

University of Montana

ScholarWorks at University of Montana

University of Montana Course Syllabi

Open Educational Resources (OER)

Spring 2-1-2007

C&I 459.01: Consulting and Resource Teacher

Trent Atkins

University of Montana, Missoula, trent.atkins@umontana.edu

Follow this and additional works at: <https://scholarworks.umt.edu/syllabi>

Let us know how access to this document benefits you.

Recommended Citation

Atkins, Trent, "C&I 459.01: Consulting and Resource Teacher" (2007). *University of Montana Course Syllabi*. 11615.

<https://scholarworks.umt.edu/syllabi/11615>

This Syllabus is brought to you for free and open access by the Open Educational Resources (OER) at ScholarWorks at University of Montana. It has been accepted for inclusion in University of Montana Course Syllabi by an authorized administrator of ScholarWorks at University of Montana. For more information, please contact scholarworks@mso.umt.edu.

CURRICULUM AND INSTRUCTION 459
CONSULTING AND RESOURCE TEACHER
Spring 2007

Instructor: Trent Atkins, Ph.D.

Class Meets: Monday, 4:10 p.m.– 7 p.m. in Education 314

Contact Information: Office Phone: 406.243.4978

Email: trent.atkins@mso.umt.edu

Office Location: Education 302

Office Hours: Monday 2-3:30 and by appt.

Course Purpose:

The purpose of this course is to expose educators to differing models that are used to serve students with exceptionalities. The foci of this course are to assist teachers and future teachers to be leaders in the development of appropriate and effective placements for students and to understand the implications of geographic locations and diverse populations.

Course Objectives: Participants in this course will be able to:

1. Explain the various special education models that are currently in use
2. Articulate his or her philosophical stance on inclusion and LRE
3. Define and explain the importance of collaboration
4. Explain the role of a special education consultant
5. Develop appropriate placements and systems for differing populations of youth
6. Explain appropriate interactions with, and responsibilities of paraeducators and other school professionals
7. Design a model of special education for a rural or urban ethnically and culturally diverse school district
8. Use Curriculum-Based Measures and Progress Monitoring to inform instruction
9. Navigate AIMSWEB and DIBELS
10. Determine if a student is responding to an academic intervention

Instructional Methods:

Effective teaching methods will be modeled throughout the semester and will encompass a variety of formats including power-point facilitated lectures, small and large group problem-solving activities and role plays, videos and student-led presentations and discussions. In addition, case studies will be utilized regularly for student reflection and inquiry-based learning. The use of email correspondence with the instructor is strongly encouraged as a means of individualizing instruction. Computer-mediated instruction in the form of email communication among students and internet research will also be encouraged.

Please note: The use of Blackboard is mandatory for this course.

Disability Statement:

If you have a disability for which accommodations are needed for you to perform to your highest potential in this course, arrange a meeting with me in the first week of the semester. During this meeting we will discuss what accommodations you need and will receive in this course. Please be sure to contact me within the first week of the semester.

Course Expectations:

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. The Code is available for review online at <http://www.umt.edu/SA/VP/SA/index.cfm/page/1321>.

It is expected that participants will attend all class sessions and will have read the assigned material prior to each session. Group activities and exams will be based on assigned readings.

Required Texts:

Walther-Thomas, C., Korinek, L., McLaughlin, V., & Williams, B. (2000). Collaboration for Inclusive Educational Developing Successful Programs. Boston: Allyn and Bacon.

Sorrells, A., Rieth, H., & Sindelar, P. (2004). Critical Issues in Special Education: Access, Diversity and Accountability. Boston: Pearson.

Evaluation Procedures:

1.	Portfolio of Academic Interventions (Grad)	100 points
2.	2 Quizzes @ 100 points each	200 points
3.	Philosophical Stance on Inclusion	100 points
4.	Instructional Intervention	200 points
5.	Design and Development	200 points
6.	Participation Checks	100 points
TOTAL POSSIBLE POINTS =		900 points

Grading Scale:

Letter Grade	Percentage
A=	93%-100%
B=	85%-92%
C=	77%-84%
D=	76%-69%
F=	68% or Below

Assignment Descriptions:**Portfolio of Academic Interventions (Graduate assignment, Due April 5th)**

Graduate students will build upon a bank of interventions and instructional approaches that has been developed through this course. The intent of this bank is to provide all students with a nearly comprehensive list of strategies and procedures for intervening with students with academic and behavioral difficulties. Graduate students will present this portfolio at the annual Montana Council for Exceptional Children (April 5th and 6th).

Quizzes

Quizzes will cover reading material and information covered in class. The purpose of the quizzes is to assess student understanding of the BIG IDEAS of the course.

Philosophical Stance on Inclusion (Due at the end of Week 7)

In a 6-8 page paper and by including no less than **five** references (you may include your texts), state and defend your position on inclusion. Your sources should consist of at least **two** research-based articles. A significant portion of the paper should address the importance of collaboration and how collaborative activities will be implemented and monitored. **Use APA style.**

Instructional Intervention (Due at the end of the semester)

Each university student will work with one PK-12 students to implement an academic intervention in reading, writing, or mathematics. This assignment will consist of meeting with a student no less than 10 times over the course of the semester (one hour sessions). The first meeting should consist of building rapport with the student, setting a schedule and conducting a CBM assessment to determine an appropriate level of intervention. The subsequent 8 weeks (or meetings) will consist of providing instructional intervention and conducting a curriculum-based measure (CBM). The last meeting will consist of conducting a post-test to determine the student's overall progress. Your final product will consist of the following: (a) a completed instructional planning form, (b) the instructional materials that you used, (c) an AIMSweb graph that highlights the progress of the student, and (d) a narrative summary of the process and the outcomes giving particular attention to how you adapted the academic intervention based on student progress.

Design and Development (Due at the end of the semester)

Students will work in groups of four to develop an inclusive model of special education. Hypothetical schools or school districts will be decided upon either by the instructor or by the group. The product will be a proposal that will (hypothetically) be presented to a school board. The proposal must be very detailed and address each of the essential components of an inclusive program (see text). The proposal will be evaluated by a panel of professors and administrators familiar with both general education and special education. **Part of your grade will consist of your group members scoring you on your contributions and collaborative skills.**

Participation Checks and Attendance Policy (on-going)

Though attendance is not included as part of the grade for this course, attending and taking part in the class discussions is essential. Extra credit quizzes and assignments along with sign-in sheets will be used to promote attendance. If irregular attendance is found to be an issue with an individual student, I will request a meeting to address the problem. If you expect to receive a grade higher than a "C", I suggest you do not miss the class more than two times. I reserve the right to adjust grades to reflect poor attendance and/or participation. **To ensure getting your participation points, you should have read the assignments before class.** The checks will be directly related to readings. You will not have an opportunity to make-up these participation checks.

Materials

You will be required to download and print some presentations from Blackboard. You will need **three-ring binders** for (a) AIMSweb materials, (b) DIBELS materials, and (c) your intervention materials. For the second week of class you will need a **stopwatch** and a **clipboard**.

Activities & Assignments/Readings		
Date	Class Activities	Assignments and Readings for Following Week
Week 1 1.22	Course Introduction #1 The syllabus #2 The History of me and this course #3 Introductions #4 Discussing Rtl, the Outcomes-based , and Problem-solving Models	Visit and review these websites Blackboard (download and print DIBELS modules) http://courware.umat.edu http://www.aimsweb.com Read: Issues pp. 106-124 Rtl Article on Blackboard
Week 2 1.29	#1 Discussion of Curriculum-Based Measures (CBMs) #2 AIMSWEB System and Assessment Practice Texas Center for Reading and Language Arts: www.texasreading.org Texas Reading Initiative: ← www.tea.state.tx.us	Visit the following: DIBLES http://dibels.uoregon.edu/ Florida Center for Reading Research: www.fcrr.org Oregon Reading First Center: http://oregonreadingfirst.uoregon.edu/ What Works Clearinghouse: http://www.whatworks.ed.gov Intervention Central http://www.interventioncentral.org/
Week 3 2.5	DIBELS Training PART 1 with Jen Molloy, Russell Elementary Kindergarten Teacher	You should be preparing to work with your PK-12 student and identifying instructional resources that are evidence-based.
Week 4 2.12	DIBELS Training PART 2 with Jen Molloy, Russell Elementary Kindergarten Teacher	Issues pp. 125-134, Collaboration Chpt. #10 and #11
Week 5 2.19	NO CLASS— President's Day You should be starting your academic interventions	Collaboration Chpt. #1, Issues pp. 1-16 and pp. 57-72
Week 6 2.26	P and D Models of Special Education #1 What is the difference between mainstreaming and Inclusion? #2 Discuss research-based academic interventions.	Collaboration Chpt. #2
Week 7 3.5	#1 QUIZ #1 #2 P and D Essential Components of an Inclusive Program	Collaboration Chpt. #3
Week 8 3.12	#1 P and D of Organizational Change	Collaboration Chpts. #4 and #5
Week 9 3.19	#1 P and D of Starting an Inclusive Program	Collaboration Chpt.#6
Week 10 3.26	NO CLASS— Spring Break	Collaboration Chpt. #7
Week 11 4.2	#1 P and D of Assistance Teams Attend MCEC if possible (5th and 6th)	Collaboration Chpts. #8 and #9
Week 12 4.9	#1 Guest Speaker—High School with Victoria Roche #2 P and D Consultation and Co-Teaching	Visit http://www.projectparticipate.org/
Week 13 4.16	Working with Paraeducators	Issues pp. 135-153 and 73-91
Week 14 4.23	#1 QUIZ #2 #2 P and D Sustaining Best-Practices for all learners	Complete Model Programs
Week 15 4.30	Demonstrate Model Programs	
Final	May 7th 4:10-6:10 Education 314 Continue Demonstrating Model Programs	