



**Candidate Vision:**

*We are a community of learners knowing, doing, and becoming.*

**Education 432: Collaboration and Consultation**

**Term: Spring 2005**

**Instructor: Chris Cain**

**Office/Office Hours: MWF 1-3 / by appointment**

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**TEXT:**

R- Friend, M., Cook, L. (2003) Interactions – Collaboration Skills for School Professionals- Forth Edition ISBN: 0205359035

**Purpose of the Course:**

Candidates will discover that effective teachers share leadership responsibilities with their co-workers, parents, and ancillary service providers. In this course, studies in collaboration and consultation take into account the important role teachers play in the leadership of the school. The organizing theme for this course centers on the premise that teachers are leaders. Guidelines are presented to assist future teachers to develop collaboration and consultation skills necessary to learn from and lead professionals, parents, students, and others in positive ways. A close examination of leadership and leadership theories, personality types, organizational reframing, successful models for collaboration, school culture, and stakeholders' involvement grounds this course in real world applications. Guest speakers are included to assist the evolution of teacher-development practices.

**Goals and Objectives:**

Candidates will gain and demonstrate:

1. Effective communication skills (S-10 I-1, 2, 3, 4)
2. Understand and convey the value of communication and encourage participation with parents, teachers, paraprofessionals, volunteers and collaborative meetings. (S-9 I- 2,3) (S-10 I-1, 2, 3, 4)
3. The ability to identify and provide appropriate consultation and guidance services to exceptional learners and teachers. (S-10 I-1, 2, 3, 4)
4. Ability to communicate (written and oral) effective questions and concerns with ancillary personnel, paraprofessionals and volunteers(S-10 I-1, 2, 3, 4)
5. Understanding that diversity exists in our society and build respect for different cultures and

values. (S-8 I-1, 2)

6. Be able to identify specific community resources and linkages relevant to exceptional individuals
7. Identify areas of current concerns, issues and developments in the education of the mild/moderately handicapped.
8. Presentation skills to both small and large groups.(S-11 I-2)
9. Professional ethical behavior. (S-10 I-1, 2, 3, 4)

### **Instructional Methods:**

This course will be taught through a variety of instructional methods. The primary methods are teacher/student led discussions (based on out of class readings and other research), electronic on-line discussion forum, role-play, and in-class presentations. Guest speakers will be employed to ground the course in real-world applications.

1. Electronic on-line discussion forum, role-play IEP and BIP meetings, and in-class presentations.  
Candidates will demonstrate professional ethical behavior including confidentiality and advocacy for appropriate services for children with disabilities
2. Candidates prepare a report listing your professional development activities including higher education coursework, CEU, and other staff development activities, memberships in professional organizations, presentations, and advocacy efforts (a Resume). **as well as plans for the future.**
3. The candidate will develop his / her personal Pedagogy. One exam will be given in this course.
4. A Self Assessment and Professional Development Plan to improve communication / and collaboration skill for working with others: (S-10 I-1)

### \*Note:

Effective communication skills are essential in building trusting and effective relationships with parents and colleagues. A sense of working together on a common cause will go a long way in facilitating planning, instruction, and learning. Quality relationships and effective communications do not develop automatically, especially when you are faced with a variety of family characteristics, strengths, and needs. Everyone has relative strengths and weaknesses in their individual communication skills. The goal of this portfolio project is to assist you in recognizing and using your strengths and improving your weaknesses to promote and maintain effective and trusting relationships with parents.

### Project Tasks

1. Reflect upon past parent conferences, as well as collaboration conferences with other teachers which were especially productive and effective, and also those that were not productive. If candidates do not have a history of parent-teacher communication experiences, they may select another series of communication experiences on which to base the personal assessment. Write a short summary of "effective" communication experiences. and "ineffective" communication experiences.
2. Using information resources, coursework, and readings, develop an intra-individual rating scale for communication skills. Decide what types of items to include on the rating scale. Candidates may want to consider such areas such as listening, empathy, clear understanding, etc.
3. Following a parent or teacher collaboration conference use the rating scale, rating each skill in relationship to

other skills. What were perceived as comparative strengths? What were perceived as comparative weaknesses?

4. Summarize the results of the self-ratings and develop a brief plan for emphasizing the strengths during conferences and improving (or perhaps avoiding) the weaknesses.

5. Finally, bringing together all of the components of the course, develop a communication plan for the classroom or other situation. Describe with whom to communicate, how often, what information to exchange, and how to do it. Include examples of forms which can be used to communicate with parents or other teachers, such as phone logs, notes, journals, etc. Make the plan as realistic as possible and use forms or examples that have been created, not district-wide forms. Work with the group to gather ideas. Each project will be presented to the class via current technology media with an opportunity for questioning.

#### Conceptual Framework Statement:

The Mars Hill College Teacher Education Program develops Teacher Professionals, through a strong grounding in liberal arts and content, professional knowledge, and values and ethics. It is within this statement that the Special Education Program founds our Program and Candidate Vision.

Within this course candidates gain knowledge of theories and strategies that will better enable them to deal with parents and other professionals. Candidates strengthen their professional disposition while working in group settings and discovering new ways to address and solve problems. The candidates research strategies and methods used by teacher professionals in the field that will better enable them to be effective collaborators and consultants.

#### Diversity Statement:

This course teaches candidates about the many diverse life, cultural, and family styles. Candidates begin to understand the concepts and structures needed to create environments that are meaningful and relevant for communication among adults. Candidates discover the importance of listening to parents, professionals, and others to enhance the educational experience of their students. Candidates find that diversity is a strong point while becoming reflective practitioners who are committed to educational equality.

#### Technology Requirements:

Candidates use the internet in order to find resources. They turn in a research paper that has been word processed and present using some type of technology. (i.e. PowerPoint).

#### Clinical or Field Experience Component:

Candidates participate in mock IEP and transition meetings as a group. They are also involved in discussion with guest speakers.

Attendance and participation is vital to your development as a teacher leader. Your willingness to participate in all discussions (both in class and via Internet) and role-plays will enhance your leadership skills. This includes coming to class having read all materials and completed assignments.

**Participation 35%**

**Self Assessment 20 %**

**Final Presentation 15%**

**Personal Pedagogy 5%**

**Resume 5%**

**Final 20%**

This course does not have a midterm exam. The final will be a culmination of all material presented in the course.

Grading Schedule:

A=93-100

B=85-92

C=77-84

D=70-76

F=BELOW 70

*“If you have a declared / documented disability and require modifications / accommodations to be successful within this class, please see the instructor.”*

**Honor Code**

We, the students of Mars Hill College, pledge ourselves to uphold integrity, honest, and academic responsibility in and out of the classroom.

**Honor Pledge**

On my honor, I have neither given nor received any academic aid or information that would violate the honor code of Mars Hill College.