Minnesota State University Moorhead

STL 465: Responsive Teaching II: Collaboration and Team Decision Making

A. COURSE DESCRIPTION

Credits: 3

Lecture Hours/Week: 3

Lab Hours/Week: 0

OJT Hours/Week: *.*

Prerequisites:
MATH 406 - Mathematics in the Elementary School AND STL 476 - Methods for Teaching Elementary Social Studies AND STL 380 - Models of Teaching and Assessment AND STL 495 - Literacy Methods II AND STL 365 - Responsive Teaching I: Learning Environments and Differentiation AND STL 395 - Literacy Methods I

Corequisites: None

MnTC Goals: None

Students will be expected to apply principles of effective inclusive environments in authentic settings and reflect upon their practices. An emphasis of the course will be collaboration, parent and professional relationships, and making decisions as a team to meet the needs of individual learners in inclusive settings. Students will have extensive opportunities to plan differentiated lessons considering needs outlined in Individualized Education Plans and using grade-level content standards.

B. COURSE EFFECTIVE DATES: 01/01/2019 - Present

C. OUTLINE OF MAJOR CONTENT AREAS

1. Collaboration with parents and colleagues
2. Team decision making
3. Building relationships
4. IEP and lesson planning

D. LEARNING OUTCOMES (General)

1. Link new ideas to familiar ideas, make connections to a student's experiences, provide opportunities for active engagement, manipulation, and testing of ideas and materials, and encourage students to assume responsibility for shaping their learning tasks.
2. Accommodate a student's learning differences or needs regarding time and circumstances for work, tasks assigned, communication, and response modes.
3. Understand the cognitive processes associated with various kinds of learning and how these processes can be stimulated.
4. Nurture the development of student critical thinking, independent problem solving, and performance capabilities.
5. Demonstrate flexibility and reciprocity in the teaching process as necessary for adapting instruction to student responses, ideas, and needs.
6. Understand human motivation and behavior and draw from the foundational sciences of psychology, anthropology, and sociology to develop strategies for organizing and supporting individual and group work.
7. Know how to help people work productively and cooperatively with each other in complex social settings.
8. Understand the principles of effective classroom management and use a range of strategies to promote positive relationships, cooperation, and purposeful learning in the classroom.
9. Establish a positive climate in the classroom and participate in maintaining a positive climate in the school as a whole.
10. Use different motivational strategies that are likely to encourage continuous development of individual learner abilities.
11. Design and manage learning communities in which students assume responsibility for themselves and one another, participate in decision making, work both collaboratively and independently, and engage in purposeful learning activities.
12. Organize, allocate, and manage the resources of time, space, activities, and attention to provide active and youth and families.
13. Consult and collaborate with school personnel and families to maintain educational supports found to be effective during pre-referral interventions and needed in the general education classroom.
14. Apply decision-making procedures based on data to determine when students are not responding to interventions and should be referred for a formal, comprehensive evaluation.
15. Utilize principles of universal design for learning in order to meet student needs across disability areas and across settings and provide access to grade-level content standards.
16. Understand and apply the process and necessity of collaboration with families and other adults in support of the learning of young children.
17. The ability to work with reading specialists, gifted and talented specialists, and other staff on advanced intervention and enrichment programs.
18. Understand how to provide instructions for paraprofessionals and volunteers working in the classroom to ensure these individuals provide effective supplementary reading instruction.

E. Minnesota Transfer Curriculum Goal Area(s) and Competencies

None

F. LEARNER OUTCOMES ASSESSMENT

As noted on course syllabus

G. SPECIAL INFORMATION

None noted