

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

**COURSE: EDEX 638 Shared Leadership in Educational Excellence for All (3 units)**  
**CRN #: 21785**

**CLASSROOM: ACD 301, Wednesdays, 5:30 – 8:15 PM**

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### **I. Course Description and College Mission**

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.

#### **Course Prerequisite**

Admission to the Professional Clear Level II Education Mild/Moderate and/or Moderate Severe Master of Arts in Special Education Option

#### **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.

### **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 (i.e., vision, skills, 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 Solving (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.

### III. 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 WebCT6 at least twice weekly for messages and newly-posted materials or resources. Download and print off materials needed for each class prior 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](http://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>>
8. Academic Honesty Policy and Plagiarism. Students are expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All assignments must be original work, clear and error-free. All ideas/material that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated accordingly. The instructor reserves the right to discipline any student for academic dishonesty, in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade to the assignment or the class as a whole.

#### **IV. Course Features**

##### **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, as well as additional coursework. Students successfully completing this program receive a credential with authorization to teach English learners.

##### **Students with Disabilities Requiring Reasonable Accommodations**

Students must be approved for services by providing appropriate and recent documentation to the Office of Disable Student Services (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.

##### **Academic Writing Requirement**

This course ensures that the university's minimum 2,500-word per course writing requirement is met through the course assignments, reflections, and TaskStream postings for the Teacher Performance Expectation (TPE) competencies and Level I Education Specialist standards assigned to this course.

### **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.

### **V. Texts and Readings**

Villa, R., & Thousand, J. (2000). *Restructuring for caring and effective education: Piecing the puzzle together* (2<sup>nd</sup> ed.) Baltimore: Paul H. Brookes.

Thousand, J. (2008). *Peer coaching: A kinder and gentler way to professional and paraprofessional development*. Published on EDMX 638 WebCT6.

Selected handouts and journal articles posted on EDMX 638 WebCT6

### **VI. Scholastic Requirements**

#### **College of Education Attendance Policy**

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#### **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 credential sequence is C+. A B average must be maintained for continuation in the program.**

### **VII. Course Requirements**

#### **Maximum Points**

<b>I. Live Class Attendance and Participation (4 points per class X 9 classes)</b>	<b>36</b>
<b>II. School-Based Leadership Applications</b>	<b>37</b>
<b>III. Live Reading Reactions</b>	<b>08</b>

TOTAL MAXIMUM POINTS

100

**II. School-Based Leadership Applications (37 points)****A. COACHING AND SUPERVISION OF OTHERS (12 points)**⇒ **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 (18 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-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). 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 your 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 (3 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 documented (i.e., agenda and outcomes recorded and submitted to instructor) meeting subsequent to meeting #2.

**PART 2 – Draft Module for Instructor Review** (2 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 Inservice 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 (7 points)**

⇒ **Restructuring Jigsaw: Teaching a Systems Change Example to Classmates** (5 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.

For 2 of the 5 points for this assignment, prepare a 1-page summary of how the Whittier school community addressed each of the five dimensions of complex change (i.e., vision, skills, resources, incentives, action planning). Include what impressed you most from Chapter 14. You will be sharing your findings with teammates in class and submitting the 1-page summary to your instructor (2 points). For the second part of this assignment, please read the systems change chapter – Chapter 15, 16, or 17 – that you selected in a previous class.

For 3 of the 5 points for this assignment, prepare to teach classmates about your selected chapter (i.e., Chapter 15, 16, or 17) by preparing **four** copies of a second handout. This handout is meant to be an instructional tool to teach your teammates (who have NOT read your chapter) about your chapter. Note that each of the three chapters are quite different from one another, so your handout may look quite different than your teammates with different chapters. Chapter 15 emphasizes the role of leadership in systems change. Chapter 16 is a retrospective of a district that transformed to an inclusive schooling community over 20 years ago. Chapter 17 tracks the journey of one school over 8 years of transformation. As with the Whittier (Chapter 14) handout, this handout (for 3 points) should illustrate to classmates the ways in which your case study addressed elements of complex change (i.e., vision, skills, resources, incentives, action planning). Submit to your instructor one of the four copies of your handout for your given chapter (i.e., Chapter 15, 16, or 17).



⇒ **Actions for Change Advice** (2 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 with a vision of the Circle of Courage. Review Chapters 3 and 5 (particularly pages 62 through 65 and the 1<sup>st</sup> paragraph on page 66). Given 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 Circle of Courage vision. 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 already 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 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 one hard copy to hand in and to class to share with classmates.

### IV. WebCT Reading Reaction Discussions and Discussion Facilitation (Maximum Points = 19 points)

Four reading reactions (i.e., reactions #3 through #6) are posted online in **four** separate **WebCT6** 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 four discussion room conversations. You can earn up to 4 point for successful participation in each of the four discussions, for a maximum total of 16 participation points. You also will be required to facilitate one of the four discussions. You will earn an additional 3 points for this facilitation. Explicit requirements for discussion entries and facilitation are described in the following **Participation Performance Criteria** and the **Facilitation Performance Criteria** sections that follow. Please study these requirements very carefully before contributing to or facilitating a WebCT6 discussion.

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 participation and facilitation performance criteria are clearly identified and articulated below.

### **Facilitation Performance Criteria and Steps (3 points per discussion room facilitation)**

Each team member will serve as a WebCT6 discussion facilitator *at least once*. Team members will agree on who facilitates which room in the first two weeks of the semester. If a team ends up having only three members, one member will need to facilitate a second time. Your team must come to consensus as to who will facilitate the 4<sup>th</sup> discussion, since this person earn 3 EXTRA CREDIT points for facilitating a second time. Each discussion room needs a facilitator; to not have a facilitator for a discussion is not an option.

The performance criteria for and steps of successful facilitation are as follows

- **STEP #1:** The facilitator “convenes” the reflection room by proposing and getting agreement to a deadline by which each members’ reading reaction will be a) posted, b) read by teammates, and c) commented upon by teammates (e.g., post by 8 p.m. on Monday evening and comment on a teammate’s statement by 8 p.m. on Friday). If necessary, the facilitator prompts teammates who do not post by the designated time in order to ensure timely completion. If adjustments in the deadline need to be made 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 and standards – **Standards M/M 20.3, M/S 18.1 & 18.4!**)

**POSTING ETIQUETTE:** Responses should stay within the same thread, so if a teammate does not “reply” but instead “composes” a reaction, the facilitator should prompt that teammate to reply rather than compose. As the window of time 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.

- **STEP #2:** When all team members have posted and responded to at least one of their teammates’ postings, the facilitator **formulates and posts a “follow-up discussion question”** to stimulate further exchanges of ideas based upon the members’ original comments. This question should be at the top levels of Bloom’s Taxonomy 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” this follow-up exchange by proposing and getting agreement to a new “window of time” for team members to respond to the facilitator’s follow-up discussion question. For example, if all reading reactions were posted by Monday by 8 p.m., the follow-up discussion question might be posted two days later on Wednesday at 5 p.m. and all exchanges might be expected to be completed by 9 p.m. on Sunday).

- **STEP #3:** This step ensures that your team practices the G in PIGSFace; that is, **G**roup Processing of the team’s interpersonal communication! After each team member (including the facilitator) has responded to the facilitator’s follow-up discussion prompt, the facilitator then posts a “group processing” prompt and a new “window of time” within which members are to post their processing responses. 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.
- **STEP #4:** The final and culminating responsibility of the facilitator is to compose a **summary** of the discussion room from start to finish entitled “FINISHED”. This summary of approximately 1 page in length and must include at least the following items a) – e) :
  - a) a quote of at least one point from each member’s initial reflection (including the facilitator’s reflection) and a comment on why you selected it to highlight in the summary;
  - b) the follow-up discussion prompt with at least one key follow-up discussion point;
  - c) the group processing prompt and a summary of the participants’ self-evaluations, 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).
  - e) any comments regarding how team issues were resolved, if issues arose. (For example, if any team member failed to participate in any of the components of the room’s discussion in the timeframe agreed upon by members, this is where the facilitator reports to the instructor what the facilitator and team did to encourage and support that team member’s work completion and participation.) If no such report is offered for item e) it will be assumed that all team members participated fully, in a timely fashion, and with a high level of quality.

This summary should be submitted to the instructor as the last entry in the respective WebCT reaction room within 3 to 4 days of the last team member’s group processing entry and entitled “FINISHED.”

### **Participation Performance Criteria and Steps (4 points per discussion room)**

- **STEP #1a:** As a participant in each room, you agree with your facilitator’s “window of time” proposed for teammates to a) post a response to the *reading prompt provided by the EDMX 638 course syllabus* and b) read and comment upon at least one teammate’s response (e.g., sent by 8 p.m. on Monday evening and comment on one another’s reactions by Thursday evening).
- **STEP #1b:** You post your “high quality” reading reaction before the posting deadline. A “high quality” reading reaction clearly evidences that you have read the reading materials. You might show this by making reference to the reading by citing a quote or by paraphrasing a key point
- **STEP #1c:** You read your teammates’ reactions and respond to them at least once during the designated “window of time” to which your teammates have agreed. A “high quality” response to a teammate’s reaction is one that clearly evidences that you have read your teammate’s points. You may show this by making reference to your teammate’s thoughts via a quotation or a paraphrasing of a point. 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 thinking skills (i.e., application, analysis, synthesis, evaluation).

**RESPONDING ETIQUETTE:** Please **REPLY** (not compose) with at least one reaction to each teammate’s initial posting. It is important to “reply,” rather than “compose” a new response, so that all

of the dialogue regarding a particular topic stays with that topic. This has become standard online communication etiquette in order to avoid confusion.

- **STEP #2:** After this initial conversation, the facilitator will ask for agreement to a second “window of time” for teammates to respond to a *“follow-up discussion question”* composed by the facilitator. Once the facilitator has posted the follow-up discussion question, you will **REPLY** (not compose) with at least one response that reflects your perspective regarding this question. As with the initial conversation, you are encouraged to also read your teammates’ responses and to comment on their ideas. (Please remember to “reply” to a teammate’s comments rather than “compose” a new response, so that all of the dialogue regarding a particular topic stays threaded with that topic.)
- **STEP #3:** Finally, the facilitator will post a “group processing” prompt about how well the group did in terms of the team’s interpersonal communication during the discussions in Steps #1 and #2. You will agree to a final “window of time” and post, in a threaded fashion, your response to the group processing prompt concerning how well the team “got along” in the room.

### **WebCT6 Reading Reaction Prompts and Associated Level II Standards (19 points)**

Note that each reading reaction prompt identifies the Level II standards addressed by the reaction. Sign up to facilitate one of the four discussion “rooms.” If your team has fewer than four members, at least one team member will sign up to facilitate a second room discussion.

#### **WebCT6 Reading Reaction #3: V&T Ch. 10, pp. 249 - 253 and 389 - 393**

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

#### **WebCT Facilitator for Reaction #3: \_\_\_\_\_**

After reading Chapter 10, the Section III preface by Ann Nevin (pp. 249 – 253), and Lisa Houghtelin’s story (pp. 389 – 393), identify a baker’s dozen (13) new or expanded learnings regarding effective collaborative team functioning and why these learning are important for you to remember in your collaborative efforts. Note that if you received your Level I credential at CSUSM, you have read Chapter 10 before as part of the EDMX 631 Law and Legal Procedures course. Having been teaching in the field for a while, you now have an expanded perspective to share in your first WebCT6 team posting. Please post your learnings regarding collaborative teaming in the first of the WebCT6 discussion rooms.

#### **WebCT6 Reading Reaction #4: V&T Ch. 3, pp. 152 – 159, and pp. 173 - 179**

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

#### **WebCT6 Facilitator for Reaction #4: \_\_\_\_\_**

In Chapter 3 of *Restructuring for caring and effective education*, read about the Circle of Courage (i.e., belonging, mastery, independence, generosity) framework for reclaiming youth and constructing differentiated schooling experiences for all students. On pages 152 -159, read about a California school that restructured using the Circle of Courage as it’s guiding framework. On pages 173 - 179, learn about practical, “Circle of Courage-inspired,” research-based ways to differentiate for students.

For this reading reaction, after reading the designed pages, please respond to the following two prompts.

- a) Of the many examples provided in these three chapters of how to promote the Circle of Courage for all students, which are the most appealing to you? Why?
- b) What **TWO** strategies have you used or seen used that you would **add** as ways to help differentiate and customize instruction and assessment? In what ways does each of your two strategies support one or more of the four dimensions of the Circle of Courage?

Please post your responses to these questions in the second of your WebCT6 team discussion rooms.

#### **Web CT6 Reading Reaction #5: V&T Chapter 13 and “Maddie’s Story” (pdf file posted on WebCT6)**

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

#### **WebCT6 Facilitator for Reaction #5: \_\_\_\_\_**

In Chapter 13 of *Restructuring for caring and effective education*, related services personnel (known as Designated Instructional Services or DIS in California) describe how their roles change when they share the framework described in Table 2. They also establish three criteria - 1) educationally relevant, 2) necessary, 3) only as special as necessary - for making decisions about providing related services. The journal article, "Maddie's Story," (posted on WebCT6) illustrates how related services can be delivered in the fashion described in Chapter 13.

For this reading reaction, imagine yourself to be an innovative special education coordinator with the authority to redesign how services and supports are delivered in your district. How would you help your related services (DIS) personnel to:

- a) learn about and use the three criteria for making decisions about related services provision when crafting supports and services for students, and
- b) restructure their roles in ways described in Chapter 13 and illustrated by the Maddie example.

Remember, no idea is too "out there" or "unthinkable," if it benefits students!

Please post your creative ideas in the third of your WebCT6 team discussion rooms.

**WebCT6 Reading Reaction #6: *The many faces of collaborative planning and co-teaching* by Thousand, Villa, & Nevin (pdf file posted on WebCT) and V&T Chapter 12**

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

**WebCT6 Facilitator for Reaction #6: \_\_\_\_\_**

*The many faces of collaborative planning and co-teaching* describes four approaches to co-teaching and provides tips for effective co-planning and co-teaching. In Chapter 12 of *Restructuring for caring and effective education*, Jeanne and Patricia paint vivid pictures of "a kaleidoscope of ways in which two or more adults can connect their mindward effectively by using cooperative teaching efforts."

Please post your responses to the following questions in the last of your WebCT6 team discussion rooms.

- a) Of the four co-teaching approaches (i.e., supportive, parallel, complementary, team), which have you already used and which have you not?
- b) Describe how you would/will use at least one of the **parallel** co-teaching approaches with another educator or paraprofessional.
- c) Describe how you might/will initiate **complementary** or **team** 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?
- d) What, in your view, are the most important benefits of co-teaching?

## Class Meeting, WebCT, and Inservice Meeting Schedule

**Key to Abbreviations:** WCT6 = WebCT6 Discussion and Facilitation  
 IM = Inservice Training Module Meeting and Planning

Date	Session	Topics/Activities	Assignments & Readings Due
01/23	Class #1	Leadership Defined; Going on a MAPS quest Think of Inservice Topics	
01/30	<b>WCT6 &amp; IM</b>	Explore WebCT6 & study syllabus Study Inservice Training Module Format	Read <i>Restructuring</i> , Ch. 10
02/06	Class #2	Collaborative Teaming Revisited WebCT6 Teams & Facilitators Inservice Module: Topics & Teams Peer Coaching: Pt. 1	Read <i>Peer Coaching</i> , Preface
02/13	<b>WCT6 &amp; IM</b>	<b>Inservice Meeting #1 - Develop Topic Outline</b> <b>WebCT6 Reading Reaction #3</b>	
02/20	Class #3	Peer Coaching: Pt. 2	Read <i>Peer Coaching</i> , Chs. 1 – 3 & Appendix A
02/27	Class #4	Peer Coaching: Pt. 3	Read <i>Peer Coaching</i> , Chs. 4 -5 & Appendices B <b>Inservice Goals Outline (3 pts)</b>
03/05	<b>WCT6 &amp; IM</b>	<b>WebCT6 Reading Reaction #4</b> <b>Inservice Meeting #2 - Develop Inservice Draft</b> <b>Deliver Reinforcement Conference by Class #5</b>	
03/12	Class #5	CPS & Process Communication <i>Live Reading Reaction #1</i>	<i>Live Rdg. Reaction #1 – CPS (4 pts)</i> <b>Reinforcement Conference (5 pts)</b>
03/19	Class #6	What's Ethics Got to Do With it? <i>Live Reading Reaction #2</i> Assign Restructuring Jigsaw for Class #8	<i>Live Rdg. Reaction #2 – Ethics (4 pts)</i>
03/26 & 04/02	<b>WCT6 &amp; IM</b>	<b>WebCT6 Reading Reaction #5</b> Optional Extra Inservice Meeting <b>Finish <u>Draft</u> Inservice for Class #7</b> <b>Deliver Stretching/Growth Conference by Class #7</b>	
04/09	Class #7	Rtl through Co-Teaching	<b>Draft Inservice (3 points)</b> <b>Stretching/Growth Conference (7 pts)</b>
04/16	<b>WCT6 &amp; IM</b>	<b>WebCT6 Reading Reaction #6</b> Optional Extra Inservice Meeting <b>Finalize Inservice</b> <b>Prepare for <i>Jigsaw</i> and <i>Action for Change Advice</i></b>	
04/23	Class #8	<i>Restructuring Chapter Jigsaw</i> <i>Action for Change Advice</i> in-class write (2 points)	<i>Restructuring Jigsaw (5 points)</i>
05/02	<b>WCT6 &amp; IM</b>	Optional Extra Inservice Meeting <b>Complete <u>Final</u> Inservice &amp; Handout</b>	
05/07	Class #9	Inservice Advertisement Course Evaluation & Celebration	<b><i>Final Inservice Module &amp; Handout (12 points)</i></b>

## 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 (37)

#### A. Coaching of Others (12 points)

Reinforcement Conference	_____	5 points (Due by Class #5)
Stretching or Growth Conference	_____	7 points (Due by Class #7)

#### B. Inservice Training Module Development (18 points + extra credit)

##### Goals (3 points)

Documentation of Meeting #1	_____	1 point (Due Class #4)
Goals & Topic Outline	_____	2 points (Due Class #4)

##### Draft (3 points)

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

##### Final (12 points)

Final Draft	_____	10 points (Due by 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 (7 points)

Restructuring Jigsaw	_____	5 points (Due Class #8)
Action for Change Advise (In Class)	_____	2 points (Due In Class #8)

### III. Live Reading Reactions (8 points)

Reaction #1 (Due Class #5)	_____	4 points
Reaction #2 (Due Class #7)	_____	4 points

### IV. WebCT Discussions & Facilitation (19 points)

WebCT Reaction & Participation #3	_____	4 points
WebCT Reaction & Participation #4	_____	4 points
WebCT Reaction & Participation #5	_____	4 points
WebCT Reaction & Participation #6	_____	4 points
Discussion Facilitation for Reaction # _____	_____	3 points
(Optional: Extra Facilitation)	_____	(3 points)