EDSE 460: Collaboration with Parents, Paraeducators and Community Agencies

Course Instructor Information:
Instructor:
Office:
Phone:
E-mail:

Class Meetings:

Course Materials

Required: Packet of readings, online resources in Blackboard


Course Description: EDSE 460, Collaboration with Parents, Paraprofessionals, and Community Agencies (4 credits). Prerequisites: EDF 302, EDSE 311 (formerly EDSE 303) or permission of instructor. Designing multidisciplinary teams including community agencies, paraprofessionals, and parents to provide effective programs for students with disabilities.

Course Rationale: This course employs the constructivist model of learning in which students, in interaction with their physical and social environments, create knowledge. This course is consistent with the:

- University’s mission, “Docendo Discimus” (by teaching we learn),
- College of Education and Professional Studies’ mission, “to prepare enlightened leaders,”
- Center of Teaching and Learning theme, “facilitators of learning in a diverse world,”
- Department of Education’s mission, “ensuring…outstanding educational leaders and facilitators of learning…within a diverse school population, and
Council for Exceptional Children’s mission of “celebrating serving exceptional children.”

This course is designed to prepare students to effectively communicate and collaborate with parents, paraprofessionals, and community agencies. A major course goal is to help the student become more cognizant of the need students with disabilities and their families have for good, sound reality-based guidance. This guidance is viewed as a multidisciplinary process involving the community, paraprofessionals, and the parents of students with disabilities.

It is assumed that the majority of the students taking this course will be, or are currently, teachers. The major purpose, therefore, is to place the students into what are considered the serious roles of teachers. These roles are:

- developing an understanding of the intrinsic feelings of parents who have a child with a disability,
- working with families and their child in an education setting,
- guiding parents to special services that are available in assisting them in caring for their child, and
- working with paraprofessionals and the community for the educational benefit of students with disabilities.

**Center for Teaching and Learning Standards**

CTL.1.1: Candidates demonstrate subject matter knowledge in areas of endorsement
CTL.1.2: Candidates demonstrate a thorough understanding of pedagogical content knowledge
CTL.1.3: Candidates demonstrate a thorough understanding of professional and pedagogical knowledge and skills
CTL.1.4: Candidates reflect dispositions expected of professional educators
CTL.1.5: Candidates demonstrate a positive impact on student learning

Consistent with Washington State Core Competencies and with the objectives of the Department of Education, this course will provide an opportunity to acquire knowledge and skills derived from theoretical bases pertinent to the Specific Learner Outcomes listed below:

**Specific Learner Outcomes:** The students and instructor will:

1. develop procedures for utilizing community resources [WAC 6.4.18; WAC 6.4.15; CEC/CC: 7-K1, S1];
2. develop and apply procedures for communicative and consultative relationships with students, parents, teachers, and other school and community personnel within school and other diverse settings [WAC 1.8; WAC 1.9; WAC 2.4; WAC 6.4.7; CEC/CC: 7-S1, S2; and CEC/EC: 7-S21];
3. identify services and roles of professionals who work within schools and other agencies who contribute to individual student programs for students with disabilities
and evaluation of program effectiveness [WAC 6.4.7; WAC 6.4.11; WAC 6.3.10; CEC/CC: 7-K1, S1]

4. identify structures supporting interagency collaboration, including interagency agreements, referral, and consultation [WAC 6.4.15; CEC/CC: 7-S14];

5. interact with parents in ways that reflect (a) knowledge of the student characteristics (b) concerns and needs of parents of children with disabilities, and (c) strategies to help parents deal with these concerns in ways that foster respectful and beneficial relationships between families and professionals [WAC 2.5; WAC 2.6; WAC 5.3; WAC 6.3.10; CEC/CC: 7-K2, S3];

6. use specific criteria to demonstrate and evaluate parent conferencing skills, including (a) planning and conducting collaborative conferences with parents/caregivers, and (b) encouraging and assisting families to become active participants in the educational team [WAC 5.3; WAC CEC/CC: 7-S4, S5];

7. identify the features of a successful advocacy strategy [CEC/CC: 7-S3];

8. demonstrate effective strategies (e.g., two way communication skills) for maintaining on-going positive relationships via communication with parents, other educators, other service providers, paraprofessionals, and community members [WAC 6.1.4; CEC/CC: 7-K1; and CEC/EC: 7- S16];

9. develop strategies for identifying dynamics of team roles, interaction, communication, team building, problem solving, conflict resolution, and stress management [WAC 6.4.16; CEC/CC 7-K4; CEC/EC 7-S15];

10. provide feedback and evaluate performance in collaboration with other adults [CEC/EC 7-S23];

11. identify ways to strengthen the teacher/paraprofessional team [WAC 6.4.16; CEC/EC 7-S15];

12. define the roles of paraprofessionals and supervising teachers [WAC 4.10; CEC/CC: 7-K1; and CEC/EC: 7- S16];

13. describe the importance of clearly defined job responsibilities and supervision expectations for paraprofessionals [WAC 4.11; WAC 6.4.16; CEC/CC: 7-K1; and CEC/EC: 7- S16];

14. delineate ways for supervising teacher to identify paraprofessionals training needs as well as way for teachers to meet identified needs [WAC 6.4.17; CEC/EC 7-S23];

15. describe how family dynamics play an influential role in the lives of students who are culturally and linguistically diverse in relation to the provision of special education services [WAC 6.2.7; CEC/CC: 8- S2];

16. describe ethical practices for confidential communication to others about individuals with exceptional learning needs [WAC 6.2.2; CEC/CC 7-K5];

17. identify one’s own cultural biases and differences that affect one’s teaching [CEC/CC 8-K1];

18. demonstrate effective written and verbal communication skills [CEC/CC: 4- S16; CEC/CC: 8-S5];

19. demonstrate effective collaboration skills [WAC 6.3.1; CEC/CC: 7-K1]; and

20. use copyrighted educational materials in an ethical manner [CEC/CC: 8-S8].
**Course Topics**

Inter- and intra- Personal Communication  
Community Agencies  
Working with Parents and Families  
Parent/Teacher Collaboration  
Working with and Supervision of Paraeducators  
School-Wide collaboration

**Methods of Instruction**

This course will include lectures, powerpoint presentations, group work, class discussions and Blackboard components. This course is assignment/project-based and will require individual and group submissions and presentations.

**Assessment Descriptions**

There will be four assignments and a final project. There are two required portfolio artifacts: The Communication Skills Action Plan and the Best Practices with Paraeducators Action Plan. In addition, weekly questions will be posted on Blackboard in the Discussion Board.

**Professional Ethics**

Each assignment and competency in this class is to be individually constructed, unless otherwise indicated by the instructor. This means that each assignment is individually generated and cannot be copied or exhibit replication of content from any other past or current student or resource. The instructor will follow university, college, and department guidelines regarding ethics and plagiarism. In the event of duplication, the outcomes can involve disciplinary action, failure of the course, and a significant impact on the course outcomes or grade. Thus, the course will follow department and college practices regarding ethical use of materials. This includes a “no tolerance” stance on plagiarism in written and oral assignments. **All content used and researched from any resource must be cited and credited using APA format and appropriate referencing.**

**Professional Involvement and Participation**

One measure of acceptable teaching is being professional. This means being prepared for class, arriving on time and ready to participate, and present for the full class session. It means honoring any commitments that you have made with the class or instructor. Professionalism also means active participation in discussions, sharing ideas and respecting the ideas of others that may differ from yours.
**Attendance**

**Class attendance is mandatory.** Since we only meet twice per week, absence of two hours of time is equal to a one twentieth reduction in your grade. Any nonemergency absence will result in a loss of points. Attendance means arriving on time and presence for the entire class session.

All emergency absences should be reported through the Office of Student Affairs at 963-1515. As a courtesy, you should also contact the instructor by email or phone. Health related absences should include written documentation provided within 2 days of the return to class. If your absence is university-related, written documentation must be provided in advance in the form of a letter from the faculty sponsor or coach. This notice should be given at least 2 weeks in advance of class.

You are responsible for determining the content and assignments you may have missed during your excused absence. That means contacting another student in the class or the instructor to get that information. An assignment due that day needs to be turned in at the next class period as well as a plan to make-up participation required during the missing class period. This may include a class discussion posting in Blackboard, or a presentation on the material to the class.

**According to the CWU Catalog:**

- The highest grade, “A”, is reserved for those students who have excelled in every phase of the course.

- The “B” grade is for students whose work is superior but does not warrant the special distinctiveness of the “A.”

- A “C” grade indicates that the student has made substantial progress toward meeting the objectives of the course and has fulfilled the requirements of the course. (The grades above “C” are used for those students who have demonstrated some degree of superiority.)

- The “D” is a grade for those students who have made progress toward meeting the objectives of the course but who have fulfilled the requirements only in a substandard manner.

- The “F” is reserved for students who have failed to meet or have accomplished so few of the requirements of the course that they are not entitled to credit.
Class Policies:

1. **Quality Standards for Assignments:** Assignments are to consist of neat, accurate, and well-prepared materials. Assignments will only be accepted in a word-processed format.

2. **Late Assignments:** All materials must be submitted in a timely manner. Assignments are due at the beginning of class. Any assignments submitted after the start of class will be considered late. Exceptions will be addressed on an individual basis. Part of professional development is submitting assignments on time. Late assignments will lose 10% of total points per each calendar day following the due date.

3. **Make up for Assignments:** Under normal circumstances, make up of assignments will not be an option, unless extenuating circumstances exist and prior arrangements are made. If alternative arrangements are made, it is the student’s responsibility to honor the commitment as stated.

4. **Incomplete Grades:** Incompletes will be granted only for documented medical, extreme personal hardship, or family emergencies. Please do not request an incomplete for any other reason.

5. **Individual Student Competence:** The instructor reserves the right to make decisions about individual student competence based on professional judgment of the student’s performance in all aspects of the course.

Grades

Community Services Project: 20 pts.
Co-Teaching Assignment: 20 pts.
Blackboard Questions and Discussion 30 pts.
Collaboration Activities 20 pts.
Professionalism 20 pts.
IRIS modules 30 pts.

Total 200 pts.

A = 98-100%  C+ = 83-85%  D- = 65-69%
A- = 95-97%  C = 80-82%  F = below 65
B+ = 92-94%  C- = 77-79%
B = 90-91%  D+ = 73-76%
B- = 86-89%  D = 70-72%
ADA Statement:
Students with disabilities who wish to set up academic accommodations in this class should give the instructor a copy of their “Confirmation of Eligibility for Academic Adjustments” from the Disability Support Services Office as soon as possible to discuss how the approved adjustments will be implemented in this class. Students without this form should contact the Disability Support Services Office, Bouillon 205 on the CWU Campus, at 963-2171 or dssrecept@cwu.edu for disability-related educational accommodations.

References


