UNIVERSITY OF NORTHERN BRITISH COLUMBIA

Spring 2019 – EDUC 639 (3) – Course Outline
School-Based Teams, Consultants, and Families

COURSE OVERVIEW

Instructor:	Dr. Christine Ho Younghusband
Email:	younghusb@unbc.ca

Office Hours:	By appointment only. Contact me via email or text (604-741-3876)
Web Conference Sessions:	Mondays and Wednesdays at 5:30 to 8:20 pm
Class Schedule:	May 6, 2019 to June 14, 2019

DESCRIPTION

Calendar Description:
This course is an overview of the strategies, policies, and procedures related to school-based team meetings, included is a review of the professional literature, a description of the roles and responsibilities of team members such as teachers, administrators, parents, students, and families, and an analysis of the techniques used in school-based team meetings.

Course Description:
Students will examine roles, polices, and practice of school-based teams (SBT) in BC and their schools. It requires the collaboration, consultation, and leadership. We will discuss the roles of teachers, parents, paraprofessionals, specialist staff, school principals and other agencies to support the inclusive education of students with IEPs and diverse needs. We will look at the interconnection of these roles and how they will play out as effective collaboration in a case study role analysis and SBT interview role-play.

Required Text:
King-Sears, M.E., Janney, R., & Snell, M.E. (2015) *Collaborative Teaming* (3rd ed.).
        Baltimore, MD: Paul H. Brooks Publishing Co.
Kindle Version: https://www.amazon.ca/Collaborative-Teaming-Teachers-Margaret-King-Sears-ebook/dp/B00YBF48JY/ref=sr_1_1?keywords=collaborative+teaming&qid=1557119067&s=gateway&sr=8-1

Suggested Text:
American Psychological Association (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington DC: APA

**Additional readings may be assigned during the course. Supplemental reading will be referred to.

Supplemental Reading:
Inclusion BC (2014). *Everyone belongs in our schools: A parents' handbook on inclusive education.*
        New Westminster: Inclusion BC.
https://inclusionbc.org/wp-content/uploads/2018/09/ParentManualInclusiveEducation_2014.pdf

BC Ministry of Education (2013). *Special education services: A manual of policies, procedures, and*
        guidelines. Victoria: BC Ministry of Education.
https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/independent-schools/special_ed_policy_manual.pdf

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Course Level Educational Goals:
By the end of this course, students will be able to:
- Describe what collaborative teaming is and why it's important in schools
- Identify who makes up the team, their roles, and how teams are structured
- Determine the skills and attributes that contribute to effective teamwork
- Analyze problem-solving issues, methods, and challenges
- Describe what collaborative consultation is and what services are delivered
- Determine what's involved with effective co-teaching

In this course, students are expected to complete all assigned readings before each session, attend all sessions, participate in discussions and learning activities, and meet all of the assignment deadlines.

ASSIGNMENTS

Annotated Bibliography of Chapter Readings
Write approximately 100-300 words in length (aka. one paragraph) that summarizes each chapter. An annotation may include a brief summary, strengths and weaknesses, it's conclusions, relevance to school based teams and your practice, relationships to other aspects in education, and your personal thoughts. Readings complimented with *Supplemental Readings* from **Inclusion BC** and **Ministry of Education**.

Online Sessions, Class Discussion, and Reflection
For each online session, students will pose a question regarding each chapter reading to provoke class discussion each class. Questions will be posted on Blackboard "discussion" for the class and instructor to consider. The instructor will also pose a question or activity for students to reflect on and sense-make.

At the end of each session, students will write and submit a reflection of their learning that class. Students will respond to at least 2 reflections to make comment, question, or add further information.

Comparing School Policy on School Based Teams
Students will compare school district policy on school-based teams from two (or more) school districts. What is similar? What is different? What information is important to know? What's possibly missing? Students will collaborate and compare findings to compose a shared understanding of district policy.

Comparing School Information on School Based Teams
Students will compare school information on school-based teams from two (or more) school districts. What is similar? What is different? What information is important to know? What's missing? Students will collaborate and compare findings to compose a shared understanding of school information.

Co-constructing a Case for School Based Team Referral
Students will co-construct a case to consider for a school based team meeting that would be worthy of referral. We will look at who will be on the collaborative team, what processes and procedures will be required to create a collaborative team and make a referral for a School Based Team meeting.

Interviewing a Learning Assistance Teacher (or School Principal)
Students will develop a set of questions to ask a learning assistance teacher (or school principal) about school based teams in their school about how it operates, what works, what needs improvement, and how do these collaborative teams support student learning and students with diverse needs. Information from interviews will be shared and compared with the class but also inform the next two assignments.

What is your role on the school based team?
The class will identify key individuals who will compose a school-based team. Each student will be randomly assigned a role to investigate. In context to the co-constructed case, students will write a 2-3 page paper on what their role and responsibilities are on the collaborative team and what they would expect from other team members on the team to support the student's learning and their needs. Students will share and compare their draft findings and provide each other with peer feedback and support. Students will be influenced and informed by each other to help with their final draft of the role analysis.

Role Play a School Based Team Meeting
To conclude the course, we will re-enact a school based team meeting in the roles that was investigated in the previous assignment. Students will assume their roles as if they are the experts at the table and enact the communication skills, problem-solving skills, team building skills, collaborative consultation skills, and ways to co-teach to support the teacher, parents, and student in question. Students will arrive to a solution to the problem and action plan then determine what they would do in a follow-up meeting.

Self-Assessment and Peer-Assessment
Students will reflect on the role-play school based team meeting on what went well, what could have been better, and what would they do differently. They will provide each other feedback out of role and make final conclusions of what they hope for with respect to the action plan to problem-solve the case. Students will conclude the course with a self-assessment of writing one-page of what they have learned.

Please Note: There is no final exam for this course.

CHEATING OR PLAGIARISM:
Cheating or plagiarism will not be tolerated. For more information, please see:
https://www.unbc.ca/graduate-programs/plagiarism

And, see UNBC Graduate Studies Regulations on "Academic Offences" (Regulation 24) and "Academic Sanctions" (Regulation 26): https://www.unbc.ca/calendar/graduate/regulations#academic-offenses

Grade Distribution for Graduate Studies at UNBC

Grade	Description
A+	Exceptional, outstanding and excellent performance. Normally achieved by a minority of students. These grades indicate a student who is self-initiating, exceeds expectations, goes beyond stated criteria and has an insightful grasp of the subject matter.
A	
A-	
B+	Very good, good and solid performance. Normally achieved by the largest number of students. These grades indicate a student who meets expectations or stated criteria and shows a good grasp of the subject matter or an excellent grasp in one area balanced with a satisfactory grasp in another area.
B	
B-	
F	Unsatisfactory performance. This grade indicates a student has failed to minimally meet expectations or stated criteria and demonstrates only a superficial grasp of the subject matter.

Passing grade is B- for all courses taken towards a graduate degree and you must maintain a B (3.0) average in all courses for any given semester. Courses in which achievement is less than B- are assigned a letter grade of "F". See or Section 4.3.1 of the UNBC Graduate Calendar.

ACCOMODATIONS:
If there are students in this course who, because of a disability, may have a need for special academic accommodations, please come and discuss this with me, or contact Disability Services located in the Teaching and Learning Centre, Room 1048.

You are strongly encouraged to review the General Academic Regulations of the UNBC Graduate calendar available at: http://www.unbc.ca/calendar/graduate/general/regulations.html

LATE POLICY:
Late assignments are not accepted. Please contact the instructor for accommodations.

ONGOING FORMATIVE ASSESSMENT:
The instructor will provide ongoing formative assessment and feedback. This feedback is provided in REAL-TIME to support the learner prior to final evaluation and/or during the demonstration of learning. Formative feedback may be verbal, written, or via email. The instructor will participate in student led learning activities as learner, teacher, and evaluator. Students are welcome to submit assignments in "draft form" for formative feedback prior to final submission or demonstration of learning.

SINGLE POINT RUBRICS:
Single point rubrics may be used in this course for one or more of the assignments as listed above.
https://www.cultofpedagogy.com/single-point-rubric/
https://www.edutopia.org/article/6-reasons-try-single-point-rubric

GRADING SCALE FOR WRITTEN ASSIGNMENTS:

Exceptional or Excellence Performance: Strong evidence of original thinking; excellent organization; demonstrated high capacity to analyze and synthesize information; outstanding grasp of subject matter with ability to provide sound critical evaluation; evidence of care and precise reading of required and other texts; ability to relate theory to practice; fluent and appropriate use of relevant concepts; careful and courteous consideration of ideas or others; clear, grammatically and stylistically sound writing; correct spelling.	A+ A A-
Very Good Performance: Clear use of relevant literature and background reading, appropriate use of relevant concepts; good organization; sound critical evaluation, clearly made links with wider issues; courtesy in dealing with other's ideas and opinions; good quality writing (i.e. clarity of expression largely good, basically sound grammatically, correct spelling)	B+
Good Performance: Reasonably accurate grasp of key concepts and issues relevant and appropriate analysis relevant and appropriate analysis and discussion; adequate organization, readings sensibly incorporated into arguments; accurate and sensible evaluative discussion; courtesy in dealing with others' opinions and ideas; reasonably clear expression of ideas, free of spelling errors	B B-
Satisfactory Performances to Minimal Standards: Little evidence of required reading or of understanding of required reading; limited grasp of concepts being discussed; divergence from main point to peripherally or superficially related items; largely dealing with anecdotal or concrete examples rather than principles and theories; largely descriptive writing with little analysis, though show some grasp of the main issues; poorly organized; problems with clarity of expression, grammar	*C+* *C*
Marginal Performance	*C-* *D*
Fail (Unsatisfactory Performance)	*F*

Please note: Any grade less than a B- is considered an "F" for UNBC graduate studies.

COURSE FRAMEWORK

Week	Date	Theme	Activity or Guiding Question
1	May 6	Introduction	Course syllabus & expectations
1	May 8	------	No Class – Time used to interview
2	May 13	Chapter 1	What is collaborative teaming? + Interview Sharing
2	May 15	Chapter 2	How do you build the team's structure?
3	May 20	------	NO CLASS – VICTORIA DAY
3	May 22	Chapter 3	What skills are required for effective teamwork?
4	May 27	Chapter 4	What are some issues with problem solving?
4	May 29	Chapter 5	What is collaborative consultation? + Policy Analysis
5	June 3	Chapter 6	What is co-teaching? + Info Analysis
5	June 5	Co-Construction	Policy + Practice – What makes a good meeting?
6	June 10	Role Analysis	Share analysis. Peer feedback. Analysis revision.
6	June 12	Role Play	Peer + Self-Assessment. What did you learn?

PLEASE NOTE: This is a general framework. Learning activities and readings are subject to change.

ASSIGNMENT COMPLETION DUE DATES:
- Notes & Reflection from Interview (to be submitted)   The week of May 13, 2019
- Annotated Bibliography (to be submitted)   The week of June 3, 2019
- Policy Analysis (one page – notes)   Ready for class on May 29, 2019
- Information Analysis (one page – notes)   Ready for class on June 3, 2019
- Co-Construction of Case (class composed)   To be completed on June 5, 2019
- Draft Role Analysis (3-5 pages – peer review)   Ready for class on June 10, 2019
- Role-Play of SBT Meeting (class participation)   To be completed on June 12, 2019
- Final Draft of Role Analysis (to be submitted)   The week of June 12, 2019

Please Note: Class reflections will be submitted at the end of each online session via Blackboard.

FRAMEWORK OF OUR ONLINE SESSIONS:
- 5:30pm – Check In
- 5:45pm – Session Begins
- 6:45pm – Break
- 7:00pm – Session Resumes
- 8:00pm – Office Hours or Collaboration Time

Please Note: This is a flexible framework. The intention is to include a break and office hours.

POLICY ANALYSIS CONSIDERATIONS:

SD57 – Prince George
https://www.sd57.bc.ca/Board/Policies/Documents/5131%20District%20Code%20of%20Student%20Conduct.pdf

SD23 – Central Okanagan
http://www.sd23.bc.ca/Board/Policies/Section%205%20%20Instructional%20Programs/505R.pdf

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INFORMATION ANALYSIS CONSIDERATIONS:

SD44 – North Vancouver
https://www.sd44.ca/programsservices/inclusiveeducation/documents/inclusiveeducation44handbook.pdf

SD22 – Vernon
http://www.sd22.bc.ca/Programs/sss/Documents/SSServicesManual.pdf