



Partnering with Schools of Education

A Collaborative Model

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- The Need: Agency, University, and Project Goals
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AGENDA

- Parents need an educational space to specifically address how their child and experience relates to the topics presented.
- We need more collaborative relationship between parents and teachers beginning with teacher preparation.
- Parents often try to apply knowledge gained after the fact, on their own, without support. Parents may also attempt apply it during trainings, which is not conducive to the group during a lecture style presentation.
- Increase the number of parents supported through trainings.

The Need

- Create an educational collaborative model that pairs parents with prospective special education teachers.
- Provide common learning and knowledge on topics.
- Utilize the time together to focus on the individual student in a meaningful way.
- An attempt to move away from lecture-style presentations.
- Create space to talk about what is most important to parents-their individual child!
- Mutual expectations and understanding of best practice relating to IEPs.
- Provide more flexible access to information, outside of the “walls” of the organization.

Agency and Project Goals

Gain Input of Knowledge

(Flipped Classroom: Online Video Training)



Practice that Knowledge

(In Person Parent/Teacher Teams)




Apply the Knowledge


(Next Steps Created, IEP process)

Overall Model

Traditional Classroom




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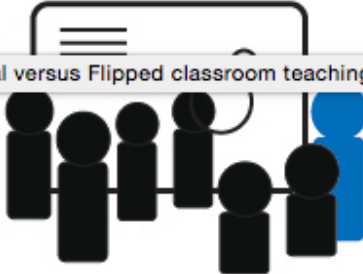


- Instructor prepares material to be delivered in class.
- Students listen to lectures and other guided instruction in class and take notes.
- Homework is assigned to demonstrate understanding.

Flipped Classroom



- Instructor records and shares lectures outside of class.
- Students watch / listen to lectures before coming to class.
- Class time is devoted to applied learning activities and more higher-order thinking tasks.
- Students receive support from instructor and peers as needed



Traditional versus Flipped classroom teaching

Graphics adapted from [Flipping the Classroom](#), Center for Teaching and Learning, University of Washington

Flipped Classroom

- Reverses traditional “class practices”
- “Student-centered”
- Spend in “class” time actively engaged in the process of applying their learning
- Grounded in cooperative learning research base and Vygotsky’s socio-cultural theory
- **Impacts include;** positive perception of learning, active engagement, superior achievement, promote higher level knowledge (including language learners)

Flipped Classroom Research

- Short 15-20 minute videos
- Input on a specific topic relating to special education:
 - Writing goals
 - Behavior Intervention Plans
 - Assessment Reports
- To attend the collaboration model, all participants (parents and teachers) were required to view the video on the Matrix YouTube channel (at their own pace/time)

Implementation: Flipped Classroom

- Overall SMART goal structure
- The importance of baseline
- Imbedding the accommodations into the goal
- Writing a strong IEP goal

Course Design: Flipped Classroom

- In person parent/teacher collaboration
 - Each parent was paired with a teacher, and brought their child's IEP goals to the session (name/info blacked out for confidentiality).
 - These pairs went through a series of activities in order to apply their knowledge (prior, and gained from the video) to the current goals.
 - Both Matrix representatives and University Professors were available to support/consult/guide the teams.

Course Design: In person Collaboration

Specific

Is the skill to be worked out laid out very specifically, so anyone looking at the goal would understand it? Is accessible language used? Examples?

Measurable

Is the skill itself measurable? Does the goal state how progress will be measured on the goal?

Course Design: Poster Walk

Goal Analysis

Tips:

First review the present levels. Then go goal by goal (beginning with academic and behavior) and use the checklist to determine the strength of the goal.

Goal #	Strong baseline	Baseline aligned with goal?	S	M	A	R	T	

Course Design: Goal Analysis

- Based on the activities, the parent/teacher teams:
 - Looked at overall trends in regards to goals, both patterns of strength and areas to improve.
 - Analyzed the goal baselines and wrote questions/clarifications for the IEP team.
 - Worked together to clarify a goal that was identified as lacking SMART characteristics.

Course Design: Steps Towards Application

- Close bond created between teachers and parents.
- Deeper understanding of both sides of the “table”.
- Mutual learning reported by both parents and teacher candidates.

Feedback

- Have Matrix Collaborations included in the syllabus for all special education courses.
- **Pair with the office of education to:**
- *Short term:* Include these trainings as options for professional development for special education and general education teachers. Advertise them via email and through their website.
- *Long term:* Contract with Matrix to provide these trainings at a SELPA, District, and/or School level. Connect with the university to provide units to parents/teachers for participation.

Future Steps

- Align the trainings and goals with that of the school of education.
- Collaborate with the professors to prepare both teacher candidates and parents for the experience.
- Create activities and structure around the in-person training, with flexibility.
- Promote the importance of confidentiality.

Tips for Implementation



Questions

- Kim, J., Hyunjin, P., Jang, M., and Nam, H. (2017). Exploring flipped classroom effects on second language learners' cognitive processing. *American Council on the Teaching of Foreign Languages (50)2*, 260-284.
- Vygotsky, L. S. (1978). *Mind and society: The development of higher mental processes*. Cambridge, MA: Harvard University Press.

References
