

## **SED S389 – Administration of Special Education Programs**

The University of Texas at Austin

College of Education

Department of Special Education

Department of Educational Leadership and Policy

Instructor: Jeanne M. Spencer, EdD

Pronouns: She//her/hers

Phone (512) 497-9980

Email: [jdm646@austin.utexas.edu](mailto:jdm646@austin.utexas.edu)

Office Hours/Contacts: by appointment

Course Dates and Times

<b>SED 384 - Special Education Administration (Via Zoom)</b>		
Friday	June 5	4:00- 7:00pm
Friday	June 12	9am-12:00
Thursday*	June 18	5:00pm-6:30pm
Friday	June 19	9am-12:00pm
Friday	June 26	9am-12:00
Friday	July 03	9am-12:00

\*An attorney knowledgeable in special education law and administration can be available only at this time for a presentation associated with Chapter 12. His presentation will embrace both theoretical content and practical applications.

### **Course Description**

The complexities and diversity of populations associated with school systems require highly skilled and exceptionally well-prepared leaders. There is a need to develop school leaders who are committed to eliminating inequities associated with the education and advancement of all students, especially with those with special needs. This course focuses on an examination of the role of the school superintendent in public schools with a focus on Special Education Administration and leadership. The class is exclusively taught virtually via Zoom; the instructor will serve as a facilitator for the successful accomplishment of knowledge and skills associated with the goals and activities for the course. The course will be taught using lecture, group discussion, presentations, and Canvas assignments.

### **Course Objectives and Learning Outcomes**

1. Critically analyzing and addressing how students with disabilities have been historically underserved is demanding and complex. It requires knowledge of special education policy and law that can only be gained through intensive reading, writing, discussion, reflection, and an ability to participate effectively in shared decision-making processes
2. Identify, describe and apply the knowledge, skills and attitudes needed to successfully negotiate and implement district change within special education programming and administration.

3. Develop school leaders who are committed to recognizing and reflecting upon beliefs, and perceptions requiring changes in leadership and management related to special education administration.
  - Provide responses to an interview with the Director of Special Education. Identify existing challenges from the perspectives of the special education director, and be prepared to select one (1) critical issue for sharing with the school board for professional learning/development.
  - Please *apply the four (4) frames to demonstrate reframing of one (1) of the issues* based on the work of Bolman and Deal.
  - Create a *PowerPoint or Prezi*, as if you were presenting this information in your role as the superintendent, to the board of trustees. You *would state the identified critical area and respond to it by reframing the issue*.
  - On the last page of your PowerPoint or Prezi, please provide responses to the questions asked of the special education director. *The questions are located on page 7 of this syllabus*. The format for responding, to the questions asked of the special education director, is of your own choosing. For example, you *might* construct a summary or respond to each question separately.
  - You are permitted to complete this assignment individually or as a team if you work in the *same school district*.
  - If you *are not associated* with a school district and/or do not have access to a special education director, you can join another graduate student for this assignment.
4. \*Engage in learning activities associated with proficiency standards of Rule §242.15 of the *Texas Administrative Code* with emphases on Special Education Administration learning objectives.
  - Learner-Centered Values and Ethics of Leadership
  - Learner-Centered Leadership and School District Culture
  - Learner-Centered Human Resources Leadership and Management
  - Learner-Centered Policy and Governance
  - Learner-Centered Communications and Community Relations
  - Learner-Centered Organizational Leadership and Management
  - Learner-Centered Curriculum Planning and Development
  - Learner-Centered Instructional Leadership and Management

**Please Note:**

\*When completing learning tasks, please identify the superintendent proficiency standard/s associated with the assignments by writing the standard/s on each specific assignment to be submitted.

**Course Required Materials**

Author: Mitchell Yell:

- Title: The Law and Special Education (5th Edition) (Paperback) ISBN-10: 0135175364

Author: Beth Harry and Janette Linger

- Title: Why Are So Many Minority Students in Special Education? Understanding Race and Disability in Schools, Second Edition, ISBN-10: 0807755060, ISBN-13: 978-0807755068 (**SECOND EDITION**)



**Ancillary Material**

Bolman L. G. and Deal, T. E., Artistry, Choice and Leadership- Reframing Organizations, 6<sup>th</sup> edition. San Francisco: Jossey-Bass, 2017

Course Map and Agenda			
Participants	Topic(s)	Readings/Discussion	Items Due and Dates
<b>June 5</b>  <b>Spencer, J.</b>  <b>Graduate Students: Participants for Chapter Presentation</b>	Chapter 1 Overview: Ethnic Disproportionality in Special Education  Introduction to the American Legal System Legal Research The History of the Law and Children with Disabilities  The Individuals with Disabilities Act Section 504 of the Rehabilitation Act of 1973	<b>Text: Why Are So Many Minority Students in Special Education?</b> <ul style="list-style-type: none"> <li>Chapter 1</li> </ul> Prior Reading by all students on overview and background information  <b>Text: The Law and Special Ed.</b> <ul style="list-style-type: none"> <li>Chapter 1, 2 and 3</li> </ul> Background Information: Spencer's work shared prior to first day of class <ul style="list-style-type: none"> <li>PowerPoints will be sent in advance of the June 5<sup>th</sup> class for reviewing and reflecting. The PowerPoints for Chapter 1, 2 and 3 focus on special education background information.</li> </ul> <b>The Law and Special Education Class Presentations</b> <ul style="list-style-type: none"> <li>Chapters 4 and 5</li> </ul> <b>Why Are So Many Minority Students in Special Education? Class Presentation</b> <ul style="list-style-type: none"> <li>Chapter 2</li> </ul> <b>Why Are So Many Minority Students in Special Education? Class Presentation</b> <ul style="list-style-type: none"> <li>Chapter 3</li> </ul>	<b>Why Are So Many Minority Students in Special Education?</b>  <b>Please identify from a review of Chapter 1</b> <ul style="list-style-type: none"> <li>One (1) learning</li> <li>One (1) confirmation</li> <li>One (1) wondering</li> </ul> <b>The Law and Special Education</b> June 5 <sup>th</sup> - PowerPoints and the Assignments: <b>Review and Discussion</b>  <b>Please identify from a review of PowerPoints:</b> <ul style="list-style-type: none"> <li>One (1) learning from Chapter 1 and 3, only</li> <li>One (1) confirmation from Chapter 1 and 3 only</li> </ul>
<b>Acosta, C.</b>  <b>Crompton, J.</b>  <b>Howard, S.</b>	The American with Disabilities Act  School Structure: Institutional Bias and Individual Agency  Cultural Consonance, Dissonance and the Nuances of Racism		
<b>June 12</b>  <b>Leagans, J.</b>  <b>Lopez, C.</b>  <b>Nguyen, T.</b>  <b>Marina, R.</b>	In the Classroom: Opportunity to Learn Construction of Family Identity: Stereotypes and Cultural Capital At the Conference Table: The Discourse of Identity Construction Bilingual Issues and the Referral Process ADA - (1990) President Bush Every Child Succeeds Act (2015) President Obama	<b>Text: Why Are So Many Minority Students in Special Education? Class Presentations</b> Chapters 4, 5, 6 and 7  Text: The Law and Special Education <b>Class Presentations</b> Chapter 6 and 7	<b>Due: June 12<sup>th</sup></b> Interview with Director of Special Education (See Interview questions embedded on this course syllabus on page 7. Professional Learning/ Development <ul style="list-style-type: none"> <li>Reframing of one (1) challenge or critical issue based on interview with the special education director</li> </ul>

		Course Map and Agenda	
Participants	Topic(s)	Readings/Discussion	Items Due and Dates
<b>June 18</b>  <b>Lucius Bunton, ESQ</b>	Procedural Rights of Parents Dispute Resolution Mediation Due Process Hearing <ul style="list-style-type: none"> <li>• School District Responsibilities in the hearing</li> <li>• Alternatives to Due Process Hearings</li> </ul> Attorney's Fees Compensatory Education	<b>The Law and Special Education</b> <ul style="list-style-type: none"> <li>• Chapter 12</li> </ul>	5:00 pm Zoom Class Session for one (1) hour and 30 minutes
<b>June 19</b>  <b>Ruiz-C., V.</b>  <b>Saenz, C.</b>  <b>Stephens, J.</b>  <b>Stoner, H.</b>	Constructing Intellectual Disabilities  Constructing Learning Disabilities  Free Appropriate Public Education (FAPE)  Identification, Assessment and Evaluation  The Individualized Educational Program	<b>Why Are So Many Minority Students in Special Education?</b>  <u><b>Class Presentation</b></u> <ul style="list-style-type: none"> <li>• Chapter 8</li> </ul> <u><b>Class Presentation</b></u> <ul style="list-style-type: none"> <li>• Chapter 9</li> </ul> <b>The Law and Special Education</b> <u><b>Class Presentations</b></u> <ul style="list-style-type: none"> <li>• Chapter 8</li> </ul> <u><b>Class Presentation</b></u> <ul style="list-style-type: none"> <li>• Chapter 9</li> </ul> <u><b>Class Presentation</b></u> <ul style="list-style-type: none"> <li>• Chapter 10</li> </ul>	
<b>June 26</b>  <b>Washington, T.</b>  <b>Wurzbach, K.</b>  <b>Carlson-Young, B</b>	Constructing Emotional/Behavior Disorder  Special Education: Exile or Solution  Disciplining Students with Disabilities	<b>Why Are So Many Minority Students in Special Education?</b> <u><b>Class Presentation</b></u> <ul style="list-style-type: none"> <li>• Chapter 10</li> </ul> <u><b>Class Presentation</b></u> <ul style="list-style-type: none"> <li>• Chapter 11</li> </ul> <b>The Law and Special Education</b> <u><b>Chapter Presentation</b></u> <ul style="list-style-type: none"> <li>• Chapter 13</li> </ul>	Special Education Equity Audit  <b>Draft Due: June 26<sup>th</sup></b>  <b>Submission Due: July 6<sup>th</sup></b>

[illegible]

Evidenced-Based Practices	<p>As a team, graduate students will present textbook content and identify evidenced-based educational practices that support the education of students with disabilities.</p> <p>(A Chapter Presentation Rubric is a component of this syllabus for an academic presentation that is engaging and enriching.)</p>	<p><b>20 points</b></p> <p><b>Due: See Assignments by participants</b></p>
<p>Special Education Equity Audit</p> <p>Perquisite Reading</p> <p><b>CHAPTER 10</b>  <b>The Equity Audit as the Core of Leading Increasingly Diverse Schools and Districts</b>  <b>Colleen A. Capper and Michelle D. Young</b></p> <p><b>(See Canvas for the article on the Equity Audit.)</b></p>	<p>Special Education Equity Audit</p> <ul style="list-style-type: none"> <li>Each student will complete and submit a comprehensive Special Education Equity Audit on their district. The framework for the Special Education Equity Audit will be posted online.</li> <li>Each student will identify two (2) critical areas requiring district approval.</li> <li>Each student will submit a paper from 2-3 pages on recommended steps for district improvement in the two (2) critical area.</li> </ul> <p>(If you are not currently working in a district, please submit the name of a district for review and approval by the professor.)</p>	<p><b>30 points</b></p> <p><b>Draft Due: June 26<sup>th</sup></b></p> <p><b>Completed work Due: July 6<sup>th</sup></b></p>
<p>Reflective questions by graduate students</p> <p>The Law and Special Education</p> <ul style="list-style-type: none"> <li>Chapter 12</li> </ul>	 <p>Presentation: Lucius Button, ESQ</p> <p>Attorney Lucius Bunton is known as a mediator who brings a calming and thoughtful presence to the mediation process. He has practiced law in Texas for over thirty years. He is a graduate of the University of Texas at Austin and Southern Methodist University law school. He began his practice as an assistant Attorney General of Texas practicing in the areas of education and civil rights. From 1982 to 1988, he was a partner in the firm of Bunton, Nolan, Odé and Cooper and began his own practice in 1988. He has practiced extensively in employment law and civil rights litigation—representing both plaintiffs and defendants. His practice has included work in family law and business litigation. <a href="https://lakesidemediation.com/mediators/lucius-d-bunton">https://lakesidemediation.com/mediators/lucius-d-bunton</a></p>	<p><b>Component of The total points for participation</b></p>
Reflective questions by graduate students	 <p><b>Presentation: Tammy Pearcy, Texas Education Agency</b></p> <p>Deputy State Director, Special Education  July 2017 – Present 2 years 11 months  Program Specialist  Aug 2009 – Present to include 10 years 10 months</p>	<p><b>Component of the points for participation points</b></p>

## Interview: Special Education Director

### Special Education Administration-Leadership and Management

1. What are the challenges facing the Special Education Program?
2. What are the successes associated with the district's special education programming?
3. What is the role of the superintendent in working with the special education director in the district?

### Special Education Administration- Leadership and Management Related to COVID 19

4. Explain how the experience of COVID-19 is affecting special education related services to students such as physical therapy, occupational Therapy and speech therapy. What is the district's provision for the continuation of related services?
5. How does your district provide Tier 2 and Tier 3 intervention?
6. What steps will the district take to minimize the need for compensatory education?
7. How will needed supports and services be funded considering shrinking budgets?
8. Based on mandated timelines, what is the district's plan for updating and/or continuing student eligibility and individualized education plans (IEP)?

## ASSIGNMENT BASED ON INTERVIEW WITH SPECIAL EDUCATION DIRECTOR

- A. Contemplate on the insights you have gained through your interview and discussion with the special education director.
- B. Identify one (1) critical issue impacting the district from your interview data with the special education director.
- C. Based on the work of Bolman and Deal in Reframing Organization, reflect on how you can impact changes in special education programming by applying the Four Frames to one (1) crucial area. Bolman and Deal wrote that "leaders can expand how they think by using different mental models to determine what's going on and what to do in complex situations."
- D. Give comparable attention to each of the four frames by:
  - explaining one (1) challenge or critical issue based on interview from special education director
  - determining alternative course/s of action for reframing the issue challenge or critical issue

Structural Frame	Superintendent's role as architect
Human Resources Frame	Superintendent's role as coach
Political Frame	Superintendent's role as peacemaker
Symbolic Frame	Superintendent's role as storyteller
- E. Create a PowerPoint or Prezi presentation based on the identification of a single challenge and reframing it. The **minimum** number of slides, including the cover page, and the page with responses from the special education director should be four (4).

### SED S384 - ORGANIZATION OF CLASS

<b>Class Structure</b>	
<b>Time: 4:00 -7:00pm</b>  <b>Date: June 5, 2020</b>	<b>Protocols</b>
<b>4:00 - 4:10pm</b>	<b>Spencer</b>
<b>4:10 - 4:30 pm</b>	<b>Presentation</b>
<b>4:30 - 4:45pm</b>	<b>Break</b>
<b>4:45 - 6:45pm</b>	<b>Presentation</b>
<b>6:45 - 7 :00pm</b>	<b>Wrap up/Close</b>

<b>Class Structure</b>	
<b>Time: 9:00am -12:00pm</b>  <b>Dates: June 12, 19 and 26</b>	<b>Protocols</b>
<b>9:00 - 9:10pm</b>	<b>Spencer</b>
<b>9:10 - 1030 pm</b>	<b>Presentation</b>
<b>10:30 - 10:45pm</b>	<b>Break</b>
<b>10:45 - 11:45pm</b>	<b>Presentation</b>
<b>11:45 - 12:00pm</b>	<b>Wrap up/Close</b>



## **Class Meetings**

Each online Zoom class meeting will include a combination of some of the following activities: (1) individual and small group work to define, discuss and give meaning to a concept or issue being considered; (2) participation in an activity, case study or simulation focused on a topic; (3) reflective writing; (4) class discussion of readings and assignments; (5) presentation by the instructor; and (6) presentation by graduate students.

## **Course Expectations**

1. We will strive to promote an online classroom culture that mirrors what we know about learning organizations and that support our goals. It is important that we create a space that allows participants to try out new ideas, share opinions, and take reasonable risks. To create a positive learning environment, below are some key expectations.
  - a. Visually, attend each online Zoom class meeting and enter on time. If an extenuating circumstance or emergency arise, please contact the instructor as soon as possible to discuss the situation.
  - b. Prepare thoroughly by completing all readings and assignments on time and with quality. Knowledge and understanding gleaned from the readings will be essential for quality class activities and discussions.
  - c. Complete all class assignments and activities in accordance with due dates.
  - d. During the Zoom class, the instructor may require graduate students to take the lead in presenting, responding to or addressing selected questions, concepts or passages from the readings and activities.
  - e. Be actively involved in the Zoom class sessions by listening carefully and contributing thoughtfully and substantively to discussions, tasks, and assignments. Ask questions of each other.
  - f. Demonstrate respect for the views and opinions of others. Disagreement and debate are encouraged. Intolerance for the views of others is not. Conversations may become contested or uncertain at times, so commitment to professional, scholarly and respectful discourse is important and valued.
  - g. Encourage a climate of individual growth, collaboration and support within a learning community. Show an awareness of each other's needs. Recognize and celebrate each other's ideas, contributions and accomplishments.
  - h. Engage in genuine inquiry and application. Look for connections between this class, other classes, and your personal and professional life experiences. Background information of the Four Frames will be valuable for this class.
  - i. Practice self-assessment and reflection.
  - j. Abide by the time allocations for student presentations.
  - k. Communicate learning needs promptly and appropriately.
  - l. Know that in addition to major assignments, other out of class activities may be assigned; they should be completed on time.
2. It is important that students produce work that is of high quality for educational leaders and graduate students. It is expected that all students will:

- a. Produce academic writing that reflects integration of knowledge, cohesiveness of thoughts, focus and depth of discussion.
  - b. Use the Rubric prepared for this course as a frame of reference for professional writing.
  - c. Make coherent connections to concepts discussed in class, the literature, and your
  - d. Use APA guidelines and format, where appropriate. Use 12-point standard font with one-inch margins. Use double-spacing. Include name in the header and page numbers. Include a cover sheet with paper title, your name, course and date.
  - e. Submit all work in a timely manner by the date that it is due.
  - f. Electronic files should be submitted in Word so that they can be viewed with feedback electronically, if necessary.
- 3 Performances on all assignments will be communicated to graduate students.

### **Attendance**

Attendance does affect your participation and can significantly affect your final grade. Attend each class meeting and arrive on time. If an emergency arises that prevents class attendance, late arrival, or early departure, notify the instructor as soon as possible.

- 1st absence =15 points lost
- 2nd absence=30 points lost
- 3rd absence= Inability to pass course

### **Late Work**

Late work will be handled on a case-by-case basis. Generally, except in the case of an excused absence, work submitted after an assigned deadline will not be eligible for full credit. Please communicate with me if you are having problems keeping to the schedule.

Grade	Points Associated with letter grade
A	94
A-	90
B+	87
B	84
B-	80
C+	77
C	74
C-	70
D	65
	<65

## University Policies and Supports

### **Academic Integrity**

Each student in the course is expected to abide by the University of Texas Honor Code: “As a student of The University of Texas at Austin, I shall abide by the core values of the University and uphold academic integrity.” Plagiarism is taken very seriously at UT. Therefore, if you use words or ideas that are not your own (or that you have used in previous class), you must cite your sources. Otherwise you will be guilty of plagiarism and subject to academic disciplinary action, including failure of the course. You are responsible for understanding UT’s Academic Honesty and the University Honor Code which can be found at the following web address:

[http://deanofstudents.utexas.edu/sjs/acint\\_student.php](http://deanofstudents.utexas.edu/sjs/acint_student.php)

### **Personal Pronoun Preference**

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student’s legal name. I will gladly honor your request to address you by a name that is different from what appears on the official roster, and by the gender pronouns you use (she/he/they/them, etc.). Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

### **Services for Students with Disabilities**

This class respects and welcomes students of all backgrounds, identities, and abilities. If there are circumstances that make our learning environment and activities difficult, if you have medical information that you need to share with me, or if you need specific arrangements in case the building needs to be evacuated, please let me know. I am committed to creating an effective learning environment for all students, but I can only do so if you discuss your needs with me as early as possible. I promise to maintain the confidentiality of these discussions. If appropriate, also contact Services for Students with Disabilities, 512-471-6259 (voice) or 1-866-329- 3986 (video phone). <http://ddce.utexas.edu/disability/about/>

### **Counseling and Mental Health Center**

Do your best to maintain a healthy lifestyle this semester by eating well, exercising, avoiding drugs and alcohol, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress. All of us benefit from support during times of struggle. You are not alone. There are many helpful resources available on campus and an important part of the college experience is learning how to ask for help. Asking for support sooner rather than later is often helpful. If you or anyone you know experiences any academic stress, difficult life events, or feelings like anxiety or depression, we strongly encourage you to seek support.

<http://www.cmhc.utexas.edu/individualcounseling.html>

## Title IX Reporting

Title IX is a federal law that protects against sex and gender-based discrimination, sexual harassment, sexual assault, sexual misconduct, dating/domestic violence and stalking at federally funded educational institutions. UT Austin is committed to fostering a learning and working environment free from discrimination in all its forms. When sexual misconduct occurs in our community, the university can:

1. Intervene to prevent harmful behavior from continuing or escalating.
2. Provide support and remedies to students and employees who have experienced harm or have become involved in a Title IX investigation.
3. Investigate and discipline violations of the university's relevant policies.

Faculty members and certain staff members are considered "Responsible Employees" or "Mandatory Reporters," which means that they are required to report violations of Title IX to the Title IX Coordinator. **I am a Responsible Employee and must report any Title IX related incidents** that are disclosed in writing, discussion, or one-on-one. Before talking with me, or with any faculty or staff member about a Title IX related incident, be sure to ask whether they are a responsible employee. If you want to speak with someone for support or remedies without making an official report to the university, email [advocate@austin.utexas.edu](mailto:advocate@austin.utexas.edu) For more information about reporting options and resources, visit [titleix.utexas.edu](http://titleix.utexas.edu) or contact the Title IX Office at [titleix@austin.utexas.edu](mailto:titleix@austin.utexas.edu).

## Additional References

- Ainscow, M., & Sandill, A. (2010). Developing inclusive education systems: the role of organizational cultures and leadership. *International Journal of Inclusive Education*, 14(4), 401-416.
- Armstrong, T. (2017). Neurodiversity: The Future of Special Education? *Educational Leadership*, 74(7), 10-16.
- Bolman L. G. and Deal, T. E., *Artistry, Choice and Leadership- Reframing Organizations*, 6<sup>th</sup> edition. San Francisco: Jossey-Bass, 2017
- Borson, B. (2017). Inclusive education: Lessons from history. *Educational Leadership*, 74(7), 18-23.
- Capizzi, A. M. (2008). From assessment to annual goal: Engaging a decision-making process in writing measurable IEPs. *Teaching Exceptional Children*, 41(1), 18-25.
- Cheatham, G. A., Hart, J. E., Malian, I., & McDonald, J. (2012). Six things to never say or hear during an IEP meeting: Educators as advocates for families. *Teaching Exceptional Children*, 44(3), 50-57.
- Council of Chief State School Officers (2017). *PSEL 2015 and promoting principal leadership for the success of students with disabilities*. Washington, DC: Author. Retrieved from <http://ceedar.education.ufl.edu/wp-content/uploads/2017/01/PSELforSWDs01252017.pdf>
- Fiarman, S. E. (2016). Unconscious bias: When good intentions aren't enough. *Educational Leadership*, 74(3), 10-15.
- Fiedler, C. R., Chiang, B., Van Haren, B., Jorgensen, J., Halberg, S., & Boreson, L. (2008). Culturally responsive practices in schools: A checklist to address disproportionality in special education. *Teaching Exceptional Children*, 40(5), 52-59.
- Harry, B., & Klingner, J. (2007). Discarding the deficit model. *Educational leadership*, 64(5),

- Harry, B., & Klingner, J. (2014). *Why are so many minority students in special education?* New York, NY: Teachers College Press.
- Irvine, A., Lupart, J., Loreman, T., & McGhie-Richmond, D. (2010). Educational leadership to create authentic inclusive schools: The experiences of principals in a Canadian rural school district. *Exceptionality Education International*, 20(2), 70-88.
- Jackson, R. (2016). Helping black and latino males succeed. *Educational Leadership*, 74(1), 38-42.
- Kearns, D. M., Hancock, R., Hoeft, F., Pugh, K. R., & Frost, S. J. (2019). The neurobiology of dyslexia. *Teaching Exceptional Children*, 51(3), 175-188.
- Lemons, C. J., Allor, J. H., Al Otaiba, S., & LeJeune, L. M. (2016). 10 research-based tips for enhancing literacy instruction for students with intellectual disabilities. *Teaching Exceptional Children*, 49(1), 18-30.
- Lewis, T. J., Hatton, H. L., Jorgenson, C., & Maynard, D. (2017). What beginning special educators need to know about conducting functional behavioral assessments. *Teaching Exceptional Children*, 49(4), 231-238.
- Losinski, M., Katsiyannis, A., White, S., & Wiseman, N. (2016). Who is the parent? Guidance from case law on parental participation in the IEP process. *Teaching Exceptional Children*, 48(3), 144-150.
- Miller, R. D. (2016). Contextualizing instruction for English language learners with learning disabilities. *Teaching Exceptional Children*, 49(1), 58-65.
- Myers, D., Freeman, J., Simonsen, B., & Sugai, G. (2017). Classroom Management With Exceptional Learners. *Teaching Exceptional Children*, 49(4), 223-230.
- Oluwole, J. O. (2009). A principal's dilemma: Full inclusion or student's best interests? *Journal of Cases in Educational Leadership*, 12(1), 12-25.
- Park, J. H., Alber-Morgan, S. R., & Fleming, C. (2011). Collaborating with parents to implement behavioral interventions for children with challenging behaviors. *Teaching Exceptional Children*, 43(3), 22-30.
- Patti, A. L. (2016). Back to the basics: Practical tips for IEP writing. *Intervention in School and Clinic*, 51(3), 151-156.
- Raskauskas, J., & Modell, S. (2011). Modifying anti-bullying programs to include students with disabilities. *Teaching Exceptional Children*, 44(1), 60-67.
- Rodkin, P. C. (2011). Bullying-And the power of peers. *Educational Leadership*, 69(1), 10-16.
- Sadowski, M. (2016). More Than a safe space. *Educational Leadership*, 74(1), 33-36.
- Schwartz, M. A. (2008). The importance of stupidity in scientific research. *Journal of Cell Science*, 121(11), 1771-1771.
- Sebag, R. (2010). Behavior management through self-advocacy: A strategy for secondary students with learning disabilities. *Teaching Exceptional Children*, 42(6), 22-29.
- Wolter, D. (2016). The opportunity gap in literacy. *Educational Leadership*, 74(3), 30-33.
- Yell, M. L. (2015). *The law and special education*. Boston, MA: Pearson.
- Ell, M. L., & Bateman, D. F. (2017). *Endrew F. v. Douglas County School District* (2017) FAPE and the US Supreme Court. *Teaching Exceptional Children*, 50(1), 7-15.
- Yell, M. L., Katsiyannis, A., Ennis, R. P., Losinski, M., & Christle, C. A. (2016). Avoiding substantive errors in individualized education program development. *Teaching Exceptional Children*, 49(1), 31-40.
- Ysseldyke, J., Burns, M. K., Scholin, S. E., & Parker, D. C. (2010). Instructionally valid assessment within response to intervention. *Teaching Exceptional Children*, 42(4), 54-61.

## Graduate Team Presentation and Discussion Rubric for SED S384

### Student Team

Date: \_\_\_\_\_

Assessment Indicators	Student Self-Assessment	Professor Assessment
<b>Presentation: Accuracy of Content</b>	<b>Feedback</b>	<b>Feedback</b>
Presentation of Content: <ul style="list-style-type: none"> <li>• Provided accurate and thorough content and demonstrated knowledge about the chapter</li> <li>• Shared content information in a well-organized style</li> <li>• Emphasized key points with clarity by identifying and communicating key ideas from the chapter</li> </ul>		
<b>Instructional Delivery Methodology</b>		
Utilized appropriate instructional methods to present content information or led a class discussion to include, but not limited to the following: <ul style="list-style-type: none"> <li>• PowerPoint, Prezi and/or other visuals</li> <li>• Graphic Organizers</li> <li>• Questioning and Discussion</li> <li>• Discovery Learning</li> <li>• Cooperative Learning</li> <li>• Small Group Discussion/Activity</li> <li>• Handouts</li> <li>• Inquiry/Problem-Solving</li> </ul>		
<b>Class Engagement Activity Related to Content</b>		
<ul style="list-style-type: none"> <li>• Presented an educational learning activity commensurate with chapter content.</li> </ul>		
<b>Organization of Work:</b>		
<ul style="list-style-type: none"> <li>• Organized and presented an academically engaging learning activity to the class that was commensurate with chapter work, and the learning activity illustrated a full understanding of the topic/content</li> <li>• Followed format of the textbook with an introduction that clearly expressed the content of the work presented.</li> <li>• Sent an electronic copy of Chapter PowerPoint/Prezi to professor to review and provide feedback prior to presentation</li> </ul>		

Score: \_\_\_\_\_

## Writing Rubric for SED S384

Areas	Excellent	Good	Satisfactory	Unsatisfactory
<b>INTEGRATION OF KNOWLEDGE</b>	The written work demonstrates that the graduate student fully understands and has applied academic content in the course. Content is integrated into the graduate student's own insights. The graduate student provides concluding remarks that show <i>analyses and syntheses</i> of ideas.	The written demonstrates that the graduate student understands and has applied academic content learned in the course. Some of the conclusions, however, are not supported in the body of the written work. The graduate student provides some concluding remarks that show <i>analyses and syntheses</i> of ideas.	The written work demonstrates that the graduate student, to a certain extent, understands and has applied academic content related to the research topic and information learned during instruction. The graduate student provides limited or few concluding remarks that show <i>analyses and syntheses</i> of ideas.	The written work does not demonstrate that the graduate student has fully understood and applied academic content related to the research topic and learned during instruction. The graduate student fails to provide concluding remarks that show <i>analyses and syntheses</i> of ideas.
<b>FOCUS</b>	The written work is comprehensively focused on the scope of the assignment.	The written work is focused but lacks direction and clarity of thoughts and/or information.	The written work is too broad and relevant information is absent or vague.	The written work format is not clearly defined.
<b>DEPTH OF DISCUSSION</b>	An exhaustive elaboration, in <i>all</i> research sections, of the written work is evident. Throughout the paper, the depth of discussion represents detail and rigor.	An exhaustive presentation and written elaboration, in <i>most</i> sections of the paper, is evident. The depth of discussion, in most areas, represents detail and rigor.	In the presentation, the graduate student has omitted <i>some</i> pertinent content related to the researched topic. The depth of discussion is incomplete in detail and rigor.	The written work reflects an abbreviated presentation of concepts and content. The depth of discussion lacks detail and rigor.
<b>COHESIVENESS</b>	The writing demonstrates a <i>clearly outstanding understanding</i> of relationships among all materials obtained from sources to include research articles, textbook and notes from class presentations and /or discussions.	The writing demonstrates an <i>above average understanding</i> of relationships among some materials obtained from sources to include research articles, textbook and notes from class presentations and/or discussions.	The writing demonstrates an <i>acceptable or average understanding</i> of relationships among materials obtained from sources to research articles, textbook and notes from class presentations and/or discussions.	The writing <i>is not connected</i> and is <i>created from disparate issues</i> . The writing does not demonstrate an understanding of relationships between the content in the research articles, textbook and/or class presentations and/or discussions.
<b>SPELLING and GRAMMAR</b>	No spelling and/or grammar errors	No more than two (2) spelling and/or grammar errors	More than (2) spelling and/or grammar errors	Noticeable and unacceptable number of spelling and/or grammar errors
<b>CITATIONS and SOURCES</b>	Correctly cites all data obtained from sources to include the textbook and notes from class presentations. APA citation style is used in for citation in both text and bibliography.	Correctly cites most sources. APA citation style is used in both text and bibliography.	Correctly cites some data obtained from other sources. Citation style is inconsistent or incorrect.	Incorrectly cite most sources or do not cite sources

**SED S384 Special Education Administration**  
**Special Education Equity Audit**  
**Focus: District and School**

**DATA COLLECTION AND ANALYSIS**

In your data collection and analysis, discuss the strengths and areas for improvement in serving students labeled with disabilities within your district. Identify concrete, and specific actions or steps for eliminating disability inequities.

<b>General Data (Report total number/fraction and percent)</b>	
1 Number of students in your district:	
2. Number of staff in your school (certified and noncertified): Fraction and Percentage	
3. Number of students in your school:	
4. Fraction and percentage of staff in your school who are associated with student services (e.g., special education, special education assistants, counselors, psychologists, nurses, bilingual specialists, reading specialists, gifted and talented specialist, etc.):	
<b>Questions in this Section relate to your school or a school in your district if you serve in the role of a central office administrator</b>	
<b>Status of Labeling at your School (Report total number /fraction and percent)</b>	
1. Students labeled “gifted”:	
2. Students labeled with a disability:	
3. Students labeled special education who are ESL or bilingual:	
4. Students who attend an alternative school/setting:	
5. Students labeled with disabilities in each grade level in your school:	
6. Students by disability label, that is, behavioral challenges, cognitively disabled, learning disabled, severely disabled, and so on in your school:	
<b>Students labeled with disabilities in your district:</b>	
Special education referrals each year. How has this changed over time?	
1. Of those students referred, what fraction/percentage were then identified for special education?	
2. Do all students with disabilities in your school community attend the school they would attend if they were not labeled? Explain.	
3. To what extent are students labeled with disabilities proportionally represented in all classes, courses, etc. in your school?	
4. Do some students with (dis)abilities who do not live in your attendance area attend your school or district? Explain.	
5. Which/how many students with (dis)abilities are educated primarily in a special education setting/classroom? Disaggregate by race, social class, ELL label, and gender:	
6. Which/how many students with (dis)abilities are educated primarily in the general education setting/classroom? Disaggregate by race, social class, ELL label, and gender:	



<b>Disability Discipline Data</b>	
1. Students who were suspended in the past year divide by in-school and out-of-school suspensions, and compare students with disabilities with students without disabilities:	
2. Students who were expelled in the past year compare students with disabilities with students without disabilities:	
3. Students who were placed in an Alternative Interim Placement in the past year, compare students with disabilities with students without disabilities:	
4. If your district has an alternative educational setting, compare the students labeled with disabilities in this setting to the percent of students labeled with disabilities in the district or high school. =:	
5. Low attendance and/or truancy compare students with disabilities with students without disabilities:	
<b>Disability – Achievement Data</b>	
1. Reading and math achievement, compare students with disabilities with students without disabilities:	
2. Graduation rate, compare students with disabilities with students without disabilities:	
3. Graduated with a four-year academic diploma, compare students with disabilities with students without disabilities:	
4. Drop-out rate, compare students with disabilities with students without disabilities:	
5. Participation in ACT, SAT, Advanced Placement exams, compare students with disabilities with students without disabilities:	
Test results of ACT, SAT, Advanced Placement exams, compare students with disabilities with students without disabilities:	
<b>Collect (dis)ability information in at least two other areas in your school/setting and compare to students without disabilities:</b>	
1. Students identified for special education (all categorical areas):	
2. Of the number of students identified for special education, what fraction and what percentage receive free/reduced-price lunch?	
3. Students identified as “gifted” (e.g., TAG) or placed in high academic classes in your setting who receive free/reduced-price lunch. Compare to the % of students receiving free/reduced priced lunch in the school. (If students are not labeled gifted, investigate related student groups in the school, such as Academic Decathlon, Advanced Placement classes, algebra classes):	
4. Students receiving RtI Interventions or who are identified as “at risk” in your setting who receive free/reduced-price lunch. Compare to the % of students receiving free/reduced priced lunch in the school. (If students are not labeled “at risk,” investigate related student groupings in the school, such as remedial reading, summer school, general math).	
<b>Social Class Discipline Data</b>	
Students who were suspended in the past year, disaggregate these data by free/reduced-price lunch; divide into in-school and out-of-school suspensions), compare to the % of students receiving free/reduced priced lunch in the school	

Students who were expelled in the past year, disaggregate by free/reduced price lunch, compare to the % of students receiving free/reduced priced lunch in the school.	
3. Students who were placed in an Alternative Interim Placement in the past year, disaggregate by free/reduced-price lunch, compare to the % of students receiving free/reduced priced lunch in the school:	
4. If your district has an alternative educational setting, compare the students receiving free-reduced priced lunch in this setting with the percent of students receiving free/reduced price lunch in the district or high school:	
<b>Social Class Analysis – See Disability Data Analysis for directions Race and Ethnicity (Report fraction and percentage for each)</b>	
1. Students of color in your school Disaggregate by race:	
2. Students of color in the total district. Disaggregate by race:	
3. Students labeled for special education:	
4. Of the number of students labeled for special education, what fraction and percentage are students of color? Disaggregate by race. Compare to the percent of students in the school of color and by each race:	
5. Of the number and percentage of students labeled to receive RtI Interventions or labeled “at-risk” (such as remedial reading, summer school, and general math), what fraction and percentage are students of color? Disaggregate by race. Compare to the percent of students in the school of color and by each race:	
6. Students identified as “gifted” (e.g., TAG) or placed in high academic classes in your setting who are of color. Disaggregate by race. Compare to the percent of students in the school of color and by each race. (If students are not labeled gifted, investigate related student groups in the school, such as Academic Decathlon, Advanced Placement classes, algebra classes):	
<b>Race – Discipline Data</b>	
1. Students who were suspended in the past year; divide into in-school and out-of-school suspensions and disaggregate these data by race and further disaggregate by each race, and compare to the percent of students of color in the school and by each race:	
2. Students who were expelled in the past year; disaggregate these data by race and further disaggregate by each race, and compare to the percent of students of color in the school and by each race:	
3. Students who were placed in an Alternative Interim Placement in the past year; disaggregate these data by race and further disaggregate by each race, and compare to the percent of students of color in the school and by each race:	
4. If your district has an alternative educational setting, compare the students who are of color in this setting, further disaggregated by each race with the percent of student’s color in the district or high school and by each race:	
6. Low attendance and/or truancy; disaggregate these data by race and further disaggregate by each race, and compare to the percent of students of color in the school and by each race:	

<b>Students who are labeled Special Education English Language Learners (Report fraction and percentage)</b>	
1. How many Special Education ELLS are in your school, what languages do they speak, and how many speak each language? How does this compare to other schools in your district?	
2. How many students identified as special education ELLS are in each grade at your school?	
3. How many Special Education ELLS are in the district?	
4. Of the number of students labeled for special education, what fraction and percentage are Special Education ELLS? Compare to the percent of ELL's in the school.	
5. Of the number of students receiving RtI Interventions or labeled "at-risk" (such as remedial reading, summer school, and general math), what fraction and percentage are students who are Special Education ELLs? Compare to the percent of ELL's in the school.	
6. Of the number and percentage of students labeled "gifted," (e.g., TAG) or placed in high academic classes in your setting, what fraction and percentage are Special Education ELLS? Compare to the percent of ELL's in the school.	
<b>Special Education ELL – Discipline Data</b>	
1. Students who were suspended in the past year, divide into in-school and out-of-school suspensions, compare students who are special education ELL with students who are not special education ELL:	
2. Students who were expelled in the past year, compare students who are special education ELL with students who are not special education ELL:	
3. Students who were placed in an Alternative Interim Placement in the past year, compare students who are special education ELL with students who are not special education ELL	
4. If your district has an alternative educational setting, compare the students labeled special education ELL in this setting with the percent of students labeled special education ELL in the district or high school.	
5. Low attendance and/or truancy, compare students who are special education ELL with students who are not special education ELL:	
<b>ELL – Achievement Data</b>	
17. Identify the English proficiency levels (beginning, intermediate, proficient) for each special education ELL student. How many at each level are in each grade?	

Adapted from *Leading for Social Justice: Transforming Schools for All Learners* (2007), Colleen A. Capper and Elise M. Frattura. Thousand Oaks, CA: Corwin Press. Reprinted with Permission.