

## **EDU 278: Program Leadership for Education Specialists**

### Course Syllabus

Mount Saint Mary's University, Los Angeles

Spring 2020, 3 units

Monday, 5:30-8:30PM

Instructor: Dr. Diana J. Taylor

Phone: 213-477-2620 Room

Email: dtaylor@msmu.edu

Office hours: Call 213-477-2620 to schedule an appointment via Catalina.

### **Required Texts – *Bring these texts to each class session!***

- Jung, Frey, Fisher, Kroener (2019). *Your students, my students, our students: rethinking equitable and inclusive classrooms*. Alexandria, Virginia : ASCD E-Book available.
- Followay, Patton, Serna, Bailey, 10<sup>th</sup> Ed. (2013). *Strategies for Teaching Learners with Special Needs*. Pearson: NY, NY ISBN 10: 0-13-262615-2 ISBN 13: 978-0-13-262615-6 (Search Alibris.com)
- Stengel, R. (2009). *Mandela's Way: Fifteen Lessons on Life, Love, and Courage*. Crown: Random House, Inc., NY ISBN 978-0-307-46068-4

### **Additional Readings/Resources:**

- Film "The Legend of Bagger Vance" - \$4 on iTunes, \$3 on Vudu Rentals or purchase at \$5
- Film "Moonstruck"
- Film "Unity" - \$5 on iTunes - optional
- Villa & Thousand, 2<sup>nd</sup> Ed. (2005) *Creating an Inclusive School*. ASCD: Alexandria, Virginia
- ISBN 10: 0-13-262615-2 ISBN 13: 978-0-13-262615-6
- Jung, Frey, Fisher, Kroener (2019). *Your Students, My Students, Our Students*. ASCD ISBN: 978-1-4166-2809-5
- Fullan, M. (2017). *Indelible Leadership* Publisher: Corwin-Sage 1st Edition

### **Course Description:**

Candidates will gain the comprehensive skills for program caseload management, curriculum planning and implementation, student transitions promotion of advocacy, team coordination, family/community involvement, and professional training. Advanced level problem solving and program leadership is conceptualized through the practices of collaborative partnerships for: responsive teaching instruction, theory based intervention strategies, and the constructs of inclusion. May be cross-listed as [EDU 178](#).

This course will provide opportunities for candidates to develop **skills** in communication, collaboration, and consultation with teachers and other school personnel, community professionals and parents. A specific area of emphasis will be on the communication of relevant social, academic, and behavioral information in the areas of assessment, curriculum, behavior management, social adjustment, and legal requirements. At the completion of the course, candidates will be prepared to coordinate the process involved in special education placements and serve their school community in a leadership role.

### **Course Objectives:**

The course explores the candidate's ability to construct and develop an effective educational program and service to all students. We will examine the following primary areas:

1. Effective communication skills for:
  - a. **Identify & create positive communications**
  - b. **Reading communications & effectively respond**
  - c. **Constructive messages for change the environment**
2. Program leadership skills & advanced problem solving:
  - a. **How to encounter conflict & resolve issues positively**
  - b. **Create an open environment for all participants**
  - c. **Achieve effective goals for student success**
3. Inclusion & program coordination
  - a. **How to service students, teachers, admin & parents in the inclusive model**
  - b. **How to organize, coordinate, and implement innovative interventions**
4. Instructional skills & curriculum planning
  - a. **Enlarge your repertoire of interventions – text material & PHI Activity**
  - b. **Match & select the best interventions for students & teachers**

### **Mild to Moderate Support Needs-TPEs:**

2.3 Demonstrate the ability to address functional limitations of movement and/or sensation for students with orthopedic impairments who may have a co-existing health impairment and/or intellectual disability but have difficulty accessing their education due to physical limitations.

Assessment: Assess and design plans for meeting PHI and ID needs for an inclusion setting.

2.8 Apply and collaboratively implement supports needed to establish and maintain student success in the least restrictive environment, according to students' unique needs.

Assessment: Exhibition problem solving process and leadership by design.

2.9 Demonstrate the skills required to ensure that interventions and/or instructional environments are appropriate to the student's chronological age, developmental levels, and disability-specific needs, including community-based instructional environments. [2.5]

Practice: Transfer of knowledge from resources to application in reading assignments.

3.1 Adapt, modify, accommodate and differentiate the instruction of students with identified disabilities in order to develop appropriate goals and accommodations and facilitate access to the Least Restrictive Environment (LRE). [3.5]

Practice: Transfer of knowledge from resources to application in reading assignments.

4.6 Coordinate, collaborate, co-teach and communicate effectively with other service providers, including paraprofessionals, general education teachers, parents, students, and community agencies for instructional planning and planning for successful student transitions. [4.6]

Assessment: Exhibition problem solving process and leadership by design.

6.2 Identify and understand conflict resolution techniques that use communication, collaboration, and mediation approaches to address conflicts and disagreements that may arise during the facilitation of an IEP meeting or collaboration with other professionals.

Assessment: Exhibition problem solving process and leadership by design.

### **Universal TPEs**

1.8 Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.

Practice: Transfer of knowledge from resources to application in reading assignments.

2.5 Maintain high expectations for learning with appropriate support for the full range of students in the classroom.

Practice: Transfer of knowledge from resources to application in reading assignments.

3.2 Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter, and make accommodations and/or modifications as needed to promote student access to the curriculum.

Practice: Transfer of knowledge from resources to application in reading assignments.

Assessment: Exhibition problem solving process and leadership by design.

4.6 Access resources for planning and instruction, including the expertise of community and school colleagues through in- person or virtual collaboration, co-teaching, coaching, and/or networking.

Assessment: Exhibition problem solving process and leadership by design.

Assessment: In-service presentation for faculty and staff members.

4.7 Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning.

Practice: Success Story Interview

Assessment: In-service presentation for faculty and staff members.

6.1 Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.

Practice: Journal kept for reflection and problem solving.

6.2 Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.

Practice: Success Story Interview

Assessment: Communications Chart - cultivating positive messages.

Assessment: Exhibition problem solving process and leadership by design.

Assessment: In-service presentation for faculty and staff members.

6.4 Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families, and members of the larger school community to support teacher and student learning.

Assessment: Communications Chart - cultivating positive messages.

Assessment: Exhibition problem solving process and leadership by design.

Assessment: In-service presentation for faculty and staff members.

### **In-class Involvement:**

During class, we will model many different teaching approaches; discussions will help us clarify beliefs and practices; and we will be involved in small group work and written reflection. Attendance and participation are crucial. Make-up assignments will not be accepted unless prior approval from instructor is granted. You may miss two sessions without seriously jeopardizing your ability to earn a passing grade in the course. In accordance with the College Policy, if you miss more than two sessions in a 3-unit course you will need to complete an additional assignment, and if you miss 4 sessions you will be dropped with a "W" or "U", see Attendance Policy.

### **Assessment:**

The course aims to model the importance of using multiples measures of assessment to gauge the progress of learners. Assignments must be completed on time according to agreed upon guidelines. No late work will be accepted unless agreed upon by Professor in advance of the due date. If you are absent, you may e-mail your work before the class' start time (on the due date).

Your course grade and advancement in the Education Program will be based on your performance in the following activities:

Points:		Grades earned:
Attendance	28 points (2 pts. per session)	_____
Participation	16 points (1 pt. per session)	_____
Communications Chart	15 points	_____
Journal & Presentation	3 points	_____
Success Stories	10 points	_____
In-service Presentation	15 points total	_____
Research-Exhibition	30 points	_____
Unique Service Plans	5 points	_____
Team Evaluation	4 points	_____
Reading & Discussion Activity	<u>24 points</u> (12x's-weekly)	_____
Total Points	150	

\*It is recommended that a journal kept for personal growth. The experience and process will allow the candidate to expand their perceptions and insights for each of the assignments, as they are conducted.

### Grading Scale

Remember that you must maintain a 3.0 GPA in order to proceed in the MSMC Credential Program. This course requires many activities, some worth a small number of points. Please be aware that completion of these assignments is required in order to remain in good academic standing.

A = 141 to 150	B- = 121 to 125
A- = 136 to 140	C+ = 116 to 120
B+ = 131 to 135	C = 111 to 115
B = 126 to 130	C- = 106 to 110

### Other Guidelines and Notes: (These will be posted on Canvas during the semester.)

- Exchange phone numbers and e-mail addresses with your classmates/colleagues for mutual help and support.
- Use Grammarly and/or find a friend who will read and edit your assignments with you before submitting a final draft. All assignments should be thoughtfully prepared, written in standard academic English, free of grammatical and spelling errors, and typed. Use 12-14 point Times or Arial font, double-spacing, and one-inch margins. (Note: Educators must be excellent language and literacy models. Written work with multiple grammatical/spelling errors per page will receive point reductions.) Students are encouraged to make use of the Learning Resource Center and/or the Graduate Writing Tutors, Christine Jun, [cjun@msmc.la.edu](mailto:cjun@msmc.la.edu) or Christine Mills, [cmills@msmc.la.edu](mailto:cmills@msmc.la.edu). You can leave a message for them at 213-477-2873. They are there to support you!
- **IF YOU ARE ABSENT OR LATE TO CLASS!** For each half hour that you are absent from class you are responsible for writing a page of notes of the material that you missed. This will require that you talk with your peers to learn the material and collect the handouts. This is due at the beginning of the class of the following week, or sooner. The absentee policy will remain however you will not lose points when reflective material is noted and turned in, prior to the next

class session. One class absence requires 5-6 pages of double spaced pages. Participation points may be re-earned when content is verified.

### **MSMU and Education Department Policies:**

#### **Education Department Philosophy:**

MSMU Education Department courses are meant to be laboratories of learning. Our hope is that the activities and materials included will serve your learning goals as you explore the various course topics. Our intent is that students from all diverse backgrounds and perspectives be well-served, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to each course be viewed as a resource, strength and benefit. Throughout the semester, please feel free to let your course instructor know ways to improve the effectiveness of the course for you personally, or for other students or student groups, if you have any suggestions.

#### **Investment in Inclusivity:**

- This class aims to be an anti-discriminatory environment that is inclusive of differences of race, ethnicity and national origins, gender and gender identity, sexuality, class and religion. The success of this expectation relies on the support and understanding of everyone in the class. We seek to establish a community where we engage in critical dialogue and active listening. While all are expected to make their best effort to be respectful, we understand that someone may say something that results in unintentional offense and hurt feelings. We invite everyone to adopt a stance of assumed positive intent that seeks greater knowledge and understanding.
- All people have the right to be addressed and referred to in accordance with their personal identity. You may choose to indicate the name that you prefer to be called and, if you choose, to identify pronouns with which you would like to be addressed.
- It is the policy of MSMU to permit students to observe holidays set aside by their chosen religious faith. If you plan to be absent from class on your religious holiday, please make arrangements with the course instructor in advance.

#### **Student Support Statements:**

- MSMU has a Minors on Campus policy statement published in the Student Handbook that allows for faculty discretion. If you are a parent and are concerned that childcare needs could disrupt your ability to attend class, please reach out so we can create a plan in advance for potential emergencies.
- If personal challenges related to health issues might affect the ability to perform in this class, please know that there are resources to assist you with appropriate accommodations.
- Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Student Life on their respective campus for support. Chalon Campus: Laura Crow, Dean of Student Life 310-954-4133 and [lcrow@msmu.edu](mailto:lcrow@msmu.edu). Doheny Campus/WEC & Online/Sunset Gower/Graduate: Jessica Cuevas, Dean of Student Life 213-477-2570 and [jcuevas@msmu.edu](mailto:jcuevas@msmu.edu). Also, please feel free to notify your course instructor or program director if you are comfortable doing so.

#### **Course Format:**

This course meets in person on the Doheny campus during the published course dates/times. All course documents, including assignment guidelines and rubrics, will be available on Canvas, and all

assignments will be submitted through Canvas.

### **Assessment of Student Learning Outcomes:**

Student learning is at the core of the MSMU mission. MSMU faculty have developed a plan to assess the student learning outcomes that represent the knowledge, skills, and attitudes expected of MSMU's graduate students. In this class one or more student learning outcomes will be assessed. Some of our class assignments may be used to evaluate overall student learning and to improve teaching and learning in this class, this department, and throughout the University.

### **MSMU University and Education Department Policies:**

- **Absences:** Your attendance helps us build a class community. Arriving on time allows everyone to benefit from planned activities and discussions, as the class functions as a lab and instructors strive to model a variety of pedagogical practices. Timeliness also is an indication of professionalism and generates an important and lasting positive impression. Also, please limit absences to no more than one session for a 1 or 2-unit course or two sessions for a 3 or 4-unit course. Students will have an opportunity to do a make-up assignment if there is an additional absence due to an emergency. If more than three absences occur, so much content will have been missed that an administrative withdrawal would be necessary and you would be invited to re-register for the course during a subsequent semester. If any concern arises that will prevent you from arriving to class regularly and/or in a timely way, please come talk with me so we can work together to ensure your successful course completion. For online sessions, submitting the assignments for that session count as your attendance for that session.
- **Academic Integrity:** Students are expected to adhere to their MSMU statements on Academic Integrity in the MSMU catalog and Student Handbook. This includes avoiding plagiarism and constructing your best work on each assignment. Papers and other work including images, should not be copied from the Internet. Infractions may be addressed by the MSMU administration and possibly include an AI Board review. For clarification on what constitutes plagiarism, students are encouraged to review the Preventing Plagiarism page on TurnItIn.com (see <https://www.turnitin.com/solutions/plagiarism-prevention>).
- **Academic Freedom:** Students' and faculty's freedom of speech is constitutionally protected, so they are free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion—and allow the same freedom for others. See MSMU's Student Handbook for further discussion.
- **Calendar Verification:** Please review the schedule in the tentative course calendar carefully. Education Department course calendars may not align with the generally published MSMU holidays and break schedule due to the nature of a teacher preparation program.
  - **Fall Mid-Semester Break:** Some Graduate-level Education courses meet on the Thursday of mid-semester break. Check your course calendar.
  - **Spring Break:** The MSMU Spring Break is observed for all education courses that meet on campus and the campus will also be closed. Courses involving other sites, such as for supervised teaching, will take their breaks consistent with the districts in which they take place. The result may be that those doing student teaching may not have any week that does not include Mount course meetings or obligations.

- **Study Days:** The “Study Days” policy does not apply to Education courses (including those cross-listed with UG students). As our courses meet only one day per week throughout each semester, it is not possible to lose an additional day. All students are expected to participate in class meetings (in person or online) on the final Thursday before finals.
- **Finals Week:** All Education evening courses meet as regularly scheduled during finals week.
  
- **Candidate Dispositions:** The Education Department has adopted a Dispositions Statement that outlines expectations of all credential and graduate students. (See the Education Department Student Handbook.) An assessment process exists so that candidates will receive formative feedback through a Notice of Concern, if necessary, in order to support candidates to meet expectations.
  
- **Certificate of Clearance:** In order to demonstrate eligibility to complete all elements of an Education course requiring public school fieldwork, students must submit a copy of a CCTC-issued Certificate of Clearance or valid California teaching credential to the course instructor as instructed and by the date due. According to the California Commission on Teacher Credentialing (CCTC), teacher credential candidates **MUST** have a Certificate of Clearance **PRIOR** to entering a school for fieldwork. This is a non-negotiable state requirement. **(This requirement applies to EDU courses 1/207, 1/208A, 1/250, 1/256, 1/266, 1/267, and 1/268.)**
  
- **Incompletes:** Incompletes are meant to provide support for students who have experienced an emergency in their lives and need special consideration on a case-by-case basis. An application for an Incomplete may be granted only if the student:
  - files the application no later than 1 week prior to finals
  - has completed the majority of assignments
  - on the basis of the work completed, has a passing grade in the class (C or better). This is not necessarily the same as the default grade. In other words, although the student may have a B grade for the completed work, if they fail the missing assignment or do not complete it, their final grade might be a D
  - is prevented from completing the final assignment
  
- **Quality of Work:** The MSMU Education Department expects all credential and masters candidates to demonstrate their ability to act as literacy models for K-12 students by submitting high quality, written assignments and projects. Candidates with assignments turned in with serious writing errors, including high numbers of typos, will either be asked to resubmit the assignment or have significant point/percentage reductions.
  
- **Resource Binder Maintenance**  
All preliminary credential candidates are required to organize and maintain a resource binder each semester that will serve as a post-credential resource file. Instructions are provided in EDU 1/208A, made available via Canvas. Course materials provided in each class as handouts or made available on Canvas should be downloaded and kept in a personal filing system, whether electronic or hardcopy. This material will be reviewed during the last semester in the Supervised Teaching Seminar: EDU 1/210.
  
- **Student Resources**  
**Learning Resource Center:** The Doheny Learning Resource Center will arrange personal tutoring or assistance for undergraduate students. Call (213) 477-2690.  
**Professional and Academic Resource Center (PARC)**

- The Professional and Academic Resource Center (PARC) offers assistance to graduate students in person, over the phone, or by videoconferencing. To schedule an appointment, access the PARC page on myMSMU:  
<https://mountsaintmarysuniversi.sharepoint.com/sites/MYMSMU/academics/PARC>
- All appointments (in-person, phone, or online) are 45 minutes long. (213) 477-2898, [PARC@msmu.edu](mailto:PARC@msmu.edu), located on the second floor of Building 10.
- **Students with Disabilities:** Mount Saint Mary's University, Los Angeles is committed to ensuring the full participation of all students in its programs. If you have a documented disability (chronic, medical, physical, learning, psychological, or temporary), or think you may have a disability and need a reasonable accommodation to participate in class, complete course requirements, or access the University's programs or services; contact Disability Services (DS) as soon as possible. To receive an accommodation, you must register with DS. DS works with students confidentially and does not disclose any disability-related information without student consent. DS coordinates and promotes disability accommodations and awareness and works in partnership with faculty and all other student service offices. For further information about services for students with disabilities, contact DS at the Chalon Academic Support Center, H207, (310) 954-4142, or at the Doheny Student Resource Center, Building 3, (213) 477-2690. You can also email for more information at [disability@msmu.edu](mailto:disability@msmu.edu).
- **Accommodation Policy:** Students with disabilities should consult the MSMU policies regarding commitment to equal educational opportunities for disabled students in the MSMU catalog.

**Please be advised that this class may be audio- or video-recorded as an accommodation under the American with Disabilities Act, but only with prior permission from Disability Services and the instructor. Students may only use such recordings for personal use; no posting or further distribution or use is permitted.**

- **Technology Policy:** Candidates are expected to adhere to the MSMU technology policy as stated in the MSMU Student Handbook.

### **Course Requirements:**

All assignments will be thoroughly discussed in class. Papers must be typed, organized with appropriate headings, and accurate in the conventions of writing (spelling, grammar, etc.) and posted on Canvas before the deadline. Assignments are due on the assigned date; late papers may not receive full credit. Use the rubric as a checklist and a document quality measurement tool. Assignments may be resubmitted at the discretion of the instructor.

- **Late Work: Late work will be eligible for ½ of the point value.** If there is a worthy reason for an exception, the following list outlines the written requirements that must be presented: 1) the

- assignment title and # of points, 2) what you have done to prepare for this assignment, 3) why it will be a late submission, 4) what will be done to complete this assignment within a week's time.
- If this statement is not completed and handed in during the class session, then a score of 0 will be awarded for that assignment, even if it is turned in for feedback at a later date. *It is advisable to always conduct this task for late work, as these points can greatly influence the course grade.*
  - **The final In-Service Material is due at the end of the course, and may not be turned in late.**

### ***Attendance and Participation (44 points)***

This course will meet on scheduled Mondays from 5:30 to 8:30pm. Attendance, preparedness, and participation are essential for this course. 2 points per session for attendance, 1 point for participation and 1 point for Reading Discussion topics, per session. Candidates should be prepared to identify critical issues aligned to assigned readings and activities in order to respond to them in class. Working as a team member with your peers in this course is critical. A primary goal is that you collaborate together to grow, learn and improve your own performance in every manner.

### ***Individual Assignments (43 points)***

Four individual assignments are required. This is independent work which is not to be shared between candidates. This work will require interviews and research. Final documents and presentations are to be well developed and refined to a level of professional quality.

### ***Group Project (30 points)***

The goals of this course attend to the development of a candidate's ability to assume a leadership role at their school site. The demonstration of specific skills for working together as a team member and leader with school personnel and a student's family is required. Document and presentation quality are highly valued for the challenge level of content and professional level of presentation.

### ***Unique Service Plan for Inclusion***

### ***Readings & Discussion Activities (24 points)***

The reading content provides the candidate a wide range of resources for adapting learning experiences to specific academic disciplines and methods of intervention. Each assignment is to demonstrate real life applications and analyses of the material addressed. Each candidate is required to demonstrate what they gained from the reading content. Points are earned by sharing your insights during the class session.

Text assignments: Please note the text page and bold the terms used from the text as a personal story is shared regarding text content. Briefly state some new information from the text and include your observations. Add facts that demonstrate how the student's performance changed after the new intervention was applied to their learning experiences. Following through with this process thoroughly generates assignment points. **Review info for grammar and accuracy.**

### ***Collaboration & Team Evaluations (4 points)***

Each candidate will evaluate themselves and each team member for the performance of each during the semester. This activity reflects the team building skills required in this course. Proactive and positive communications and actions are expected from each member. This includes the support provided to a team member when an absence make-up report is due.

### ***Pop Quizzes or Activities***

A random quiz or activity may take place on the material. These points may serve as extra credit.

## Participation

Each candidate is expected to be prepared and shall participate during class discussions. Contributions are to reflect a sincere effort to contribute to the discussion. It is to demonstration reflection, application and a depth of thought. Respect is to be demonstrated to all parties at all times. Some discussions will include the requirement of demonstrating an opposing position within which professional behaviors will be necessary. See the chart below for grading expectations and details.

Rubric	Candidate Participation & Behavior
5	<ul style="list-style-type: none"> <li>• Comes to class prepared and actively attentive throughout class</li> <li>• Contributes readily to conversation, but does not dominates it</li> <li>• Thoughtful contributions that advance discussions</li> <li>• Shows interest in and respect for others' views</li> <li>• Participates actively in small groups</li> </ul>
4	<ul style="list-style-type: none"> <li>• Comes to class well prepared, listens attentively in class</li> <li>• Makes thoughtful comments when called upon</li> <li>• Contributes occasionally without prompting</li> <li>• Shows interest in and respect for others' views</li> <li>• Participates actively in small groups</li> </ul>
3	<ul style="list-style-type: none"> <li>• Comes to class prepared but participates in a disruptive way</li> <li>• Dominates discussions</li> <li>• Participates, but in a rambling, tangential manner.</li> <li>• Listens attentively and takes notes</li> <li>• Ignores the cues given by the instructor and fellow students</li> </ul>
2	<ul style="list-style-type: none"> <li>• Comes to class prepared</li> <li>• Does not voluntarily contribute to conversations</li> <li>• Gives minimal answers when called upon</li> <li>• Shows interest in discussion but shares personal opinions vs. reflections from resources</li> <li>• Listens actively, but behaviors are disruptive or distracting to neighbors</li> </ul>
1	<ul style="list-style-type: none"> <li>• Comes to class late and/or unprepared</li> <li>• Does not participate collaboratively during group discussions or respond to questions.</li> <li>• Relies on personal opinions or memories for discussion, vs. course evidence/data</li> <li>• Interrupts the instructor with digressive questions or comments</li> <li>• Interrupts or does not attend to the contributions of other students</li> </ul>
0	<p>Absent</p> <ul style="list-style-type: none"> <li>• <b>Attends to any kind of tech device during class session. Leave the room during use.</b> (Special situations may be arranged prior to class and exception announced to peers.)</li> </ul>

Variable fractions of a point may be awarded for the session.

## Requirements for Class & Team Member Participation

Distinct roles within groups:

1. Each candidate is responsible for initiating and sustaining communication with the group, (and instructor)
2. Up-hole coordinated schedules and the organizing of meetings,
3. Record ideas generated and decisions made at meetings, and
4. Maintain focus on tasks and design proactive interventions to meet deadlines.

Support teammates and encourage them toward a successful performance:

- assess the nature and difficulty of a task
- break the task into steps or a sequence of stages
- plan a strategy
- manage time
- delegate responsibilities
- coordinate efforts

### Teaming Skills

Patience & investigative efforts will expand one's skills and abilities

Monitor judgmental positions and keep them out of the equation between you and others,

Communicate respectfully and offer productive direction when at a stalemate,

Candidates also need to know how to handle issues that only arise in groups, for example to:

- listen to alternative ideas and perspectives
- challenge others by using respectful means of inquiry
- explain ideas to others & exercise an open minded perspective
- resolve conflicts & reach a consensus
- integrate & balance the contributions of all team members

Exhibition Task:

Present, synthesize, and evaluate research on the selected topic. It is important that every group member have a firm grasp of the complete set of readings, even if they only present one or two. All members have individual accountability. Carnegie Mellon Co. Design & teach a Course  
<http://www.cmu.edu/teaching/designteach/design/instructionalstrategies/groupprojects/design.html>

### Rubric: Team Member Participation

5	4	3	2	1
Always contributes positively in nature, yet info may challenge content or perceptions of others.	Sometimes contributes positively in nature, yet info may challenge content or perceptions of others	A few contributes were positive in nature, and indirectly avoided challenging the content or perceptions of others	Attempted to contribute positively, yet info was void of a respectful challenge to the content or perceptions of others	Little or no attempt to positively contribute to class discussions and challenge the content or perceptions of others
Able to identify the sources of the message: from "fear or love" And gains the skill to apply this concept to real situations.	Sometimes able to identify the sources of the message: from "fear or love" And gains the skill to sometimes apply this concept to real situations.	Able to show that the sources of the message are understood: from "fear or love" And show some connection of this concept to real situations.	Able to identify the sources of the message: from "fear or love" And gains the skill to apply this concept to real situations.	Little or no ability to identify sources of communication and unable to apply these concepts to real situations.

MSMU Office Information:

- Please call Catalina, the Education Department Administrative Assistant, to make an advisement appointment: (213) 477-2620.
- The fax number for the Education Department is (213) 477-2629.

*Keep in mind that this is a working syllabus, subject to change, and should not be construed as a contract.*

**EDU 278 Leadership & Collaboration – Mount Saint Mary’s University**

**Course Schedule Dr. Diana Taylor Monday Evenings, 5:30-8:30PM Room 115**

*\*All weekly homework assignments are noted with an asterisk*

*\*The second column identifies the week for the semester & the reading due for Mandela’s Way*

	'M's Way	Communications	Leadership	Inclusion	Instruction
Jan 13  Bk to school night? Events?	1         Ch 1*	Syllabus & Assignments <i>BV: View film to learn the story. Tally the negative messages.</i> <i>*Answer the questions below.</i> <b>Intro: Journal Format</b>	Chart all the negative and positive qualities of a leader. Making judgments: see prompts below. Relationships as a corner stone to leadership.	Discuss & Chart: Inclusion vs. Exclusion	Attention & Discussion points <b>*Intro: Success Story Project</b>
Jan 20 online	2         Ch 2*	<b>Holiday</b> <b>Online work:</b>	*Respond to 2 articles & Answer questions <i>*List problems of school or home leadership issues.</i> <i>Post on Canvas under Discussions.</i>		*Prep oral report-Success Story <b>*#1 STL Ch- 4&amp;5</b>
Jan 27	3         Ch 3*	BV: Who is the community’s leader? Personality traits. Communications	Present Article to Class Leadership or management?	Film: How to negotiate inclusion opportunities. How to get what you need: Facing resistance and resolving the issue.	Review Success Story qualities
Feb 3	4         Ch 4*	BV: Discuss how each character would motivate you? How to make a statement in a positive tone and ask questions w/o judgment. Select Argument/write-up <i>Argument Worksheet</i>	Present Article to Class Discuss: Shared leadership & why collaborate Select Exhibition Teams and topics	Unique Service Plan Challenges (PHI): Mr. Potato Head What are his abilities and possibilities? <i>How could he integrate for inclusion?</i>	<b>Present: Success Story (5 min. each)</b> *IL Plan *Write up story
Feb 10	5         Ch 5*	BV: Communication skills <i>Argument applications on site.</i> Self-Evaluation & EIQ <b>Intro: Communications Chart</b> Water has feelings ppt	BV: Who took charge & how? How does change take place at a work site? EdLeader: Personality Test Moul chart & omission of process.	<b>Intro: Exhibition Plan- discuss 3 ideas</b> <i>How to develop a “change” plan.</i> # Optimism-Resilience	<b>*#2 STL Ch. 6 &amp; 7</b> <b>Due: Write-up of Success Story-3 pgs. 10 pts.</b>

	'M's Way	Communications	Leadership	Inclusion	Instruction
Feb 17 online	6  Ch 6*	<b>Holiday – online team tasks with 3 articles</b> *Team: Observe & note 10 examples of body language	*Articles *Reflection: How to organize & prepare opportunities for change for Mr. Potato Head. 3 pgs.	*Exhibition Teams: <b>Planning</b> a) Design Rules for Collaboration b) Prep for Exhibition	*#3 STL Ch. 2,3 & 8
Feb 24	7  Ch 7*	Present C&C Articles to Class BV: Ex Credit-MI identified BV: Divert conflict into a positive direction <u>Body Language Activities</u>	Fear of confrontation. Listening w/o attachment, only investment. Check plan on charts: Moul chart & omission of process.	Resilience Laws & Ethics -Effectiveness of 1-1 Aides -Kagan Strategies & Collaboration (ppt ref) <b>Share design for Mr. P's inclusion.</b>	SST/IEP proactive preparation: annual, monthly & weekly. Calendar planning.
Mar 2	8  Ch 8*	Body Language: how to use it to improve communication skills. Discuss conflict examples of "Messages" Review film conflict *Pos. Comm. Chart	Show insight & problem-solving skills using body language: Teams: <u>Share &amp; discuss 5 examples of body lang.</u>	<b>Transition</b> Concepts & Law for family, school & agency coordination. Guiding & training Paraprofessionals, Related Services & Medical Models	*#4 STL Ch 9 & 10 IRIS Accommodations (See addresses below)
Mar 9		<b>Semester Break</b>		<i>Inclusion Text: read as a resource for next few sessions.</i>	Prepare for Session 8 view IRIS Models
Mar 16	9  Ch 9*	<b>Due: Positive communications chart 15pts.</b> Resolutions: film Moonstruck for conflict resolution & body language	Demonstrate ideas to resolve conflicts in a supportive manner.  <i>Intro: In-Service Presentation</i>	Share Rules for Collaboration and presentation at Exhibition Each team will reveal topics to challenge.	*#5 STL Ch 11 # Functional Reading Chart Matching the academic work to the problem!
23	10  Ch 10*	How to influence another Demo 3 argument styles from worksheet: Compare & Contrast interpretations	Problem solving charts for inclusion Challenges of working together	*Prep for Exhibition -Review rubric -Review schedule -Discuss challenges for implementation	
30	11  Ch 11*	<b>Due: Exhibition 30 pts</b> Solving Problems & discovering new options	Resolving resistance	Working as a "team" How to challenge our peers & authority	*#6 CIS Ch 4&5 Keeping the student needs 1 <sup>st</sup>



## **Judgment Activity:** 1<sup>st</sup> session

Making a judgment or supporting others to “change”:

Id. an important issue in your life and write it down.

How do you: judge the situation, a person who influences it, what makes a paper a “good” paper, etc.?

Reflect: What do you know to support that judgment?

Is that opinion or fact?

If opinion: then answer why you feel this way. Is blame or guilt included?

If factual: then how does it apply to the situation, have you analyzed the facts?

How can your synthesis the facts of this situation?

How can this be refined and secured for sharing with others?

Follow Bloom’s theory to: develop your point of view, to promote change in a system, to help others see how problem solving and supported change will give them desirable results.

Choice is a powerful tool:

- Give people opportunity to choose their future and the conditions of it.
- If something needs to be done, state the outcome needed (agree upon need and value), ask who and how this can be done as a group?
- When encouraging people to do something, they may resist and balk at the choices. The best options can sometimes be lost due to the need to reject efforts to collaborate. Therefore, always add an option to the list that everyone will want to reject. Once rejection is expressed, they are usually more willing to explore the other options. So, make these doable and with good value as a resolutions for the situation.
- When our mind is able to see the polar opposite of a solution, it is better prepared to deal with options that are reasonable and more associated to the target area.
- How to best solve problems: Come up with an answer that leads everyone down a productive path. Example: The principal who had too many kisses!

## **Film Questions: Bagger Vance Homework for 1<sup>st</sup> session**

If you were to rent a house on the beach at this location, what three characters would you invite to stay with you during that week? State why for each.

Which character would you choose to serve under in a job? How would you expect to communicate with this this character? How do you think you would grow after working together over a long period of time?