



SPED 565 Collaboration and Consultation

Term: Fall 2019

Time: 8/24, 9/7, 9/21, 10/5, 10/19, 11/2 8:00 AM -12:00 PM CST

Location: Kennedy Center, To Be Arranged

Professor Contact Information

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Instructor

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Course Description

Focuses on the knowledge and skills required by candidates to effectively collaborate with teachers, parents and other school personnel to work with exceptional students. Emphasizes strategies and techniques used in working across all levels of LRE-including inclusion and co-teaching. Candidates will learn to work in partnership with other instructors and support personnel to determine adaptation, accommodation, and modification needs for individualizing instruction to meet the unique needs of exceptional students.

Prerequisite Studies

SPED 501 & 575

Diversity in the Oakland City School of Education

The School of Education (SoE) is committed to a core set of values that are reflected in a culture that promotes development of personal and professional integrity and engagement for the benefit of our society. As an academic community, the faculty and staff of the School of Education values:

- Diversity in all of its manifestations;
- Respect for the individual and deviating perspectives that challenge us;
- Collaboration; and
- Creativity in thought and action.

To further the mission of diversity in the School of Education, SOE has a primary goal that:

Encourages and supports an environment which presents and values diversity defined in accordance with CAEP Professional Standards as differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographic area.

The SoE is dedicated to preparing educators who value diversity in all its forms, differentiate instruction to accommodate diverse student populations, and interact with others in a professional and ethical manner. The SoE utilizes multiple indicators on clinical evaluations, dispositions assessments, and alumni and employer surveys to evaluate performance related to diversity.

Course Objectives

The course is designed to describe here. Upon successful completion of this course students should be able to:

1. Demonstrate the knowledge and skill base required to effectively collaborate and consult with teachers, parents, and other school personnel in working with exceptional students, including strategies and techniques used in working across all levels of the least restrictive environment (LRE), such as inclusion and co-teaching as well as learning about the importance of working in partnerships with other educators and support personnel to determine the adaptations, the accommodations, and the modifications needed for individualizing instruction to meet the unique needs of exceptional students (CEC # 1, 2, 3, 5, 7).

2. Reflect on what they have learned about collaboration and consultation and how they can apply their learning to current and future positions as an educator (CEC # 1, 2, 3, 5, 7).

Instructional Design

Students will explore collaboration and consultation through course readings, lectures and presentations, group discussions, independent research, and small group projects.

Online Learning Center

The Online Learning Center (OLC) at <https://elearning.oak.edu/> provides students with access to online classrooms (for fully online courses) and web assist resource rooms (for campus and hybrid courses). In addition to providing learning resources through the OLC the instructor may also post current News and Announcements about the course in the appropriate online classroom or resource room.

Barger-Richardson Learning Resource Center

The Barger-Richardson Learning Resource Center is the student gateway to library resources at Oakland City University through www.oak.edu/library/Discover.html or coming to campus (605 W. Columbia Street, Oakland City, IN 47660). To ask questions or make comments about library services please call (812) 749-1269 or visit www.oak.edu/library/Ask.html. If you do not yet have OCU library access please complete the Library Registration form at

<https://myocu.wufoo.com/forms/library-registration/> (also found under Library at www.oak.edu).

Required Course Materials

The following resources are required in the completion of course learning activities.

Friend, M. & Cook, L. (2013). *Interactions: Collaboration skills for school professionals*. (7th ed.). Boston, MA: Pearson.

You will be provided a book chapter on “Creating Partnerships through Collaboration” by Marilyn Friend. It provides a good summary of collaborative partnerships.

Friend, M. (2008).. *Special education: Contemporary perspectives for school professionals*. (2nd ed.). Boston, MA: Allyn & Bacon/Pearson. pp. 101-128

Resources

Suggested Reading

In addition to the required text, the student is encouraged to explore other scholarly works in the course subject area (e.g., monographs, journals, theses, dissertations, etc.). Many of these types of works can be found online and provide the most current snapshot of the state of the art in the course subject matter.

Tentative Course Outline

The topics in this course will be explored according to the following learning schedule.

Unit	Lesson Title and Topics	Learning Activities Schedule
1	<p>Introduction to Collaboration and Consultation Understanding Collaboration Communication Consultation</p> <p>Community Resources and Collaboration</p>	<p>Readings: Friend, 2008, Chapter 4; and Friend & Cook, 2013, Chapter 1 and 2</p> <p>Assignment 1: Start Reading Questions/ Study Guide over the Readings. This assignment will be ongoing.</p> <p>Assignment 2: Start research Community Resources for Assignment 2 for the next class period.</p>
2	<p>Interpersonal Problem Solving and Teams</p>	<p>Readings: Friend, 2008, Chapter 4 and Friend & Cook, 2013, Chapters 5 and 6</p>
3	<p>Co-teaching</p>	<p>Readings: Co-teaching Friend, 2008, Chapter 4 and Friend & Cook, 2013, Chapter 7</p> <p>Assignment 3: Complete Assignment 3 on Exploring Co-teaching for the next class period</p>
4	<p>Consultation</p> <p>Parent/Family and Professional Collaboration Partnerships</p>	<p>Readings: Consultation Friend, 2008, Chapter 4 and Friend & Cook, 2013, Chapter 8</p> <p>Readings: Parent/Family and Professional Collaboration Partnerships (see Friend, 2008, Chapter 4 and Friend & Cook, 2013, Chapter 11)</p> <p>Assignment 4: Exploring Conferences</p>

Unit	Lesson Title and Topics	Learning Activities Schedule
5	Working with Paraeducators (Paraprofessionals) Barriers to Collaboration Time as a Barrier to Collaboration Overcoming Barriers to Collaboration	Readings: Working with Paraeducators/Paraprofessionals and Time as a Barrier to Collaboration - see Friend, 2008, Chapter 4 and Friend & Cook, 2013, Chapter 10
6	Collaboration: Looking at What We Have Learned	Assignment 5: Reflecting Upon Collaboration

Course Assignments and Assessments

The following assignments and assessments must be completed to pass the course.

Assignments and Assessments	Grade Value
Participation and Engagement	22 points
Assignment 1: Reading Questions	78 points (39 questions at 2 points each)
Assignment 2: Exploring Community Resources	22 points
Assignment 3: Exploring Co-teaching	22 points
Assignment 4: Exploring Conferences	22 points
Assignment 5: Reflecting Upon Collaboration	22 points
Total	188 points

Participation and Engagement

Participation and active engagement are required components of this course. Excused absences should occur only in the most serious of circumstances. Communication with the instructor prior to the absence is essentially to seek approval for excused status.

Learning Outcome: Upon successful completion of this learning activity students should be able to discuss the knowledge and skill base required to effectively collaborate and consult with teachers, parents, and other school personnel in working with exceptional students, including strategies and techniques used in working across all levels of the least restrictive environment (LRE), such as inclusion and co-teaching as well as learning about the importance of working in partnerships with other educators and support personnel to determine the adaptations, the

accommodations, and the modifications needed for individualizing instruction to meet the unique needs of exceptional students (CEC # 1, 2, 3, 5, 7).

Assignments with Assignment Rubrics

Assignment 1: Reading Questions (39 questions at 2 points each= 78 points total)

Please answer the following questions as you read through the course materials.

Set 1 - Understanding Collaboration (see Friend, 2008, Chapter 4 and Friend & Cook, 2013, Chapter 1 and 2)

1. Define collaboration.
2. Sometimes professionals in schools confuse the terms inclusion and collaboration. How would you go about clarifying these terms for professionals who confuse them?
3. What are the seven defining characteristics of collaboration? Briefly describe each.
4. What roles does collaboration have in special education?
5. How is collaboration supported by the law?
6. Explain some of the benefits of professional collaboration.
7. Describe three ways that general and special educators can collaborate to serve students with disabilities
8. What are the five elements necessary for collaboration to occur? Briefly describe each element.
9. Explain why it is necessary for teachers to recognize and examine the elements necessary for collaboration prior to participating in collaborative partnerships.
10. What are two examples of effective communications?
11. What are two examples of ineffective communications?

Set 2 - Interpersonal Problem Solving and Teams (see Friend, 2008, Chapter 4 and Friend & Cook, 2013, Chapters 5 and 6)

12. Define interaction processes.
13. Which type of interaction process is most commonly used in schools?
14. What are the steps to interpersonal problem solving?

15. What is a team?
16. Give an example of a team of which you have participated.
17. Explain why the team was successful or unsuccessful.
18. What are three different types of teams?
19. What elements make transdisciplinary teams the most collaboration of the special education teams?

Set 3 – Co-teaching (see Friend, 2008, Chapter 4 and Friend & Cook, 2013, Chapter 7)

20. What is co-teaching?
21. What are six examples of approaches used in co-teaching?
22. Which co-teaching approach is demonstrated when the general education teacher and special education each deliver the same lesson simultaneously to separate groups of students?
23. Which co-teaching approach is demonstrated when the general education teacher and special education each deliver different lessons simultaneously to separate groups of students and then switch (rotate) groups of students and repeat their lesson?
24. Which co-teaching approach is demonstrated when one teacher instructs a large group of students and the other teacher instructs a small temporarily formed group for a specific purpose, such as pre-teaching, reviewing, remediating, re-teaching, enrichment, etc.?
25. Mrs. Jones and Mrs. Smith have been co-teaching for two years. For social studies class, they sometimes divide their class in half and both teach the same material simultaneously to half the class. Which co-teaching approach are Mrs. Jones and Mrs. Smith using?
26. Describe the parallel form of co-teaching. When is the parallel form of co-teaching appropriate to use?
27. Describe the station form of co-teaching. When is the station form of co-teaching appropriate to use?
28. Describe the alternative form of co-teaching. When is the parallel form of co-teaching appropriate to use?

Set 4 - Consultation (see Friend, 2008, Chapter 4 and Friend & Cook, 2013, Chapter 8)

29. What is consultation?
30. Is consultation an indirect or direct service?

31. Describe an example of how consultation may be used in special education.

Set 5 – Parent/Family and Professional Collaboration Partnerships (see Friend, 2008, Chapter 4 and Friend & Cook, 2013, Chapter 11)

32. What are five barriers to parent/family and professional collaboration?

33. How can professionals encourage and build parent participation?

34. How can professional overcome barriers to parent/family collaboration and increase parental participation?

35. List examples of personal experiences that you have had where such barriers affected your interactions with parents.

Set 6 – Working with Paraeducators/Paraprofessionals and Time as a Barrier to Collaboration (see Friend, 2008, Chapter 4 and Friend & Cook, 2013, Chapter 10)

36. Why is teacher and paraeducator/paraprofessional not always a collaborative relationship?

37. In what situations are teacher and paraeducator/paraprofessional collaboration appropriate?

38. Time is the greatest barrier to collaboration. What are the various aspects of time mentioned in the text that impede collaboration among professionals?

39. Collaboration is not an overnight occurrence. List and describe some of the barriers to collaboration and ways in which these barriers can be overcome.

Learning outcome: The candidate will be able to demonstrate knowledge and skills needed to establish successful school based collaboration and consultation, so they can effectively collaborate, consult, communicate, and work as a team member among teachers, paraeducators, related service providers, other school personnel, parents, families, and community leaders and agencies in providing the education of exceptional students throughout the levels of the continuum of placement options used to implement the least restrictive environment (LRE) (CEC # 7). The reading questions will provide evidence related to each of the course objectives.

Rubric: Scoring Guidelines to Apply to Each Question

2	Totally Correct Answer
0.1 to 1.99	Partially Correct Answer
0	Incorrect Answer or Not Answered

Assignment 2: Exploring Community Resources (22 points)

Teachers better support students with disabilities, their parents and families by providing information about the relevant products and services available in the surrounding community. This activity will help you to get started obtaining information about the different types of community support.

Select either a disability or a specific special education topic, such as transition, special education information, Medicaid waivers, assistive technology, etc.

Find local agencies that are specifically geared to serve this type of disability or issue.

Compile a list and description of at least five community agencies or contacts that can provide supports to students of disabilities as well as parents and families of students with disabilities. The list and description should include the name of the provider agencies, address, web address, telephone number, target population, and a brief description of the provided supports and services.

Learning Outcome: Upon successful completion of this learning activity, candidates will be able to establish community resources to be used in successful collaborative school consultation among school personnel, paraeducators, families, and community leaders and agencies, and related service providers. (CEC 7.0, 7.2, 7.3)

Community Resources Activity	Highly Effective	Effective	Improvement Necessary	Ineffective
Community Resources List and Descriptions CEC:	Compiles a list and description of at least 5 community agencies or contacts. Includes the name of the provider agencies, address, web address, telephone number and target population. Writes a brief description of the provided supports and services. (20)	Compiles a list and description of 4 community agencies or contacts. Includes the name of the provider agencies, address, web address, telephone number and target population. Writes a brief description of the provided supports and services. (16)	Compiles a list and description of 3 community agencies or contacts. Includes the name of the provider agencies, address, web address, telephone number and target population. Writes a brief description of the provided supports and services. (12)	Compiles a list and description of 2 community agencies or contacts. Includes the name of the provider agencies, address, web address, telephone number and target population. Writes a brief description of the provided supports and services. (8)
Writing: Grammar, Usage, and Mechanics	Grammar, usage, and mechanics are correct. (2)	Few errors in grammar usage and mechanics, but they do not distract the reader too greatly.(1.60)	Some errors in grammar, usage, and mechanics that distract the reader. (1.20)	Many errors in grammar usage and mechanics that severely distract from the meaning. (0.80)

Total number of points				/22
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Assignment 3: Exploring Co-teaching Approaches/Strategies (22 points)

Candidates will discuss co-teaching and co-teaching approaches and describe how the co-teaching approaches could be used. Candidates should describe at least two of the following approaches to co-teaching as their three approaches: parallel teaching, station teaching, alternative teaching, and team teaching.

What is co-teaching? What are three examples of approaches used in co-teaching? Describe each approach and give an example of an appropriate way that you might use the approach in an inclusive general education classroom.

Learning Outcome: Upon successful completion of this learning activity candidates should be able to describe how they could implement co-teaching between a general education and special education teacher.

Applying Co-teaching Strategies	Highly Effective	Effective	Improvement Necessary	Ineffective
Defining Co-teaching and Applying Co-Teaching Strategies to the Classroom CEC:	Comprehensively defines co-teaching and describes at least 3 three co-teaching strategies that can be used in the classroom. Uses at least two of the following approaches to co-teaching: parallel teaching, station teaching, alternative teaching, and team teaching. (20)	Correctly defines co-teaching and correctly and adequately describes 3 co-teaching strategies that can be used in the classroom. Uses at least two of the following approaches to co-teaching: parallel teaching, station teaching, alternative teaching, and team teaching. (16)	Defines co-teaching and correctly and adequately describes 2 co-teaching strategies that can be used in the classroom. May only define one of the following approaches to co-teaching: parallel teaching, station teaching, alternative teaching, and team teaching (12)	Partially defines co-teaching and correctly and adequately describes 1 co-teaching strategy that can be used in the classroom plan. (8)
Writing: Grammar, Usage, and Mechanics	Grammar, usage, and mechanics are correct. (2)	Few errors in grammar usage and mechanics, but they do not distract the reader too greatly.(1.60)	Some errors in grammar, usage, and mechanics that distract the reader. (1.20)	Many errors in grammar usage and mechanics that severely distract from the meaning. (0.80)
Total number of points				/22

Assignment 4: Exploring Conferences: Conference Observation and/or Participation and Reflection (22 points)

Candidates will observe and/or participate in a special education case conference and write a reflection on the experience. As you reflect you might consider and discuss the case conference through the eyes of a parent as well as through the eyes of an educator. The observation should include evidence of critical thinking as well as comparison of the conference to collaboration best practices such as communication, problem solving, and working within a team. In order to exceed expectations, the paper must also include reflection on candidate's application of this experience to future practice.

Learning Outcome: Upon successful completion of this learning activity, candidates will be able to use knowledge and analyze skills related to conferencing in of special education. CEC 4.3, 7.0

Conference Reflection	Highly Effective	Effective	Improvement Necessary	Ineffective
Summary and Reflection	Describes observation. Compares practices in the conference to best practices in course readings. Cites appropriate course selected readings. Student includes how candidate will apply this learning experience in future practice. (20)	Describes the observation.. Includes a reflection how candidate will apply this learning experience in future practice. (16)	Describes the observation and provides reflection with little or no discussion of applications. (12)	Describe the observation and provides little or no reflection (8)
Writing: Grammar, Usage, and Mechanics	Grammar, usage, and mechanics are correct. (2)	Few errors in grammar usage and mechanics, but they do not distract the reader too greatly.(1.60)	Some errors in grammar, usage, and mechanics that distract the reader. (1.20)	Many errors in grammar usage and mechanics that severely distract from the meaning. (0.80)
Total number of points				/22

Assignment 5: Professional Collaboration (22 points)

Write a short essay about collaboration that that summarizes and addresses the questions for consideration as well as reflection on how you apply or can apply this information as a current and future teacher.

Questions for consideration: What have you learned about collaboration in this course? What is collaboration? Why is collaboration important in special education? When does collaboration

occur in special education? Describe ways special educators can collaborate with others to serve students with disabilities. Describe three ways that general and special educators can collaborate to serve students with disabilities. Describe three ways that professionals can collaborate with parents. Explain some of the benefits or advantages of professional collaboration. How can you apply what you have learned about collaboration now and in the future?

Be sure to reflect on how you can apply your experiences as a future. If you are a current teacher, be sure to reflect on your current experiences with collaboration.

Learning Outcome: Upon successful completion of this learning activity candidates should be able to reflect upon professional collaboration in special education and their professional learning in this class. (CEC # 7).

Collaboration	Highly Effective	Effective	Improvement Necessary	Ineffective
Individual: Summary and Reflection	The candidate comprehensively summarizes collaboration and its place in education and special education. The candidate includes how they can apply the collaboration concepts from the class. Summary, reflection, and application are thorough. (20)	The candidate summarizes collaboration and its place in education and special education.. The candidate reflects on what was learned in the class. Summary, and reflection are adequate. (16)	The candidate summarizes the collaboration and its place in education and special education. The candidate reflects on what was learned in the class. Summary, and reflection are partially adequate. (12)	The candidate summarizes the collaboration and its place in education and special education.. problem The candidate reflects on what was learned in the activity. Summary, and/or reflection are not adequate. (8)
Writing: Grammar, Usage, and Mechanics	Grammar, usage, and mechanics are correct. (2)	Few errors in grammar usage and mechanics, but they do not distract the reader too greatly.(1.60)	Some errors in grammar, usage, and mechanics that distract the reader. (1.20)	Some errors in grammar, usage, and mechanics that distract the reader. (0.80)
Total number of points				/22

Grading Scale

The University grading system consists of letter grades and grade points. The grading system for undergraduate and graduate programs is as follows:

Graduate Grading System			
Points	Grade	Value	Definition
181-188	A	4.0	Superior
173-180	A-	3.7	Excellent
166-172	B+	3.3	High Average
158-165	B	3.0	Average
151-157	B-	2.7	Low Average
143-150	C+	2.3	Below Average, Counting as Graduate Credit
136-142	C	2.0	Below Average, Counting as Graduate Credit
0-135	F	0.0	Failure
	I		Incomplete
	WE		Instructor Withdrawal Excessive Absences
	AU		Audit
	EC		Education Continuing, Ed. D
	WP		Graduate in Progress 3-years limit
	W		Withdrawal Official Approval

Bibliography

Students wishing to explore the course content further may wish to consider the following sources. Several of these readings are historic standards in understanding key principles and best practices in the course subject matter.

Conderman, G., Bresnhan, V., & Pederson, T. (2009). *Purposeful co-teaching: Real cases and effective strategies*. Thousand Oaks, CA: Corwin.

Cook, B. G., McDuffie-Landrum, K. A., Oshita, L., & Cook, S. C. (2011). Co-teaching for students with disabilities: A critical analysis of the empirical literature. In Kauffman, J. M. & Hallahan, D. P. *Handbook of special education*. New York, NY: Routledge.

- Dettemer, P., Thurston, L. P., Knackendoffel, A., & Dyck, N. J. (2009). *Collaboration, consultation, and teamwork of students with special needs*. (6th ed). Columbus, OH: Merrill/Pearson.
- Friend, M. (2008). *Co-Teach! A handbook for creating and sustaining effective classroom partnerships in inclusive schools*. Greensboro, NC: Marilyn Friend Inc.
- Friend, M. & Bursuck, W. D. (2009). *Including students with special needs: A practical guide for classroom teachers*. (5th ed.). Upper Saddle River, NJ: Merrill / Pearson.
- Friend, M. & Cook, L. (2010). *Interactions: Collaboration skills for school professionals*. (6th ed.). Boston, MA: Pearson.
- Friend, M., Cook, L., Hurley-Chamberlain, D., and Shamberger, C. (2010). Co-teaching: An illustration of the complexity of collaboration in special education. *Journal of Educational and Psychological Consultation*, 20(1): 9-27.
doi:10.1080/10474410903535380
- Murawski, W. W. (2009). *Collaborative teaching in secondary schools: Making the co teaching marriage work*. Thousand Oaks, CA: Corwin.
- Murawski, W. W. (2010). *Collaborative teaching in elementary schools: Making the co-teaching marriage work*. Thousand Oaks, CA: Corwin.
- Murawski, W. & Dieker, L. (2013). *Leading the co-teaching dance: Leadership strategies to enhance team outcomes*. Arlington, VA: Council for Exceptional Children.
- Murawski, W. W. & Spencer, S. (2011). *Collaborate, communicate, and differentiate! How to increase student in today's diverse schools*. Thousand Oaks, CA: Corwin.
- Turnbull, A., Turnbull, R., Erwin, E., & Soodak, L. (2006). *Families, professionals, and exceptionality: Positive outcomes through partnerships and trust*. Upper Saddle River, NJ: Merrill/Pearson.
- Scruggs, T. K., Mastropieri, M. A., & McDuffie, K. A. (2007). Co-teaching in inclusive classrooms: A metasynthesis of qualitative research. *Exceptional Children*, 75(4), 392-416.

Course Policies

The following polices apply to anyone participating in this course.

- **Academic Honesty** – Students are expected to respect and uphold accepted standards of honesty in writing examinations or submitting written work to instructors. Plagiarism, though occurring in many forms, in essence involves the presentation of another person's

work as if it were the work of the presenter. The results of research must be properly documented, and quoted material must be so designated. Students guilty of plagiarism or cheating may be suspended from the course and receive a failing grade.

- **Accommodations for Students with Special Needs** – Oakland City University actively supports the Americans with Disabilities Act which protects qualified individuals with disabilities from discrimination. Oakland City University will work with students and other associates to provide reasonable accommodations as provided in the Act. If a student or another associate believes he/she needs accommodations for **class**, he/she should contact Karen Nasseri, the 504 coordinator at 812-749-1483 or by email: knasseri@oak.edu. Her office is located in the Kennedy Center, room 203. If unavailable, Academic Affairs can be reached at (812) 749-1238. All **other** accommodations, please contact Student Life at (812) 749-1421.
- **Bad Weather Policy** – Oakland City University uses the Nixle Emergency Notification System to contact staff, students, and members of the community about upcoming events, class cancelations due to severe weather, and on-campus emergencies. Students are encouraged to register for Nixle (www.nixle.com) to receive e-mail notifications about campus emergencies. The latest alerts also can be followed on Twitter at [@OaklandCityU](https://twitter.com/OaklandCityU).
- **Document Formatting** – APA Style: Completed assignments must conform with the current edition of the Publication Manual of the American Psychological Association (APA). Be sure to check for correct grammatical usage, i.e. subject and verb agreement, citation format, and page setup. All assignments must be written in third person, past tense. Basic formatting protocols that should be followed include:
 - * Use correct spelling and grammar.
 - * Some assignments require a specific form or format—use as directed.
 - * Font size should be 12 point utilizing one of the following fonts: Arial, Calibri (body text), Georgia, or Times New Roman or equivalent.
 - * Do not use report covers or notebooks unless directed to do so—staple or binder clip assignment pages together as necessary or as required when submitted hardcopy.
 - * Use your name, course number, and assignment name as the file name of a document when submitted electronically.
 - * Be sure to include your name, course number, and contact information in your document as required by formatting guidelines (e.g., on the title page or at the end of the document) or as directed by the instructor.

- **Respect for Divergent Viewpoints and Diversity** – Students and faculty are to show appropriate respect for each other, and for divergent viewpoints expressed in the classroom. Such respect does not require agreement with or acceptance of divergent viewpoints.
- **Use of Inclusive Language** – Students are expected to use non-sexist inclusive language as appropriate in the completion of course assignments and participation in classroom discussions. The use of male gender terms to describe individuals, groups, titles, or roles that can include the female gender should be rewritten to more accurately reflect that both genders are being addressed. In cases where only one gender is clearly intended, language should be used that reflects that gender.

Targeted Standards of Course Learning

The following mission statements and attached document, Standards for Reference, are to be applied in the teaching of the course as appropriate to the school and degree program enrolled in taking the course.

OCU Mission Statement

Oakland City University is a Christian faith-based learning community dedicated to the enhancement of intellectual, spiritual, physical and social development for positive leadership.

OCU School of Education Mission Statement

The School of Education at OCU is a collaborative learning community dedicated to:

- Academic knowledge, technological skills, pedagogical proficiency, and lifelong learning
- The preparation for gainful employment through academic excellence
- The promotion of Christian ethical and moral values
- The enhancement of each student practitioner’s intellectual, physical, spiritual, and social development
- Community service through positive leadership

School of Education – Graduate Programs Conceptual Framework and Objectives

The purpose of the Conceptual Framework (CF) as it relates to graduate studies in the School of Education (SOE) is to provide a foundation and organizational system through which candidates accomplish the primary objective of the program.

This objective is to advance the knowledge, skills, and disposition of those serving in leadership positions in the educational and business communities.

The OCU School of Education promotes development of effective educators who master knowledge, skills, and dispositions which enable servant leaders to positively impact the next generation of learners. The learning outcomes that flow out of the primary objective are to develop a student that:

- has advanced skills in one's specialized content area(s) and has the knowledge of and uses the tools of inquiry as part of the on-going educational process while demonstrating ethical leadership in creating positive working or learning environments for employers and students;
- has advanced knowledge of human development and uses the information to support the advancement of humankind's intellectual, social, and personal development within a business or educational community environment;
- has an in-depth understanding of diversity issues in life and their inherent value;
- models a variety of current leadership skills that assist employees/students to become critical thinkers and analytical problem solvers;
- guides, facilitates, and supports the success of all learners by providing leadership in curriculum development learning assessment, instructional supervision, and program evaluation conducive to student learning, personnel professional growth, and district and organizational accountability;
- uses collaboration within a positive organizational or learning environment with his or her employees, students, and work community;
- effectively uses a variety of communication techniques that foster inquiry and collaboration within the work environment;
- develops a leadership style that incorporates technological delivery systems with colleagues that enhance business and educational communication and community support;
- reflects on his or her leadership techniques and styles and experiences and adapts them to meet business, education, or community needs as he or she flourishes professionally through active participation in professional organizations, community organizations, and community service activities; and
- serves the community and assists as a community resource person in the community in which he or she is employed.

The School of Education for Advanced Programs has woven the following six (6) critical strands to formulate the Conceptual Framework: Indiana Department of Education (IDOE) Educator Content and Developmental Standards, Standards Interstate New Teacher Assessment and Support Consortium (InTASC), The Educational Leadership Constituent Council (ELCC) standards, Council for the Accreditation of Educator Preparation (CAEP); and Oakland City University's mission statement, from which the School of Education mission statement was derived.

The School of Education for Advanced Programs Conceptual Framework was reviewed in 2000, 2007, 2011, 2014 and 2019 is reflected in the expectations of our graduates.

This Conceptual Framework has a strong focus and clarification of purpose and expectations for our graduates. Intentionally, it is aligned with the mission of the university and its foundational learning outcomes. The central concept in the Conceptual Framework's main statement embodies the development of servant leadership. The SOE Conceptual Framework Components: Skills, Disposition, and Knowledge are in keeping with three (3) Program Outcomes to: (1) embody professional competency in leadership and service for local and global communities (Skills) (Hands); and (2) embrace moral integrity and spiritual development from a Christian perspective (Dispositions) (Heart); and (3) exhibit intellectual excellence that sustains lifelong learning (Knowledge) (Head).

Conceptual Framework Components

1. Skills (Hands)

- 1.1 Technological skills
- 1.2 Pedagogical proficiency

2. Disposition (Heart)

- 2.1 Promotion of ethical and moral values
- 2.2 Community service through positive leadership
- 2.3 Lifelong learning and collaboration

3. Knowledge (Head)

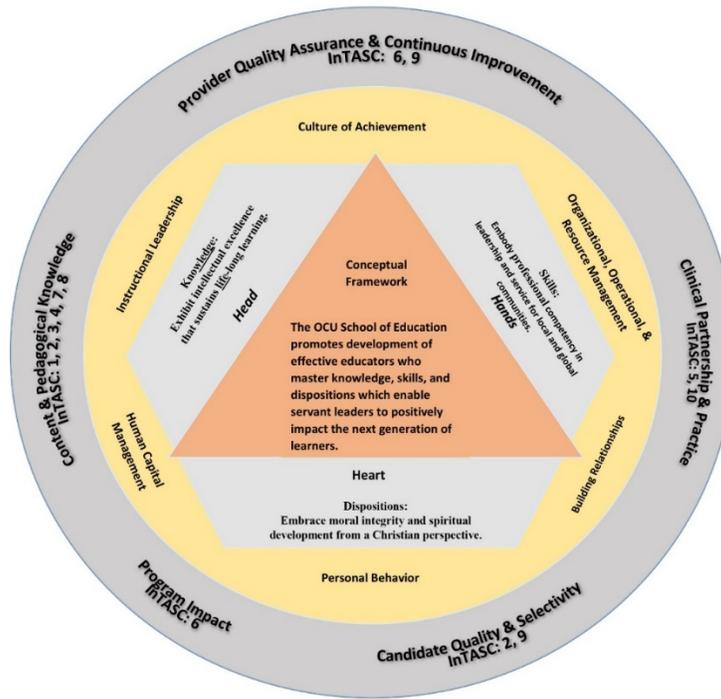
- 3.1 Knowledge of student
- 3.2 Knowledge of content

These outcomes are aligned by the graduate programs through the professional standards which are embraced by SOE and are represented by the five (5) standards in educational leadership espoused by the National Educational Leadership Preparation (NELP):

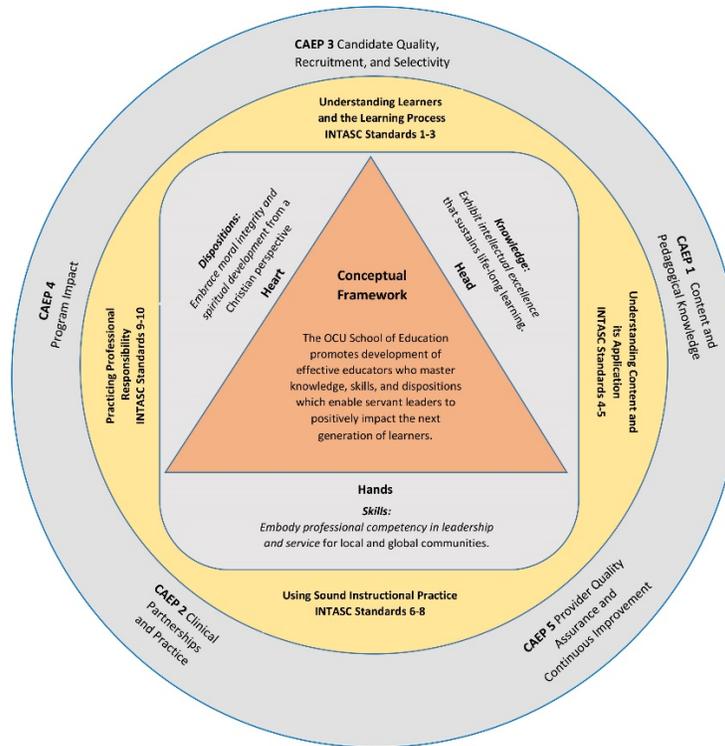
- Culture of Achievement
- Organizational, Operational, and Resource Management
- Personal Behavior
- Human Capital Management
- Instructional Leadership

Next, the Conceptual Framework embraces the ten (10) standards of InTASC and five (5) CAEP standards. The visual representation of the SOE conceptual framework for advanced programs is as follows:

Advanced Conceptual Framework



Initial Conceptual Framework



Courseware Usage

This syllabus is intended to reflect accurately all aspects of the course learning experience. However, Oakland City University or the professor reserves the right to modify any portion of this syllabus as necessary because of events and circumstances that occur during the course.

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Council of Exceptional Children (CEC) Standards Addressed

The course objectives, readings, discussions, and activities of the course will address the following CEC standards:

1. Learner Development and Individual Learning Differences
2. Learning Environments
3. Curricular Content Knowledge
5. Instructional Planning and Strategies
6. Professional Learning and Ethical Practice
7. Collaboration

Resources for Further Reading and Study

Co-teaching

Collaborate Smart. Susan Hentz & Phyllis Jones (2011).

Resources available from <http://www.susanhentz.com/resources/>

<http://www.nea.org/tools/6-steps-to-successful-co-teaching.html>

https://www.youtube.com/watch?v=uLvVLC_kZ

<https://iris.peabody.vanderbilt.edu/module/esp/>

Collaborating with Students

Videos by Ross Greene: <https://www.youtube.com/watch?v=jvzQQDfAL-Q>

ALSUP: [http://www.livesinthebalance.org/sites/default/files/ALSUP%20Rev%202011-12-12%20pdf%20\(2\).pdf](http://www.livesinthebalance.org/sites/default/files/ALSUP%20Rev%202011-12-12%20pdf%20(2).pdf)

Problem Solving Plan:

<http://www.livesinthebalance.org/sites/default/files/Problem%20Solving%20Plan%20060417.pdf>

Paraprofessionals

<http://inclusiveschools.org/category/resources/paraeducators/>

<https://www.youtube.com/watch?v=BU50zkgPK6s>

Collaborating with Families

IRIS Module: <https://iris.peabody.vanderbilt.edu/module/fam/>

<http://www.sedl.org/connections/resources/rb/rb4-Rel.pdf>

Collaboration within the Community

<https://iris.peabody.vanderbilt.edu/module/tran-ic/>

<http://www.sedl.org/connections/resources/rb/rb4-Rel.pdf>