

Saint Mary's University of Minnesota
Schools of Graduate and Professional Programs

Winona Campus

Fall 2019

GPDI 5355A, Collaborative Methodology

2 Semester Credits

Traditional

Course Dates/Hours/Location

Pre-Meetings: August-September 2019

Meetings: Weekly October 28-December 22, 2019

Rocori School District Offices, Cold Spring, MN

Prerequisite or Concurrent Courses

None

Faculty Contact Information

Josh Austad, austadj@rocori.k12.mn.us, 320-685-7534

Office Hours: Before school day starts and 1 hour after school day ends, Monday-Thursday

Course Description

Collaborative planning is a teaching strategy where two or more people share responsibility for student learning. It involves the distribution of responsibility among people for planning, instruction, and evaluation for a group of students. Collaborative planning allows students to learn from two or more people who have different ways of thinking or teaching because of their educational specialties.

This strategy is a creative way to connect with and support all children's learning. Collaborative planning is an instructional approach where educators agree to:

- Coordinate their work to achieve at least one common, publicly agreed-on goal
- Share a belief system that each of the collaborative planning team members has unique and needed expertise
- Demonstrate parity by alternatively engaging in the dual roles of teacher and learner, expert and novice, giver and recipient of knowledge or skills
- Use a distributed functions theory of leadership in which the task and relationship functions of the traditional lone teacher are distributed among all collaborative planning group members
- Use a cooperative process that includes face-to-face interaction, positive interdependence, performance, as well as monitoring and processing of interpersonal skills, and individual accountability

Research from: Villa & Thousand 2004, Johnson & Johnson 1999, Fishbaugh 1997, Friend & Cook 2002, Hourcade & Bauwens 2002, Idol, Nevin, & Paolucci-Whitcomb, Brandt, 1987

This course invites educators to explore a collaborative approach to shared responsibility for student learning. Each participant is required to participate in 2 collaborative planning workshops and work with an experienced teacher in planning 2 collaboratively planned lessons focused in 1 learning area (Note: New teachers will be assigned to work with an experienced classroom teacher) and execute the lessons. Each collaborative planning team will reflect on each lesson.

Student Learning Objectives

Upon completion of this course, students are expected to be able to do the following:

- a. Understand the different co-planning options available to teachers.
- b. Clarify theories and research used in planning a co-planning lesson.
- c. Create and implement co-planned lesson plans that are focused on standards and district curriculum.
- d. Write a formal reflection how this course and implementation have impacted your teaching and your students' learning

Blackboard Access

GPDI course participants do not utilize the Saint Mary's University Blackboard platform.

Required Textbook

Rocori Teacher Development and Effectiveness Program: Collaborative Planning Manual provided by district.

Other Resources

Students in collaboratively delivered graduate courses can access additional resources through the GPDI website at pdi.smumn.edu. Resources include access to SuperSearch, an extensive database of practitioner-oriented and research-based articles. Non-degree seeking students can request a TCLibrary username and password for login purposes by contacting tchelpdesk@smumn.edu or by calling 612-728-5100: x7800, local Twin Cities or toll free 866-437-2788; Choose HelpDesk menu option 1 (for students). Please note in your correspondence that you are a non-degree seeking student registered for a GPDI course and would like to be issued credentials to use the services.

Technical Support For traditional/blended courses

GPDI learners should contact the PDI Program office at 1-877-218-4755 regarding registration. Contact instructor for school district technology support.

Topical/Activity Course Outline

Week/Dates	Type of Meeting	Topics/Activities	Assignments
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Pre-Meetings August 2019	Face-to Face	Classroom Management	Pre-Assessment Reflection
Pre-Meetings September 2019	Face-to Face	Class data Academy Day Partner Workshop	Class Snapshot Class Snapshot Reflection Instructional Observations
Session 1 October 2019	Face-to Face	Teacher Peer Observations	Observation Reflection
Session 2 November 2019	Face-to Face	Teaching Strategies Partner Workshop	Plan, perform, and reflect on Collaboratively Planned Lesson
Session 3 December 2019	Face-to Face	Portfolio Requirements	Complete a Professional Portfolio from activities 1-3 to present

Course Time Standards

Master's and specialist level courses:

One graduate credit requires 15 contact or instructional hours. In addition, it is suggested that students invest a minimum of two hours per contact/instructional hour in outside study.

Synopsis of Assignments

Professional Reflective Requirements:

- 10 Points - Formal reflections on your learning found in the manual on pgs. 13, 21, 27, 34, 35
- 5 Points - One Final Reflection on your Co-Teaching Experience

Professional Assignment Requirements:

- 10 Points - Two class Profiles (pgs. 15/16 and 22) (b)
- 10 Points - 2 Instructional Observations (pgs. 17-20 and 23-26) (b, c)
- 25 Points - 1 Co-Planned Lesson plan (pg. 29-33) (c)
- 40 Points - 1 completed portfolio including 6 artifacts (pg. 37) (d)

Student Expectations

- Various workshops and a comprehensive binder will be provided for new teachers and their veteran teacher partner. Weekly meetings and/or face-to-face discussions are also expected.
 - Fall: New teacher workshop: Introduction to Lesson Co-Planning (August)
 - Partner Planning: Date September, 2019
 - Veteran teacher workshop: Introduction to Collaborative Planning/mentorship: October, 2019

- Partner Planning Date November, 2019

Educational Activities	Student Engaged Hours	Explanatory Comments
Course attendance & participation	25	Meeting and Group activities
Assigned Readings	15	Outside of class
Writing Assignments	20	Portfolio and Final Self-Assessment
TOTAL	60	

Assessment of Student Performance/Grading Policies

Grading policies are consistent with university policy as stated in the current Catalog and Student Handbook. The grade of “I” (Incomplete) may or may not be given by the instructor at the student’s request when the required work is not completed. The student must submit a written request to the instructor and PDI Program office prior to the final class session, indicating when the work will be completed.

Graduate Grading Scale		
A	90-100%	90 - 100
B	80-89%	80 - 89
C	70-79%	70 - 79
NC	below 70%	69-0

Access Services for Students with Disabilities

Saint Mary's University is committed to ensuring that students with documented disabilities have access to equal educational programs and activities at the university. If you have, or believe you may have, a disability that may interfere with your ability to participate in the activities, coursework, or assessments of this course, you may be entitled to accommodations. Please contact Mary Ann McCann, Access Services Coordinator, as early in the semester as possible to arrange a confidential discussion about your need for accommodations.

Email: mmcann@smumn.edu

University Conduct and Academic Policies

[Schools of Graduate and Professional Programs Student Handbook](#)

Included in the Handbook are details regarding SGPP Academic Policies, [Registration & Tuition Policies including Drops/Withdrawals](#) and University Conduct policy.

Order transcripts online through the [National Student Clearinghouse](#), a secure and confidential website. Transcripts sent directly to you or a third party by US mail or electronically through a secure PDF. Each transcript is \$3.00, payable by credit or debit card. Additional features of

online ordering include order tracking, updates, and transcript request history. Follow this link to order your transcripts: <https://secure.studentclearinghouse.org/tsorder/faces/TOBridge>