EDU 264: Collaboration for Academic, Social and Career Development of Students with Disabilities
SYLLABUS
Spring 2017

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Office Hours: Thursday 5:30-6:00, and other times by appointment

This course is designed to prepare future educators to understand contemporary legislation, issues, and trends pertaining to the career and vocational development of students with special needs. Students will investigate the range of disability-related services provided by community agencies and how families and schools can access those services. Participants will explore concepts, tools and strategies essential for effective collaboration and teamwork with students, families, community agencies and colleagues for supporting P-12 students with disabilities.

Please note: Adaptive PE candidates enroll in the course for 3 cr.
MC-EA Dual Licensure Majors or Adaptive Education minors enroll in the course for 4 cr.

Learner Outcomes

Students will:

1. develop insight into the dynamics of families of students with disabilities and articulate the skills essential to create a collaborative relationship.
2. develop an understanding of their personal and professional roles and responsibilities necessary to become effective in working with families, students, colleagues, and community agencies.
3. identify and demonstrate the role of effective communication skills as they relate to collaborative relationships among school professionals, community agencies, and families of children with disabilities.
4. describe legislative, legal, economic and educational rationales related to career/vocational education and transition of students with disabilities.
5. demonstrate an understanding of career development and vocational assessment (Dual Cert candidates only)
6. demonstrate an understanding of instructional methodology and related approaches that promote effective transitions for students with disabilities between grade levels and from school to post-secondary training and/or employment settings. (Dual Cert candidates only)
Texts and Readings:

Special Education in Plain Language:
http://www.specialed.us/Parents/plainlanguageindex.htm


Other course readings will be provided.

Additional Resources:


Purdue University’s Online Writing Lab (OWL) – http://owl.english.purdue.edu. This is a well developed online writing lab.

Dave’s ESL Café – http://www.eslcafe.com. For students who are learning English as a second language.

Course Components:

Participation (26%)

This course offers many opportunities for growth and learning. Opportunities include considerable discussion, in-class activities, assignments and group work. You are encouraged to be intentional about and engaged in the learning process. It will be necessary for you to come to class prepared and ready to participate.

Missing class makes it difficult to assess student learning and performance. Students who miss class are subject to grade reduction.

As a component of participation, students will engage in the Google Community by posting readings, ideas, strategies related to course content. Class members are also responsible for responding to the posts of classmates in authentic and meaningful ways. Guidelines for Google Community participation will be discussed in class. Join Carroll U ED 264

Individualized Learning Plan (24 %)

Based on Tamm & Luyet (2004), Five Essential Skills for Collaboration you will create an Individualized Learning Plan (ILP). Conceptually, the ILP is a living document which will allow you to make informed decisions about your learning and professional development related to collaboration skills. The ILP will consider: a)
Learning needs – after observing and analyzing your collaborative skills, what do you most need to learn about in the weeks/months ahead? b) Learning activities – what are the best ways for you to learn the content and/or skills, what learning activities will help you meet your learning needs, with whom will you collaborate and what help or support will you need? c) Evidence of learning – How will you demonstrate your progress and achievement? ILPs will be reviewed weekly.

Research (25 %)

Students will participate in research of a topic related to the course and which is of particular interest to you. You are asked to locate at least 10 educational journal articles on your topic and write a 4-5 page literature review on the articles you’ve selected.

Statement of Philosophy for Working with Families and Communities (15%)

Students will develop a statement of philosophy for working with families and communities. From an educator’s perspective, you will include what you believe about engaging with families and communities and how your practice aligns/will align with what you believe. Please include academic, both research- and theory-based, literature as well as concrete examples from the readings. All references should be cited appropriately in APA format.

Final (10%) – Pecha Kucha Presentation (20 slides for 20 seconds each)

Students will present their EDU 264 learning journey in Pecha Kucha format – 20 slides for 20 seconds each. For more information on Pecha Kucha: http://dept.kent.edu/english/digicompwebsite/DigitalComposing/pechakucha/

Evaluation

Grades will be determined using the following scale:

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<th>Percentage Range</th>
<th>Grade</th>
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<tr>
<td>95% - 100%</td>
<td>A</td>
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<td>94% - 90%</td>
<td>AB</td>
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<td>89% - 85%</td>
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<td>84% - 80%</td>
<td>BC</td>
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<td>79% - 75%</td>
<td>C</td>
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<tr>
<td>74% - 70%</td>
<td>D</td>
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<tr>
<td>69 or below</td>
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Please Note:
• The instructor and the university reserve the right to modify amend, or change the syllabus (schedule, course requirements, grading policy, etc.) as the curriculum and/or program require(s).

• I wish to fully include all students in this course. Reasonable accommodation for students with disabilities will be provided according to the needs and documentation of the disability. Accommodation requests should be made through the Walter Young Center. Carroll University’s ADA and 504 procedures will be followed.

• Academic Integrity: Two important qualities any professional must possess are honesty and integrity. The Carroll University Academic Integrity Policy is located in the student handbook. If a student violates this policy the instructor reserves the right to impose a sanction of failure on the assignment/assessment or failure in the course. If you have questions about appropriate citation, please ask.

Intellectually Mature Practices and Habits of Mind

1. Understanding does not imply agreement. You do not have to agree with material in order to work to understand it.
2. Civil discourse requires that disagreements be politely and respectfully expressed.
3. Confusion is not bad. Don’t push away material simply because you find it confusing. There’s no reason to expect that you should immediately “get” everything. Things that you can immediately get don’t stretch you. Come to see confusion as a signal that now some REAL learning can occur. Build up confidence that with perseverance, confusion will yield to understanding.
4. If material in a book is difficult, re-read it. Ideas, arguments, or writings that are sophisticated and worth grappling with are often hard to grasp on the first pass.
5. “I don’t know” is a starting point, not an ending point to inquiry.
6. If taking notes is preventing you from really listening to and reflecting on a lecture, stop. Notes are meant to serve you; if you are a slave to your note taking, then change or abandon that practice.
7. Life is Fluid. ANSWERS have limited value. Shift your focus to the process, not the product of education.
8. Take ownership of your education. Look for the connections between the material and your other interests. Work to formulate questions to ask that will help resolve your difficulties.
10. Aspire for constructive resolution of confusion or controversy, rather than simply negating or dismissing ideas.
11. Ask questions.
12. Have fun.

(May, 2011)
The five Guiding Principles of the Carroll University Education Program include Constructivism, Cultural Sensitivity, Multiculturalism, Curricular Integration, and Reflection. As candidates acquire knowledge, skills, and dispositions throughout their preparation at Carroll University, they will integrate these understandings into their professional identities.

Through the Guiding Principles, the Department of Education at Carroll University strives to model and facilitate the development of reflective dispositions that will help candidates transform from their previous role as students in yesterday's classrooms to tomorrow's educational leaders. Four dispositions that are integral to preparing candidates to be excellent educators and collaborative colleagues include:

❖ Constructivist Perspective
❖ Critical Consciousness
❖ Educational Advocacy
❖ Professional Integrity

Throughout the education program, candidates will reflect on the development of their professional dispositions and consider how they are progressing in their motivation and ability to:

❖ Facilitate students’ understanding of themselves as learners through planning, teaching, and assessment (constructivist perspective)
❖ Develop an understanding of and critically questions the relationship between social structures, education and culture AND respect differences, and be empowered to enact inclusiveness, equity and social justice in professional and personal spheres of influence (critical consciousness)
❖ Demonstrate initiative to teach and lead in ways that enhance engagement and equity (educational advocacy)
❖ Interact with students, families, and colleagues in ways that demonstrate passion and respect for the education profession (professional integrity)

The reflective dispositions framework has two purposes:
1. Facilitate professional growth
2. Serve as a coaching tool

Professional Growth: Candidates will reflect on the development of their professional dispositions throughout their education program at Carroll University. When used as a framework for professional growth, students will consider their current perspectives, developing understandings, and future goals as they progress through the Education Program.

Note: The Teacher Education Program requires students to demonstrate professional knowledge, skills, and dispositions necessary for licensure in the state of Wisconsin. If students are not demonstrating dispositional growth, the Education Department reserves the right to dismiss students from the program.
The InTASC Model Core Teaching Standards (2011)

At a Glance

The Learner and Learning

Standard #1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Content Knowledge

Standard #4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) s/he teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
**Instructional Practice**

**Standard #6: Assessment**

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner's decision making.

**Standard #7: Planning for Instruction**

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

**Standard #8: Instructional Strategies**

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

**Professional Responsibility**

**Standard #9: Professional Learning and Ethical Practice**

The teacher engages 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.

**Standard #10: Leadership and Collaboration**

The teacher seeks 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.