



**EDUC 467S/567S: Extended Practicum Seminar**  
**EDSP 571/371: Positive Behavior and Instruction Management in Special Education**  
 Fall 2018 (3 Units)

**Course Dates:** Thursdays (9/6, 9/13, 9/20, 9/27, 10/4, 10/11, 10/18, 10/25, 11/1, 11/8, 11/15, 11/29, 12/6, 12/13) **Course Times:** 4:40 pm-7:30 pm **Class Management Site:** Blackboard, Face to Face, Online Modules, Multi-disciplinary Groups, Interactive Groups

Secondary Cohort	Elementary Cohort	Educational Specialist Cohort
<b>Course Location:</b> MRH 211 <b>(breakout MRH 139, 141, 101)</b> <b>Instructor:</b> Serena Pariser <b>Email:</b> <a href="mailto:spariser@san Diego.edu">spariser@san Diego.edu</a> <b>Twitter:</b> @SerenaPariser <b>Office Hours:</b> MHR 236 Scheduled on individual basis	<b>Course Location:</b> MRH 211 <b>(breakout MRH 139, 141, 101)</b> <b>Instructor:</b> Sean Chumbley <b>Email:</b> <a href="mailto:schumbley@san Diego.edu">schumbley@san Diego.edu</a> <b>Twitter:</b> @i4peace_sean <b>Office Hours:</b> Scheduled on individual basis	<b>Course Location:</b> MRH 211 <b>(breakout MRH 139, 141, 101)</b> <b>Instructor:</b> Rebekka Jez, EdD <b>Email:</b> <a href="mailto:rjez@san Diego.edu">rjez@san Diego.edu</a> <b>Twitter:</b> @beksjez <b>Office Hours:</b> MRH 251 Thursdays 2-4pm or scheduled on individual basis

**Course Description**

PK-12 schools serve students and families from culturally and linguistically diverse backgrounds, various ranges of ability, and differing levels of resources. This course is designed to provide educators with the skills required to work effectively with the families, school, and community in creating a safe, positive, and engaging environment to meet the needs of all learners. A cross section of theories, models, legal and ethical variables relevant to orchestrating learning across PK-12 settings where individuals with and without individualized education plans (IEPs) are receiving instructional, social, behavioral and transition life-skill services. Candidates will learn and apply positive behavioral interventions and supports (PBIS) and functional behavior analysis (FBA) to understand that all behavior has communicative intent and is open to cultural interpretation, and to develop ways to respond to behavior that are reflective, proactive and supportive towards students' growth. Additional focuses will include collaboration, understanding family coping processes, development of communication and problem-solving skills, active listening, utilization of parent interview techniques in family assessment, and methods for accessing educational and developmental service delivery systems. There will be a strong emphasis on the development of cultural competence as candidates learn to understand family systems and family life stages, transition challenges, the importance of collaborative parent-professional relationships, parent advocacy, and development of cooperative intervention programs. The course uses a disability studies lens, focusing on a strengths-based understanding of families and the influence of social and cultural factors on the lived experience of disability. Through this course, candidates will demonstrate effective and professional collaborative strategies in working with

stakeholders (families, other educators, paraprofessionals, administration, district personnel, community-based organizations, and outside agencies).

Topics that may be discussed are classroom observation, classroom management/ relationship management, classroom environment, home-school connections, legal requirements and restrictions, continuing professional development, and professional collaboration. This will be done through a Positive Behavior Interventions and Supports (PBIS) Restorative Practices (RP) lens. Additionally, we will use a disability studies lens to help us understand that all behavior has communicative intent and is open to cultural interpretation, and to develop ways to respond to behavior that are reflective, proactive and non-aversive. We will use case studies, video analysis and other problem-solving exercises to analyze the various models and best practices in instruction and classroom organization towards strengthening classroom communities. Assignments for the course are linked to your field experience.

We will use a co-teaching model to create a well-balanced learning experience for all of our students: EDUC 467S/567S and EDSP 371/571. **Pay close attention to the location of each class meeting to makes sure you are in the right location.**

<b>Course Objectives/Student Learning Outcomes</b>
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**Course Objectives are *linked to specific SOLES and California Teaching Commission Standards:***  
CTC Multiple and Single Subject Teacher Performance Expectations (TPEs):

- TPE 1: Engaging and Supporting All Students in Learning (I, P)
- TPE 2: Creating and Maintaining Effective Environments for Students Learning (I, P)
- TPE 3: Understanding and Organizing Subject Matter for Student Learning Content Specific Pedagogy (I, P)
- TPE 4: Planning Instruction and Designing Learning Experiences for All Students (I, P)
- TPE 5: Assessing Student Learning (I, P, A)
- TPE 6: Developing as a Professional Educator (I, P, A)

USD SOLES Department of Learning and Teaching Mission:

1. Diversity and Inclusion
2. Critical Inquiry
3. International and Global Citizenship
4. Change for a More Just World

Standards	Assessments of Outcomes
TPE 1: Collect and apply pertinent student information, maintain ongoing communication with all stakeholders, connect content to real-life context. TPE 5: Student Engagement TPE 10: Instructional Time Program Standard 12: Behavioral, Social, and Environmental Supports in Learning Mild/Moderate 4: Positive Behavior Support	<ul style="list-style-type: none"> <li>● Conceptualize behavioral, social, and emotional challenges and create a system of support using a version of the Functional Behavior Analysis (FBA) to guide an Student Support Team (SST) meeting</li> </ul>

<p>TPE 2: Promote social-emotional growth and positive interventions, create positive learning environment, monitor inclusivity, access resources for support, maintain high expectations, and clear expectations.</p> <p>TPE 5: Student Engagement TPE 11: Social Environment Program Standard 12: Behavioral, Social, and Environmental Supports in Learning Mild/Moderate 4: Positive Behavior Support</p>	<ul style="list-style-type: none"> <li>● Assess their professionalism through presentations, discussions, and feedback from guest speakers from the field</li> <li>● Identify and analyze effective strategies for positive behavioral supports for all learners</li> <li>● Recognize, conceptualize, and implement Positive Behavior Interventions and Supports (PBIS) using techniques such as Restorative Practices in their classroom</li> </ul>
<p>TPE 3: Use and adapt resources, standards-aligned instructional materials, and a range of technology to facilitate students' equitable access to curriculum including progress monitoring and communication to stakeholders..</p> <p>TPE 2: Monitoring Student Learning During Instruction Mild/Moderate 5: Assessment of Students Mild/Moderate 6: Case Management</p>	<ul style="list-style-type: none"> <li>● Review records, assess the environment, and collect data on students' academic, social, and behavioral needs</li> <li>● Learn about students in a culturally responsive manner through the Culturally Responsive Student Transition Presentation (CRSTP)</li> <li>● Design and implement effective interventions to support diverse learners based on observations, assessments, interviews, and a multidisciplinary team decision making process</li> </ul>
<p>TPE 4: Design, implement, and monitor behavior supports, instruction, and learning with a collaborative team.</p> <p>TPE 10: Instructional Time Program Standard 12: Behavioral, Social, and Environmental Supports in Learning Mild/Moderate 4: Positive Behavior Support Mild/Moderate 6: Case Management</p>	<ul style="list-style-type: none"> <li>● Identify PBIS best practice elements and compare/contrast with local schools' practices using stakeholder interviews</li> <li>● Connect with stakeholders to critically reflect on benefits, obstacles, and opportunities for collaboration</li> <li>● Present a Case Study using Functional Behavior Analysis to apply concepts of using assessments to design and implement, and monitor behavioral success using a collaborative team</li> </ul>
<p>TPE 5.1 Holistically assess students. Provide feedback to all stakeholders. Create opportunities for all students to self- assess and reflect.</p> <p>TPE 3: Interpretation &amp; Use of Assessment TPE 8: Learning About Students Mild/Moderate 5: Assessment of Students</p>	<ul style="list-style-type: none"> <li>● Holistically assess students from multiple perspectives: Academic, Behavioral, Social, and Emotional analysis</li> </ul>
<p>TPE 6.1 Critically analyze and reflect on own teaching practice, values and implicit and explicit biases including how disposition affects professional growth. Demonstrate collaboration with all stakeholders to ensure responsibility for all students' safety and learning.</p> <p>TPE 12: Professional, Legal &amp; Ethical Obligations TPE 13: Professional Growth</p>	<ul style="list-style-type: none"> <li>● Critically reflect on class activities and how they will impact teaching using the readings, videos, modules, past experience, and future plans for teaching</li> <li>● Digital Portfolio (Weebly)</li> </ul>

**Textbooks/Readings:** Please bring the relevant texts to class each week.

**Required Textbooks**

Bambara, L. M., Janney, R. & Snell, M. E. (2015). *Behavioral support: Teachers' guides to inclusive practices, 3rd ed.* Baltimore: Paul Brookes. ISBN: 9781598578867

Costella, B., Watchel, J., & Watchel T. (2010). *Restorative Circles in Schools: Building Community and Enhancing Learning.* Bethlehem, PA: International Institute for Restorative Practices. ISBN: 978-1-934355-04-6

Pariser, S. (2018). *Real Talk About Classroom Management: 50 Best Practices That Work and Show You Believe in Your Students.* Thousand Oaks: Corwin Press. ISBN: 978-1544317755

**\*Please make sure to get the discount code**

\*Articles and Resources posted on Blackboard (download as indicated in weekly task list)

**Course Requirements/Assessment Plan**

**Course Expectations-** Our goal is to create an academically rich environment, to engage our students in contemporary and innovative research-based practices and to develop teacher leaders who embrace a global perspective guided by our mission of addressing the needs of all learners in a culture of care.

- Regular and constructive class participation in all classes is necessary.
- All assignments must be turned in to receive a grade in this course.
- Assignments are due at midnight of the due date, unless otherwise posted in the weekly module.
- Make-up assignments will not be given unless there is a medical or legal reason, such reasons need to be appropriately documented.
- You may re-submit assignments once for a higher grade until Week 10 (-10% deducted on final grade of resubmissions), thereafter, any late assignment will be deducted -10% for each week it is late
- **If you have excess absences/tardies and/or fall behind in your coursework, you need to schedule a meeting by Week 10 to discuss a plan for earning a grade in this course**

**Course Activities-** the following are the graded activities for this course- you must complete all activities to earn a grade in this course

**Online Modules (30 points- 10 points each)-** You will complete modules for 3 online topics: Weebly, PBIS, and Trauma-Informed Teaching. Each module will include readings, short movies to review the topic, and an activity to apply the concepts.

**Digital Portfolio (Weebly): Develop a professional website and maintain an online teaching blog of classroom observations, questions, & reflections. (30 points):** You will create an online portfolio using Weebly. This will highlight your achievements and beliefs about education. The intention of this assignment is to have an online document to share with principals, students, families, community members, and other future collaborators. Your Weebly is created in a way to promote who you are professionally and for you to update/change as you see fit. It should flow and make sense to people looking to hire you, and parents/students who might want to know who you are as an educator. Throughout the semester we will be providing feedback to your content via critical reflection submissions. If you need support (technology, content, etc), you will need to work with your peers and/or make an appointment with a professor or the IT department prior to the stage due dates. We have broken this assignment into 3 sections, you will need to have these completed before we invite our principal panel to class.

- **Stage One** “Open a Weebly account” and include the following:
  - <https://www.weebly.com>
  - “About Me” page including your picture and a 50-100 word description of why you chose teaching
  - Online Weebly Module
- **Stage Two (Part A and B):** You will begin to “add more content” to your site. Please choose at least 10 of the following items to add to your Weebly (bolded items are required). *Part A* asks you to add 5 of the 10 items. *Part B* asks you to add the other 5 (for a total of at least 10 of the following items)
  - **Teaching philosophy**
  - **Resume (or link to resume)**
  - **Sample unit or lesson**
  - **Pictures related to education, teaching, travel, or whatever makes you unique**
  - **Letters of Recommendation (or quotes from letters)**
  - Case study (with all identifying information changed)
  - Ideas for action research project
  - Blog or link to a blog that could include some critical reflections of practice
  - Link to other professional accounts: twitter, pinterest, or anything like that
  - Professional Organization you are a member of (and any professional presentations you have done)
  - Examples of student support tools (SST, IEP, etc)
  - Behavior Management Plan for your classroom
  - Examples of social justice events or experiences you have
  - Examples of how you will support diverse learners
  - Internship, student teaching, educational experience(s)
- **Stage Three (Part A and B):** “Principal Review” Principals will have access to your Weebly link to secure placements.
  - *Part A:* Write an introduction email: 1) introduce yourself with examples of why you fit the position and the school culture (make sure to include your credentials), 2) highlighting at least item from your Weebly, 3) your appreciation for their time and contact information
  - *Part B:* You will be submitting your Weebly URL to the placement office via a link the you will receive in early November (at the Advancement to Student Teaching meeting).
- Here is one example: <http://sarahmkim.weebly.com>

***Critical Reflections (70 points)*** In summary of our whole group classes and in development of your teaching philosophy, you will write eight critical reflections connecting the week’s topic (in-class, online module, and reading) and the impact it will have on your teaching. Provide specific examples of how you see the topic happening or not happening in your classroom/school. Please cite readings within text using APA (6<sup>th</sup> edition). This is your opportunity to get feedback for your Weebly and demonstrate a connection of theory to practice. Critical Reflections are **not** journal entries or diaries, they are reflections on your academic and personal understanding of the content presented in class (think of it as connecting your prior experience, with the text/discussions in class, and your future teaching experience).

***Case Study on Behavior Management (100 points)***

For our case study, you (and your cooperating teacher) will choose one student in your placement to focus on for the entire **four** steps. You will use the textbook, template provided, student analysis, websites, other resources, and group discussion to examine and support a student in the development of positive behavior(s). You will ALWAYS use a pseudonym for the student and title for other participants (for example, “special education teacher” “mom” “general education math teacher”).

1. Stage 1: Learning About Student
  - 1.1. Review of Records: review background information relevant to your student
    - language(s)

- grade and age
  - IEP/504/RtI goals (if applicable): please explain the ability(disability) in a statement that describes how the concerns manifests for the student
  - present levels of performance (current grades, attendance, office referrals, incident reports, etc.)
  - What interventions, accommodations, or supports help the student (academically, behaviorally, socially, emotionally)? Who has done these supports?
  - Does the student have any incident reports? Ask the school for a copy of an incident report, if they do not have one, then you can use the incident report in the textbook to identify the “trigger, escalation, crisis, begin recovery, and recovery phases” of when the behavior occurs.  
<https://drive.google.com/file/d/15Kuf58M9pnaKvo7sXCcfKpd44x60T3GI/view?usp=sharing>
- 1.2. Based on the *Review of Records*, choose one version of the Culturally Responsive Student Transition Presentation (CRSTP) to complete with your student: functional, early elementary, upper elementary, secondary. You may change the template to fit the strengths, language, abilities, and needs of your student. Link to Elementary, Secondary, and Functional CRSTP Template:  
[https://drive.google.com/drive/folders/1W30YXDabHs9xqm\\_Epod0at4xl9K78nj2?usp=sharing](https://drive.google.com/drive/folders/1W30YXDabHs9xqm_Epod0at4xl9K78nj2?usp=sharing)
- 1.3. Use *Form 1A (Bambara, Janney, & Snell 2015) Problem Identification and Decisions About Priorities*: Discuss the results of your review of records with the cooperating teacher and determine 1-2 areas you will explore at the Pre-SST <https://drive.google.com/file/d/1jIjSbpYhcVtyCc-bpnaK-xqnRdo7W49M/view?usp=sharing>
2. Stage 2: Mock Pre-Student Support Team Meeting- Interventions and Data-Collection
- 2.1. Pre-SST Meeting: In groups, you will present the information gathered on your case study student (each person will get 3 minutes to present case, 7 minutes of discussion and planning for an intervention and progress monitoring system)
- Present student case (strengths and identified behaviors)
  - Come up with a 3-week intervention
  - Create a system for keeping track of the behavior
  - Complete *Schedule Analysis (Bambara, Janney, & Snell 2015)*  
[https://drive.google.com/file/d/1JcIzRcfgemor0qsGw\\_Pj-yDJnsD2LN80/view?usp=sharing](https://drive.google.com/file/d/1JcIzRcfgemor0qsGw_Pj-yDJnsD2LN80/view?usp=sharing)
  - Choose one person’s case study and Use *Form 1B (Bambara, Janney, & Snell 2015) Safety Plan Worksheet* to create a Safety Plan. If the student is a danger to themselves or other, complete a Safety Plan for the student (you will review/revise the safety plan throughout the project). If the behavior of your case study student is not very severe, then support a peer in completing a safety plan for their student (so that you learn the basic components of a safety plan)  
[https://drive.google.com/file/d/1QTfM\\_B-nnlwcOtF6aUAoRsSMQ\\_nt4JQ2/view?usp=sharing](https://drive.google.com/file/d/1QTfM_B-nnlwcOtF6aUAoRsSMQ_nt4JQ2/view?usp=sharing)
3. Stage 3: Mock-SST #1: In the same groups, you will present the progress. Use the *Team Meeting Agenda and Minutes Template* [https://docs.google.com/document/d/1wsItCVK6Z8EGTji5Si-4kIUud\\_EVe8PjMsAba3IULsY/edit?usp=sharing](https://docs.google.com/document/d/1wsItCVK6Z8EGTji5Si-4kIUud_EVe8PjMsAba3IULsY/edit?usp=sharing):
- 3.1. Identify Student and Team Members- give each person a role for the day (note taker, timekeeper, facilitator, contributor)- you will change roles for each case
- 3.2. Identify the purpose of the meeting
- 3.3. Agenda Items
- Review student strength and concerns identified in CRSTP and *Form 1A (Bambara, Janney, & Snell 2015) Problem Identification and Decisions About Priorities*

- Review Data Collection and Progress (did the behavior stay the same, get worse, or get better?) and *Schedule Analysis* (Bambara, Janney, & Snell 2015)
  - If your student's behavior has gotten better, then you can identify a new student for the next steps of this project. If the student's behavior has stayed the same or gotten worse, complete the following:
    - *Form 2A* (Bambara, Janney, & Snell 2015) *Functional Behavior Assessment Profile*: Student-Centered Functional Behavior Assessment Profile (Section I: Classroom Climate, Section II: Quality of Life, Section III: Academics and Communication, Section IV: Medical, Health, and Sensory Concerns, Section V: Target Behavior and Past Interventions, Section VI: Preliminary Hunches, Section VI: Decisions and Next Steps)
   
<https://drive.google.com/file/d/1ZgB0Llfe64ubCNG6Qc1aIWYGrTvvFqVC/view?usp=sharing>
    - Choose a progress monitoring data tracking form (*2B data forms*)
      - Interval Recording or Scatter Plot Form
   
[https://drive.google.com/file/d/16ptjeeNUicw0PVHbHC0Zhi9FB\\_YsP3xH/view?usp=sharing](https://drive.google.com/file/d/16ptjeeNUicw0PVHbHC0Zhi9FB_YsP3xH/view?usp=sharing)
      - A-B-C Observation Form
   
<https://drive.google.com/file/d/177JasR0waT7bje96vcZQdMylguz6FhZd/view?usp=sharing>
      - A-B-C Checklist Form
   
<https://drive.google.com/file/d/1k8ozpLcpbWjFaAJ1-TBFV7YST-3nJaql/view?usp=sharing>
    - Schedule next meeting time, date, location (Week 7)
4. Stage 4: Mock-SST #2 *Form 2C* (Bambara, Janney, & Snell 2015) *Summary of Functional Behavior Assessment and Hypothesis Statement*. Student Centered Functional Behavior Assessment (FBA) Profile: If your student has stayed the same or the behavior has gotten worse, then complete the behavior analysis tools to learn more about the student's behavior.
   
[https://drive.google.com/file/d/1skPFSyc3ZgjaE-H\\_xtKHZ4h37-kTu-Zx/view?usp=sharing](https://drive.google.com/file/d/1skPFSyc3ZgjaE-H_xtKHZ4h37-kTu-Zx/view?usp=sharing)
- 4.1. Identify Student and Team Members- give each person a role for the day (note taker, timekeeper, facilitator, contributor)
  - 4.2. Review data
  - 4.3. Identify Interventions to implement:
    - Positive Behavior Interventions and Supports <http://www.pbisworld.com>
    - Challenging Behavior for Students with Autism & Other Disabilities
   
<https://vkc.mc.vanderbilt.edu/ebip/challenging-behavior-as-communication/>
    - Positive Environments, Network of Trainers <http://www.pent.ca.gov>
  - 4.4. Schedule next meeting
5. Stage 5: Mock Follow Up SST Meeting #3- Positive Behavior Support Plan: In same groups, you will present the information gather on your case study student from Step 1 and 2. Using the Meeting Agenda for Follow Up SST, you will
- 5.1. Identify Student and Team Members- give each person a role for the day (note taker, timekeeper, facilitator, contributor)
  - 5.2. Identify the strengths of student
  - 5.3. Describe the purpose of the meeting
  - 5.4. Agenda Items
    - Review SST Meeting Outcomes
    - Present Additional Data Collection Information
    - Write a *Form 3* (Bambara, Janney, & Snell 2015) *Positive Behavior Support Plan*
  
<https://drive.google.com/file/d/1TeZ3R084FGzcx1Qcqf-Ixs29vXgxS1S7/view?usp=sharing>

- Complete *Form 4* (Bambara, Janney, & Snell 2015) *Implementing, Monitoring, and Evaluating the PBSP*  
<https://drive.google.com/file/d/1aAELWnknm2poXpCuglLeHeN1hd05rX9y/view?usp=sharing>

- Create materials
- Organize training
- Develop communication structures

6. Stage 6: Critical reflection on the process
  - 6.1. What went well?
  - 6.2. What do I need to do to ensure things go better next time?
  - 6.3. How will this impact my teaching?

**Attendance and Participation (70 points):** Your attendance grade will be on your time participating in class. You will receive 5 points for each class for being on time, staying engaged, and participating in discussion. Your critical reflections are based on the information presented during class time, so attendance is mandatory. If you are absent more than one class or have excessive tardiness you will need to meet with the instructor to determine next steps and your final grade will be deducted by one full grade (For example, from an “A” to an “A-“). If you miss more than 3 classes you will need to retake the course in a different semester.

**Extra Credit (+10 points):** Attend a professional conference or USD event that is related to education (pre-approved by the instructor and not required by another course), write a reflection, take a photo, and submit to Blackboard and earn 5 points. You can attend two events and get up to 10 points of extra credit.

### Grading

Assignment	Points
Online Modules	30
Critical Reflections	70
Digital Portfolio (Weebly)	30
FBA Case Study	100
Attendance and Participation	70
<b>Total</b>	<b>300</b>

*\*Note: A grade of B- or above must be achieved for coursework to count towards a credential or professional development degree.*

### Course Outline

\*Due dates NOT subject to change. Texts & Topics, including additional readings, ARE subject to change at instructor’s discretion based on student needs and will be posted on Blackboard.

(9/6, 9/13, 9/20, 9/27, 10/4, 10/11, 10/18, 10/25, 11/1, 11/8, 11/15, 11/29, 12/6, 12/13)

Class	Topics Covered	Assignments
1. 9/6 211	<i>Co-teaching: Team Teaching</i> 1. Extended Practicum 2. RP intro -Sean	<ul style="list-style-type: none"> <li>● Bambara, Janey, &amp; Snell p.1-18</li> <li>● Costello, Watchel, &amp; Watchel p. 1-4</li> <li>● Pariser p. 1-30</li> </ul>



	<ol style="list-style-type: none"> <li>PBIS expectations - Self Study</li> <li>Syllabi, online modules</li> <li>Credential Groups</li> </ol>	<ul style="list-style-type: none"> <li>Weebly Online Module (Stage 1)</li> <li>Self-Study Activity</li> </ul>
2. 9/13 211	<ol style="list-style-type: none"> <li>Credential Circles (25 minutes)</li> <li>Digital Portfolio Check-In</li> <li>Self-Study Check-In</li> <li>Case Study Stage 1: Magic of Multidisciplinary Team, Identify Student</li> <li>Restorative Practices</li> </ol>	<ul style="list-style-type: none"> <li>Critical Reflection #1 (Stage One of Digital Portfolio, Environmental Assessment, Self-Study, &amp; RP)</li> <li>Costello, Watchel, &amp; Watchel p. 5-20</li> <li>Pariser p. 30-65</li> <li>Case Study Step 1.1 (Review of Records), 1.2 (CRSTP), and 1.3 (Identify (due 9/27)</li> <li>Digital Portfolio Stage 2A- upload 5/10 items (due 9/27)</li> </ul>
3. 9/20 211	<ol style="list-style-type: none"> <li>Environmental Support Activity</li> <li>Being a Detective</li> <li>Credential Circles</li> </ol>	<ul style="list-style-type: none"> <li>PBIS Online Module</li> <li>Bambara, Janey, &amp; Snell p. 19-47</li> <li>Pariser p. 66-79</li> <li>Case Study Step 1.1 (Review of Records), 1.2 (CRSTP), and 1.3 (Identify (due 9/27)</li> </ul>
4. 9/27 Rebekka/Sean 211	<ol style="list-style-type: none"> <li>RP - Routines, Traditions, and Rituals</li> <li>Credential Circles</li> <li>Case Study Stage 2: Pre-SST Meeting Groups</li> <li>Safety Plan</li> </ol>	<ul style="list-style-type: none"> <li>Pariser p. 79-98</li> <li>Costello, Watchel, &amp; Watchel p. 21-48</li> <li>Digital Portfolio Stage 2B- upload 5/10 items (due 10/11)</li> <li>Critical Reflection #2 (Video: Jeff Kirchbaum <a href="https://www.youtube.com/watch?v=hS3mruc0V4o">https://www.youtube.com/watch?v=hS3mruc0V4o</a>, RP, Placement)</li> <li>Case Study Stage 2: Meeting Minutes, Schedule Analysis, and Form 1B</li> </ul>
5. 10/4 Sean/Serena TBD	<ol style="list-style-type: none"> <li>Engaging Students</li> <li>Split Class Circles</li> </ol>	<ul style="list-style-type: none"> <li>Pariser p. 98-120</li> <li>Costello, Watchel, &amp; Watchel p. 49-90</li> <li>Trauma Informed Teaching Online Module</li> </ul>
6. 10/11 Sean TBD	<ol style="list-style-type: none"> <li>RP DAY</li> </ol>	<ul style="list-style-type: none"> <li>Pariser p. 120-153</li> <li>Bambara, Janey, &amp; Snell p. 49-72</li> <li>Critical Reflection #3 (Video: Jennifer Zimmermaker <a href="https://www.youtube.com/watch?v=he8HGxAfCVA">https://www.youtube.com/watch?v=he8HGxAfCVA</a>)</li> <li>Digital Portfolio Stage 3A</li> </ul>
7. 10/18 EC	<ol style="list-style-type: none"> <li>Case Study Stage 3: Mock-SST #1</li> <li>Credential Groups</li> </ol>	<ul style="list-style-type: none"> <li>Pariser p. 153-168</li> <li>Bambara, Janey, &amp; Snell p. 73-119</li> <li>Anonymous survey</li> <li>Case Study Stage 3: Meeting Notes, Form 2A and Form 2B (data tracking form)</li> </ul>
8. 10/25 Sean TBD	<ol style="list-style-type: none"> <li>Principal Panel</li> <li>Credential Groups</li> </ol>	<ul style="list-style-type: none"> <li>Digital Portfolio Stage 3 (Revision)</li> <li>Pariser p. 169-192</li> <li>Costello, Watchel, &amp; Watchel p. 91-113</li> <li>Critical Reflection #4 (write the introduction email for a job)</li> </ul>

		<ul style="list-style-type: none"> <li>● Digital Portfolio Stage 3B</li> </ul>
9. 11/1 EC	<ol style="list-style-type: none"> <li>1. Secondary Trauma</li> <li>2. Credential Groups</li> </ol>	<ul style="list-style-type: none"> <li>● Pariser p.192-204</li> <li>● Bambara, Janey, &amp; Snell p. 121-157</li> </ul>
10. 11/8 EC	<ol style="list-style-type: none"> <li>1. Case Study Stage 4: Mock-SST #2</li> <li>2. Credential Groups</li> </ol>	<ul style="list-style-type: none"> <li>● Pariser p. 204-228</li> <li>● Critical Reflection #5 (Video: Rebekah Madren <a href="https://www.youtube.com/watch?v=JbjXEbWn0Yk&amp;t=84s">https://www.youtube.com/watch?v=JbjXEbWn0Yk&amp;t=84s</a>.)</li> <li>● Case Study Stage 4: Meeting Notes, Form 2C</li> </ul>
11. 11/15 TBD	<ol style="list-style-type: none"> <li>1. Restorative Practice</li> <li>2. Credential Groups</li> </ol>	<ul style="list-style-type: none"> <li>● Pariser p. 229-242</li> </ul>
12. 11/29 EC (102)	<ol style="list-style-type: none"> <li>1. Teacher Panel: Self-Care and Burnout</li> <li>2. Credential Groups</li> </ol>	<ul style="list-style-type: none"> <li>● Pariser p. 242-250</li> <li>● Critical Reflection #6</li> </ul>
13. 12/6 211	<ol style="list-style-type: none"> <li>1. Case Study Stage 5: Mock-SST #3</li> <li>2. Credential Groups</li> </ol>	<ul style="list-style-type: none"> <li>● Pariser p. 251-261</li> <li>● Critical Reflection #7 (case study)</li> <li>● Case Study Stage 5: Form 3 and Form 4</li> </ul>
14. 12/13 EC (102)	<ol style="list-style-type: none"> <li>1. Growth Mindset Reflection Day</li> <li>2. Potluck Party</li> </ol>	<ul style="list-style-type: none"> <li>● Course Evaluations</li> </ul>

### Requests for Accommodation

Reasonable accommodations in accordance with the Americans with Disabilities Act will be made for course participants with disabilities who require specific instructional and testing modifications. Students with such requirements must identify themselves to the University of San Diego Disability Services Office (619-260-4655) before the beginning of the course. Every effort will be made to accommodate students' needs, however, performance standards for the course will not be modified in considering specific accommodations.

### USD Academic and Wellbeing Student Supports

As a student you may experience a range of issues that can cause barriers to learning, such as a falling behind due to stress, feeling overwhelmed, anxiety, depression, alcohol or drug concerns, difficulty concentrating, and/or lack of motivation. These types of stressful events or mental health concerns can lead to diminished academic performance or reduce a student's ability to participate in daily activities.

For *wellness concerns for you or a friend*, please contact the USD Student Wellness using the website You Are USD at <http://sites.sandiego.edu/youareusd/> or call (619)- 260-4655. For *academic concerns*, please contact the Writing Center <https://www.sandiego.edu/cas/writing/writing-center/> or call (619) 260-4581, the GradLife [gradstudentlife@sandiego.edu](mailto:gradstudentlife@sandiego.edu) or call (619) 260-2227.

### SOLES Writing Support Services

SOLES offers free writing coaching to all students, of all skill levels at all stages of the writing process through the SOLES Graduate Student Writing Center. For more information visit <https://www.sandiego.edu/soles/current/writing-center.php#content-accordion2>

### **Grade of Incomplete:**

The grade of Incomplete (“I”) may be recorded to indicate (1) that the requirements of a course have been substantially completed but, for a legitimate reason, a small fraction of the work remains to be completed, and, (2) that the record of the student in the course justifies the expectation that he or she will complete the work and obtain the passing grade by the deadline. It is the student’s responsibility to explain to the instructor the reasons for non-completion of work and to request an incomplete grade prior to the posting of final grades. Students who receive a grade of incomplete must submit all missing work no later than the end of the tenth week of the next regular semester; otherwise the “I” grade will become a permanent “F.”

A Petition for a grade of incomplete must accompany all requests for an incomplete at the end of the course term. Criteria for changing a grade of incomplete to a letter grade must be negotiated with the instructor before the final class. The criteria must be outlined on the signed Incomplete Request Form. A completed form with both the instructor and student signature must be turned in by the last session of the class. Without a student signed form the registrar requires assignment of a grade of F. A student must complete an incomplete by the 10th week of the next session or a grade of F is permanently calculated in the overall grade point average. Any attempts to complete an incomplete after the 10-week deadline requires the approval of the Associate Dean of the School of Education.

### **SOLES Online Course Evaluation**

SOLES Course Evaluations are collected via an on-line system that maintains student anonymity. SOLES uses these evaluations for continuous improvement of course content and instruction and as a component of its regular performance review of faculty members, so please take them seriously. Course evaluations are available to students in their *MySanDiego* accounts via the Torero Hub drop down menu: 1) My Academics, 2) Registration Tools, and 3) Registration History. The course evaluation window opens two weeks prior to the end-of-term date for the course.

### **Statement on Plagiarism**

All members of the University community share the responsibility for maintaining an environment of academic integrity since academic dishonesty is a threat to the University.

Acts of academic dishonesty include: a) unauthorized assistance on an examination; b) falsification or invention of data; c) unauthorized collaboration on an academic exercise; d) plagiarism; e) misappropriation of resource materials; f) any unauthorized access of an instructor’s files or computer account; or g) any other serious violation of academic integrity as established by the instructor.

It is the responsibility of the instructor to determine whether a violation has occurred. An act of academic dishonesty may be either a serious violation, or, if unintentional, an infraction (a non-serious violation of course rules). If the instructor determines that an infraction (as opposed to a serious violation) has occurred, the instructor can impose penalties that may include: a) reduction in grade; b) withdrawal from the course; c) requirement that all or part of the course be retaken; and d) a requirement that additional work be undertaken in connection with the course or exercise. Students may formally challenge the instructor’s determination of infraction (see below).

Instructors shall report all violations, whether, infractions or serious violations, both to the Dean’s office and the student using the Academic Integrity Violation Preliminary Worksheet. The Associate Dean will contact the student and ensure she or he is aware of the Academic Integrity policy. The Associate Dean will appoint a

hearing committee only when: 1) the instructor reports that a serious violation occurred, or 2) the instructor reports that an infraction occurred and the student wishes to appeal the determination of infraction. The hearing committee will include, in addition to the Associate Dean, a faculty member and two students from the School of Leadership and Education Sciences, and a faculty member from outside the School of Leadership and Education Sciences. If the hearing committee determines that a serious violation has occurred it also will determine sanctions to be applied which may include: a) expulsion from the University; b) suspension from the University for up to one year; c) a letter of censure; and d) imposition of a period of probation. If the hearing committee determines an infraction has occurred the penalty imposed by the faculty member will be upheld. If the hearing committee determines that no serious violation or infraction has occurred, it will request the instructor to take action consistent with that determination. If the hearing committee determines that expulsion is the appropriate sanction the student may appeal to the Provost.

### **Sustainability**

As higher education professionals, it is our responsibility to advance sustainable practices in our business operations and the education of our students. In collaboration with the University-wide sustainability efforts, we are committed to developing sustainable practices. Copies of this syllabus will not be printed for distribution by the instructor and handouts will be avoided whenever possible. Recycling is always encouraged.