

Southeastern Oklahoma State University
Educational Instruction and Leadership Department

SPED 5063 – Consulting, Collaboration, and Co-Teaching
Fall 1 - 2017

Professionals for the 21st Century: Competent, Committed, and Ethical

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Virtual Meeting Time	Thursdays @ 7:00pm CST via Zoom
Virtual Office Hours	TBD

PREREQUISITES: Admission to Graduate Study.

CATALOG DESCRIPTION:

Effective strategies for collaboration with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways to promote and advocate the learning and well-being of individuals with exceptional learning needs across a wide range of settings and a range of different learning expectations.

REQUIRED MATERIALS:

TEXTBOOKS:

American Psychological Association. (2009). *Publication Manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

Hentz, S. M, & Jones, P. M. (2011). *Collaborate Smart! Practical Strategies and Tools for Educators*. Alexandria, VA: Council for Exceptional Children. (ISBN: 9780865864641)

CHALK & WIRE:

This is required of ALL MEd. students. Each course will require you upload a specific artifact into this program. Chalk & Wire can only be purchased in the bookstore. You only have to purchase this one time to use for each course.

TECHNOLOGY:

Students in this course will be required to have a working *microphone*, *speakers*, and *webcam*. Please read the *Technical Requirements* policy on the Southeastern Distance Education website

<http://homepages.se.edu/blackboard/student-support/browser-recommendations/>

In short, you will need a reliable computer with adequate specs and a reliable internet connection. I also highly recommend arranging a “plan B” in case of problems. Often, problems occur that are browser related. If something isn’t working right, try another browser. Google Chrome and Mozilla Firefox typically work well.

PORTFOLIO/RESEARCH COMPONENT:

Collaboration/Co-Teaching Project: Students will be required to complete a project based on their preferences and/or goals for their future. The options are briefly described below. More information can be found in Bb.

Collaboration Project: This project will be geared towards those who are not currently working in a school and/or can not readily co-teach a class. Students will be required to create a professional development workshop on collaboration, co-teaching, and consultation. If possible, students will present their workshop, and write a reflection paper. More information on the expectations for this assignment and a grading rubric can be found in Bb.

Co-Teaching Project: This project will be geared towards those who are currently co-teaching and/or are working in a school and are able to co-teach a class. Students will be required to co-teach a lesson with another teacher, record this lesson, and write a reflection paper. More information on the expectations for this assignment and a grading rubric can be found in Bb.

Note 1: All projects and research will use APA 6th edition format.

Note 2: This project will need to be turned in to Chalk & Wire by the last day of the semester.

Note 3: Students will be required to search a variety of databases to locate empirical literature related to topics relevant to their work as educators. See *Student Tutorials* in the SE Library web site:

<http://www.se.edu/lib/studentppt.htm>.

Note 4: Students can access SE Library databases through the Proxy Server at:

<http://libraryserver.se.edu:2048/login>. The following databases will be of particular use to you: EBSCOhost, FirstSearch, and Proquest.

COURSE OBJECTIVES:

At the end of this course the student will be able to...

1. Engage in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. **(InTASC Standard #9 - Professional Learning and Ethical Practice)**
2. Seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. **(InTASC Standard #10 - Leadership & Collaboration)**
3. Model high professional expectations and ethical practice, and create supportive environments that safeguard the legal rights and improve outcomes for individuals with exceptionalities and their families. **(CEC Advanced Standard # 6.2)**
4. Model and promote respect for all individuals and facilitate ethical professional practice. **(CEC Advanced Standard # 6.3)**
5. Use culturally responsive practices to enhance collaboration. **(CEC Advanced Standard # 7.1)**
6. Use collaborative skills to improve programs, services, and outcomes for individuals with exceptionalities. **(CEC Advanced Standard # 7.2)**
7. Collaborate to promote understanding, resolve conflicts, and build consensus for improving programs, services, and outcomes for individuals with exceptionalities. **(CEC Advanced Standard # 7.3)**

TECHNOLOGY COMPONENT:

Students in this course will use technology as it relates to their current position, through readings, projects, and discussions. The end goal is that students become more comfortable using and teaching technology to their students or other stakeholders in their current/future job. The course will adhere to following standards throughout their coursework.

ISTE Standards

ISTE Standard #1 – Educators continually improve their practice by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning

ISTE Standard #4 – Educators dedicate time to collaborate with both colleagues and students to improve practice, discover and share resources and ideas, and solve problems.

ISTE Standard #6 – Educators facilitate learning with technology to support student achievement of the ISTE Standards for students.

DIVERSITY COMPONENT:

Students in this course will discuss diversity as it relates to their current position. Areas of diversity will range from students with exceptionalities (CEC), multicultural students (NAME), and gifted and talented (NAGC), among others. These areas of diversity will be taught by utilizing varied readings, projects, and discussions. The course will adhere to following standards for exceptionalities and cultural/linguistically diverse individuals throughout their coursework.

CEC Advanced Standard #7.1 – Collaborate with stakeholders to improve programs, services, and outcomes for individuals with exceptionalities and their families.

NAME Standards – Respectfully engage with diverse people

NAGC Advanced Standard #7 – Collaborate with stakeholders to improve programs, services, and outcomes for individuals with gifts and talents and their families.

ASSIGNMENTS ASSESSED:

Week 1 Assignments (APA, Writing, Grammar, Email)	60 points
Pre-Test (1 st week of class)	20 points
Post-Test (last week of class)	20 points
Online Discussion (7 weeks X 20 pts)	140 points
Tool Kit Activities (4 X 40 points)	160 points
Reflection Papers (3 X 100 pts)	300 points
Collaboration/Co-Teaching Project	<u>300 points</u>
	Total = 1000 points

GRADING SCALE

- A = 900-1000 points
- B = 800-890 points
- C = 700-790 points
- D= 600-690 points
- F = below 600 points

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COURSE EXPECTATIONS, PROCEDURES, POLICIES

Email Address – You are required to use your Southeastern student email address when using Blackboard. In addition, you are required to REGULARLY check your Southeastern student email account. All email correspondence will be sent to your SE student email address. Refer to the Blackboard (Bb) login page for details about your SE student email address. *Be sure to include your name and the name of the course you are referring to, in the body of every email you send to me.* Improper labeling can result in delays in grading your assignments!

Class Operating Procedure - All official class correspondence will be conducted through Blackboard (Bb) and your Southeastern email. Each student is to check and read her Southeastern email and the Bb site for this class on a regular basis. This does not mean that something will be sent or posted every day, but by following this procedure the class will run much more smoothly.

Response to Students - Students should expect a timely response to email questions and prompt grading and posting of assignments and exams. I will respond within 24-48, unless an announcement was posted indicating otherwise. If you haven't received a response within that time frame, please email again just in case I overlooked it. I will work to have assignments graded within 1-2 weeks of the due date.

Assignment Expectations - Specific guidelines, requirements and details will be given for each assignment. The time to complete each assignment will vary from student to student. It is your responsibility, as a university student, to budget your time adequately to successfully complete the assignments.

Tips: Break tasks into manageable portions, work ahead, clean up as you go!

Due Dates and Submissions - Unless specified otherwise, *ALL* assignments will be due by 11:59 p.m. on the Sunday after it was assigned. Unless otherwise stated, all assignments will be submitted electronically on Bb (on the 'Assignments' page). *ALL* assignments need to be submitted as an electronic attachment—**only Word document attachments will be accepted.** Keep a backup copy of all completed assignments.

Late Assignments – Late work will generally not be accepted. I will ONLY accept late work under extenuating circumstances, AND after you have discussed with me the situation. If a student knows in advance that he or she will be traveling or unable to access the course for any reason, it is his or her responsibility to contact the instructor in advance and make arrangements to work ahead. Any late work accepted may incur a deduction in points. If a student contacts the instructor after the due date, documentation will be expected. This includes documentation from IT in the case of technical difficulties. (If a student submits a Bb Student Support Request form he or she will automatically receive an email confirmation which will be time stamped evidence of due diligence in resolving the problem.

Adjustments to the Syllabus - The professor reserves the right to make adjustments to the syllabus and/or grading policy as needed, in order to meet the instructional needs and goals of the class. Students will be notified of any adjustments to the syllabus.

UNIVERSITY/SCHOOL POLICIES

Academic Integrity and Doing Your Own Work:

Using another's intellectual property and representing it as one's own violates academic integrity and is known as *plagiarism* and constitutes *academic dishonesty*. Any time you use another's work it must be put in quotation marks and the source must be cited. Specific details for citation and quotation in the Personal Philosophy assignment will be provided. **Academic Dishonesty** also includes "cheating" on exams or other assignments, whether by copying from another student, using unauthorized study materials or methods, or by supplying answers to another student. All students are required to produce their own work unless the activity has been

designed as a group project. Collaboration and cooperative efforts will be encouraged. However, for **individual assignments** the work must be your own. When two or more students' submission exhibits pronounced similarities, I will study the work and take appropriate action.

The point: work that is submitted must be your own.

Evidence of cheating, presenting another's work as your own, or any other form of academic dishonesty will be taken seriously and will be dealt with according to Southeastern's [Student Code of Conduct](#).

Note: Your instructor may utilize SafeAssign through Bb as a way to check for plagiarism. If this is used, it is already built into the 'Assignments' page on Bb.

Assistance/Tutoring in Writing:

1. Each student who takes this course is required to complete specific modules on Bb in **BOLT**. This will be assigned during the first week of the course.
2. As a student at Southeastern, your fees have already paid for access to **Smart Thinking**, an online tutorial service. **Smart Thinking's** services include personalized, live, and online assistance. Visit <http://www.se.edu/current-students/smart-thinking/> to take advantage of these services.
3. **The Writing Center** is also available to help with your writing. Here is the contact information:
<http://www.se.edu/dept/learning-center/writing-center/>

Counseling Center:

Any student experiencing mental or emotional issues who desires free, confidential, clinical counseling is encouraged to contact the SE Counseling Center at (580) 745-2988 to schedule an appointment during normal working hours Monday-Friday, 8:00AM to 5:00PM. For after-hours mental health emergencies, please call SE Campus Police at (580) 745-2911 or the Mental Health Crisis Hotline at 1- (800) 522-1090.

Disability Accommodations:

Any student needing special accommodations due to a disability should contact the Office of Compliance and Safety, Administration Building, Suite 311 or call (580) 745-3090 (TDD# 745-2704). It is the responsibility of each student who anticipates or experiences barriers to their academic experience to make an official request for disability related accommodations in a timely manner.

Equity and Non-Discrimination Statement:

Southeastern Oklahoma State University, in compliance with all applicable federal and state laws and regulations, does not discriminate on the basis of race, color, religion, national origin, sex, age, disability, sexual orientation, gender identity, or status as a veteran in any of its policies, practices, procedures, or programs. This includes, but is not limited to: admissions, employment, financial aid, and educational services. Inquiries regarding non-discrimination and equity policies may be directed to: Michael Davis, Director of Compliance and Safety & Title IX Coordinator, (580) 745-3090, or mdavis@se.edu.

ACADEMIC CALENDAR – SOUTHEASTERN OKLAHOMA STATE UNIVERSITY:

http://www.se.edu/dept/gus/files/2010/01/SE_Dates_Y1718-Fall-17.pdf

COURSE EVALUATIONS

All students are required to complete anonymous evaluations of this course. A link to the course evaluation will be provided in Blackboard/Announcements during the last week of the course.

TENTATIVE COURSE SCHEDULE

Instructor has the right to make changes to this schedule in order to meet the needs of the student's and the course content

Check Bb frequently for any changes

Week #	Topic	Readings	Assignments Due	Objectives/Standards
1	Introduction to Course	Bb Modules	1. Introduction Video 2. APA Activity 3. Grammar Activity 4. Writing Activity 5. Email Activity 6. Pre-Test	InTASC Standard 9
2	Introduction to Collaboration	Chapters 1 & 2 Outside Readings	1. Online Discussion 2. Tool Kit Activity	InTASC Standard 9 CEC Standard 7.1; 7.2; 7.3
3	Collaboration (cont'd) – Gen Ed & Other Professionals	Chapter 3 Outside Readings	1. Online Discussion 2. Tool Kit Activity	InTASC Standard 9, 10 CEC Standard 7.1; 7.2; 7.3
4	Collaboration (cont'd) – Families & Community	Outside Readings	1. Online Discussion 2. Reflection Paper #1	InTASC Standard 9,10 CEC Standard 6.2; 6.3; 7.1; 7.2; 7.3
5	Consultation	Chapter 4 Outside Readings	1. Online Discussion 2. Tool Kit Activity 3. Reflection #2	InTASC Standard 9,10 CEC Standard 6.2; 6.3; 7.1; 7.2; 7.3
6	Co-Teaching	Chapter 5 Outside Readings	1. Online Discussion 2. Tool Kit Activity	InTASC Standard 9, 10 CEC Standard 7.1, 7.2; 7.3
7	Co-Teaching (cont'd)	Outside Readings	1. Online Discussion 2. Post-Test 3. Reflection #3 4. Collaboration/Co- Teaching Project	InTASC Standard 9,10 CEC Standard 6.2; 6.3; 7.1; 7.2; 7.3