUPERVISION OF OTHERS (12 points)

$\Rightarrow$ **Reinforcement Conference** (5 points)
(Standards M/M 20.5, M/S 18.5, M/S 19.6)
Using a *peer coaching* model of supervision and coaching from Thousand's *Peer coaching: A kinder and gentler way to professional and paraprofessional development,* you will observe, design, deliver, and critique your delivery of a *reinforcement conference* with another professional or paraprofessional. You will submit the following as evidence of your completion of this assignment:
1) The labeled script of the observed lesson
2) The conference plan, in the format describe in Chapter 4 and presented in Appendix B of the Thousand *Peer coaching* manual. You must plan and conduct the introduction, teacher diagnosis, and reinforcement phases of the conference.

3) The *Coaching Checklist* (shown as Table 16 in Chapter 6 the Thousand *Peer coaching* manual) completed by you, with an "X" designated the conference elements that you, in fact, delivered (i.e., introduction, coachee diagnosis, reinforcement phase)
4) The *Feedback Questionnaire to Improve Coaching* (shown as Table 15 in Chapter 6 of the Thousand *Peer Coaching* manual) completed by the person being coached.
5) If you conducted a pre-conference, notes of the pre-conference outcomes.
6) A 1-page analysis of your strengths and your professional growth goals for improving your skills in observing, scripting, labeling, conference planning and delivery, and pre-conferencing.

⇒ **Stretching or Growth Conference** (7 points)
(Standards M/M 20.5; M/S 18.5, M/S 19.6)
Using a *peer coaching* model of supervision and coaching from Thousand's *Peer coaching: A kinder and gentler way to professional and paraprofessional development,* you will observe, design, deliver, and critique your delivery of a *stretching* or *growth conference* with another professional or paraprofessional. You will submit the following as evidence of your completion of this assignment:
1) The labeled script of the observed lesson
2) The conference plan, in the format describe in Chapter 4 and presented in Appendix B of the Thousand *Peer coaching* manual. You must plan and conduct the introduction, teacher diagnosis, reinforcement phase AND either the stretching or growth phase of the conference.
3) The *Coaching Checklist* (shown as Table 16 in Chapter 6 the Thousand *Peer coaching* manual) completed by you, with an "X" designated the conference elements that you, in fact, delivered (i.e., introduction, coachee diagnosis, reinforcement phase, stretching or growth phase, and follow-up)
4) The *Feedback Questionnaire to Improve Coaching* (shown as Table 15 in Chapter 6 of the Thousand *Peer Coaching* manual) completed by the person being coached.
5) If you conducted a pre-conference, notes of the pre-conference outcomes.
6) A 1-page analysis of your strengths and your professional growth goals for improving your skills in observing, scripting, labeling, conference planning and delivery, and pre-conferencing.

Note: These are two entirely different and separate observations and coaching sessions. It is best if they are completed with the same person. If you have any trouble finding someone to coach, please see with your course instructor early on in the semester for alternatives.

B. PROFESSIONAL DEVELOPMENT OF OTHERS (Maximum Points = 19 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 who have a similar inservice training interest. This team will identify an inservice need for a particular audience or a variety of audiences. Given this need, the team will meet face-to-face outside of class to 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-minutes training session, two 30 to 60-minute sessions, or three 20 to 40-minutes 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). Please note that your inservice module development team is NOT the same as your WebCT6 reading reaction team, although you may choose to work with one or more of you WebCT6 teammates if you share a common inservice need.

Inservice teams must meet have a **minimum of two face-to-face meetings** outside of class. 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 below. Your inservice team may earn one EXTRA CREDIT point for each additional, similarly **documented** face-to-face meeting held beyond the two required meetings.

The specific requirements of and steps for developing your inservice module are as follows.

⇒ **Team Meeting #1**: **Module Goals and Topic (3 points)**

PART 1 - Evidence of Face-to-Face Meeting #1 (1 point) **–** Team meeting documentation must be provided. This includes a) use of the agenda format recommended on page 284 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.

PART 2 – Goals and Topic Outline (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.

⇒ **Team Meeting #2: Draft Module for Instructor Review (4 points)**

PART 1 - Evidence of Face-to-Face Meeting #2 (1 point) - Team meeting documentation must be provided. This includes a) use of the agenda format recommended on page 284 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. Note that additional face-to-face meetings likely will be needed to develop the draft module for instructor review (see Part 2 in the next paragraph). The team earns 1 extra credit point for each <u>documented</u> (i.e., agenda and outcomes recorded and submitted to instructor) meeting subsequent to meeting #2.

PART 2 – Draft Module for Instructor Review (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 WebCT6. 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).

⇒ **Final Module Preparation and Public Advertisement (12 points)**

PART 1 – Final Draft of Inserv ice Module (10 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 WebCT6 for classmates and the instructor to download.

PART 2 – Public Advertisement of Module with Handout for Classmates (2 points) - The team prepares a 7 to 8-minute public advertisement (i.e., quick overview) of the module. This is a group presentation of highlights of the module's audience, objectives, evaluation procedures, and activities. Prepare for each class member a brief **handout summary** of the module. All team members must have a role in the presentation. You are selling your product, so make it a stimulating

and fun as well as informative presentation. Your module also can/will be shared with classmates by posting the word document and any accompanying PowerPoint on WebCT6.

C. SYSTEMS CHANGE FOR CARING AND EFFECTIVE INCLUSIVE EDUCATION (13 points)

⇒ **Restructuring Jigsaw: Teaching an Example of an RTI Model to Classmates** (8 points)
(Standards M/M/S 15.1, 15.2, 15.4, 15.5, 17.2)
Currently in the educational setting, there is much focus on how to utilize the Response To Intervention (RTI) model to meet the needs of **all** by identifying student need, utilizing and building upon the skills of educators and curriculum already in place; and developing new approaches, to create an RTI model which recognizes and honors the unique culture of individual sites and districts, and meet the requirements of IDEA.
For 8 of the 13 points for this assignment, prepare a summary of the current RTI model at a school site; preferably the site where you teach (if you are not currently teaching, you may research and interview the staff at a site of your choice). Provide each person in your jigsaw group with a copy of this summary. This handout is meant to be an instructional tool to teach your teammates about your site's RTI, and will be utilized for the Action of Change/Consideration your group will be required to compose.

Actions for Change/Consideration Advice (5 points)
(Standards M/M/S 15.1, 15.2, 15.4, 15.5, 17.2; M/M 19.2, 19.4: M/S 19.1 & 19.4)
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; and that your site has an RTI model in place. Considering all of the recommendations **for facilitating the phases of complex change, identify 5 key pieces of advice for each of the 5 elements (vision + skills + incentive + resources + action planning)** that you would offer a school principal (or superintendent) to help facilitate success in the change process toward an inclusive co-teaching model which encompasses the site's current RTI. Your product should take the form of a "letter to the principal" and incorporate your list of 25 suggestions within this letter. **This is an in-class assignment completed by a team.**

III. Live Reading Reactions (Maximum Points = 8 points)

Each participant will prepare two "live" written reading reactions to be shared with classmates in the class sessions designated in the class schedule. The prompts for each reaction are as follows. Note that each prompt identifies the Level II standards addressed by the reading reaction.

Live Reading Reaction Prompts and Associated Level II Standards (8 points)

LIVE Class Reading Reaction #1: V&T Chapter 11 (4 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). Next, in a paragraph, describe aspects of CPS that you underline use in your creative solution finding. Finally, in a paragraph, describe aspects you could further develop.

LIVE Reading Reaction #2: V&T Chapter 24 (4 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 are emphasizing in the Level 2 program, 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 one hard copy to hand in and to class to share with classmates.

IV. Moodle discussions of readings and updates on RTI at your site or a site you choose to research (Maximum points = 12 points).

Three discussion (Reading reflections and discussions #1-3) are posted online in **3** separate **Moodle** discussion rooms. At the beginning of this course you will join a team of four members that will stay together throughout the semester and engaged in three discussion room conversations. You can earn up to 4 points for successful participation in each of the three discussions, for a maximum total of 12 participation points.

There are multiple rationale for discussion room participation.

- 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 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 three discussions give you the opportunity to develop this comfort and skill.
- 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.

Discussions will address the following prompts which will also be posted in each discussion thread on Moodle

Discussion 1. Summarize the current RTI model at your school site. Utilize the readings from your tri-fold (RTI: Co-Teaching and Differentiated Instruction- The Schoolhouse Model) to describe how each level or "floor" is being developed or improved to identify and address the needs of all learners.

Compare and contrast your site's model with those of the other members in your discussion group.

Discussion 2 Having read the chapter on **Collaborative Processes** , consider your previous or current experiences as a team member; then identify and share some strategies which have been effective in helping you make planning processes more efficient.

Based on your experiences, share some "tips" you would offer for developing positive interpersonal relationships among team members.

Reflecting on your Inservice Training Module Meetings this semester, identify and summarize the extent to which the skills outlined in the **Stages of Group Development** were utilized within your group. Provide examples of the skills demonstrated and/or the challenges lack of those skills created; and how it affected the desired outcomes of your team's training module.

Discussion 3 Of the four co-teaching approaches (i.e., supportive, parallel, complementary, team), which have you already used and which have you not?

Describe how you would/will use at least one of the **parallel** co-teaching approaches with another educator or paraprofessional.

Describe how you might/will initiate **complementary** or t**eam** co-teaching with a colleague co-teacher or paraprofessional. What is a challenge you may need to overcome to implement this approach? What could/will you do to overcoming this obstacle?

What, in your view, are the most important benefits of co-teaching?

Class Meeting, Moodle, and Inservice Meeting Schedule

Key to Abbreviations: Moodle = Discussions and access to class materials
IM   = Inservice Training Module Meeting and Planning

Date	Session	Topics/Activities	Assignments Due & Readings:
01/24 A Think	Class #1	**Review Syllabus** **Leadership Defined: Going on** **MAPS quest. (The** **of Inservice Topics.**	**Read RTI: Co-Teaching and** **Differentiated Instruction** **Schoolhouse Model)**
01/31		Moodle & IM	Explore Moodle & study syllabus Study Inservice Training Module Format
02/07 Peer	Class #2	**Collaborative Teaming Revisited** **Moodle Teams** **Inservice Module: Topics & Teams** **Coaching: Pt. 1**	**Read *Peer Coaching, Preface***
02/14		Moodle & IM	Inservice Meeting #1 - Develop Topic and goals outline
02/21	Class #3	**Peer Coaching: Pt. 2**	**Read Peer Coaching, Chs. 1 – 3 & Appendix A**
02/28		Moodle & IM Inservice Meeting 2-Develop Inservice Draft	
03/07	Class #4	**Peer Coaching: Pt. 3**	**Read Peer Coaching Chs. 4 -5 Appendices B** **Turn in Inservice Goals and Outline and** **Documentation of meeting #1**
03/14		Moodle & IM Work on Reinforcement Conference Read Section 1 of Co-Teaching Guide Research RTI Model at your site	
03/21		*SPRING BREAK*	
03/28	Class #5	**CPS & Process Communication**	**Read Chapter 11 on Creative** **Problem Solving (V&T)** **Turn in Reading Reaction 1 (CPS)**

04/04		Moodle and IM Work on Reinforcement Conference Research RTI Model Read Collaborative Processes PDF	**Discussion #1 on Moodle**
04/11	**Class #6**	**RTI Through Co-Teaching**	**Turn in ReinforcementConference**
04/18		Moodle& IM Complete Stretching/Growth Conference Read Section III of Co-Teaching Guide	**Discussion #2 on Moodle**
04/25	**Class #7**	**What's Ethics got to do with it?**	**Read Ch. 24 of V&T Turn in Inservice Draft &**
	Doc		umentation of meeting #2
05/02		Moodle and IM Complete training module	**Discussion #3 on Moodle**
05/09	**Class #8**	**Action for Change Jigsaw Turn in Stretching and Growth Conference**	**Turn in Live Rdg. Reaction #2**
05/16	**Class #9**	Inservice Advertisement Course Evaluation & Celebration	**Final Inservice Module & Handout (12 points)**

EDMX 638 TRACKING FORM

I.   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

II.   LEADERSHIP APPLICATIONS
   A.   Coaching of Others (12 points)
   Reinforcement Conference _____ 5 points (Due by Class #6)
   Stretching or Growth Conference _____ 7 points (Due by Class #8)

   B.   Inservice Training Module Development (19 points + extra credit)
   Documentation of Meeting #1 _____ 1 point   (Due Class #4)
   Goals & Topic Outline _____ 2 points (Due Class #4)

   Documentation of Meeting #2 _____ 1 point (Due Class #7)
   Draft Module _____ 3 points (Due Class #7)

   Final (12 points)
   Final Draft _____ 10 points (Due Class #9)
   Public Advertisement in Class _____ 2 points (Due Class #9)

   Meeting Agenda & Minutes of Extra Meeting #3 _____ *1 point EXTRA CREDIT*
   Meeting Agenda & Minutes of Extra Meeting #4 _____ *1 point EXTRA CREDIT*
   Meeting Agenda & Minutes of Extra Meeting #5 _____ *1 point EXTRA CREDIT*

   C.   Systems Change for Caring and Effective Inclusive Education (13 points)
   RTI Jigsaw _____ 8 points (Due Class #8)
   Action for Change/Consideration   Advice _____ 5 points (Due In Class #8)

III.   Reading Reactions (8 points)
   Reaction #1   (Due Class #5) _____ 4 points
   Reaction #2   (Due Class #8) _____ 4 points

IV.   Discusssions/ Moodle Posts (12 points)
   Post #1 _____ 4 points (04/04)
   Post #2 _____ 4 points (04/18)
   Post# 3 _____ 4 points (05/02)