

**Carthage College**  
**Department of Education**  
**Continuing Studies**  
**Mondays**  
**03/28/2022-05/20/2022**

**I. Continuing Studies**

**II. Course Number and Title**

EDU 5454: COLLABORATION WITH PARENTS AND PROFESSIONALS  
Mondays 5:00 – 8:00 PM

**III. Faculty**

<b>Name</b>	Stacy Guckenberger
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<b>Course Location</b>	Lentz Hall Rm 319

**IV. Course Description**

Students will demonstrate an understanding of the dynamics of developing positive relationships with other professionals and the parents of students they serve. In as much as the goal of any relationship within the educational setting is that it is positive, at times, conflict may arise. Participants will practice skills for dealing with conflict and rehearse possible strategies and techniques for future use. Students will also demonstrate an understanding of the roles/responsibilities of paraprofessionals and support staff in the classroom. Collaboration with others is a complex process. Often there is no single correct answer to questions about fostering collaboration and addressing the challenges that come with it. The need to collaborate with specific individuals and the outcomes expected from collaboration change as the characteristics of students, support staff and families change. These relationships and the strengths that we bring to them magnify the impact a teacher has on the lives of students.

**V. Course Goal and Student Learning Objectives/Outcomes**

- A. **Course Goal:** This course will focus on collaboration in a variety of environments and emphasizes constructive ways to use educator differences to serve students with special needs. The goal of this course is to prepare educators with a strong knowledge base that celebrates the strengths in personal differences so that they can successfully collaborate with school personnel, families, and community leaders.
  
- B. **Course Student Learning Objectives/Outcomes:** As result of completing this course, students will be able to:

1. Demonstrate an understanding of the vital role that parents play in the achievement of their children.
2. Demonstrate an understanding of the roles and responsibilities of paraprofessionals in the classroom as balanced with that of the teacher.
3. Understand the leadership role and strengths that teachers have in the ongoing collaboration with parents, paraprofessionals, agencies and support staff.
4. Demonstrate the ability to integrate the services and partnerships necessary to best educate the students.
5. Become familiar with the Wisconsin Mediation System and the training or resources available to teachers to support an integrated system.
6. Develop strategies for managing resistance, negativity, anger and conflict.
7. Examine school culture as a precipitating factor in the value of collaboration to the learning process. (i.e. Professional Learning Communities)
8. Become familiar with WI-FACETS and resources offered to parents and educators.
9. Become familiar with Disability Rights of Wisconsin and the role of this advocacy agency.

## VI. Required Textbooks and Supplemental Readings

- A. **Required Text:** Dettmer, P, Knackendoffel, A and Thurston, L (2018). *Collaborating, Consulting, and Working in Teams for Students with Special Needs (8th Edition)*. New York City, NY. Pearson Publications.
- B. **Supplemental Optional Readings:** Instructor provided current research, websites, and journal articles.

## CLASS SCHEDULE

### VII. Topics and Assignments

DATE	TOPIC	READING/ASSIGNMENT DUE
03/28/2022	Introductions and Chapter 1	None
04/04/2022	Chapter 2: Working Together with Differing Perspectives and Preferences Chapter 3: Structuring Foundations for Collaboration, Consultation, and Teamwork	Chapter 2 and Chapter 3

04/11/2022	Chapter 4: Communicating Effectively for Consultation and Teaming Chapter 5: Using the Problem-Solving Process in Collaborative School Consultation and Teamwork	Chapter 4 and Chapter 5  Complete <b>Annotation 1</b> on either Chapter 4 or Chapter 5 and upload it to Schoology
04/25/2022	Chapter 6: Using Tools for Organizing, Managing, and Evaluating Collaboration Chapter 7: Collaborating as Instructional Partners and Teams	Chapter 6 and Chapter 7
05/02/2022	Chapter 8: Building Collaborative Relationships with Team Members from Diverse Populations and Contexts Chapter 9: Engaging Families in Home-School Collaborations and Partnerships	Chapter 8 and Chapter 9  Complete <b>Annotation 2</b> on either Chapter 8 or Chapter 9 and upload it to Schoology
05/09/2022	Chapter 11: Collaborating through Leadership, Advocacy, and Community Partnerships Chapter 12: Charting Your Course for Collaborative School Consultation	Chapter 11 and Chapter 12  Complete <b>Annotation 3</b> on a remaining Chapter of your choice and upload it to Schoology
05/16/2022	Presentations	Presentations Paper Due

### **VIII. Grading**

Final grading for each course is a cumulative process based on: the quality and timeliness of each student's submitted work on required course assignments and projects; each student's participation in and contributions to class discussions and group projects; individual presentations and class attendance. Grading will be based on the following rating scale:

#### **Major Assignments and Grades**

**Attendance** is a prerequisite to quality participation in the course. Therefore, in the event that a student will be absent, please inform this instructor by email or text prior to class. The student is responsible for securing the assignments, readings, materials discussed or disseminated in the missed class. **(10%)**

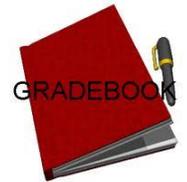
**Active Participation** in class discussions is an expectation. It is an expectation that students will complete readings assigned in order to make quality contributions to discussions. **(20%)**

**Annotations:** Complete 3 one-page annotations (follow the directions, rubric and example shared with you) on any chapter. The assignment needs to be typed and uploaded into Schoology by the date listed. Also, please be ready to share your thoughts. **(10%)**

**Develop a Collaboration Plan** to use with colleagues or supervisors (depending on your current workplace) **(30%)**

**Presentation:** on an area of collaboration that you found to be most eye opening or useful throughout the course **(30%)**

A 93 to 100	B 83 to 86.99	C 73 to 76.99	D 63 to 66.99
A- 90 to 92.99	B- 80 to 82.99	C- 70 to 72.99	D- 60 to 62.99
B+ 87 to 89.99	C+ 77 to 79.99	D+ 67 to 69.99	F 0 to 59.99



### Incomplete Grades

Students, who do not complete all course requirements within the specified timeframe for grade submission, will receive a grade of “I” or “F” whichever is most appropriate. An incomplete (I) must be replaced with a passing grade in accordance with the policy and timeframe established by the College or the incomplete will become a failing grade.

### IX. College Policy on Academic Honesty

The Carthage College has a firm policy concerning academic dishonesty, which includes but is not limited to cheating, plagiarism, or **any other action** that misrepresents academic work as being one’s own. Cheating involves dishonesty in a test situation, and plagiarism involves dishonesty in the preparation of materials for presentation in a term paper or written or oral report. For additional information on academic honesty go to: <https://www.carthage.edu/community-code/academic-concerns/academic-honesty-guidelines/>

Initial resolution of any difficulties should be handled in a conference between the student and the faculty member. However, an appeal procedure is available.

- **Academic Integrity**
  - Academic integrity is expected of all students. The attempt of any student to present as his or her own that which he or she has not produced is regarded by the faculty

and administration as a serious offense. Students are considered to have cheated if they copy the work of another during an examination or turn in a paper or assignment written, in whole or part, by someone else. Students are guilty of plagiarism, intentional or not, if they copy from books, magazines, Internet, or other sources without identifying and acknowledging those sources or if they paraphrase ideas from such sources without acknowledging them. If academic misconduct is suspected, the faculty member will follow the Carthage College Faculty Handbook guidelines regarding academic misconduct.

## **PLEASE NOTE THE FOLLOWING TOPICS**

Students are expected to be prepared to discuss each topic and participate in the interactive session of each class. Students are encouraged, therefore, to review the “assignments” section of each class well in advance of class meetings.

Students are expected to come to every class session on time and with the assigned reading and writing assignments completed, prepared to participate in discussion and group work. Students are allowed **two excused absences** during class sessions. All courses are 7 weeks and being absent more than twice significantly hampers class participation and learning experience with your colleagues. **Any absences after the two will drop your grade.** For example, a letter grade B can drop to C. **If an emergency or an illness occurs, please contact your professor by email or phone to explicitly explain the situation.** In cases of three or more absences from a course, you will be required to drop the course as determined by the instructor and ACT director.

## **HEALTH AND WELLNESS**

The Health and Counseling Center (HCC) supports students by addressing physical, mental, and emotional well-being. All services are free and confidential and are available to currently enrolled, full-time undergraduate students. Health services include the assessment and treatment of minor illness and injury. Diagnostic testing, complimentary over-the-counter medications, and referrals to off-campus providers are all available. Our licensed counselors help students with challenges that can be resolved with short-term, solution-focused counseling. Some topics discussed during counseling include depression and anxiety, traumatic experiences, gender and sexuality, relationship concerns, stress management, and academic challenges. More details - including info about appointments - can be found at [carthage.edu/health-counseling](http://carthage.edu/health-counseling).

## **COVID-19 SAFETY**

If you miss class because of Covid symptoms, I expect you to be tested—that will be the necessary documentation to excuse your absence. When in class, you will keep your mouth and nose covered and you will sit as far apart as possible. When working in groups, please make every attempt to stay 3 feet apart. I have extra masks, hand sanitizer, and anti-bacterial cleaners if you need any. There will be no food allowed during class, and we will take a 15 minute break to give you time to have a snack outside of our classroom. If you have a medical issue that requires you to eat a snack sooner than 2:30, please speak with me.

- If you test positive for COVID-19, contact Nick Winkler [nwinkler@carthage.edu](mailto:nwinkler@carthage.edu) and/or Kimberlie Goldsberry [kgoldsberry@carthage.edu](mailto:kgoldsberry@carthage.edu) for the next steps in determining your isolation period and to begin the contact tracing process.

## ASSIGNMENTS

### *E-learning and communicating:*

E-learning: We will try to use e-learning to convey information and communicate whenever it is the most practical means to do so. E-learning does have some limitations.

*Turning in assignments*: Assignments will be turned in via e-learning.

*Naming files for assignments so I know they are yours*: When you turn in your assignments via e-mail, please include your own last name in the title of the file.

YES: Jones Miner reflective paper.doc      NO: 1st educ assignment.doc

Assignments **MUST** be in MS Word or PDF formats. If you send something in pages or works, I will not be able to give credit for it.

Please make sure you include your name, the title of the assignment, and the date in the assignment's header.

### *Electronic/Mobile Devices*

- Laptops/tablets/electronic devices in class: We are going to try to make this course as “paperless” as possible, so please bring your **laptops/tablets to class every day**. Of course, the temptation will then exist to read e-mail or do other work on-line. Please suppress that urge and focus on course needs **ONLY**.
- **The same applies to your phone—please refrain from texting or reading texts in class unless in use as part of class instruction.** We will take at least one break during each class period.

## **X. 2015 Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards/edTPA/National Board for Professional Teaching Standards (NBPTS)**

All course studies in the Department of Education are based on widely accepted state and national standards that promote teacher effectiveness. Wisconsin State adopted the inTASC Model Core Teaching Standards and the edTPA (multiple measure teacher assessment system) aligned to state and national standards, including the National Board for Professional Teaching Standards (NBPTS) as the fundamental framework to develop and implement courses of study for future teachers to meet state certification requirements.

## ***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) he or she teaches and creates learning experiences that make 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.*

## **XI. edTPA Performance Assessment – Preparation for Critical Dimensions of Teaching**

The edTPA process identifies and collects **subject-specific** evidence of effective teaching from a **learning segment** of 3-5 lessons from a unit of instruction for one class of students. Teacher candidates submit authentic **artifacts** from a clinical field experience. Candidates also submit **commentaries** that provide a rationale to support their instructional practices based on the learning strengths and needs of students. Candidates' evidence is evaluated and scored within the following **five dimensions of teaching**:

- 1. Planning Instruction and Assessment** establishes the instructional and social context for student learning and includes lesson plans, instructional materials and student assignments/assessments. Candidates demonstrate how their plans align with content standards; build upon students' prior academic learning and life experiences and how instruction is differentiated to address student needs. Artifacts are lesson plans, instructional materials, student assignments, planning commentary.
- 2. Instructing and Engaging Students in Learning** includes one or two **unedited video clips** of 15-20 minutes from the learning segment and a commentary analyzing how the candidate engages students in learning activities. Candidates also demonstrate subject-specific pedagogical strategies and how they elicit and monitor student responses to develop deep subject matter understandings. Artifacts are unedited video clips and instruction commentary.
- 3. Assessing Student Learning** includes classroom based assessment (evaluation criteria), student work samples, evidence of teacher feedback, and a commentary analyzing patterns of student learning. Candidates summarize the performance of the whole class, analyze the specific strengths and needs of three focus students, and explain how their feedback guides student learning. Artifacts are samples of student work, summary of student learning, assessment commentary.

4. **Analysis of Teaching Effectiveness** is addressed in commentaries within Planning, Instruction and Assessment tasks. In planning, candidates justify their plans based on the candidate's knowledge of diverse students' learning strengths and needs and principles of research and theory. In Instruction, candidates explain and justify which aspects of the learning segment were effective, and what the candidate would change. Lastly, candidates use their analysis of assessment results to inform next steps for individuals and groups with varied learning needs. Artifacts are planning, instruction, and assessment commentaries.
  
5. **Academic Language Development** is evaluated based on the candidate's ability to support students' oral and written use of academic language to deepen subject matter understandings. Candidates explain how students demonstrate academic language using student work samples and/or video recordings of student engagement. Artifacts are unedited video clips and/or student work samples, planning and assessment commentaries.

## **WRITING HELP**

The Brainard Writing Center is a free resource for student writers. The center is staffed by undergraduate Writing Fellows who have been recommended by Carthage faculty and trained to work with other students on their writing. They can work with you at all stages of the writing process, including understanding the assignment, brainstorming ideas, drafting, revising, and proofreading. This semester they are offering in-person, Zoom live virtual, and written feedback consultations. For more information and to schedule an appointment, visit [carthage.edu/writing-center](http://carthage.edu/writing-center).

## **LEARNING ACCOMMODATIONS**

Carthage College strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers due to your disability (including mental health, learning disorders and chronic medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, you also need to register with Diane Schowalter in Learning Accessibility Services ([dschowalter1@carthage.edu](mailto:dschowalter1@carthage.edu)).