

Collaboration and Advocacy in the Inclusive Classroom

2 Semester Credits/Units

EDUO 9994

Instructor – Dr. Shawn DiNarda Watters

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Course Overview

Focus on factors, which promote and strategies that lead to effective communication and collaboration with parents, support agencies, businesses, and other school and community personnel. The importance of fostering respectful and beneficial relationships among families and professionals in order to advocate for and support the learning of all students is stressed. Topics include: communicating effectively, collaboration strategies, effects of culture and poverty, IEP meetings, problem solving, advocacy strategies and conflict resolution. Ethical and legal practices for confidential and responsible communication are included.

Required readings: All readings will be provided to participants by the instructor.

Course Objectives: Course participants will have opportunity to:

The graduate student will:

1. Promote the success of all students by collaborating with families and other community members to create an environment where community interests and resources are used to support student learning, achievement, and well-being.
2. Promote the success of all students by advocating for their school community within a larger political, social, economic, legal and cultural context.
3. Promote the success of all students by communicating and collaborating clearly and confidently with a variety of constituents and contexts demonstrating professionalism utilizing relevant technology.
4. Promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or districts vision of learning supported by the school community.
5. Develop a philosophy of education that recognizes and appreciates the role of parents in the assessment, program planning, and education of their child.
6. Be aware of various technological applications used in communicating and collaborating with parents and other professionals.
7. Identify and appreciate the biblical basis for the importance of communication, collaboration and advocacy in interactions with parents and other professionals.
8. Recognize and value the diversity that exists in today's families, and reflect on the ways in which diversity can impact communication and collaboration when working with families and other professionals.

Course Relation to CCS or other Professional Standards:

Global Framework of Professional Teaching Standards (2019):

Domain 2, Standard 6: Organization and facilitation of students' activities so that students are able to participate constructively, in a safe and cooperative manner.

Domain 3, Standard 8: Cooperative and collaborative processes that contribute to collegial development and support student learning and development.

Council for Exceptional Children Standards for Initial Teacher Preparation (2015)

CEC: 2. Learning Environment: Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

CEC 7. Collaboration: Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

Course Assignments:

1) Preferred Professional Learning Style. (50 points) – (6 hours)

- a. Take the following online quizzes to determine own learning strengths/needs. Identify the results.
 - i. [Multiple Intelligences Online Quiz Link](#)
 - ii. [Learning Styles Inventory Online Quiz Link](#)
 - iii. [Left Brain/Right Brain Online Quiz Link](#)
 - iv. [Teaching Style Online Quiz](#)
- b. Write a 5-page reflection considering the following:
 - i. How will these results impact your collaboration with colleagues and families? students?
 - ii. Will you teach to your learning strengths?
 - iii. How will you compensate for the weaker areas?
 - iv. What surprised you?
 - v. What reinforced what you already knew?
 - vi. Reflect on the Teaching Style Quiz – what teacher influenced your style?

Submit your work to the LMS *Assignment 1 drop* area and send an email to Dr. Watters indicating the assignment has been submitted.

2) Family Interview. (100 points) (8 hours)

- a. **Part One** is to create discussion questions that can be defended as being necessary for achieving typical **special educational** purposes for a student with a disabling condition and serving as an advocate for the child. These questions may relate to any aspect of life in a family of a child with a disabling condition **provided such questions can be justified as having educational value, not counseling value, since this is not a counseling class.**
- b. **Part Two** consists of an interview with a family of a child with a disabling condition (the student is responsible for finding such a family) or, if you cannot find a family of a child with a disability, then any family with children (except your own) can be used. You will ask

the questions, transcribe (as close to verbatim as possible) the responses of the family and write up a report on the family, based on that information and on any other information that might be generally available as a result of interviewing the family, such as previous personal knowledge of the family, indications of socioeconomic status and so on. Family members must give their written permission to be interviewed, and a consent form for that purpose will be included in the final set of questions that the instructor posts on the learning management system.

- c. Submit the following to *LMS Assignment 2 drop area*:
 - i. The list of 10-12 discussion questions
 - ii. Complete Interview Permission Form
 - iii. Interview Transcript
 - iv. Summary Statement of Interview include the following considerations in the summary:
 - 1. How would you advocate for this family?
 - 2. Regarding curriculum?
 - 3. Social considerations?
 - 4. Access to education?

3) **Social Media and the Professional Educator. (50 points) (6 hours)**

- a. Social Media has grown to have great influence on education. Teachers, principals, superintendents, students are actively using Twitter, Facebook, Snapchat, Pinterest, Instagram and others. Follow at least **5 Education** related accounts (teachers, political influencers, education professionals, Education organization (Kappa Delta Pi, Ohio Department of Education, US Secretary of Education, etc..) on 2 different social media platforms – 10 accounts minimum – 3x weekly for at least 3 weeks.
- b. Identify each account and social media platform.
- c. Identify why each account was selected.
- d. Summarize what was gained from this social media experience – what did you learn? What surprised you? (Format: The submission plan format will be selected by the course participant - a written plan, a video description, a slide or Prezi presentation; any modality that the participant deems most valuable – submitted to the *LMS Assignment 3 drop area* and send an email to Dr. Watters indicating the assignment has been submitted.)

Popular FREE video formats to consider:

<https://animoto.com/education/classroom>

<https://www.powtoon.com/>

<https://www.wevideo.com/education>

Popular Presentation tools: PowerPoints, Google Slides or Prezi.

4) **Service coordination Project. (100 points) (10 hours)**

- a. Identify a particular population of children (this can be based upon disability, cultural or linguistic differences, socioeconomic status, homelessness, sexual orientation of adolescent or parents or other areas which you should clear with the instructor). Research the characteristics of this population using at least two references from credible sites, professional organizations, and **two** refereed journals. Give your references in APA format.
- b. Based upon this description of the characteristics of the population, describe potential areas of need for this population. Find at least five resources to address these areas of need. Two local agencies for you to visit must be used for your resources. Three resources can be a combination of agencies and/or credible websites that offer information relevant to the areas of need for the

population. Clearly define the link between the areas of need and the resources found to support the population of children and their families.

- c. Write an outline and references (APA style) for your report.
- d. (Format: The submission plan format will be selected by the course participant - a written plan, a video description, a slide or Prezi presentation; any modality that the participant deems most valuable – submitted to LMS Assignment 4 drop area and send an email to Dr. Watters indicating the assignment has been submitted.)

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Popular Presentation tools: PowerPoints, Google Slides or Prezi.

Component	Low Performance 8 points	Average Performance 15 points	Exemplary Performance 20 points	Points Earned
Diverse Population Description	Description is weak and does not allow the reader to truly understand the diverse population's characteristics.	Description is identified in terms of the population but without specific strengths and weaknesses gained from interview.	Description includes details of specific strengths and weaknesses gained from resources.	
Resources	Submission does not include appropriate resources (website or scholarly) and citation is incorrect.	Submission references less than 2 websites, less than 2 scholarly resources AND/OR are cited according to APA guidelines.	Submission references 2 websites, 2 scholarly resources AND are cited according to APA guidelines.	
Diverse Population Needs	Submission does not include visited agencies within the community AND/OR does not include a listing of other resources.	Submission identifies less than 5 areas of need for this diverse population and states less than 2 visited agencies within the surrounding community who address these needs and at less than 3 other agencies or resources.	Submission identifies 5 areas of need for this diverse population and states 2 visited agencies within the surrounding community who address these needs and at least 3 other agencies or resources.	
Service Coordination Outline	Presentation outline is missing or of inferior quality.	Presentation outline is included but not detailed.	Presentation outline is included and detailed in the final submission.	
Powerpoint /Prezi/ Video	Project is minimal. Candidate is dependent on visual.	Project mentions key points of diverse population, does not cover completely.	Project is well developed and creative. It covers the key points completely.	
	Total Points Earned =>			

Course Assessment Rubric:

EXCELLENT Meets or Exceeds Course Objectives: A to A-	ACCEPTABLE Majority of Work Meets Course Objectives; B+ to B-	NOT ACCEPTABLE Needs Considerable Improvement: Resubmit Work Suggested: C or below
All work submitted reflects in-depth understanding of course objectives.	Most work submitted reflects in-depth understanding of course objectives.	Work shows little or no in-depth understanding of course objectives.
ALL Assignments (#1-#6) responses show evidence of new knowledge evidenced by thoughtful, detailed and accurate assignment responses.	4 of the 6 assignment responses show evidence of new knowledge evidenced by thoughtful, detailed and accurate assignment responses.	Less than 3 Assignment responses show little to no evidence of new knowledge as evidenced by lack of thoughtful, detailed and accurate assignment responses.
Work submitted was organized and clearly articulated. The student carefully followed all assignment instructions. The instructor did not have to provide continual assignment clarification or request revisions.	4 of the 6 assignments submitted were organized and clearly articulated. The student carefully followed all assignment instructions. The instructor had to provide continual assignment clarification or ask for revisions.	Less than 3 of the assignment responses submitted were not organized or not clearly articulated. The instructor had to provide constant clarification and ask for continued revisions.
ALL Assignment content and required projects were original.	ALL Assignment content and required projects were original.	Evidence that not all assignment content and required projects were original.
Work is free of spelling and/or grammatical errors.	Work has few spelling and/or grammatical errors.	Work has numerous spelling and/or grammatical errors.

Bibliography:

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- Campagna K. D. (2013). Who will be the patient advocate on a multidisciplinary team?. *Hospital pharmacy*, 48(2), 90–92. <https://doi.org/10.1310/hpj4802-90.test>
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- Nowell, S. D., & Been, S. L. (2018). Narratives of experienced public school teachers advocating for themselves and their students. Paper presented at the Annual Meeting of the American Educational Research Association. New York, NY.
- Turnbull, A. P. & Turnbull, H. R., (2010). Families, professionals and exceptionality: A special partnership (6th ed.). New York: Merrill/Macmillan.
- Woods, P. A. & Woods, G. J. (2012). Degrees of school democracy: A holistic framework. *Journal of School Leadership*, 22(4), 707-813.