



**HTH #**  
**Field Work- Case Management**

**Course Meetings:** Mondays- 1/23, 3/6, 4/17 & 5/1

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**Location:** HTH Forum (Upstairs)

**COURSE DESCRIPTION**

This course will combine 1st and 2nd year Ed Specialist Interns. Each month we will focus on a specific case management dilemma while incorporating the real life case management questions and concerns that come up for our candidates in the field. In doing so this course prepares candidates in case management practices and strategies for students with mild/moderate disabilities and for those referred for special education. Candidates are prepared to coordinate the IEP process and service delivery for individuals referred for special education and those identified with mild/moderate disabilities and to address the legal & instructional requirements based on the individual needs of the student with mild/moderate disabilities.

**ESSENTIAL QUESTIONS**

1. How can I uphold IDEA (Individuals with Disabilities Education Act) while facilitating FAPE (Free and Appropriate Public Education) in the LRE (Least Restrictive Environment) for all of my students? While understanding the laws, procedures, and case management strategies that drive this facilitation.
2. How can I do all of the above and maintain positive relationships with all stakeholders (classroom teachers, school leaders, students, paraprofessionals, parents, and service providers).
3. How do I do 1 and 2 and still maintain joy in my professional life?

**LEARNING OUTCOMES**

The mission of the program is to prepare teachers to facilitate student learning in an environment that integrates technical and academic education, prepares students for future education, and creates a sense of community engagement and responsibility. The program situates teacher training in clinical sites where candidates can experience a 21<sup>st</sup> century context for teaching and learning. It trains teachers who understand the integration of technical and academic studies by providing directed, on-the-job training to recent graduates of post-secondary institutions as well as mid-career individuals in transition.

Through this program HTH credentialing is committed to developing reflective practitioner who work effectively with colleagues and communities to create and sustain innovative, authentic, rigorous learning environments for *all* students. Through this course, students will be supported in

pursuing the specific program standards outlined below.

## **PROGRAM STANDARDS**

California Teacher Performance Expectations (TPEs) Covered

### **TPE 6- Developing as a Professional Educator**

- ❑ 2. Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness towards all students and families, as well as towards their colleagues.
- ❑ 4. Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families, and members of the large school community to support teacher and student learning.
- ❑ 7. Critically analyze how the context, structure, and history of public education in California affects and influences state, district, and school governance as well as state and local education finance.

Specialty Specific Program Standards for Mild Moderate Disabilities Covered

### **M/M Standard 6: Case Management**

- ❑ The program prepares candidates in case management practices and strategies for students with mild/moderate disabilities and for those referred for special education. Candidates are prepared to coordinate the IEP process and service delivery for individuals referred for special education and those identified with mild/moderate disabilities and to address the legal & instructional requirements based on the individual needs of the student with mild/moderate disabilities.

## **REQUIRED COURSE MATERIALS/READINGS (These will be provided to you, unless noted)**

### [A Survival Guide for New Special Educators](#)

Billingsley, B. S., Brownell, M. T., Israel, M., & Kamman, M. L. (2013). *A Survival Guide for New Special Educators*. San Francisco, CA: Jossey-Bass.

### [The IEP Checklist- Your Guide to Creating Meaningful and Compliant IEPs](#)

Winterman, K., & Rosas, C. (2014). *The IEP Checklist*. Baltimore, Maryland: Paul H. Brookes Publishing.

### [Exceptional Lives: Special Education in Today's Schools \(8th Edition\)](#)

Turnbull, A. P. (2014). *Exceptional lives: Special education in today's schools*. United States: Pearson.

## **COURSE ASSIGNMENTS and ACTIVITIES**

### **Reflections**

Reflections are an opportunity to personalize and synthesize the content you learned in class as well as the content you have absorbed from the readings/activities. At the end of each session reflection prompts will be provided. When responding to prompts please select one or more of the week’s readings/activities, cite per APA format, and craft a response that includes quote/excerpt, the questions it raised for you, and any comments or reflections. This is an occasion to analyze and critique the author’s ideas, to connect them to other ideas, to reflect on what those ideas mean to you, and to use the text as a springboard for extending your own thinking. Your reflection should also include a dialogue about the impact course readings, content, and activities have had on your practice. Most importantly this is an opportunity to connect with your exploratory group.

You should post your brief to the Haiku forum by 1:00 pm two days before the next class. By 1:00 p.m. on the day before class, you should respond to at least one person’s post in your response group. Share something that struck you about what they wrote, new questions that have emerged for you, etc. The purpose of the forum is to serve as an archive of our collective thinking, but more importantly to generate and continue conversations outside of class.

**Put it into Practice:**

This is an opportunity to actually go out and use what you have learned in class. Throughout credentialing classes you will focus on specific methods for teaching. Each month’s session will provide a “Put It Into Practice” that asks you to try out the new skill you learned and then to reflect upon the planning, implementation, success and challenges you faced while implementing it. This course has four “put it into practice” assignments which will serve as your final project. The assignments are detailed in the course schedule below.

**Mentor Observations:**

For each “put it into practice,” you will be asked to involve your mentor in your “put it into practice” assignments please ensure you encapsulate that experience in your write-ups for put it into practice.

**COURSE SCHEDULE**

Detailed daily agendas will be distributed at course meetings.

Session Overview	Field Work Follow-Ups
SCIA (Special Circumstance Instructional Assistance) <ul style="list-style-type: none"> <li>❖ Understanding the Special Education Laws and Ethical Considerations of a case manager through the lense of the SCIA process.</li> </ul>	<b><u>Readings/Resources</u></b> <ul style="list-style-type: none"> <li>❖ <a href="#">He Needs a 1 to 1- Prezi</a></li> <li>❖ <a href="#">Avoiding Overuse of Para-Professionals</a></li> <li>❖ <a href="#">Five Reason To be Concerned About the Assignment of an Individual Paraprofessional</a></li> <li>❖ <a href="#">SCIA Packet (Forms and Checklists)</a></li> <li>❖ Special Education Law Handbook</li> </ul>

	<p><b><u>Reflection Prompts/Put it into practice</u></b>          ❖ <a href="#">See agenda</a></p>
<p><b>Case Managing - Your Many Roles</b></p> <ul style="list-style-type: none"> <li>❖ Exploring how to develop systems, habits and cultural practices that lead to strong inclusive practices with Paraprofessionals, Classroom Teachers, Service Providers, Administrators, Parents, &amp; Students.... While still loving your job</li> </ul>	<p><b><u>Readings:</u></b></p> <p><b><u>Reflection Prompts/Put it into practice</u></b>          ❖ <a href="#">See agenda</a></p>
<p><b>Developing and Leading Quality and Meaningful IEPs</b></p> <ul style="list-style-type: none"> <li>❖ Exploring how to plan, write, hold, and monitor meaningful IEPs. While also being mindful of the legal and ethical responsibilities we are charged with guarding.</li> <li>❖ (This Class will cover two sessions) <b>Session One will be planning and writing the IEP/FBA's/BIPs</b></li> </ul>	<p><b><u>Readings:</u></b>  <a href="#">Two pathways to a diploma</a></p> <p><b><u>Reflection Prompts/Put it into practice</u></b>          ❖ <a href="#">See agenda</a></p>
<ul style="list-style-type: none"> <li>❖ <b>Session Two will focus on holding and monitoring the IEP, FBA/BIP</b></li> </ul>	<p><b><u>Readings:</u></b></p> <p><b><u>Reflection Prompts/Put it into practice</u></b>          ❖ <a href="#">See agenda</a></p>

## EXPECTATIONS & ASSESSMENT

*“If something is worth doing, it is worth doing well.” ~ Proverb*

Assessment in this course is discourse-based, combining reflection, peer critique, and instructor response. Final projects and overall course participation are assessed in a “student-led comment” format, where the participant presents a self-assessment and the instructor responds. Contributions to the forum (if utilized) and reflections, and “put it into practice,” are not assessed formally, but become a part of the ongoing dialogue with peers and the instructor. The instructors recognize that assessment is a two-way street and invite critique on the course content and process through exit cards following each session and in a course evaluation at the end.

The effectiveness of our learning community depends upon each person's consistent and thoughtful participation. GSE courses are pass/fail. Rather than focusing on grades, we will strive to create our best work. The learning process throughout will be supported through conversation, critique, and multiple opportunities for revision. We will create work that is worth doing and worth sharing, often discussing the idea of audience and how to make a broader impact on the educational community. Each student's participation in this course will be assessed in accordance with the following criteria:

Pass: Student's class participation and outside work reflect professionalism, effort, and dedication; readings and assignments are completed on time. In order to earn a passing grade, students must achieve the learning outcomes and standards listed on the syllabus. The final product must "meet" or "exceed" the criteria stated on the rubric and students will be required to revise their work if they "approach" the criteria. **Students attend every class session, providing advance notice in the event of unavoidable absence and making up for missed work in a timely manner, as approved by the instructor.**

Fail: The student makes little to no progress toward completing course assignments, and fail to achieve the learning outcomes and standards for the course. Assignments are missing, or class participation and/or outside work are below average. The final product is missing, incomplete, or fails to meet the assignment parameters and/or the standards set by the class. As stated in the GSE catalog and the credentialing handbook, if a candidate misses more than 20% of a course, she/he will be required to take the course the following year. In extreme cases, please talk to the instructors if you must miss class or need an extension.