

Troy University College of Education
Master Syllabus (2007-2012)
SPE 4460 Collaboration in Educational Practices

Course Title: Collaboration in Educational Practices (3 semester hours)

Course Number: SPE 4460

Semester Hours: 3

Instructor: Dr. Carol Moore

Pre-requisites: Admission to the Teacher Education Program (TEP)

Email Address cmoore@troy.edu

Office #: (334) 448-5159

Office Location: 202 Pitts Hall

Fax number: (334) 448-5207

Office Hours: W 1-6, TH 1-6

Date/Time of Class: 8/24-8/26 & 9/14-9/16, Final 09/29 11:00 ET

Friday: 6:00-10:30

Saturday & Sunday: 8:30-5:30

Lunch 12:00-1:30

Class Location: Pitts Hall, Room 129

APPROVED DELIVERY MODELS

Methods of instruction may include, but are not limited to, class lectures, demonstrations, class activities, and the use of technology.

CATALOG DESCRIPTION

The course provides students with the intrapersonal interpersonal skills needed to effectively collaborate with other teachers, administrator, parents, and agencies.

COURSE GOALS AND OBJECTIVES:

The Teacher Education Program is designed to provide a quality, academic program that emphasizes meaningful and practical learning experiences in preparing students to be innovative, informed, reflective decision-makers. (The Unit's Conceptual Framework is included at the end of this syllabus). In addition, this course provides opportunities to demonstrate knowledge of the following objectives:

1. The roles of professionals, students, and families as members of a professional team. [SPE General (1) (a) 11].
2. Current federal and state laws and regulations governing and/or impacting on programs for exceptional students.
3. Skills and services which students need as they make the transition from school to the community, including community living, the world of work, and continuing education.
4. Student learning styles and instructional strategies, including collaborative teaching.
5. Various techniques, strategies, curriculum and literacy models, and programs appropriate for intervention methods for all students with special needs.
6. Resource agencies that provide personnel and services for improving and strengthening educational programs for all students including exceptional students.
7. Cultural and socioeconomic factors and their impact on eligibility and programming.
8. The coordination and collaboration of special education services and general education. [SPE General (1) (a) 12]

Adopted Text: Friend, M., & Bursuck, W. (2012). *Including students with special needs: A practical guide for classroom teacher* 6th edition, Pearson Education

ISBN-13:978-0-13-259861-3

OTHER MATERIALS: Live Text

APPROVED DELIVERY MODELS:

Methods of instruction may include, but are not limited to, class lectures, videos, demonstrations, scenarios, examples and the use of technology

COURSE CONTENT:

Students will demonstrate knowledge related to:

- I. The rationale for collaboration, including a critical review of the literature on cultural and socioeconomic factors and their impact on eligibility and programming and current federal and state laws and regulations governing and/or impacting on programs for exceptional students.
- II. The conditions for collaboration including roles of professionals, students, and families as members of a collaborative team. [SPE General (1) (a) 11]
- III. The various models for collaboration: collaborative consultation, collaborative problem-solving, peer collaboration, teacher assistance teams, team teaching, cooperative teaching, and collaborative decision-making for instructional intervention.
- IV. Resource agencies which provide personnel and services for improving and strengthening educational programs for exceptional students.
- V. The coordination and collaboration of special education services and general education. [SPE General(1) (a) 12]
- VI. Effective classroom strategies for collaboration.

GENERAL COURSE REQUIREMENTS:

General course requirements are as follows:

1. Pass Live Text assignments
2. Attend Class meetings.
3. Read assigned material by assigned dates.
4. Participate in class activities and discussions.
5. Complete and pass exams.
6. Complete clinical experience

SPECIFIC COURSE REQUIREMENTS/ EVALUATION:

1. Students are required to bring and use a notebook/journal to each class session. It is expected that students will react, in writing, to assigned readings, class discussions, and activities. Journals will be taken up at the end of the course. Be sure to make a copy for yourself before you turn it in for a grade.
2. Students will develop a comprehensive action plan on the topic, “Collaboration for Inclusion.” and orally present their plans during a designated class session. Both assignments will be evaluated in LIVE TEXT.

The Action Plan should be typed, double-spaced, 5 pages in length (not including the cover page and the reference page) and should cover the “big ideas” in the course, especially the roles of professionals, students, and families as members of a collaborative team and the coordination and collaboration of special education and general education [SPE General (1) (a) 11, 12]. This plan is designed to promote the idea of collaboration to your prospective teacher-colleagues. Also, you must include copies of five (5) professional journal articles that correspond to the contents of your action plan. Be sure to integrate the information from the articles into your action plan and cite them using APA style. This assignment will be evaluated in Live Text.

3. Students will present their Action Plans orally [SPE General (1) (a) 11, 12] during a designated class session. This assignment will be evaluated in LIVETEXT.
4. 11 hours of clinical experience (where the student has indirect or direct impact on student learning)
5. 2 Examinations (timed) will consist of objective and/or essay-type items.

SPE 4460:

Critical Assignment #1

Students will write an Action Plan on the topic of “Collaboration for Inclusion”. The paper should be typed, double-spaced, 5 pages in length (not including the cover page and reference page), and should address the “big ideas” in the course as well as the conditions for collaboration including roles of professionals, students, and families as members of a collaborative team [SPE General (1) (a) 11, 12]. It is expected that information from current, professional journal articles (as well as from the textbook) will be integrated into the paper and cited appropriately using APA style. This assignment will be submitted and evaluated in LIVE TEXT .

RUBRIC

SPE 4460 Critical Assignment #1 (Action Plan.)

for SPE Common (1) (a) 11, 12 [knowledge of the conditions for collaboration including roles of professionals, students, and families as members of a collaborative team and the coordination and collaboration of special education and general education services].

The Action Plan will be evaluated using the rubric below. Each component of the Action Plan is rated on a scale of 5 (highest) to 0 (lowest) for a total of 20 points.

Mechanics (including spelling, punctuation, and grammar)

0-1 errors = 5

2-3 errors =4

4-5 errors =3

6-7 errors =2

8-9 errors =1

10+ errors =0

Professional Journal Articles (from current (2000-present) professional journals)

Five articles are from current, professional journals.....=5

Four “.....” =4

Three “.....” =3

Two “.....” =2

One article is “.....” =1

None of the articles are from current, professional journals “.....” =0

Professional Journal Articles

All five articles are integrated into the content of the Action Plan and cited appropriately using APA style. = 5

Four articles are..... =4

Three articles are.....=3

Two articles are..... =2

One article is =1

No articles are..... =0

Written Plan

Written Plan is five pages (excluding cover sheet and reference page), addresses the standard clearly, and contains no direct quotations. = 5

Written Plan is five pages (excluding cover sheet and reference page), addresses the standard clearly, and contains no more than one direct quotation. =4

Written Plan is five pages (excluding cover sheet and reference page), addresses the standard clearly, and contains no more than two direct quotations. =3

Written Plan is more than four but less than five pages (excluding cover sheet and reference page), addresses the standard clearly, and contains no more than two direct quotations. =2

Written Plan is more than four pages but less than five pages (excluding cover sheet and reference page), does not address the standard clearly, and contains no more than two direct quotations = 1

Written Plan is less than four pages (excluding cover sheet and reference page) =0

	5 (5 pts)	4 (4 pts)	3 (3 pts)	2 (2 pts)	1 (1 pt)	0
Mechanics AL-ASBE- 06.290.3.3.34.1.A.11,12	0-1 errors	2-3 errors	4-5 errors	6-7 errors	8-9 errors	10+ errors
Professional Journal Articles 2000-Present AL-ASBE-06.290.3.3.34.1.A.11	Five articles are from current professional journals.	Four articles are from current professional journals.	Three articles are from current professional journals.	Two articles are from current professional journals.	One article is from current professional journals.	None of the articles are from current professional journals.
Professional Journal Articles Integrated and Appropriately Cited in Action Plan AL-AS06.290.3.3.34.1.A.11,12	All five articles are integrated in the content of the Action Plan and cited appropriately in APA style.	Four articles are integrated in the the content of the Action Plan and cited appropriately in APA style.	Three articles are integrated in the content of the Action Plan and cited appropriately in APA style.	Two articles are integrated in the content of the Action Plan and cited appropriately in APA style.	One article is integrated in the content of the Action Plan and cited appropriately in APA style.	None of the articles are integrated in the content of the Action Plan and cited appropriately in APA style.

Written Plan

AL-A06.290.3.3.34.1.A.11,12

Written Plan is five pages (excluding cover sheet and reference page), addresses the standard clearly, and contains no direct quotations.	Written Plan is five pages (excluding cover sheet and reference page), addresses the standard clearly, and contains no more than one direct quotation.	Written Plan is five pages (excluding cover sheet and reference page), addresses the standard clearly, and contains no more than two direct quotations.	Written Plan is more than four but less than five pages (excluding cover sheet and reference page), addresses the standard clearly, and contains no more than two direct quotations.	Written Plan is more than four but less than five pages (excluding cover sheet and reference page), does not address the standard clearly, and contains no more than two direct quotations.	Written Plan is less than four pages (excluding cover sheet and reference page).
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II.

Critical Assignment: Make a formal presentation in class based on the written Action Plan. [SPE General (1) (a) 11, 12.]. This assignment will be evaluated in LIVETEXT. The instructor will assign weights to each area of the rubric.

Scoring Rubric:

	Exemplary	Proficient	Partially Proficient	Deficient
Awareness of Audience AL-ASBE- 06.290.3.3.34.1.A.11,12	Significantly increases audience understanding and knowledge of topic; effectively convinces an audience to recognize the validity of a point of view	Raises audience understanding and awareness of most points; clear point of view, but development or support is inconclusive and incomplete	Raises audience understanding and knowledge of some points; point of view may be clear, but lacks development or support	Fails to increase audience understanding or knowledge of topic; fails to convince audience
Strength of Material, Organization AL-ASBE-	Clear purpose and subject; pertinent	Has some success defining purpose and	Attempts to define purpose and subject; uses	Subject and purpose are not clearly defined;

06.290.3.3.34.1.A.11,12	examples, facts, and/or statistics; conclusions/ideas are supported by evidence; major ideas summarized and audience left with full understanding of presenter's position	subject; includes some examples, facts, and/or statistics to support the subject; includes some data or evidence which supports conclusions or ideas; may need to refine summary or final idea	weak examples, facts, and/or statistics, which do not adequately support the subject; includes very thin data or evidence in support of ideas or conclusions; major ideas may need to be summarized or audience is left with vague idea to remember	very weak or no support of subject through use of examples, facts, and/or statistics; totally insufficient support for ideas or conclusions; major ideas left unclear, audience left with no new ideas
Delivery AL-ASBE- 06.290.3.3.34.1.A.11,12	Relaxed, self-confident and appropriately dressed for purpose or audience; builds trust and holds attention by direct eye contact with all parts of audience; fluctuation in volume and inflection help to maintain audience interest and emphasize key points	Quick recovery from minor mistakes; appropriately dressed; fairly consistent use of direct eye contact with audience; satisfactory variation of volume and inflection	Some tension or indifference apparent and possible inappropriate dress for purpose or audience; occasional but unsustained eye contact with audience; uneven volume with little or no inflection	Nervous tension obvious and/or inappropriately dressed for purpose or audience; no effort to make eye contact with audience; low volume and/or monotonous tone cause audience to disengage

Please Note Competency Statement Below:

*Several class assignments will be completed and competencies must be demonstrated during class time.

*Student must successfully complete all course objectives, assignments, assessments and activities in order to pass the course.

Each student's final grade will be based on the total points earned during the semester on examinations and other assignments. The course cannot be passed if the knowledge or ability is not demonstrated.

Grades will be assigned as follows:

90 – 100	A = Excellent
80 – 89	B = Above Average
70 – 79	C = Average
60 – 69	D = Below Average
Below 60	F = Failure

FA = Failure Due to Excessive Absences
 INC = Incomplete. Only in rare circumstances will an “INC” be awarded. Students must make arrangements with the instructor to complete the work within the required time limit.

No grade below a “C” in professional studies or the teaching field may be used to meet certification requirements.

Field Experience Requirements:

1. As part of the grade for this course, you will be required to complete 11 hours of field experience that will count toward fulfilling the 150 hours of field experience mandated by the Alabama State Department of Education
2. The 11 hours required in this course must be completed in the following manner:
3. Two 3 hour blocks totaling 6 hours
 - a. Specific criteria for the hour blocks are determined by the course instructor and may contain the following types of activities:
 - Teaching a lesson, leading an activity, developing lesson plans, planning a game and teaching it to students, developing a learning center, read a story, listen to a student read, helping a student, observation, assist with instruction, other instructor directed activities showing direct or indirect impact on student learning..

Five hours in any increments may contain the following types of activities:

- a. School board meetings, faculty meeting, parent conferences, school committee meeting, grade level meeting, PTA meeting, educational workshops, Saturday or After school tutoring/Programs, Boys/Girls club, Scouting activities, library sponsored activities for the elementary education students, formal interviews with administrator/faculty, in-service meeting, lunch duty, student academic team practice and competition, bus duty/pick-up duty, substitute teaching with administrator oversight, children’s museum camps, special needs camps, art, music, P.E. and sports classes, hospital sponsored k-6 activities, city parks and reactions, activities/classes and other child-centered activities as approved by the instructor.
- b. These experiences must be thoroughly, officially, and authentically evidenced Report of Professional Laboratory Experience” form Verification of All Field Experiences: Students should complete a “ Report of Professional

Laboratory Experience Form for each experience and have it appropriately signed.

- i. Submit one copy to the course instructor.
- ii. Keep one copy for your own records
- iii. Students must monitor and categorize their hours to be sure to meet the specific requirements for field experiences.
- iv. 90 hours in 3 hour blocks
- v. A 2 page double spaced summary of the clinical experience will be required. A format will be provided in class for writing up this summary.

Please Note Competency Statement Below:

*Several class assignments will be completed and competencies must be demonstrated during class time.

*Student must successfully complete all course objectives, assignments, assessments and activities in order to pass the course.

Each student's final grade will be based on the total points earned during the semester on examinations and other assignments. The course cannot be passed if the knowledge or ability is not demonstrated.

Grades will be assigned as follows:

90-100	A= Excellent
80-89	B=Above Average
70-79	C= Average
60-69	D=Below Average
Below 60	F=Failure
	FA=Failure Due to Excessive Absences
	INC=Incomplete. Only in rare circumstances. Will an "INC" be awarded.

No grade below a "C" in professional studies or the teaching field may be used to meet certification requirements.

POLICY FOR MAKE-UP EXAMINATIONS:

Makeup exams will only be given for excused absences. The only absence that will be excused will be if the student has been required to attend an activity sponsored by the university. Faculty members who sponsor activities that require class absences must send a list of student names to each member concerned at least three days before the scheduled absence. The instructor will note on the class roll the names of students who fail to submit assignments due to the absence. It will be the responsibility of the student to complete the work as soon as the student returns to class.

Course Objectives

As a result of this course, the student will have knowledge and skills regarding:

1. Communicating and collaborating effectively with colleagues, parents, guardians, and significant agency personnel.
2. Comparing and contrasting various collaborative structures.
3. Creating a collaborative school culture.
4. Enhancing his/her intra-personal and interpersonal collaborative skills.

Adopted Textbook:

**Friend, Marilyn, *Including Students with Special Needs: A Practical Guide for Classroom Teachers*, 6th edition (2012) Pearson Education
ISBN 10: 0-13-259861-2**

Evaluation

(a) Chapter Assignments/Participation	10%
(b) Action Plan	30%
(c) Presentation of Action Plan	20%
(d) Chapter Exams (2)	20%
(e) Clinical Experience	20%

Grading Scale

90-100 A	70-79 C	F 59 and below
80-89 B	60-69 D	

****Failure to follow instructions in submitting work will result in a deduction of - 10pts. .**

Late or Lost Work

Late work **will not** be accepted.

Work will only be accepted in the format required by the instructor

Attendance Policy

Attendance and active participation is expected at every class meeting and essential. In the event an emergency prevents you from attending a class meeting, the student is to notify the instructor in advance that class will be missed... You will be required to provide appropriate documentation for any absence per the instructor's request. If a student is late two times **it will count as one unexcused absence**. Two times **leaving early** will be considered an unexcused absence. **If you come in late you must notify the instructor that day. The attendance roster will only be corrected on that date. . If you must miss any of the class time you should drop the class. The instructor will not review missed material for unexcused absences or accept any late work. Any student that misses one or more class periods will have to drop the class.**

Faculty members may levy academic penalties for unexcused absences.

Incomplete Work Policy

University policy states that an incomplete may be reported for students whose progress in a course has been satisfactory (e.g. the student is passing the course), but who are unable to receive a final grade because of circumstances beyond their control. An incomplete which is not removed during the specified time limit of enrollment, automatically becomes a "F" **In this class, no "Incompletes" will be given-all work must be completed as scheduled.**

Inclement Weather And Emergency Situations: Both faculty and students are responsible for meeting all assigned classes. In the event of inclement weather, faculty and students will be expected to attend classes as usual as long as they may do so without risking peril to themselves or others. During periods of inclement weather, faculty and students will not be penalized for absences dictated by perilous conditions. In severe cases of inclement weather or other emergency conditions, the Office of the Provost will announce cancellation of classes through the local and regional media as well as through the University's web site. It will be the responsibility of the student to contact the instructor once the inclement weather and emergency situation is over.

Email- The University now provides an email account for all currently enrolled students. Please access your account by going to <https://mail.troy.edu>. Then read the note at the bottom of the screen to determine your User ID and Password. The University uses this means to communicate with all students.

Students are required to communicate with the instructor through Troy email accounts. Please identify yourself as: your name SPE 4460 Class. I will not open email that is not appropriately labeled.

Americans with Disabilities Act

Any student whose disabilities fall within the ADA must inform their instructor at the beginning of the term of any special needs of equipment or modifications necessary to accomplish the requirements of the course.

Additional Services

Students who have or may be dealing with a disability or learning difficulty should speak with the instructor, or contact **Dr. Keith Frakes**, Adams Building, Room 305, or call 334-448-5148. Various accommodations are available through the Adaptive Needs Program.

NOTE; DO NOT RESUBMIT PAPERS FROM PREVIOUS CLASSES OR USE SOMEONE ELSE'S PAPE TO COMPLETE THE ASSIGNMENTS FOR THIS CLASS. ACODING TO THE STANDARDS OF CONDUCT (PAGE 20 OF THE GRADUATE BULLETIN) AND THE ACADEMIC CODE, PENALTIES FOR MISCONDUCT ARE OUTLINED IN THE ORACLE AND MAY INCLUDE REDUCTION OF GRADE, INCLUDING REDUCTION TO FAILURE, AND SUSPENSION/EXPULSION FROM THE UNIVERSITY.

The instructor reserves the right to submit any paper to www.turnitin.com.

NOTE: Students must cut off all cell phones or place them on mute before entering class. Students are not allowed to use cell phones in class. Five points will be deducted from your any incoming calls or outgoing calls made in the classroom. *We will have frequent breaks that will allow you to use your cell phones.*

Children of students are not allowed in class since this is a violation of Troy University policy. Children cannot be left in the building unattended. A student bringing a child to the campus unattended will be asked to leave the class and this will be counted as an unexcused absence.

During presentations all computers must be closed out- no texting is allowed. Please give your undivided attention to the presenter.

This is the format for your critique of the 5 professional journal articles that are used to support your action plan and action plan presentation. They will be turned in on the day of the presentation of the action plan. A hard copy of the articles will be attached.

Your Name _____

Article Critique

Course # SPE 4460

Name of the Author(s)

Name of the Article or Source

Source of Article (i.e. journal, internet site, volume, month, year)

Summary of Main Points (What important information is included that focuses on collaboration)

Your reaction (How do you feel this information will be applicable to you as a future teacher)

Reference sources must be cited in **APA** style.

This must be a **minimum of one full page word-processed and double spaced.**

A copy of the article is to be stapled to the critique. These must be placed in a **folder with pockets** and the **outside of the folder must be labeled appropriately** with your name and the course number and name. These articles must be current **(2000-Present).**

The articles must be related to topic for your action plan and action plan presentation.. Articles from internet sources **must be fully cited.** Articles without authors **are not** acceptable. Articles that focus on foreign schools will not be accepted. Students must only use articles from professional education journals.

These will be turned in with your action plan on the day of your action plan presentation. **NOTE: Any assignment turned in without the student's name, name of the assignment, date and course number will be deducted 10 point**

ACADEMIC CODE OF CONDUCT

Policy Statement of Academic Integrity:

Plagiarism is the intentional or unintentional presentation of another person's ideas of product as one's own. Plagiarism includes, but is NOT limited to the following: copying verbatim all or part of another's written work; using phrases, charts, figures, illustrations, or mathematical or scientific solutions without citing the source; paraphrasing ideas, conclusions, or research without citing the source, or other artistic product without attributing the work to its creator.

Students can avoid unintentional plagiarism by carefully accepted scholarly practices outlined in the APA Manual (latest edition). Notes taken for papers and research projects should accurately record sources or material to be cited, quoted, paraphrased, or summarized, and papers should acknowledge these sources as described in the APA

Manual (latest edition). If you are unfamiliar with APA you can purchase a software program that will assist you in putting your presentation in proper APA format.

Students may not resubmit papers from previous classes or use another's paper to complete the assignments for this course. According to the standards of conduct of the Graduate Bulletin and the Academic Code, penalties for misconduct are outlined in the Oracle and may include a reduction of grade, including reduction to failure and suspension or expulsion from the university. Do not resubmit papers from previous classes or use someone else's paper or note taking guide to complete assignments for this class. **A student will receive a grade of F for any assignment that was submitted in another class or work that is determined to not be work of the student.**

*****Papers suspected of plagiarism are subject to evaluation by specialized software available to Troy University faculty specifically designed to determine if plagiarism is present in the submitted. *******THE PENALTIES FOR PLAGIARISM MAY BE A ZERO OR A GRADE OF F ON THE WORK IN QUESTION OR F FOR THE ENTIRE COURSE**

PLAGIARISM AND TROY UNIVERSITY POLICY

Plagiarism is academic dishonesty and is an unacceptable activity at Troy University. Based on United States law, words and ideas are intellectual property and are protected from theft.

Defining Plagiarism:

Plagiarism is representing someone else's ideas as your own original ideas or work. *Plagiarism encompasses many things, and is by far the most common manifestation of academic fraud. For example, copying a passage straight from a book, a website, or any other source into a paper without using quotation marks and explicitly citing the source is plagiarism.* Additionally, *paraphrasing* is plagiarism where you fail to cite your original source and, in some cases, where you fail to use quotation marks as well. It is very important that students properly acknowledge all ideas, work, and even distinctive words or phrases that are not their own. (1)

All of the following are considered plagiarism:

- Turning in someone else's work as your own
- Copying words or ideas from someone else without giving credit
- Failing to put a quotation in quotation marks
- Giving incorrect information about the source of a quotation
- Changing words but copying the sentence structure of a source without giving credit
- Copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not. (2)

Additionally, if you download a paper from the internet and submit it as your own work or submit a paper written and submitted previously, you have committed acts of plagiarism.

Penalties

At Troy University, penalties for plagiarism include, but are not limited to, a reduction of grade on an assignment and /or a course as well as such sanctions as loss of student privileges, probation, suspension, and expulsion. These penalties for plagiarism are described in the *Standards of Content* section of *The Oracle, The Troy University Student Handbook*. (4)

Guidelines to Academic Honesty:

If you are unsure if an assignment is plagiarized, use the following checklist for guidance:

You need to cite the specific source(s) in your work, even if:

1. You put all direct quotes in quotation marks.
2. You changed words used by the author into synonyms.
3. You completely paraphrased the ideas to which you referred.
4. Your sentence is mostly made up of your own thoughts, but contains a reference to the author's ideas.
5. You mention the author's name in the sentence.

When in doubt, provide the proper citation to show that the ideas and materials are of your own (3)

Sources

1. <http://www.virginia.edu/honor/documents/PlagiarismSupplementFINAL.pdf>
2. http://www.plagiarism.org/plag_article_what_is_plagiarism.html
3. <http://www.unc.edu/depts/wcweb/handouts/plagiarism.html>
4. Oracle: Troy University Student Handbook, 2010

August 2, 2012

To: Students Enrolled in SPE 4460 COLLABORATION IN EDUCATIONAL PRACTICES

From: Dr. Carol Moore cmoore@troy.edu

Please review the following information.

IMPORTANT

Assignments for the First Weekend of Class

1. **Read the following chapters** in your textbook: **1,3,4,5,8,9**
2. **Read the information dealing with the clinical experience and decide where you will be completing the 11 hour clinical experience email this to me by 8/20/2012 At least 6 hours must be a setting where there is collaboration with special needs students..** . The 1st weekend we will talk about the form for writing up the 2 required double-spaced pages..
3. **Review the information concerning the topics for a research (ACTION PLAN) paper.** Pick one and email it to me by **8/20/12** We will go over this the first weekend of class .Email me your choice . Once I approve your topic you can begin to start locating your articles. Email me the name of the author, article name, vol. issue. Page # etc. I will tell you if they are okay.
4. **Email the student information sheet** to me at cmoore@troy.edu by **8/20/12**.
5. Review the **class attendance policy**.
6. Bring an article to class that deals with special needs students. It can focus on a new teaching strategy, a scientific discovery, a success story etc. These are just examples. Choose one that you found to be really interesting. Be ready to talk about it a group with other students in class. It can be from the newspaper, magazine or professional journal.
7. **Class meetings** are **8/24-8/ 26** and **9/14-9/17, (09/29/12) 11:00 ET final** in Room 129 Pitts Hall.

I am really looking forward to meeting you at our first class meeting on **8/24 at 6:00 ET**. Email me at cmoore@troy.edu. or call me at **334-448-5159** if you have any questions.

You may purchase a textbook from our campus bookstore or you may purchase a downloadable copy from the publisher at www.pearsonhighered.com

Textbook ISBN-13: **978-0-13-259861-3** can be found in the campus bookstore

Including Students with Special Needs: a Practical Guide for Classroom Teachers 6th edition by Marilyn D. Friend , Pearson Publications is the textbook.

You may also check with the Book House in Columbus, Georgia

Please include in **one email** all the information that is due by **8/20/12 Thank you**

Topics for Action Plan Research Paper AND Power Point Presentation

Relate your topic to inclusion

1. Administrators
2. Paraprofessionals and relationships
3. Co-teaching work relationships
4. In-class services
5. Collaborative Education Team
6. Collaborative Communication
7. Co-teaching
8. Handling Crises in Collaboration
9. Direct Service Providers
10. Data Collection on Collaboration
11. Emergent Characteristics
12. Curriculum
13. General Education Teachers
14. Goals of Collaboration
15. Collaboration with Special Education/IEP Sec. 504
16. Implementation of Collaboration
17. Intervention Assistance Teams
18. Collaboration in Inclusion
19. Collaboration with Special Services Providers
20. Collaboration with Business
21. Collaboration with Parents
22. Collaboration with Community Agencies
23. Collaboration with Medical Professional
24. Program Development of Collaboration
25. Types of Questions in Collaboration/Examples
26. Staff Development
27. Restructuring Schools for Collaboration
28. Decision Making Effectiveness and Collaboration
29. Time for Collaboration
30. Values Orientations
31. Collaboration for Classroom Management
32. Teacher Assistance Teams
33. Collaboration and Bilingual Education
34. Co-teaching
35. Handling Crises in Collaboration
36. Direct Service Providers
37. Data Collection on Collaboration
38. Emergent Characteristics
39. Curriculum
40. General Education Teachers
41. Goals of Collaboration
42. Collaboration with Special Education/IEP Sec. 504
43. Implementation of Collaboration
44. Collaboration and Intervention Assistance Teams
45. Collaboration in Inclusion
46. Collaboration with Special Services Providers
47. Collaboration with Business
48. Collaboration with Parents
49. Collaboration with Community Agencies

50. Collaboration with Medical Professional
51. Program Development of Collaboration
52. Types of Questions in Collaboration/Examples
53. Collaboration and Staff Development
54. Restructuring Schools for Collaboration
55. Decision Making Effectiveness and Collaboration
56. Time for Collaboration
57. Values Orientations and Collaboration
58. Collaboration for Classroom Management
59. Collaboration and Teacher Assistance Teams
60. Collaboration and Bilingual Education

Please email your chosen topic to me by **8/20/12**.

The action plan and presentation must focus on grades K-6. Only information in professional research based journals recognized in the field of elementary education will be acceptable as a source. I may take your topic and narrow it so it will be easier to research. Journal articles must come from professional education journals which focus on American schools. Articles must have an author Those that are not about American schools or do not come from professional journals will not be accepted. A minimum of 5 professional journal articles are required. The instructor has final approval on any topic.

Attendance Policy

Attendance and active participation at every class meeting is expected and essential. In the event an emergency prevents you from attending a class meeting, the student is to notify the instructor in advance that class will be missed... You will be required to provide appropriate documentation for any absence per the instructor's request. The instructor reserves the right to determine if the absence will be excused..**Two times being late for class or leaving early are considered one absence. If you come in late you must notify the instructor that day because the attendance roster will only be corrected on that date. It is highly recommended that the student drop the course if the student must miss any class . The instructor will not review any assignments for unexcused absences or work that is late. Any student that misses one or more class periods will have to drop the class or receive a grade of F. If you come in late you must notify the instructor that day. The attendance roster will only be corrected on that date. A student coming to class late will not be given additional time to complete the exams or class assignments.**

Clinical Experience- Complete **eleven clinical hours** in a setting where there is collaboration for inclusion of special needs students. Please refer to the description in the syllabus

A minimum two page double- spaced summary is to be turned in to the instructor and will be presented in class during a brief presentation. A Troy University Clinical Experience form signed by the school administrator must be attached to the summary. **(Additional directions for writing it up will be given in class)**

Email the instructor by **8/20/12** 5:00 ET where you will be completing this assignment. **

Please read this syllabus carefully and email me if you have any questions. Thank you

☺ cmoore@troy.edu

Course Name _____
Course # _____
Semester _____
Term _____

STUDENT INFORMATION SHEET

NAME _____

ADDRESS _____

TELEPHONE # (H) _____ (W) _____
(Cell #) _____

E-MAIL ADDRESS _____

PLACE OF EMPLOYMENT _____

UNDERGRADUATE MAJOR _____

GRADUATE MAJOR _____

CLASS SCHEDULE THIS SEMESTER

Complete and email this to the instructor at cmoore@troy.edu by 5:00 ET **by 8/20/12** ***

Troy University
College of Education

Innovative, Informed, Reflective Decision Makers
Conceptual Framework
Dispositions of Education Graduates

Our conceptual framework is grounded in best practices, current and time-tested educational theories, national initiatives, and teacher education reform elements, while being responsive to change. With our dedication to models of best practices and recognition of how we can best equip ourselves to prepare teachers and administrators, we help our students to:

1. **Demonstrate** an understanding of and show effective performance with diverse learning populations in a variety of school cultures
2. **Demonstrate** proactive leadership, professional conduct and well-balanced professional dispositions
3. **Demonstrate** effectiveness as communicators, facilitators, pedagogues and scholars
4. **Build** multi-level collaborative partnerships and mentoring relationships
5. **Demonstrate** competencies in content area knowledge, assessment and emerging technologies
6. **Demonstrate** cutting-edge competencies in pedagogical and applied research skills
7. **Practice** authentic self-assessment, critical and reflective thinking, and the continual monitoring of progress and development
8. **Demonstrate** an ability to generalize and creatively problem-solve
9. **Refine** and evaluate innovative delivery and assessment models
10. **Demonstrate** professional qualities that contribute to building safe, supportive, creative and stimulating learning environments

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