

II. Content Goals and Performance Objectives:

The participant will:

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

Objectives:

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

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

Objectives:

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

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

Objectives:

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

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

Objectives:

- be aware of their own 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 develop accommodations to learning and instruction utilizing principles of universal design and complete projects while practicing collaborative teaming principles. (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 the steps of the Johnson and Johnson conflict resolution model 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 and inservice training module to enhance the knowledge, skills, and/or dispositions of others (professionals, paraprofessionals, parents, students, community members) regarding a critical aspect of special education (e.g., legal rights and responsibilities, inclusive best educational practices, universal design strategies). (M/M/S 17.1, 17.2; M/M 20.6, 20.7; M/S 18.3, 18.5; M/S 19.4, 19.6)

III. Professional and Administrative Requirements

1. Attend all class sessions. Be on time. 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 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” to ensure that you receive handouts and information if you must miss class.
Buddy:
Telephone: Fax:
e-mail: Address:

Activities and instructional methods for realizing objectives:

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

Evaluation of attainment of these knowledge bases and skills:

attendance punctuality in class participation on-line collaborative activities

reading reactions base team meetings product assessment
WebCT discussion participation WebCT discussion facilitation

IV. Texts and Readings

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

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

Selected handouts and journal articles

Recommended, but not required.

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

Thousand, J., Villa, R., & Nevin, A. (2002). Creativity and collaborative learning: The practical guide to empowering students, teachers, and families (2nd ed.). Baltimore: Paul H. Brookes. (TVN)

V. Course Requirements and Assessment Procedures	<u>Maximum Points</u>
A. Live Class Attendance and Participation (4 points per class X 9classes)	36
B. Portfolio of School-Based Applications	39
C. Reading Reactions	14
D. On-Line BaseTeam Participation and Discussion Facilitation	07
E. Application and Growth Choice	<u>04</u>
TOTAL MAXIMUM POINTS	100

GRADING SCALE (in percentages):

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

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

B. Portfolio of School-Based Applications Explanations (39 points)

COACHING AND SUPERVISION OF OTHERS (12 points)

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

PROFESSIONAL DEVELOPMENT OF OTHERS (15 points)

A great many of the Level II standards (Standards M/M 20.6 & 29.9; M/S 18.3, 19.4, 19.6, 19.7, 18.8) have to do with developing and delivering inservice training to others, including teachers, administrators, paraprofessionals, parents, community members, school board members, and related service personnel (e.g., speech and language, OT, PT). For this portfolio entry, you will form a team of two to five people (e.g. base team members, classmates from your district, classmates with a similar training interest) to identify an inservice need for a particular audience or a variety of audiences. Given this need, the team will develop a 1- to 2-hour inservice training module appropriate for the targeted audience(s). The module may be structured as a single 60- to 120-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).

Teams will meet a minimum of two times. The outcomes of the first meeting must be the identification of the need for and audience(s) for the module, at least three specific and observable and measurable objectives, literature and material resources needed for module development, and an outline of the expected overall sequence of instruction. Homefun on the part of each team member in preparation for the actual module construction must be identified in the meeting minutes. Interim meeting can be held in base team chat rooms or in e-mail exchanges, but this first organizing meeting must be face to face.

The outcomes of the second meeting must be the completion of the training module. The module is to be patterned after the module template and module examples presented on the course web page labeled **Inservice Training Module Format and Examples**. As the template and examples illustrate evaluation of the module by participants is required. An evaluation may take the form of a pre and post-test regarding particular objectives, an assessment of what the participants learned and will use, and so forth. A component of the assessment also should be devoted to the quality of the delivery of the instruction. We learn from constructive feedback. Solicit from participants exemplary features of the instruction and how the instruction or materials could be improved.

Each meeting must be documented. This enables demonstration of several Level II collaborative teaming standards (Standards M/S 18.1, 18.4, 18.6). Successful documentation requires 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, c) completion of the “forming” and “functioning” sections of the checklist on pages 273 and 274 in the first team meeting, and d) completion of the “formulating” and “fermenting” skills on page 275 in the second meeting.

You may earn one extra point for each similarly documented inservice planning meeting that you hold beyond these two required meetings (see Section E: Application and Growth Choice).

For Entry #3, there are four distinct submissions requirements described below.

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

Identification of the need for and audience(s) for the module, at least three specific and observable and measurable objectives, literature and material resources needed for module development, and an outline of the expected overall sequence of instruction. (2 points)

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

⇒ **Entry #3b: Module Completion (6 points)** (Due by Class #6)

The completed module must be patterned after the module template and module examples presented on the course web page labeled **Inservice Training Module Format and Examples**. Evaluation of the module by participants is required. An evaluation may take the form of a pre and post-test regarding particular objectives, 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). (4 points)

Base Team Meeting #2: Team meeting documentation must be provided. This includes a) use of the agenda format recommended on page 294 of the Villa and Thousand text, b) evidence of use at least one of the processing procedures listed in Table 1 on pages 281 and 282, and c) completion of the “formulating” and “fermenting” skills on page 275. Homefun on the part of each team member in preparation for the actual module construction must be identified in the meeting minutes. (2 points)

⇒ **Entry #3c: Final Module Preparation and Public Unveiling (5 points)** (Due for Class #9)

Based upon instructor feedback, the team submits a revised final module that has addressed the instructor feedback. A complete set of the materials needs to be prepared for every member of the class and submitted for distribution on the final day of class. (3 points)

The team also must prepare an 8- to 10-minute public unveiling of the module – a presentation of it’s audience, objectives, key instruction and activities, evaluation procedures, and so on. A demonstration of a component of the training also is required as part of the presentation. All team members must have a role in the presentation. A presentation rubric will be used to evaluate the presentation. (2 points)

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

⇒ **Entry #4: Resource Fair** (4 points; due Class #4)
(Standards M/M/S 17.2, M/M 19.2 & 19.4; M//S 19.7 & 19.8)

Identify a research-based or promising curricular, instructional, assessment, technical, or material resource you use, have learned about, or observed that could be used to meet individual student

needs or be incorporated into staff development. Prepare and provide for each classmate a 1- to 2-page handout. Also be prepared to do a demonstration of the resource at a Resource Fair to be conducted in class. The handout must include but is not limited to information regarding the purposes and uses of the materials or practice, the publisher, and any available ordering and pricing information.

⇒ **Entry #5: Ambrose Change Model in Action** (4 points; due Class #8)

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

In this entry you will describe in writing (and share with/teach classmates) how the elements of the Ambrose Complex Change model are illustrated in two case studies of systems change toward inclusive education provided in the Villa & Thousand text. Prepare a 1 to 2-page summary of the elements of complex change (i.e., vision, skills, resources, incentives, action planning) that impressed you from Chapter 14. Also prepare a visual organizer/poster and a 1 to 2-page handout for instructing teammates on your selected “jigsawed” chapter (Chapter 15, 16, or 17). The visual and handout should illustrate ways in which the case study in your chapter addressed the elements of complex change (i.e., vision, skills, resources, incentives, action planning).

⇒ **Entry #6: Actions for Change** (4 points; due Class #9)

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

You are an agent of change. In this culminating entry in your change portfolio you will identify actions you will take to forward change and progress in your role as an educator. First read the Prologue and Chapter 1 in the Villa & Thousand text. With this information regarding historical context and with the Complex Change Model in mind, articulate in writing the actions you plan to take after this course to facilitate caring and effective inclusive educational opportunities at their school site. Relate your actions to the five elements of complex change (i.e., vision + skills + resources + incentives + action planning = change), the history and progress toward inclusive education over the past four decades, as well as the leadership, creativity, supervision, and collaboration principles examined in this course. This entry should be approximately three to four word-processed, double-spaced pages in length.

CROSSCULTURAL, LANGUAGE, AND ACADEMIC DEVELOPMENT (CLAD) COMPETENCIES

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

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