RSED 5160/6160/6166 Framework for Collaboration and Service Delivery in Schools

**Auburn University Department of Rehabilitation and Special Education**

1. **Course Number**: RSED  5160/6160/6166                                  **Credit**: 3 semester hours

**Course Title:**        Framework for Collaboration and Service Delivery in Schools

**Pre-requisite/co-requisite: none**

**Term: Summer 2017**

**Meeting Times: 7:00-8:50  TR  HC 2435                     Office hours:** by appt.

**Instructor: Dr. Vanessa Hinton**                                    **Instructor’s email:  vmh0002**@auburn.edu

**Instructor’s phone:**334-707-1494                                  **Instructor** **Address:** 2084 Haley Center

1. **Date Syllabus Prepared:** updated June 2017

1. **TEXTS:** Custom Text: RSED 5160/6160/6166 Collaboration in Special Education, Auburn University, available at Auburn University Bookstore (ISBN: 10: 1-269-82243-8, ISBN 13: 978-1-269-82243-5)

Alabama College and Career Ready Standards (ACCRS) – available on Canvas

1. **COURSE DESCRIPTION:** This course prepares pre-service special educators to work within various environments for service delivery: general education, supporting interventions, delivering interventions, co-teaching, and teaching in settings separate from general education. Preparation will include needs of diverse learners, curriculum, and its design.

***Outcomes and assignments in italics are for graduate students receiving credit for 6160***

1. **Student Learning Outcome:** After appropriate learning activities, the student will demonstrate knowledge of:
2. Collaboration with stakeholders to facilitate student learning and well- being
3. Learning experiences that engage all learning styles and multiple intelligences.
4. Inclusive learning environments that support and address the needs of learners
5. Differentiation between learner difficulties related to cognitive or skill development and those that relate to language learning
6. Understanding of how personal and cultural biases can affect teaching and learning
7. Communication strategies that demonstrate sensitivity to diversity
8. - Subject-matter content and ability to organize related facts, concepts, and skills
9. Diverse cultures, including cultural and socioeconomic factors and their impact on eligibility, programming, instruction, interventions, and implementation of services.
10. How to design and implement programs that reflect knowledge, awareness, and responsiveness to diverse cultures, including cultural and socioeconomic factors.2(a)3(i)
11. Student learning styles / Characteristics and instructional strategies, including collaborative, co-teaching and direct instruction.2(c)2
12. Roles of professionals, students and families as members of a collaborative team. 2(j)2(i)
13. Strategies for promoting coordination and collaboration between special education services and general education. 2(j)2(ii)
14. Approaches for communicating with families. 1(d)1
15. Content for Grades K-6/6-12 in the Alabama Courses of Study for English language arts, mathematics, science, and social studies.1(e)1(iii)
16. - Knowledge of collaborative skills, procedures, and techniques designed to facilitate coordination of instruction and service delivery (i.e., families, general education, school-to-work programs, related service providers, and agencies). 1(g)1.
17. Knowledge of content for Grades K-6 in the *Alabama Courses of Study* for English language arts, mathematics, science, and social studies. **290-3-3-.35(1)(e)1.(iii) (K-6)**
18. Knowledge of content for Grades 6-12 in the*Alabama Courses of Study* for English language arts, mathematics, science, social studies, and career and technical education. **290-3-3-.36(1)(c)1.(iii) (6-12)**
19. 6**. Tentative Course Content Outline**

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | Topic | **Readings** | **Assignment Due** |
|  | Introduction | **Ch 1** |  |
|  | Second language learners with disabilities | Ch 2 |  |
|  | Instructional models for students  CLD | Ch 3 |  |
|  | Instructional models for students  CLD | Ch 3 |  |
|  | Assessing students who are CLD | Ch 4 |  |
|  | **Test** |  | Test |
|  | Curriculum Standards | ACCRS |  |
|  | Curriculum Standards | ACCRS |  |
|  |  |  |  |
|  |  |  |  |
|  | Using Curriculum Standards to write the present level of performance | ACCRS, Mastering the Maze |  |
|  | Using Curriculum Standards to write the present level of performance | ACCRS, Mastering the Maze |  |
|  | Foundations of Collaboration for standards-based instruction | Ch 7 p 154 | Content Analysis |
|  | **Test** |  | Test |
|  | Interpersonal Communication | Ch 8 | Present level of performance draft |
|  |  |  |  |
|  | Listening, Responding, Feedback | Ch 9 |  |
|  |  |  |  |
|  | Collaborative Teams & Co-teaching | Ch 12&13 |  |
|  | Collaboration and universal design for learning | article |  |
|  | Collaborative Project |  |  |
|  | Collaborative Project | | |
|  | Collaborative Project | | |
|  | Problem Solving & Difficult Interactions | Ch 11&15 |  |
|  | Problem Solving & Difficult Interactions | Ch 11& 15 |  |
|  |  |  | **Lesson Plan Sheet**  **Collaborative Project** |
|  | Communication, Listening, Feedback follow-up | Review Ch 8&9 | **Pres level final** |
|  | **Test** |  |  |
|  | |  |  |
|  |  |  | **Responsive Instruct Project** |

1. **COURSE REQUIREMENTS/EVALUATION:**Students are required to: a) successfully complete all required projects and give them to the instructor **no later than the date designated for each project**, b) take and pass all required exams, c) attend class and participate in class discussions and activities, and d) read assigned materials prior to attending classes. Distance education students are expected to participate and class meetings will be broadcast synchronously in order to encourage active participation.

**Tests (75 points, 25 points each)**

Students will demonstrate competency on three tests covering lecture, class activities, and information from the required texts. Tests will be completed using Canvas online. Distance education students are not required to use a proctor for tests. Each test will be available for ONE day, the assigned day within the class schedule above. The schedule for tests is based on central standard time; if distance education students live in another time zone, they are expected to adjust their schedule (e.g. due date 9/3/2015 of 11:59pm CST = 9/3/2015 of 10:59pm MST = 9/3/2015 of 9:59pm PST).

**Content Standard Analysis (30 points)**

Students will be assigned groups of content standards across subject areas. Students will define each portion of each standard and identify the product that would be produced if a child mastered the standard.

**Present Level of Performance (20 points)**

Students will be given written case studies that involve eligibility and assessment information for students with disabilities. Students will write present levels of academic and functional performance for each area of need for each student.

**Responsive Instruction Project** **(50 points each)**

In groups, students will be assigned a geographic area within 50 miles of Auburn University. Students will visit the area, conduct informal research, and report on resources and community infrastructure available to residents in the area. Students will write a reflection that includes a description of the area, ease of access to various resources and community infrastructure, and three ways in which their instruction will be designed to be responsive to students from the areas’ experiences. Each group will lead a class discussion in which they describe their reflections and findings.

***Graduate Responsive Instruction Project******(50 points each)***

In groups, students will be assigned a geographic area within 50 miles of Auburn University. The instructor will work with distance education students individually to assign region appropriate for the project. Students will visit the area and report on resources and community infrastructure available to residents in the area. Students will write a three page paper that includes a reflection and a two-page summary of interventions, collaborative strategies, and instructional methods found within the research literature. The reflection will include a description of the area, ease of access to various resources and community infrastructure. The research summary will provide at least three collaborative strategies or instructional approaches that would be appropriate based on the needs and resources within the community. The research summary will include at least 3 citations from scholarly journals. Each group will lead a class discussion in which they describe their reflections and findings.

**Collaborative Lesson Planning Project (25 points)**

Groups of students will work with a general education teacher enrolled in CTEE 4040 to assist in planning an elementary mathematics activity for a diverse group of students. Students from both classes will meet and discuss the lesson draft. **Meeting in person is a key component of collaboration and absence without prior notice and a university excuse will result in a grade of zero.** Students in enrolled in RSED 5160/6160 will work together and conference with the instructor to generate ideas for lesson accommodations. Students enrolled in distance education will work with a peer in general education to assist with planning, accommodations, behavior management etc…Students enrolled in distance education will participate in conferencing with the instructor by using Skype Zoom or Face Time to discuss the educational activity. At the end of the semester, students in RSED 5160/6160 will meet again to discuss and develop a plan for collaborative implementation of the lesson. Students enrolled in 5160/6160/5166 will complete a written reflection of the collaborative experience and complete a collaborative planning sheet which states specific activities and roles for each teacher.

incidental learning/te

**EVALUATION:**Final grades will be based on points assigned through completion and evaluation of course requirements and grades will be assigned on the basis of number of accumulated points, as follows:

|  |  |
| --- | --- |
| **Content Standard Analysis** | 30 points |
| **Present Level of Performance** | 20 points |
| **Responsive Instruction** | 50 points |
| **Collaborative Lesson Planning Project** | 25 points |
| **Tests** | 75 points |
|  | **TOTAL: 200 points** |

**180-200 points = A, 160-179 points = B, 140-159 points = C, 120-139 points= D, 119 and below= F**

* Final grades will be determined by the scale above. There will be no rounding of final grades (i.e. 179.8 points is a grade of B). Final grades will be comprised of points earned on the activities described in the syllabus. No extra credit opportunities will be provided.

1. **CLASS POLICIES:**

***Extra Credit:*** There is an RSED 5160/6160/6166 policy that no extra credit opportunities will be provided. Final grades will be comprised of points earned on the activities described in the syllabus.

***Attendance:***  Students are expected to attend class and participate in class discussions and activities. According to the Auburn University Bulletin, “Specific policies regarding class attendance are the prerogative of individual faculty members.  Faculty shall inform each class in writing at the beginning of the course regarding the effect of absences on the determination of grades.”

* ***Participation:*** Students are expected to participate in all class discussions and participate in all exercises. Assignments are due on announced dates. Unexcused late assignments are unacceptable. It is the student’s responsibility to contact the instructor if assignment deadlines are not met. Students are responsible for initiating arrangements for missed work that is the result of university approved absences. Students must satisfy all course objectives to pass the course.
* ***Assignments:*** All written assignments are expected to conform to the current style manual of the American Psychological Association (APA). This includes the use of person-first language (i.e. “child with a disability” rather than “disabled child”). Written assignments are expected to be typewritten, grammatically accurate, and free of spelling and typographical errors. Assignments are to be of a quality that would be expected of a professional.
* All assignments must be turned in the day each are due by the class start time, including Canvas assignments. Assignments must be turned in by the student completing the assignment. **No late assignments or tests**will be accepted unless the instructor has received **prior notice of absence** (via phone, email, etc…) that can be verified as a university approved excuse. When prior notice is provided and the student has a university approved excuse, he or she will have **one week** from the time he or she returns to class to turn in the assignment.
* **NOTE: Any assignments completed and/or submitted that do not comply with the above requirements will be returned and will not be accepted for credit.**

***Accommodations:*** Students who need special accommodations in class, as provided for by the American Disabilities Act, should arrange a confidential meeting with the instructor during office hours the first week of classes - or as soon as possible if accommodations are needed immediately. Bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have these forms but need accommodations, make an appointment with the Program for Students with Disabilities, 1244 Haley Center, 844-2096 (V/TT).

***Professionalism:*** As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are as follows: (a) engage in responsible and ethical professional practices, (b) contribute to collaborative learning communities, (c) demonstrate a commitment to diversity, and (d) model and nurture intellectual vitality.

* ***Classroom Behavior and Honesty:*** Students are expected to read and adhere to all classroom polices in the Auburn University Policy Site <https://sites.auburn.edu/admin/universitypolicies/default.aspx> regarding classroom behavior and honesty.
* **Classroom Behavior: “**Behavior in the classroom that impedes teaching and learning and creates obstacles to this goal [learning] is considered disruptive and therefore subject to sanctions… Students have the responsibility of complying with behavioral standards… Examples of improper behavior in the classroom (including the virtual classroom of e-mail, chat rooms, telephony, and web activities associated with courses) may include, but are not limited to the following: arriving after a class has begun; use of tobacco products; monopolizing discussion; persistent speaking out of turn; distractive talking including cell phone usage; audio or video recording of classroom activities or the use of electronic devices (including cell phones) without the permission of the instructor; refusal to comply with reasonable instructor directions; employing insulting language or gestures; verbal, psychological, or physical threats, harassment, and physical violence.” (See Auburn University Policy Site <https://sites.auburn.edu/admin/universitypolicies/default.aspx>).
* **Honesty Code**: Rules and Regulations pertaining to Cheating will apply to this class. The Auburn Academic Honesty Code is found in the Auburn University Policy Site (<https://sites.auburn.edu/admin/universitypolicies/default.aspx>).
* Students are to read the honor code carefully, making sure they understand the policy, its implications for their work (e.g. tests, reports, papers, projects), and the consequences of code violation. Non-compliance with this policy will result in formal action with the university academic honesty procedures. Among other things, students are responsible for understanding the definition of plagiarism.  Individuals are to (a) reference materials they use, and (b) reference only material they access directly.  Individuals who copy or use ideas from the works of others without properly acknowledging the author, risk grave consequences.
* ***Student Academic Grievance Policy:*** The purpose of this university policy is to “resolve academic grievances of students, which results from actions of faculty or administration. This resolution should be achieved at the lowest level and in the most equitable way. The burden of proof rests with the complainants.”  See Auburn University Policy Site (<https://sites.auburn.edu/admin/universitypolicies/default.aspx>) for steps toward redress.

***Confidentiality:*** Respect family rights to privacy, the identity of children and families will be confidential.

***Contingency Plan:*** In the unlikely event that either instructor(s) or students are unable to attend class due to serious infectious illness (documentation required), assignments and will be made available on Canvas for completion or submission.

**Course Assessment Map**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Learning Outcomes | Course Assessments | | | | | |
|  | Test1 | Test2 | Test3 | Content | Instruction | Collab Planning |
| Collaboration with stakeholders to facilitate student learning and well- being |  |  | X |  |  |  |
| Learning experiences that engage all learning styles and multiple intelligences. |  | X |  |  |  |  |
| Inclusive learning environments that support and address the needs of learners |  | X |  |  |  | X |
| Differentiation between learner difficulties related to cognitive or skill development and those that relate to language learning |  | X |  |  | X |  |
| Understanding of how personal and cultural biases can affect teaching and learning | X |  |  |  | X |  |
| Communication strategies that demonstrate sensitivity to diversity | X |  |  |  | X |  |
| Subject-matter content and ability to organize related facts, concepts, and skills |  |  |  | X |  |  |
| Diverse cultures, including cultural and socioeconomic factors and their impact on eligibility, programming, instruction, interventions, and implementation of services. | X |  |  |  | X | X |
| How to design and implement programs that reflect knowledge, awareness, and responsiveness to diverse cultures, including cultural and socioeconomic factors.2(a)3(i) |  | X |  |  |  |  |
| Student learning styles / Characteristics and instructional strategies, including collaborative, co-teaching and direct instruction.2(c)2 | X | X | X |  |  |  |
| Roles of professionals, students and families as members of a collaborative team.  2(j)2(i) |  |  | X |  |  |  |
| Strategies for promoting coordination and collaboration between special education services and general education. 2(j)2(ii) |  |  | X |  |  |  |
| Approaches for communicating with families.  1(d)1 |  |  | X |  |  |  |
| Content for Grades K-6/6-12 in the Alabama Courses of Study for English language arts, mathematics, science, and social studies.1(e)1(iii) |  |  |  | X |  |  |
| Knowledge of collaborative skills, procedures, and techniques designed to facilitate coordination of instruction and service delivery (i.e., families, general education, school-to-work programs, related service providers, and agencies).  1(g)1. |  |  | X |  |  |  |
| .  Knowledge of content for Grades K-6 in the *Alabama Courses of Study* for English language arts, mathematics, science, and social studies. **290-3-3-.35(1)(e)1.(iii) (K-6)** |  |  |  | X |  |  |
| Knowledge of content for Grades 6-12 in the*Alabama Courses of Study* for English language arts, mathematics, science, social studies, and career and technical education. **290-3-3-.36(1)(c)1.(iii) (6-12)** |  |  |  | X |  |  |