##

**Spring 2017**

**PDMT 6303**

## How to Partner with Families of Middle and High School Students with Disabilities to Achieve Success

Online course 15 modules

**Instructor: Sara Miranda,**

**Office: virtual**

**Telephone: 617 236 -7210 ext. 376**

**E-mail: smiranda@fcsn.org**

**FAX: 617 241-0330**

 **A. COURSE DESCRIPTION:**

The purpose of this course is to enhance educators’ knowledge of family engagement and the skills required to develop collaborative partnerships with families of middle and high school students with disabilities. When we speak of achieving “success,” we encompass not only the end goal of postsecondary transition for students with disabilities, which is to prepare them for further education, employment, independent living, and community participation, but also the process goal of creating optimal conditions of communication and trust so that professionals, students and families can work together effectively. This course will focus on family engagement, models of partnership, the requirements of the law, research findings, effective communication, understanding and working with families, including issues specific to family systems, cultural competence, adolescents, transition and post-secondary options. As a final project, course candidates will create their own plan to achieve family-professional partnership and family engagement in their school or district.

***If you plan on matriculating into a graduate program at Fitchburg State University, please be aware that twelve semester hours of Fitchburg State University credit taken within a year prior to the student’s admission may be applied to the degree program with the approval of the program chairperson. Anything over 12 credits prior to matriculation will NOT be accepted towards the degree.***

 **B. TEXTS:**

Turnbull, A., Turnbull R*.,* Erwin, E., Shogren, K& Soodak, L. (2014). *Families, Professionals, and Exceptionality: Positive Outcomes Through Partnership & Trust*  ( 7th ed.) N.J.: Pearson Merrill Prentice Hall

Redding, S., Murphy, M., Sheley, P. (Eds.). (2011). *Handbook on Family and Community Engagement* IL.: Academic Development Institute

Fitchburg State University Teacher Preparation Programs. (2012). *Conceptual framework.*  Fitchburg, MA: Author. [Online] Available: <http://www.fitchburgstate.edu/academics/academic-departments/education-unit/conceptual-framework/>

Massachusetts Department of Elementary and Secondary Education. (1999-2011).

*Curriculum frameworks*. Malden, MA: Author. [Online] Available

<http://www.doe.mass.edu/frameworks/current.html>

**SUPPLEMENTAL TEXTS and Resources:**

Byrk, A.S., & Schneider, B. (2011). *Trust in Schools: A Core Resource for Improvement*. NY: The Russell Sage Foundation. (2nd ed.). NY: Penguin

Fisher, R. & Ury W. (2011). *Getting to Yes: Negotiating Agreement Without Giving In*

Hanson, M.J. & Lynch,W. (2013). *Understanding Families: Supportive Approaches to Diversity, Disability and Risk*.Baltimore: Paul H. Brookes

**Each week of the course provides additional supplemental texts and resources.**

**LEARNING OUTCOMES / OBJECTIVES:**

**Knowledge**: As a result of the learning experiences in the course, you will become more cognizant of:

Models of partnership/family engagement between schools and parents

Epstein’s six types of parent involvement:

Requirements of the law ,including IDEA and ESSA

Grief cycle and how this relates to parental concerns

Research findings related to parent involvement in education and outcomes for students

Issues specific to adolescence, family systems, and cultural competence

Transition planning for students with disabilities

Post- secondary options for graduates with special needs

Role of community partners in relationship to schools

**Skill**: As a result of the learning experiences in the course, you will become better able to:

 Effectively communicate with families regarding the education of their child

 Partner with parents of students with special needs in the IEP and transition process

 Collaborate with the student/ family on transition planning and exploration of post-secondary options

 Increase parent involvement in their child’s education

 Identify and collaoborate with community partners

**Caring**: As a result of the learning experiences in the course, you will become more competent in your ability to:

Discuss student challenges with families

Foster resilience and motivation to learn for students with disabilities

Identify and respond to adolescent concerns which interfere with learning

Understand the emotional needs of parents as they negotiate developmental milestones and transition points in their student’s life

**Ethical**: As a result of the learning experiences in the course, you will become more competent in your ability to:

Establish professional boundaries with students and families

Respect cultural differences

 Maintain transparency around IEP and transition planning

**INSTRUCTIONAL STRATEGIES**

 Lecture Data Collection and Analysis

 x Discussion/Questioning Pre-Practicum

 Laboratory Role Playing/Simulation

 x Problem Finding/Solving x Independent Learning

 x Discovery Field Trips

 x Interviewing x Computer Applications

 Collaborative Learning Groups x Viewing or Listening to Followed by

 x Reflective Responses Discussing

 Creating Visual Illustrations of Concepts x On line forum

**Technology Initiatives**:

Candidates will utilize technology as:

* Blackboard platform will be used to access the course, instruction modules, assignments, online articles, audio/ visual resources and to access websites for research
* A communication method of interacting with each other in class through the forum responses and comments which will be posted on Blackboard
* A method of communication with the instructor (webinar and e-mail) for guidance and/or answers to questions related to the assignments and course material.

**COURSE REQUIREMENTS**:

 Throughout this course, candidates interact with the course content on a weekly basis. Each week an introduction guides them through text reading and various videos, articles and websites that they are assigned to read and review. Candidates then are expected to provide weekly responses to discussion forum questions which must be thorough and demonstrate their engagement with the course materials by including specific references to support their answers .Candidates’ ideas, no matter how relevant and on point, need to be supported with related research, current readings and expert findings. Candidates are expected to read and reflect on others thoughts and experiences as written on the discussion board and to respond to these ideas in a well-thought out manner that moves the discussion forward. Participants’ interactions with each other through the discussion forum provides opportunities to learn what works in other schools, share positive and negative experiences and explore strategies to incorporate in own school or program. The instructor participates in these weekly discussions offering additional resources, redirecting the conversation and introducing new concepts. The instructor may also contact a candidate directly to discuss a posted response. The instructor communicates with each candidate twice during the course to give a grade on class participation. Participants also are required to complete three written assignments and submit them directly to the instructor for her review, feedback and assignment of a grade. Assignments are assessed on the extent to which answers demonstrate thoughtful consideration and understanding of course materials, self-reflection, analysis of how to apply new skills and practices in the participant’s current school setting as well as clarity and organization. Lastly, a final project is assigned which participants begin contemplating and designing as early as possible in this course. This final project is intended to be a culmination of the learning that the participant has experienced in this course. The final project should be useful work that the participant may use in his/her practice with families. The final project is assessed on the extent to which it reflects an understanding of the course material as well as a practical application to the participant’s own school and/or program.

**Assignment One** This assignment has two parts: **Due Week 6.**

 **1. Parent Interview:** Identify a parent or guardian in your school who has a child on an IEP or 504 plan. Arrange an in-person interview with this person. Interview questions must include parent’s comments on quality of communication with school personnel, whether the parent feels he/she is a valued member of the Team, parent involvement in activities, views on family school engagement and parent suggestions on improvement in these areas or any others. Each interview should include at least one additional question posed by the candidate and based on his/her own experience. **Each interview should be presented in a question and answer format rather than in a summary format.**

 **2**. **Analysis and Self-reflection:** Please review your interview. Include your reflections on the interview in terms of what has been presented in the text and readings. Does this resonate with you? Based on parent comments, the reading and your own experience what suggestions do you have for school improvement? If your team is able to meet, share and discuss your findings from your parent interview. Reflect on common themes from parents (respecting confidentiality).What suggestions would team members have for colleagues and administration based on these findings? How would you share these ? Submit your parent interview, analysis and self-reflection separately along with your team recommendations for possible school changes.

**The analysis must include at least three points of reference from the reading to support your observations and suggestions**. **Submit original interview along with your analysis and reflection in an e-mail to the instructor**  smiranda@fcsn.org

**Assignment Two Due Week 9 :** Write a short essay (500-700) words on your personal reflections of surface and deep culture. How does this analysis of your own background impact on ways you may view students and families from a different culture? Please be specific; give at leastt 2 examples. Reference 3 new ideas you have learned from the Iceberg model of culture, graphic and articles and how this relates to the cultural continuum in your school. What strategy would you suggest to help other educators reflect on their own deep culture? **Submit reflection along with your analysis in an e-mail to the instructor** smiranda@fcsn.org

**Assignment Three Due Week 11 :** This assignment has two parts**:**

 **1. Essay**: Write a short essay (500-700 words) on a communication “breakdown” that you or a colleague have experienced with a parent in school.

**2. Analysis** Using the theory you have learned in the two communication modules (including text, reading and web resources), analyze how and why the breakdown occurred. What steps could have been taken to prevent this? How could the situation be remedied? How would you proceed in a similar situation today? The candidate must use at least three references to theory and /or best practice to back up his/her response. Each candidate must submit a bibliography with the project. **This should be e-mailed to the instructor** **smiranda@fcsn.com**

 **Final Project**:

**PART ONE** Course candidates will create a final project- a practical, stepwise, and comprehensive written plan for family-professional partnership/family engagement with families who have middle or high school children with disabilities, for use in their own school. You can choose to work as a team with others in your school to identify a problem or issue in terms of family engagement, parent partnership and/or post secondary transition. However, each member of the team should then write an individual paper that addresses the problem and applicable action steps that you created with your team.

This final project is to be informed by what they have learned about (a) Joyce Epstein’s Six Types of Involvement, (b) the requirements of Federal and State Law, (c) family systems and issues in adolescence, (d) models and strategies related to family and community engagement, (e) cultural competence (f) trust and effective communication (g) transition and post-secondary options. Candidates must identify the issue or problem area; the plan will address a proposal to remedy this and the desired outcome. Additionally the plan must include demographics regarding the school’s population, size of school and urban/suburban/rural location. The plan must map out stepwise implementation (include a calendar of activities) and include means for sharing with school colleagues, administration (and families where applicable) what course candidates have learned. References to theory and best practices described in the course materials (at least six topics should be covered) must be used to support the proposal and the activities designed to reach the desired outcome. A bibliography must be included. Spelling and grammar must conform to the expectations of graduate students. Please paginate all assignments and include your name and date. Final projects are due in week 14.

This is a graduate level course and all work must be rooted in academic theory and is required to demonstrate a high level of critical thinking and synthesis of material. Candidates must receive prior approval from the instructor for work that will be submitted late. Work that is submitted late without discussion with the instructor may receive one grade lower. Candidates who need accommodations based on differences in learning style should contact the instructor at the beginning of the course. This should be e-mailed to the instructor smiranda@fcsn.com

**FIELD-BASED REQUIREMENTS:**

Candidates will create the opportunity for an in–person interview with a parent (or guardian) who has a child in their school on an IEP or 504 plan. The interview will include parent’s comments on adequacy of school / home communication, participation in the development of the IEP, 504 plan or transition process. Parent involvement activities, and parent’s suggestions for any improvements.

# **EVALUATION OR GRADING POLICY:**

**Forum responses – 30%**

**Written assignments -30%**

**Final project-40%**

**Grading Rubric**

**Forum/Discussion Board Rubric/Class particiaption**

|  |  |  |  |
| --- | --- | --- | --- |
| A | B+ | B | C |
| Demonstrating maximal engagement with course materials. Each response to a question must include at least two references to course (theory/best practices) and answers to all parts of question. Must answer one candidate on the forum with a substantive comment. | Demonstrating very considerable engagement with course materials with at least one reference to course (theory/ best practice) in each response. Must answer all parts of questions and respond to at least one candidate on the forum with a substantive comment. | Demonstrating moderate engagement with course materials. Responds with one reference to course materials and misses parts of a multi-part question or indicates only agreement with comment on forum to another’s post. | Demonstrating minimal engagement with course materials. Responds with no references to class material, misses part of multi part questions and /or does not respond to any post on the forum. |

**Assignments Rubric**

|  |  |  |  |
| --- | --- | --- | --- |
| A  | B+  | B  | C  |
| Demonstrating extremely thoughtful consideration and understanding of course materials. Essay includes at least three references to course material on theory/best practice, and both content and analysis. | Demonstrating quite thoughtful consideration and understanding of course materials. Essay includes at least two references to course material on theory/best practice, and both content and analysis | Demonstrating moderately thoughtful consideration and understanding of course materials. Essay includes both content and analysis, but only one reference. | Demonstrating minimally thoughtful consideration and understanding of course materials. Essay lacks references to class material and/or does not include analysis.  |

**Final Project Rubric**

|  |  |  |  |
| --- | --- | --- | --- |
|  A  | B+  | B  | C  |
| Creates a plan for family professional partnership including references to material on Epstein’s work, family systems, communication, transition, cultural competence, research findings, family and community engagement and the law (at least 6 topics). Must include the following: demographics, proposal, activities to reach desired outcomes, calendar, dissemination plan and bibliography. |  Creates a plan for family professional partnership but includes references to only 4 topics in course. Must include proposal, activities to reach desired outcomes, demographics, calendar, dissemination plan and bibliography. | Creates a plan for family professional partnership but includes references to only 3 topics in course. Must include proposal, activities to reach desired outcomes and two of the following: demographic background, calendar or plan for dissemination. | Creates a plan for family professional partnership but includes references to only 2 topics in course. Missing proposal, demographic background, activity calendar and/or plan for dissemination. |

 **GRADUATE GRADING SYSTEM**

**4.0** 95 - 100 A

**3.7** 92 - 94 A-

**3.5** 89 - 91 A-/B+

**3.3** 86 - 88 B+

**3.0** 83 - 85 B

**2.7** 80 - 82 B-

**2.5** 77 - 79 B-/C+

**2.3** 74 - 76 C+

**2.0** 71 - 73 C

**0.0**  0 - 70 F

**W** Withdrawn

**IN** Incomplete

**IP** In-Progress

**COURSE CONTENT / TOPICAL OUTLINE**

**How to Partner with Families of Middle and High School Students with Disabilities to Achieve Success**

**Week One : Partnership and Family Engagement**

**Prior to beginning the course you must complete the pre assessement and e-mail to your instructor at** **smiranda@fcsn.org**

**The pre assessement will be sent to you along with the welcome letter before the course opens.**

 **Week One :**

**The first assignment for week 1 is to complete the pre assesment and watch the orientation webinar and introduction to Blackboard for this course. Details will be e-mailed to you before the course begins.**

This module opens with the Principles of Partnership from the Turnbull text. These principles are the underpinning for so many of the ideas and skills presented throughout the course. These are the building blocks needed to establish effective family school partnership.

This week, you will also gain current knowledge and relevant ideas from family engagement thought leaders Karen Mapp, Anne Henderson and Paul Kuttner. In Partners *in Education: A Dual Capacy Building Framework for Family School Partnerships* the authors state that” 50 years of research has promoted passage of family engagement laws in the majority of states because effective family engagement is linked to improved student outcomes”. This understanding is further reflected in Massachusetts’ educator evaluation system; family and community engagement is positioned as one of the pillars. Examine this framework and the goals and conditions it lays out for building collective capacity. Read the case studies – of which one is on the Boston Public Schools – to transfer the framework into real-life settings.

**Learning Objective:** Candidates will learn the fundamental concepts that inform educator best practice and how to utilize these to establish partnerships with families. After completing this week's assignments, candidates will know the seven principles of effective partnerships and a model of partnership between school and parents .They will be able to explore how these principles may be applied in their work. Candidates will also examine a current family engagement model and learn through case study how this is applied in real life practice.

 **Week Two: Why Partner? What are the Laws and Regulations?**

 This section provides a glimpse of the current laws and regulations that pertain to education and special education. Chapter 6 in the text provides an overview of Federal Special Education requirements. You do not need to read the section on No Child Left behind (NCLB) as new legislation has been passed by Congress to replace NCLB. The Every Student Succeeds Act (ESSA) reauthorizes the Elementary and Secondary Education Act of 1965 (ESEA) and replaces NCLB which had been in effect since 2002.States will begin operating under new accountability systems as defined by ESSA and approved by the US DOE beginning in the 2017-2018 school year.

The first reading, the Turnbull text, draws the connection between family-professional partnerships and the principles of IDEA. As you read, you will find that much is familiar but viewed, perhaps, from a fresh perspective. The second reading assignment provides a link to the U.S. Department of Education website and current information on ESSA. Our third reading from the Massachusetts Special Education regulations specifically addresses parent involvement. This is an important reading as it gives you the specifics of the law.

**In this session, you will also review the blueprint for DESE’s Mass Tiered System of Supports (MTSS) and read about the emphasis on family involvement and on differentiated instruction. Many of you may already be working in schools that have adopted this plan. Others will be reading about this for the first time. Read Chapters 1,2 and 3 of the blueprint and also chapter 4B and 4E .**

**Learning Objective: Candidates will review essential federal and state laws and regulations that establish the rights of adolescents with disabilities and their families and the responsibilities of the educational system and family in terms of special education. (Secondary Transiton will be discussed in modules 11 and 12) .After completing this module candidates will understand the tiered system of instruction model including family involvement and the use of differentiated instruction.**

**Week Three: Why Partner? – What Research Says**

**Learning objective**: In this session, candidates will become familiar with research on family-professional partnerships at the middle and high school level, learn about evidence-based practices, and consider how research can inform their own professional practices and school policies. Candidates will learn how current research findings provide evidence based data on the value of parental involvement in school and improved student outcomes

**Week Four: A Framework for Family-Professional Partnerships**

 In this session, course candidates will learn about the Six Types of Parent Involvement model developed by Joyce Epstein and her colleagues at the National Network of Partnership Schools and the Center on School, Family, and Community Partnerships at Johns Hopkins University. Candidates will review Epstein’s framework in the light of their own experience and analyze how it could be used to structure effective partnerships in their schools and increase parent involvement in their child’s education.

The next article, “Parent Involvement in Schools”, has an assessment useful in determining where your school stands in terms of efforts towards promoting family involvement.

The Massachusetts Family, School, and Community Partnership Fundamentals reviews family engagement and strategies for teachers and schools to follow in partnering with families. The Parent and Community Education and Involvement (PCEI) Advisory Council of the Massachusetts Board of Elementary and Secondary Education (BESE) developed and coordinated this piece with input from parents, students, teachers, administrators and community members.

**Learning objective:** Candidates will become familiar with practices and policies which are key in achieving partnership with families and adolescents with disabilities. Candidates will examine two different frameworks and complete an assessment on their school’s policies and practices.

**Week Five: Understanding Families, Part One**

**Learning objective:** In this session, candidates will learn about family characteristics, family interaction, family function and challenges which can influence each family’s experience of disability. Course candidates will understand family system theory and view families as systems with varied levels of cohesion and adaptability. Candidates will understand the impact of disability on family functions and consider how this affects family-professional partnerships

**Week Six: Understanding Families Part Two**

In the reading this week, you will encounter views on family engagement and education from a diverse group of families. These may be thought provoking and should provide a good backdrop to next week’s module on cultural competence. In addition, candidates will read about various ways families may react to a diagnosis of disability and how this may impact the familiy and student throughout the family life cycle. Lastly, we look at a special group of students, those who are homeless and the considerations necessary to provide appropriate specail education services and support. This guidance comes from Mass DESE,

**Learning objective:**

Candidates will understand a variety of perspectives on education and special education from families of diverse backgrounds (This is discussed more fully in the next module on cultural competence) and how this knowledge can inform their practice. Candidates will understand the emotional needs of parents as they negotiate developmental milestones and transition points in their student’s lives and will be able to incorporate this into positive ways of interacting with families during times of transition. Lastly candidates will understand the regulations of the McKinney Venton Act and how this impacts on the education of homeless children who require special education services.

**Submit the Parent Interview and Analysis paper using e-mail to your instructor** **smiranda@fcsn.org**

**Week 7 Cultural Competence**

This module provides readings that explain the effect of culture on professional and family attitudes and perspectives and will offer evidence based practices for promoting partnerships with students and families from diverse backgrounds. The readings provide information on how to distnguish between cultural awareness, cultural knowedge and cultural competence.The first assignment is a visit to an excellent website on cultural competency. . The second article is from the Harvard Research Project and explores the difficulty many teachers face when instructing students from different cultures in their classroom. A framework for understanding cultural patterns and suggestions for effective communication practices during parent teacher meetings are presented.

The *Iceberg Concept of Culture*  presents a graphic which reflects the differences between Surface and Deep Culture. The article which follows explains this notionand helps teachers to understand how surface and deep culture are reflected in cultural competency. Educators also need an awareness of English Language Learners as a diverse group within the school. Read the material provided by MA DESE.

**Learning Objective**: Candidates will understand how culture impacts communication styles, child rearing, expectations for adolescents and young adults, beliefs about education and family decision making. Candidates will learn evidence-based practices for promoting partnerships with students and families from diverse cultural backgrounds. Candidates will be able to distinguish between cultural awareness, cultural knowledge and cultural competence.

**Assignment 2 Read the directions on the syllabus and online in week 7. Reflecting on Deep Culture- this assignment is due in week 9.**

**Week 8 Communication & Trust**

In this session, candidates will explore the role of trust as the keystone in family-professional partnerships, considering issues at the individual and building level. Candidates will learn strategies for fostering open communication and how to maintain transparency in the IEP and transition process. Candidates will also learn how to effectively communicate with families regarding the education of their child, how to discuss student challenges with families andhow to better partner in the IEP process.

**Learning objective**: Candidates will understand how to establish and maintain effective, trusting realtionships between school and parents, including day to day interactions and collaobartion on goal setting and evaluation.

**Week Nine: Communication & Collaboration**

 This module provides “hands on” skill based learning for educators involved in IEP meetings, secondary transiton meetings and other parent school conferences. The theory behind these strategies is presented alongside of examples on how to use positive communication and conflict resolution strategies to reach consensus in the best interest of the student.

**Learning objective**: Candidates will learn specific methods for effective, positive communication and conflict resolution, and increase their repertoire of communication skills and conflict resolution strategies. Thes are strategies that will build candidate’s skills in negotiation and dispute resolution in the IEP and in the transiton process.

**Read the directions in the syllabus and online in Week 9 on writing the Communication Breakdown essay (Assignment 2). This 500-700 word essay is due in Week eleven.**

**Week Ten: Issues in Adolescence – Partnering for Life**

Adolescents with disabilities are the focus of this week’s module. Adolescents with disabilities have some specifc concerns which teachers can explore and address. Resilience and motivation are reviewed in terms of how to help teens become successful. The ability to share this knowledge with parents and students helps build a partnership among all three, focused on success in the classroom and in transition. Pay special attention to the article on how teachers can develop students' motivation and trust.

**Learning objective:** In this session, course candidates will learn about six success attributes for students with disabilities and recognize how to foster resilience and motivation to learn. Candidates will learn about adolescent concerns of students with special needs and how they may interfere with learning. Candidates will consider how to share all of this knowledge with students and parents as they encourage them to partner for success.

 Reminder: Candidates should contact the instructor by e-mail during this week to give a written update on plans for the final project.

**Week Eleven: Issues in Adolescence- Part Two Submit Communication assignment**

Self determination is linked to successful transition. Listen to the Wisconsin Facets interviews with Dr. Laura Owens, who speaks about supporting people with disabilities in making choices and pursuing their dreams. The second reading gives concrete examples of two different assessment protocols that can be used with students. The website, *I’m Determined*, would be helpful for students and families as well as teachers. This site includes information and materials on both middle and high school students.

**Learning Objective**: Candidates will learn strategies for partnering with students and families in order to foster student self-determination and success in post secondary life.

**Week 12: Transition in and out of High School and Post–Secondary Options Part One.**

 These readings are important for both middle and high school professionals. Read the guidance on the DESE website. Mass Rehab commission, in collaboration with the Federation for Children with Special Needs have published *A Family Guide to Transition Services in Massachusetts*. This is a great resource to share with families. Pay special attention to the timeline which is laid out beginning at age 14. Examine the roles for families and stduents and the resources/websites you would share with them. Think of ways to effectively share this as simply giving family and students the booklet is not enough.

 **Learning Objective:** Candidates will understand the end goal of transiton for students with disabilities, which is to prepare them for further post secondary education , competitive employment, independent living and community participation.. Candidates will become familiar with requirements of transition planning set forth by DESE as well as the information and resources needed by students and families to become successfully involved in this endeavor

If you are working with students and families in middle school, the topic of transition is critical.The transition process from middle to high school is a huge change and helps to set the stage for the transition at the end of secondary school. Families of these students can begin to consider some of the ideas covered in the material on transition to the post-secondary world. Certainly questions begin to arise as their students move into the first year of high school. There is a website devoted to middle school learning that is posted .This contains information on the transition from middle to high school and also on other topics such as family engagement in middle school. The website refers to all learners. Keep in mind that students with disabilities and their families experience many additional challenges as you integrate this material into your practice. Another important article comes from a website on Adolescent literacy, “ Ensuring Successful Transitions from Middle to High School”. Please review the other transition material listed below as there are many good ideas for families that they should know before there student enters high school.

**Week Thirteen Transition part two:**

It is important to remember that the development of the transition form must encompass discussion with the student and family. The focus is on self-determination and how to assess, access and achieve successful outcomes in post-secondary employment, learning, independent living and community participation. The Massachusetts Disability Law center has published a very useful manual with concrete suggestions which you will find helpful to review. This is a terrific resource and covers all of the important topics in transition with reference to Massachusetts services. Pay special attention to the sections of this online guide which deal with post-secondary education, employment, independent living and community participation. Please share information and this guide with families. One focus should be on how parents and student can participate in informal assessments for transition. Also review the many resources offered in this manual which relate to those important post secondary outcomes.

Doors to colleges are opening for people with intellectual and other developmental disabilities in many different ways all over the country. The website Think College provides current information regarding resources, strategies, training events and opportunities to network with others. Please also watch the video on Inclusive Current Enrollment.Watch the webinar on postsecondary vision as it provides some creative and innovative ways for educators to involve students and families in this process.

**Learning Objective**: Candidates will learn how families and students can participate in informal assessments for transition planning and how both can have significant input into and approval of the final plan. Candidates will become familiar with the Inclusive Enrollment Initiative and other resources available and preparation needed to help carry out a post secondary vision.

**Week 14 Partnering with Parents and the Community FINAL Projects Due**

In this session, course candidates will further explore partnering with parents through creating and supporting opportunities for parent leadership. Parent leadership is explored in the short piece in the FACE Handbook. Partnering with families includes parents taking on meaningful, decision making roles within their schools. Strategies for partnering with the community are described in the *Massachusetts Family, School, and Community Partnership Fundamentals*;. Joyce Epstein’s model of partnership also presents a useful guide.

Community mapping is a wonderful tool which can involve faculty, students and parents in transition planning. Please review the article from NCEST and consider the CLT method of learning. Pay attention to the different types of mapping, how to involve families and students and the different options for projects of this nature.

 **Learning Objective**::Candidates will consider and reflect on the role parent leadership plays in their school, ways to expand this and how to also engage the community. Candidates will learn the principles of community assets mapping and how collaborating with students and families can help with post-secondary transition planning.

**Week 15: Online forum discussion of final projects** ALL projects must first be e-mailed to the instructor at smiranda@fcsn.org.

1. Post your project on the discussion board. Respond to one of your colleagues (or more) with comments on their project (reflection and constructive comments only)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**FITCHBURG STATE UNIVERSITY**

**DISTANCE LEARNING & EXTENDED CAMPUS LIBRARY SERVICES**

The Gallucci-Cirio Library at Fitchburg State University provides a full range of library services including borrowing privileges; document delivery (books and articles mailed to your home); Interlibrary Loan; reference assistance via: phone, email, IM, Blackboard’s Collaboration and Elluminate tools, Skype and in-person; library instruction; research help and more. Any questions relating to library services should be directed to the Linda LeBlanc, Access Services Librarian, at 978-665-3062 or dllibrary@fitchburgstate.edu. There is also a special section for Distance Learning and Extended Campus Services at <http://fitchburgstate.libguides.com/dlservices> outlining the wide range of services available to you and how to access them.

Students who are currently registered with the university may access any of the library’s subscription databases, including an increasing number with full-text, by visiting the Gallucci-Cirio Library’s homepage at <http://www.fitchburgstate.edu/academics/library> and clicking on the Research Databases button in the center of the page. Select the resource you want to access from the alphabetical or subject listing. Once you click on the database title you will be prompted for your Falcon Key logon information; this is the same logon you will use for your Fitchburg State email account and if you have any online Blackboard courses. If you do not know your Falcon Key username and password or if you have any problems logging in, contact the university’s Technology Help Desk at 978-665-4500 or helpdesk@fitchburgstate.edu. The Library can issue you a temporary guest Falcon Key to use while the Technology Department is setting up your account: contact us at 978-665-3062 or dllibrary@fitchburgstate.edu

All registered Fitchburg State University students are eligible for a Fitchburg State University OneCard ID which also serves as his/her library card. If you have not received your OneCard yet, you can still access all of our online services as long as you have activated your library account. Activate your library account online at <http://www.fitchburgstate.edu/librarycf/cardrequest.cfm> or in person at the Circulation Desk. After activation by the Gallucci-Cirio Library and receipt of your OneCard, students may also use any Massachusetts State College/University Library as well as participating libraries in the Academic and Research Collaborative (ARC) during the current semester. OneCards are available on campus all year round. Students wanting an OneCard must either complete the online Extended Campus OneCard request form <http://web.fitchburgstate.edu/technology/onecard/photoless/index.cfm> or present a course registration confirmation at the OneCard Office in the Anthony Building, main campus. Please call 978-665-3039 for available times or if you have any questions about your OneCard.

**UNIVERSITY AND EDUCATION UNIT POLICIES**

**Policy on Disability**

 Disability Services is the primary support system for students with disabilities taking classes in the day and evening divisions. The office is located on the third floor of the Hammond Building and can be reached at 978-665-4020 (voice/relay). If you need course adaptations or accommodations because of a disability, if you have emergency medication information, or if you need special arrangements in case the building must be evacuated, please make an appointment at the beginning of the course to talk with me. It is important that the issues relating to disabilities be discussed with me as soon as possible.

**Attendance and Participation**

1. As an emerging professional, you are expected to attend every class session, to be on time, and to communicate with the instructor regarding any absences. Absences and tardiness may result in a permanent grade change. Attendance at all pre-practicum sessions is mandatory.
2. Participation in class discussions and cooperative groups is expected. All candidates are responsible for meeting required deadlines on projects and assignments; your ability to complete tasks in a timely fashion demonstrates professional maturity and an ability to organize and manage time. Completion of assigned reading is imperative to your individual development as a professional.
3. All of these behaviors regarding attendance, preparation, and meeting deadlines are critical for successful teaching and thus are factored into the final grade.

**Education Unit Computer Literacy Requirement**

All assignments must be typed, doubled-spaced; follow the Department Writing Guide; and use APA format when appropriate.

You are expected to use word processing for all assignments (unless otherwise instructed). [If your course has other requirements list those also, e.g., ‘You are expected to use e-mail for dialogues with other class members, to examine the use of software in the field, and to use the Internet to obtain information, ideas and resources.’]

**Cellular Telephones and Other Devices**

Kindly turn-off cellular telephones during class time and field experiences and place them in book bags or purses. Please no texting in class. It reflects negatively upon you as a developing professional. Once class begins and if use of the laptop is not required, all laptops should be closed during class time so that your full attention can be focused on your colleagues and the discussion or lecture in progress. If you prefer to take class notes on your laptop, please inform the instructor. You are on your honor to be focused on note taking and not on e-mail, Facebook or other technological enterprise not germane to the class in progress. Thank you in advance for your consideration of colleagues and students.

**Grade Appeal**

If you disagree with the evaluation of your work or believe an improper grade has been assigned, an appeal may be followed. Please discuss the matter with the instructor and refer to the Fitchburg State University Grade Appeal Policy in your Student Handbook.

**Academic Integrity Policy**

The faculty in the Education Unit at Fitchburg State University that work submitted in fulfillment of course requirements will be solely that of the individual candidate and all other sources will be cited appropriately. University Academic Integrity Policy, as outlined in the University Catalogue, will be strictly adhered to.

**Copyright Policy**

You are reminded that, in preparing handouts for peers or the instructor, reproduction of copyrighted material without permission of the copyright owner is illegal. Such unauthorized copying may violate the rights of the author or publisher. Fitchburg State University adheres to federal laws regarding use of copyrighted materials. See the Student Handbook for more details.