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

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Course Description

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.

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.

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 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)

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 Discussion teammate, Inservice Module teammate) to ensure that you receive information and handouts, if you must miss a class.
    Buddy Name: e-mail:
    Phone: 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 online discussions   videos
demonstrations   observations   written reading reactions   face-to-face meetings

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

Texts and Readings

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

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

Selected handouts and journal articles posted on WebCT

Course Requirements	Maximum Points
I. Live Class Attendance and Participation (4 points per class X 9 classes)	36
II. School-Based Leadership Applications	39
III. Live Reading Reactions	06
IV. WebCT Reactions and Discussion Facilitation	<u>19</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.**

II. School-Based Leadership Applications (39 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 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.

⇒ **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.

B. PROFESSIONAL DEVELOPMENT OF OTHERS (17 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 WebCT reading reaction team, although you may choose to work with one or more of you WebCT 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 (1point) **–** 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.

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 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. 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 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).

⇒ **Final Module Preparation and Public Unveiling (10 points)**

PART 1 – **Final Draft of Inservice Module** (7 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.

PART 2 – **Public Unveiling of Module with Handout for Classmates** (3 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-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.

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

⇒ **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.

⇒ **Restructuring Jigsaw: Teaching a Systems Change Example to Classmates** (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 <u>two</u> case studies of systems change. To accomplish this assignment, first read Chapter 5 of the Villa and Thousand text. Then read Chapter 14. 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 and submit in class to your instructor (1 point). 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. Prepare to teach classmates about your selected chapter by preparing a visual organizer/poster and **four** 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). Submit one of the 1-page handouts to your instructor.

⇒ **Actions for Change Recommendations** (4 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. Read or re-reading Chapter 5 and Chapter 3 (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 5 key points for <u>each</u> 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 an inclusive Circle of Courage vision.

III. Live Reading Reactions (Maximum Points = 6 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 (6 points)

LIVE Class Reading Reaction #1: V&T Chapter 11 (3 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 #2: V&T Chapter 24 (3 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 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 **WebCT** 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 WebCT 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 WebCT 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 4th 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. This means communicating with teammates to jointly select a deadline by which each members' reading reaction will be posted, read by teammates, and commented upon by teammates (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 of and responding to reflections. If adjustments in the deadline need 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**)
- STEP #2: After all team members have posted and commented upon one another's posting, the facilitator **formulates and posts a "follow-up discussion prompt"** in order to 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).

- STEP #3: The facilitator "convenes" this follow-up exchange by proposing and getting agreement to a new "window of time" within which the facilitator's prompts will be responded to by each team member e.g., if all reading reactions were posted by Monday by 8, p.m. the two prompts 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 #4: 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.

- STEP #5: 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 and a new "window of time" within which members are to complete their group processing postings. 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 #6: The final and culminating responsibility of the facilitator is to compose a **summary** of the discussion room from start to finish. This summary of approximately 2 pages in length must include:
    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 two key discussion points.
    c) the group processing prompt and a summary of the participants' 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).
    e) If any team member fails to participate in any of the components of the room's discussion in the timeframe agreed upon by members, this summary 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 included in the summary, it is 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.

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

- STEP #1: As a participant in each room, you agree with your teammates upon a "window of time" during which teammates' reading reactions will be posted and read and comment upon by the teammates (e.g., sent by 8 p.m. on Monday evening and comment on one another's reactions by Thursday evening).

- STEP #2: You post your reading reaction before the posting deadline. CThe criteria for a " high quality" posting are as follows. The posting clearly evidences that you have read the reading materials and/or your teammates' reflections. You may show this by making reference to the readings (e.g., via a quotation, via paraphrasing) or your 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.

- STEP #3: You read your teammates' reactions and respond to their comments at least once during the designated "window of time" to which your teammates have agreed. Please REPLY (not compose) with at least one reaction to each teammate's initial posting. Of course, additional postings are desirable and greatly encouraged. 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 is good online communication etiquette, and it avoids confusion.

- STEP #4: After this initial conversation among members about their postings, the facilitator will ask for agreement to a second "window of time" for teammates to respond to a follow-up posting composed by the facilitator. Once the facilitator has posted the follow-up prompt, you will REPLY (not compose) with at least one response that reflects your perspective regarding this follow-up prompt. As with the initial conversation, additional postings are desirable and greatly encouraged. It is important 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 #5: 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 discussion. Teammates will agree to a final "window of time" and post, in a threaded fashion, their comments regarding how they all "got along" in the room.

WebCT 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. Note also that there is

WebCT Reading Reaction #3: V&T Ch. 10 and pp. 389-393
(Standards M/M20.1, M/M 20.2, M/M 20.3; M/S 18.2)
WebCT Base Team Discussion 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 team functioning and why they are important for you to remember in your collaborative efforts. Note that many of you have read Chapter 10 before as part of the EDMX 631 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 WebCT team posting. Please post your learnings in the first of the WebCT discussion rooms.

WebCT Reading Reaction #4: 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)

WebCT Base Team Discussion Facilitator for Reaction #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 differentiating and customizing instruction and assessment for students? Please post these ideas in the second of your WebCT team discussion rooms.

Web CT Reading Reaction #5: V&T Chapter 13 and "Maddie's Story" (pdf file posted on WebCT)
(Standard M/M 20.6; M/S 18.6, 19.5)
WebCT Facilitator for Reaction #5: _____
In Chapter, 13 related services personnel describe how their roles change when they share the framework described in Table 2. They also establish three criteria (i.e., 1) educationally relevant, 2) necessary, 3) only as special as necessary) for making decisions about related services provision, The journal article, "Maddie's Story" illustrates how related services can be delivered in the fashion described in Chapter 13. For this reading reaction please comment on ways in which you can help related services personnel:
     a) think about and apply 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.
Please post these ideas in the third of your WebCT team discussion rooms.

WebCT Reading Reaction #6: V&T Chapter 12
(Standard M/M 20.6, M/M20.8, M/S 18.6, 19.5)
WebCT Facilitator for Reaction #6: _____
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 and their variation, which is the most appealing for you to try out with a colleague? (Try to pick one that you have not already implemented.) Why did you select this approach? What is a likely obstacle you will need to overcome to implement this approach? What would be your plan to overcome this obstacle? Please post these ideas in the last of your WebCT team discussion rooms.

Class Meeting, WebCT, and Inservice Meeting Schedule

Key to Abbreviations: WCT = WebCT Discussion and Facilitation
                              IM   = Inservice Training Module Meeting and Planning
                              CU   = Carol Cummings "Peering in on Peers" readings

Date	Session	Topics/Activities	Assignments/Readings Due
08/29	Class #1	*Collaborative Teaming Revisited* *Inservice Module: Topics, Teams, Timelines* *Reading the Class Schedule & WebCT*	
09/05	HOLIDAY	LABOR DAY (Explore WebCT & inservice topics)	
09/12	Class #2	*Schedule WebCT Teams & Facilitation* *Peer Coaching: Pt. 1*	
09/19	**WCT & IM**	**Inservice Meeting #1, Develop Topic Outline** **Web CT Reading Reaction #3**	
09/26	Class #3	*Peer Coaching: Pt. 2*	*CU pp. 1-3 & Chs. 1, 2, & 3*
10/03	Class #4	*Peer Coaching: Pt. 3*	*CU Chs. 7, 8, & 9* *Inservice Goals Outline (3 pts)*
10/10	Class #5	*CPS & Process Communication* *Live Rdg. Reaction #1*	*Live Rdg. Reaction #1 (3 pts)* *Reinforcement Conf. (5 pts)*
10/17	Class #6	*What's Ethics Got to Do With it? Live Rdg. Reaction #2 (3 pts)* *Live Reading Reaction #2*	
10/24	**WCT & IM**	**Web CT Reading Reaction #3 or 4** **Inservice Meeting #2 - Develop Inservice Draft** Deliver Alternate/Growth Conference	
10/31	**WCT & IM**	**Web CT Reading Reaction #4 or 5** **Optional Extra Inservice Meeting - Finalize Inservice Draft** Prepare for Class #7 Resource Fair	
11/08	Class #7	*Resource Fair & Conference Debrief* *Introduction to Co-Teaching*	*Draft Inservice (4 points)* *Resource Fair (4 points)* *Alt./Growth Conference (7 pts)*
11/14	**WCT & IM**	**Web CT Reading Reaction #5 or 6** **Optional Extra Inservice Meeting – Work on Final Draft** Prepare for Class #8 Jigsaw and Action for Change Advice	
11/21	Class #8	*Restructuring Jigsaw* *Action for Change Advice*	*Restructuring Jigsaw (4 points)* *Action Advice (4 points)*
11/28	**WCT & IM**	**Web CT Reading Reaction #6 – DONE!** **Complete Final Inservice Module & Unveiling Presentation**	
12/05	**WCT & IM**	**Complete Final Inservice Module & Unveiling Presentation**	
12/12	Class #9	*Inservice Unveiling* *Course Evaluation & Celebration*	*Final Inservice Module* *& Handout (10 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 (39)
    A. Professional Development of Others (29 points maximum)
        Coaching of Others (12 points)
        Reinforcement Conference   _____ 5 points (Due by Class #5)
        Alternate or Growth Conference   _____ 7 points (Due by Class #7)

    B. Inservice Training Module Development (17 points + extra credit)
        Goals (3 points)
        Documentation of Meeting #1   _____ 1 points (Due Class #6)
        Goals & Topic Outline   _____ 2 points (Due Class #6)

        Draft (4 points)
        Documentation of Meeting #2   _____ 1 points (Due Class #7)
        Draft Module   _____ 3 points (Due Class #7)

        Final (10 points)
        Final Draft   _____ 7 points (Due by Class #9)
        Public Unveiling in Class   _____ 3 points (Due Class #9)

        Documentation of Extra Meeting   _____ *1 point EXTRA CREDIT*
        Documentation of Extra Meeting   _____ *1 point EXTRA CREDIT*
        Documentation of Extra Meeting   _____ *1 point EXTRA CREDIT*

    C. Systems Change for Caring and Effective Inclusive Education (10 points)
        Resource Fair   _____ 4 points (Due Class #7)
        Restructuring Jigsaw   _____ 4 points (Due Class #8)
        Action for Change Commitment (In Class)   _____ 2 points (Due In Class #8)

III. Live Reading Reactions (6 points)
    Reaction #1   (Due Class #5)   _____ 3 points
    Reaction #2   (Due Class #7)   _____ 3 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 Meeting Facilitation   _____ 3 points
    (Optional: Extra Credit Facilitation   _____ *3 points)*