# Course Description

The purpose of this course is to provide the student an opportunity for in-depth understanding of the supervisory and administrative duties for the role of Special Education Supervisor. This course provides the Special Education Supervisor candidate with a specified historical perspective and professional knowledge base included in the following aspects of leadership: decision making, collaboration, and instructional leadership practices that support the administration of special education.

# University Learning Outcomes (ULO)

* **ULO1**: Knowledge of Human Cultures and the Physical and Natural World
* **ULO2**: Intellectual and Practical Skills
* **ULO3**: Personal and Social Responsibility
* **ULO4**: Integrative and Applied Learning
* **ULO5**: Immersed in the Critical Concerns of the Sisters of Mercy of the Americas

# Program Learning Outcomes (PLO)

* **PLO1:** Articulate an educational organization's mission, goals, and guiding principles that distinguish the organization from others. (ULO1, 4)
* **PLO2:** Understand the foundational base of organizational theory and demonstrate the ability to bridge theory and practice. (ULO1, 2, 4)
* **PLO3:** Given scenarios of conflict, choose ethical courses of action consistent with Gospel values. (ULO3, 5)
* **PLO4:** Synthesize and analyze data to reveal relations and causality and convert raw data into actionable information. (ULO2, 4)
* **PLO5:** View problems and challenges through the lens of a scientist, seeking evidence-based conclusions. (ULO1, 2, 4)
* **PLO6:** Practice and model steward leadership in transforming organizations to better serve all constituents. (ULO3, 4, 5)
* **PLO7:** Demonstrate facility in the application of technology to solve problems, analyze and synthesize data, and manage information. (ULO1, 2, 4)

# Course Learning Outcomes (CLO)

* **CLO1:** Explain the leadership role and how it relates to the special education.
* **CLO2:** Identify professional and ethical practices for educational leaders.
* **CLO3:** Describe curriculum design, inclusion opportunities, instructional processes, differentiation instruction, and individual program design for students with disabilities.
* **CLO4:** Developeffective communication skills and collaborative work environments.
* **CLO5:** Demonstrate ability to manage conflicts.
* **CLO6:** Describe leadership practices in a multicultural setting, including with English language learners.

# Student Expectations

Students are expected to do the following:

* Ask probing and insightful questions related to course content.
* Make meaningful and relevant connections and application to their own learning process.
* Be productive and contributing members of class discussions.

# Required Course Materials

Batman, D., Bright, K., O’Shea, D., OShea, L., & Algozzine, B. (2019). *Handbook of leadership and administration for special education.* New York, NY: Routledge.

# Suggested Point Values

|  |  |  |
| --- | --- | --- |
| **Assessment** | **Point Value** | **Due** |
| **Week 1** |  |  |
| Discussion: Reflection | 30 |  |
| Timeline of Special Education Administration | 30 |  |
| Week One Case Study | 30 |  |
| **Week 2** |  |  |
| Discussion: LEA Responsibilities | 60 |  |
| Discussion: Challenges for Special Educators | 30 |  |
| The LEA Interview and Reflective Paper | 40 |  |
| **Week 3** |  |  |
| Discussion: Mental Models | 40 |  |
| IEP Case Study | 30 |  |
| Concept Map | 40 |  |
| **Week 4** |  |  |
| Discussion: Aligning the Curriculum to the Standards | 40 |  |
| Explaining Curriculum Design | 40 |  |
| Standards-Based IEP | 100 |  |
| **Week 5** |  |  |
| Discussion: Honoring Diversity | 40 |  |
| Developing ELL Process | 30 |  |
| LEA Family Engagement Plan | 30 |  |
| Professional Development Plan Presentation | 120 |  |
| **Week 6** |  |  |
| Discussion: Early Intervention Behavior Support Case Study | 30 |  |
| CIPP Evaluation | 30 |  |
| Culturally Responsive Teaching | 40 |  |
| Minimizing Overidentification/Disproportionality | 40 |  |
| **Week 7** |  |  |
| Discussion: Teacher and Paraeducator Collaboration | 30 |  |
| Conflict Resolution | 40 |  |
| Discussion: Multimedia Reflection | 30 |  |
| Course Reflection | 30 |  |
| **Total Points** | **1000** |  |

# Course Schedule

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| --- | --- | --- |
| **Week** | **Start** | **End** |
| One | <insert start date> | <insert end date> |
| Two |  |  |
| Three |  |  |
| Four |  |  |
| Five |  |  |
| Six |  |  |
| Seven |  |  |

# Weekly Learning Modules

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| --- | --- | --- | --- |
| **Week One: History of Special Education Leadership** | | | |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Explain the 21st-century evolution of the leadership role of special education administrators. | | CLO1 | |
| * 1. Summarize the history of special education leadership. | | CLO1, | |
| * 1. Evaluate the effectiveness of special education administrators. | | CLO2, CLO3 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings and Videos**  **Readings**   * Ch. 2 & 4 of *Handbook of Leadership and Administration for Special Education* * [The Important Role Principals Play in Special Education](https://www.edweek.org/ew/articles/2018/10/17/the-important-role-principals-play-in-special.html)   **Videos**   * [Special Education Law (8:51)](https://www.youtube.com/watch?v=dj2dBLi7zvQ) * [How Leaders change brains and win hearts](https://www.youtube.com/watch?v=HPD_5y_Fxhg), by Fiona Kerr (11:42) | | 1.1, 1.2, 1.3 | Discuss Readings =  **1 hour** |
| **Tutorials**  During this course, you will be asked to use and participate in various technologies to complete activities and assignments.  **Review** the tutorials available on Blackboard, as needed.  **Click** the **Student Resources** button from the menu on the left. | | N/A |  |
| **Weekly Participation and Discussion**  The purpose of the weekly discussions is to provide you with a way to synthesize the concepts presented in this course. Each week, you will respond to the discussion questions with a substantive post of 200 to 250 words that addresses all the prompts for the question by 11:59 p.m. EST of the listed due date. By the conclusion of each week, Sunday at 11:59 p.m. EST, you will make at least 1 substantive comment of 100 to 150 words to 3 of your classmates’ posts for each assigned discussion question. Your comments must further the discussion by following the RISE model for meaningful feedback. It is recommended that you check in periodically throughout the week to ensure that you are meeting the participation requirement.  **Review** the [RISE Model for Peer Feedback](http://elwray.squarespace.com/feedback). | | N/A |  |
| **The LEA Interview and Reflective Paper**  **Find** two people to Interview for Week 2:   * Interview a special education teacher, using the following questions: * Do you find it necessary to have an LEA at every IEP meeting? Why or why not? * Is the LEA an important and required team member of each student’s IEP team? Why or why not? * Are there situations where an LEA is not needed? * How do LEAs assist the IEP team prior, during, and after the IEP meeting? * What is the most critical role of the LEA at IEP meetings? * Interview a local education agent, using the following questions: * What do you believe is the most critical role you play in an IEP meeting? * Do you find it necessary to be at all IEP meetings? * What part of the IEP meeting do you believe you need to be at as LEA? * How do you assist the IEP team prior, during, and after the IEP meeting? * What do you believe are ethical considerations that an LEA must consider?   You will be writing a 500- to 700-word reflective paper of what you learned from both interviews about the legal, cultural, and ethical responsibilities of the LEA representative, as well as offering suggestions to improve the role and responsibilities of the LEA representative. | |  |  |
| ***Supplemental Resources and Activities***  *Explore these optional resources to deepen your understanding.* | | ***Alignment*** | ***AIE*** |
| **Adobe Connect Live Discussion**  **Review** [Adobe Connect Resources](https://sites.gmercyu.edu/student-resources/adobe-connect-resources/).  **Participate** in the scheduled live session with the course instructor. This session will provide an overview of the course and discuss the major assignments in the course.  **Prepare** to ask questions concerning the content of the week and the course as a whole.  *Note:* A recorded lecture will be made available to those who are unable to attend the live session. | | WEEK | Live Discussion: lecture and discussion = **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Reflection**  **Respond** to the following by Thursday 11:59 p.m. (EST). Provide specific examples to support your answers:   * Reflection is a powerful tool in learning. Take a moment as you begin this course to assess your ability as an administer charged with operating special education programs and providing support and services for students with disabilities and their families. Reflect on the following: * What are your expectations for this practicum? * What are some personal goals you hope to achieve over the next 15 weeks related to skills necessary to be a special education administrator? * How prepared are you to meet the challenges of making decisions regarding IEPs, 504 decisions, request for mediation or due process hearings, IDEA compliance, and budgetary challenges?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by 11:59 p.m. (EST) on Sunday. | | 1.1, 1.2, 1.3 | .5 hr |
| **Timeline of Special Education Administration**  **Watch** “[Special Education Law](https://www.youtube.com/watch?v=dj2dBLi7zvQ)” (8:51) YouTube video to learn more about federal education laws for students with disabilities.  **Critique** the history of special education laws as they relate to students in need of special education, including specific laws, educational reform, and effective teaching.  **Create** a presentation for first-time special education administrators and principals. Use any technology tool except a PowerPoint and/or handout.  **Include** the following in your presentation:   * Modern role of special education leadership * Emerging roles of special education leadership * Modern challenges of special education * Preparation needed for developing effective special education leaders   **Submit** this assignment by 11:59PM (EST) on Sunday. | | 1.1, 1.2 | 4 hrs |
| **Week One Case Study**  **Watch** the following Ted Talk video, “[How Leaders change brains and win hearts](https://www.youtube.com/watch?v=HPD_5y_Fxhg),” by Fiona Kerr (11:42).  **Respond** to the following question:   * How can a Special Education Administrator be an inspirational leader to their special education staff, to the parents of students with disabilities, and to the students with disabilities? Provide examples based on Fiona Kerr’s three key takeaways.   **Submit** this assignment by 11:59PM (EST) on Sunday. | | 1.1, 1.2, 1.3 | 3 hr |
| **Total** |  |  | **9.5 hours** |

# Faculty Notes

**Adobe Connect:** Students should post any questions or comments they have to the Announcement forum. The instructor can then utilize those questions that come up in the first part of the week to tailor the live Adobe Connect class session that would be scheduled toward the later part of the week. That 1-hour synchronous session will allow students the opportunity to go over any questions they had with the homework and clarify any misconceptions they have about the course content. All Adobe Connect sessions should be recorded and a link to the recording be posted to the course page so any student who misses the session can review it later in the week.

*Note:* It is the instructor’s choice as to what day they will schedule the Adobe Connect Live Session, but it is recommended that they schedule this session for Wednesday of the week so students have plenty of time to review their homework prior to the deadline on Sunday.

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| Week Two: Special Education Laws and LEA Responsibilities | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Explain the influence of special education laws on the role and responsibilities of special education administrators. | | CLO1, CLO2 | |
| * 1. Identify practices of local education agency (LEA) representatives to leverage family engagement. | | CLO1, CLO2, CLO4 | |
| * 1. Describe ethical considerations for the LEA. | | CLO1, CLO2, CLO4 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings and Videos**  **Readings**   * Ch. 5 & 8 of *Handbook of Leadership and Administration for Special Education* * [Navigating the Critical Role of the LEA Representative](http://www.paprincipals.org/resource/images/qrcodes/hink-herr-ppt.pdf) * [Role of LEA Representative in IEP Meetings Supporting CCR IEPs](https://awsa.memberclicks.net/update-article--role-of-lea-representative-in-iep-meetings--supporting-ccr-ieps) * [IDEA–Reauthorized Statute: Individualized Education Program (IEP) Team Meetings and Changes to the IEP](http://www2.ed.gov/policy/speced/guid/idea/tb-iep-meetings.pdf) * [Six Things to Never Say or Hear During an IEP Meeting](http://bottemabeutel.com/wp-content/uploads/2014/01/Cheatham-et-al.pdf)   **Videos**   * [The Principal’s Role in the IEP Meeting](https://www.youtube.com/watch?v=ZCCD7SRD2gQ) (1:48) * [LEA Representative Welcome](https://www.youtube.com/watch?v=AaahoPXBN9Y) (8:15, watch only from 0:43 to 3:13) | | 2.1, 2.2, 2.3 | Discuss Readings =  **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: LEA Responsibilities**  **Respond** to the following by Thursday 11:59 p.m. (EST). Provide specific examples to support your answers:   * Create an administrative memo to staff members who may serve as an LEA in your district. * Explain the influence of special education laws on the role and responsibilities of special education administrators. Specifically list the roles and responsibilities. * Explain your expectations for all LEAs at students’ IEP meetings. * Provide 2 to 4 suggestions on how your LEA can effectively facilitate an IEP meeting.   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by 11:59 p.m. (EST) on Sunday. | | 2.1, 2.2, 2.3, ULO5 | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion: Challenges for Special Educators**  There are many challenges or ethical dilemmas that LEAs encounter for which a clear resolution is not often obvious.  **Respond** to the following by Thursday 11:59 p.m. (EST). Review the following challenges and ethical issues for an LEA. and provide an example of recommendations that you would give the IEP team. Provide specific examples to support your answers:   * Assessing the high cost of implementing a remedial math program for a small population of autistic support students * Recommending an educational placement in which the IEP team and parent do not agree upon * Determining the protocol for allowing private-parent paid home providers to observe students in special education classrooms   **Reflect** on your answers to the ethical dilemmas above and answer the following questions:   * As an LEA, did personal or professional codes of ethic play a role in your recommendations to the IEP team? * As an LEA, what ethical code do you believe should dominate the decision-making process during IEP meetings?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by 11:59 p.m. (EST) on Sunday. | | 2.1, 2.2, 2.3 | Discussion: one post and replies to three other posts = **1 hour** |
| **The LEA Interview and Reflective Paper**  **Interview** a special education teacher:   * Do you find it necessary to have an LEA at every IEP meeting? Why or why not? * Is the LEA an important and required team member of each student’s IEP team? Why or why not? * Are there situations where an LEA is not needed? * How do LEAs assist the IEP team prior, during and after the IEP meeting? * What is the most critical role of the LEA at IEP meetings?   **Interview** a local education agent:   * What do you believe is the most critical role you play in an IEP meeting? * Do you find it necessary to be at all IEP meetings? * What part of the IEP meeting do you believe you need to be at as an LEA? * How do you assist the IEP team prior, during, and after the IEP meeting? * What do you believe are ethical considerations an LEA must consider?   **Write** a 500- to 700-word reflective paper of what you learned from both interviews about the legal, cultural, and ethical responsibilities of the LEA representative, and offer suggestions to improve the role and responsibilities of the LEA representative.  **Submit** this assignment by 11:59PM (EST) on Sunday. | | 2.1, 2.2 | 3 hr |
| **Total** |  |  | **6 hours** |

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| Week Three: The Ethical Leader and Universal Design for Learning | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| **3.1** Define challenges of ethical educational leadership. | | CLO1, CLO2 | |
| **3.2** Apply a mental model to decision making for students with disabilities. | | CLO3 | |
| **3.3** Identify the key principles of universal design. | | CLO3 | |
| **3.4** Explain the connection between ethics and universal design. | | CLO2, CLO3 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings and Videos**  **Readings**   * Universal Design sections on pp. 164, 165, 318, & 319 of Handbook of Leadership and Administration for Special Education * [Universal Design for Learning (CAST)](http://www.cast.org/our-work/about-udl.html#.XUg-ZSB7lPY) * [Code of Ethics -AASA's Statement of Ethics for Educational Leaders](http://www.aasa.org/content.aspx?id=1390) * [Principals of universal design and ethics](https://robbijo11.weebly.com/principles-of-universal-design-and-ethics.html): Education Information for Russ Armstrong * [Ethical leadership](https://www.ericdigests.org/1997-1/ethical.html)   **Videos**   * [Isn’t It a Pity? The Real Problem with Special Needs | Torrie Dunlap | TEDxAmericasFinestCity](https://www.youtube.com/watch?v=UJ7QaCFbizo) (17:07) | | 3., 3.2, 3.3, 3.4 | Discuss Readings =  **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Mental Models**  **Respond** to the following by Thursday 11:59 p.m. (EST). Provide specific examples to support your answers:   * What are your principles regarding students with disabilities? * What are your values regarding students with disabilities? * What do you stand for regarding students with disabilities? * Do you think your mental model (principles and values) differs from your general education colleagues because you may be currently a special education teacher and/or are pursuing the special education supervisory track? Why or why not?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by Sunday. | | 3.2, ULO5 | Discussion: one post and replies to three other posts = **1 hour** |
| **IEP Case Study**  **Read**[Today’s Challenges and Dilemmas for Ethical School Leaders](http://www.g-casa.com/conferences/bangkok14/papers/Tyler.pdf).  **Respond** to Case Scenario #2, with the assumption that the student has an IEP and has been diagnosed with a learning disability.  **Describe** what you would do and why in a 2- to 3-page Microsoft Word document.  **Submit** this assignment by 11:59PM (EST) on Sunday. | | 3.2, 3.3, 3.4 | 3 hr |
| **Concept Map**  **Read**[Ethical Leadership. ERIC Digest](http://www.ericdigests.org/1997-1/ethical.html).  **Create** a concept map to explain the ethical responsibility and the challenge of ethical dilemmas faced by special education administrators. Include media in the form of images, video, websites, or audio.  **Consider** the following tools for creating a concept map:   * <https://www.mindmup.com/> * <http://www.bubbl.us/> * <http://www.mindomo.com/>   **Submit** this assignment by 11:59PM (EST) on Sunday in one of the following formats:   * A direct link that does not require a login (For example, you may host your concept map on a cloud service such as Dropbox, Google Drive, or OneDrive and submit the link to your instructor.) * A file no larger than 5MB uploaded directly to Blackboard (If your file is larger than 5MB, use the other option.) | | 3.1, 3.2, 3.3, 3.4 | 3 hr |
| **Total** |  |  | **8 hours** |

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| Week Four: Educational Leadership Standards, Curriculum Design, Common Core Standards, and Standards-Based IEPs | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| **4.1** Explain the importance of curriculum design. | | CLO1, CLO3 | |
| **4.2** Align curriculum with standards and grade-level objectives. | | CLO3 | |
| **4.3** Communicate the importance of common core standards as they relate to special education. | | CLO1, CLO3, CLO4 | |
| **4.4** Explain important factors for successful inclusion. | | CLO3 | |
| **4.5** Evaluate standards-based IEPs. | | CLO3 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings and Videos**  **Readings**   * Ch. 10, 14, & 17 of Handbook of Leadership and Administration for Special Education * [Making Inclusive Education Work](http://www.ascd.org/publications/educational-leadership/oct03/vol61/num02/Making-Inclusive-Education-Work.aspx) * [Education Leadership (ISLLC) Standards – Comparison of Old (2007) and New Standards (2015)](http://www.gapsc.com/Commission/Media/Downloads/2014_Conference/B7_Handout2.pdf) * [Read the Standards](http://www.corestandards.org/read-the-standards/) * [Common Core Myths and Facts](http://www.usnews.com/news/special-reports/a-guide-to-common-core/articles/2014/03/04/common-core-myths-and-facts) * [Common Core Instruction and Special Education](http://www.k12.wa.us/SpecialEd/pubdocs/CC_Instruction_SpEd.pdf) * [Application to Students with Disabilities](http://www.corestandards.org/assets/application-to-students-with-disabilities.pdf) * [A Seven-Step Process to Creating Standards-Based IEPs](http://www.nasdse.org/Portals/0/SevenStepProcesstoCreatingStandards-basedIEPs.pdf) * Standards-Based IEP: A Guide for School Divisions   **Videos**   * [Creating a Culture of Collaborative Learning (11;48)](https://www.teachingchannel.org/video/build-collaborate-learning-culture) * [Aligning Curriculum within and across Grades](https://www.teachingchannel.org/videos/aligning-curriculum) (7:29) * [Meeting the Needs of Diverse Learners](https://www.teachingchannel.org/videos/teaching-diverse-learners) (10:39) * [Developing Common Core Habits](https://www.teachingchannel.org/videos/ccss-and-integrated-art-lessons-getty) (5:47) | | 4.1, 4.2, 4.3, 4.4, 4.5 | Discuss Readings =  **2 hour** |
| **Professional Development Plan Presentation Preparation**  In your role of special education administrator, you will need to be able to assist teachers in developing IEPs and aligning to curriculum standards. To support teachers in this task, you will also need to plan for professional development sessions.  **Imagine** you are tasked with delivering a training for teachers who need special assistance in this area.  **Develop** a professional development plan for both special and general education teachers that includes the following:   * Developing standards-based IEPs * Aligning the curriculum to the standards * Progress monitoring standards-based IEPs * Delivering services based on the IEP   **Prepare** a video presentation to deliver the content of your professional development plan to the teachers at your school. Consider the following optional resources:   * <https://www.moovly.com/> * <http://www.powtoon.com/> * <https://pixabay.com/> * Microsoft PowerPoint * [Video tutorial for embedding audio using Audacity](https://www.youtube.com/watch?v=uQjed3chjIo) * [Download Audacity for free](http://audacityteam.org/download/) * [Prezi](http://www.prezi.com): [Click here](https://prezi.com/vboec5izhyav/freudidegosuperego/) to see an example. * [Emaze](http://www.emaze.com/): [Click here](https://www.emaze.com/@ALZQCFWZ/The%20art%20gallery) to see an example.   **Submit** your presentation by the end of Week 5 in one of the following formats:   * A direct link that does not require a login (For example, you may host your concept map on a cloud service such as Dropbox, Google Drive, or OneDrive and submit the link to your instructor.) * A file no larger than 5MB uploaded directly to Blackboard (If your file is larger than 5MB, use the other option.) | | 4.1, 4.2, 4.3 | 2 |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Aligning the Curriculum to the Standards**  **Respond** to the following by Thursday 11:59 p.m. (EST). Provide specific examples to support your answers:   * Watch [Aligning Curriculum within and across Grades](https://www.teachingchannel.org/videos/aligning-curriculum). * What do you believe is the biggest benefit of aligning curriculum? Why? What is your biggest takeaway from the video? * Provide an example of how you could align a topic within your social studies or science curriculum within and across grades.   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by Sunday. | | 4.1, 4.2, 4.3 | Discussion: one post and replies to three other posts = **1 hour** |
| **Explaining Curriculum Design**  **Review** [Planning and Designing for K-12 Next Generation Learning](http://net.educause.edu/ir/library/pdf/NGT1303.pdf) and Education Leadership (ISLLC) Standards – Comparison of Old (2007) and New Standards (2015), focusing on Standards 3 & 4.  **Write** an educational literary article for a K–12 magazine on How Education Leadership Standards Fit into Curriculum Design. Your article should:   * have at least 500 words * use one visual that will help a new teacher understand your message * use one other educational resource than the two articles above   **Submit** this assignment by 11:59PM (EST) on Sunday. | | 4.1, 4.2, 4.3 | 2 hr |
| **Standards-Based IEP**  **Imagine** you are working as a special education administrator, and a teacher in your school comes to you for help writing an appropriate IEP prior to submitting it to the team.  **Review** the Standards-Based IEP Sample document.  **Provide** feedback and make changes directly on the document to assist the teacher in revising the IEP in the areas that need modification.  **Submit** this assignment by 11:59PM (EST) on Sunday. | | 4.5 | 2 hr |
| **Total** |  |  | **9 hours** |

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| Week Five: Leadership in a Multicultural Setting, English Language Learners, and Culturally Responsive Teaching | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Integrate multicultural education with special education. | | CLO3, CLO6 | |
| * 1. Define strategies for developing culturally responsive teachers. | | CLO3, CLO6 | |
| * 1. Describe English language learners and the need for specially designed instruction. | | CLO3, CLO6 | |
| * 1. Define strategies to develop responsive instruction. | | CLO3, CLO6 | |
| * 1. Apply LEA strategies for culturally engaging families. | | CLO1, CLO3, CLO6 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings and Videos**  **Readings**   * Ch. 9 & 11 of *Handbook of Leadership and Administration for Special Education* * Family Engagement and The Responsive Educator * Wlodkowski, R. J., & Ginsberg, M. B. (September 1995). [A framework for culturally responsive teaching](http://www.ascd.org/publications/educational-leadership/sept95/vol53/num01/A-Framework-for-Culturally-Responsive-Teaching.aspx). *Educational Leadership 53*(1), 17–21. * TOWARD A CONCEPTION OF CULTURALLY RESPONSIVE CLASSROOM MANAGEMENT * Guido, M. (September 14, 2017). [15 culturally-responsive teaching strategies and examples.](https://www.prodigygame.com/blog/culturally-responsive-teaching/) * Rinaldi, C., Ortiz, S. O., & Gamm, S. (nd). [RTI-based SLD identification toolkit: Considerations for English language learners](http://rtinetwork.org/getstarted/sld-identification-toolkit/ld-identification-toolkit-considerations-for-ell). * Fuglei, M. (June 11, 2014). [Culturally responsive teaching: Empowering students through respect](http://education.cu-portland.edu/blog/news/culturally-responsive-teaching-empowering-students-through-respect/). Portland, OR: Concordia University. * Gonzalez, V. (January 8, 2018). [Culturally responsive teaching in today’s classrooms](https://www2.ncte.org/blog/2018/01/culturally-responsive-teaching-todays-classrooms). National Council of Teachers of English.   **Videos**   * [LEA to LEA Webinar –Family Engagement: School Efforts to Partner with Families](https://www.pattan.net/videos/family-engagement-lea-to-lea-webinar-series-2015-2/) (52:40) * [Under-identification: Why ELLs may not get the special education services they need](https://www.youtube.com/watch?v=dYEQtvd4ZLo) (3:20) | | 5.1, 5.2, 5.3, 5.4, 5.5 | Discuss Readings =  **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Honoring Diversity**  **Respond** to the following by Thursday 11:59 p.m. (EST). Provide specific examples to support your answers:  Mrs. Johnson is a general education teacher who has several diverse students in her sixth-grade classroom. They are having academic difficulty. Two of the students’ primary home language is Spanish and Chinese. The third student is African American but has a distinct accent according to Mrs. Johnson. Mrs. Johnson requests a meeting with you and inquires about how can she work with all these variations in culture? Should she begin the RTI process with them? Should she recommend a psychoeducational evaluation to see if they are eligible for special education?  You are expected to identify strategies that honor the diversity in your school district to serve as a model for Mrs. Johnson and other teachers to apply in their classrooms to meet the needs of culturally diverse students.   * What 3 strategies would you recommend as a special education administration? Why? * What can you do as the school administer to address issues of cultural diversity? * What can your special education administrators recommend to address issues of cultural diversity?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by Sunday. | | 5.1, 5.1 | Discussion: one post and replies to three other posts = **1 hour** |
| **Developing ELL Process**  **Develop** a school district policy for identifying ELL students who may also qualify for special education services.  **Identify** the following:   * The prereferral process * Important background information to consider * Persons responsible for each step of the process, including the person to be contacted for the prereferral process * Data from assessments to be reviewed for consideration * Role of response to intervention in the prereferral process * Progress monitoring * Next steps for identified students * Securing parental support * Professional development for staff   You may choose to use a Microsoft Word document or a mind map or flowchart to detail the process. Regardless of your product, you must include explanations of each step.  **Submit** this assignment by 11:59PM (EST) on Sunday in one of the following formats:   * A direct link that does not require a login (For example, you may host your video on a cloud service such as Dropbox, Google Drive, OneDrive, YouTube, or Vimeo and submit the link to your instructor.) * An image file no larger than 5MB embedded in a Microsoft Word document or uploaded directly to Blackboard (If your file is larger than 5MB, use the other option.) | | 5.3 | 2 hr |
| **LEA Family Engagement Plan** Watch [LEA to LEA Webinar –Family Engagement: School Efforts to Partner with Families.](https://www.pattan.net/videos/family-engagement-lea-to-lea-webinar-series-2015-2/)  **Develop** a family engagement plan as a special education administrator in a new district.  **Create** a presentation to communicate your plan to teachers in your district. Include speaker’s notes or voiceover audio in your presentation.  **Consider** the following optional resources for your presentation:   * <http://www.prezi.com/> * <http://www.powtoons.com/> * <http://www.emaze.com/> * Microsoft PowerPoint   **Submit** this assignment by 11:59PM (EST) on Sunday. | | 5.5 | 2 hr |
| **Professional Development Plan Presentation**  **Submit** this assignment by 11:59PM (EST) on Sunday. Remember that it must be submitted in one of the following formats:   * A direct link that does not require a login (For example, you may host your video on a cloud service such as Dropbox, Google Drive, OneDrive, YouTube, or Vimeo and submit the link to your instructor). * MP4 video file no larger than 5MB uploaded directly to Blackboard (If your file is larger than 5MB, use the other option.) | | COURSE | 2 hr |
| **Total** |  |  | **8 hours** |

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| Week Six: Overidentification, Program Evaluation, and Early | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Apply the CIPP model of program evaluation. | | CLO3 | |
| * 1. Explain transition from early intervention to school-age programming. | | CLO3 | |
| * 1. Describe strategies to avoid overidentification in special education. | | CLO3, CLO6 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Read** the following:   * Ch. 17 & 19 of *Handbook of Leadership and Administration for Special Education* * [Why Conduct a Program Evaluation? Five Reasons Why Evaluation Can Help an Out-Of-School Time Program](https://cyfar.org/sites/default/files/Child_Trends-2007_10_01_RB_WhyProgEval.pdf) * Early Intervention Transition: Preschool Programs to School-Aged Programs * [The](http://www.directionservice.org/cadre/exemplar/artifacts/PA-234%20EI%20SupportsandServicesRev.JULY2011.pdf) Transition Process From Early Intevention to School-Age Programs: Guidelines to Support Parents * Voulgarides, C., & Fergus, E. (2017). Pursuing equity: Disproportionality in special education and the reframing of technical solutions to address systemic inequities. * Alqahtani, K (2016). Decision-oriented evaluation: A review of various models of evaluations.   **Review** the following:   * [CIPP Evaluation Model: Decisions-Oriented Approaches](https://lisahalverson.files.wordpress.com/2011/05/cipp-evaluation-model.pdf) * [CIPP Evaluation Model Checklist](https://www.wmich.edu/sites/default/files/attachments/u350/2014/cippchecklist_mar07.pdf) | | 6.1, 6.2, 6.3 | Discuss Readings =  **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Early Intervention Behavior Support Case Study**  **Respond** to the following by Thursday 11:59 p.m. (EST). Provide specific examples to support your answers:  **Review** the following case:  Michael is a 5-year-old who is transitioning to kindergarten. He received services in his preschool for speech and occupational therapy. His preschool reports that they have struggled to support him because of his behavior. His preschool described his behavior as being physically and verbally aggressive to staff and to his peers when he cannot have his way or is denied access. He has difficulty playing cooperatively with his peers and usually dominates the interaction. During teacher-directed lessons, he has difficulty sitting in his place and will call out responses rather than wait his turn. During naptime, he rarely sleeps and will often wake his peers so he can have someone to interact with. During lunch and snack time, he will often take food or drink from his peers without asking when he wants more or something they have.    **Explain** the steps you would take to prepare this student for transitioning to your district to support his behavior.  **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by Sunday. | | 6.1, 6.2 | 2 hr |
| **CIPP Evaluation**  **Identify** a special education curriculum challenge in your school setting. If you are currently not a practicing educator, develop a hypothetical curriculum challenge.  **Complete** the [CIPP Evaluation Checklist](https://wmich.edu/sites/default/files/attachments/u350/2014/cippchecklist_mar07.pdf).  **Submit** this assignment by 11:59PM (EST) on Sunday. | | 6.1 | 1 hr |
| **Culturally Responsive Teaching**  **Develop** a flowchart to explain the process of culturally responsive teaching:   * Definition of *culturally responsive teaching* * Characteristics of culturally responsive teaching * Strategies for implementation * Benefits for diverse learners, particularly those with disabilities * Benefits for English language learners   **Submit** this assignment by 11:59PM (EST) on Sunday in one of the following formats:   * A direct link that does not require a login (For example, you may host your flowchart on a cloud service such as Dropbox, Google Drive, or OneDrive and submit the link to your instructor.) * An image file no larger than 5MB embedded in a Microsoft Word document or uploaded directly to Blackboard (If your file is larger than 5MB, use the other option.) | | 6.3 | 2 hr |
| **Minimizing Overidentification/Disproportionality**  Disproportionality is a concern to many school district administrations. A child’s race or ethnicity is said to significantly influence the probability of being misidentified as needing special education.  **Create** a strategic plan detailing the incorporation of RTI and other learned strategies in your administrative plan to minimize overidentification and overrepresentation in special education.  **Explain**, in your plan, how you will encourage collaboration with related service providers, interagency representatives, parents, district staff, and community members at large.  **Describe** by what measure you will know that the plan is working.  **Submit** this assignment by 11:59PM (EST) on Sunday. | | 6.3 | 2 hr |
| **Total** |  |  | **8 hours** |

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| Week Seven: Effective Communication, Collaboration, and Managing Conflicts | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Explain the importance of effective communication skills for educational leaders. | | CLO1, CLO2, CLO4 | |
| * 1. Develop strategies to promote collaboration among teachers, related service providers, support staff, district personnel, interagency representatives, and parents. | | CLO1, CLO2, CLO4 | |
| * 1. Develop strategies to avoid conflict with parents and teachers. | | CLO1, CLO2, CLO4, CLO5 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings and Videos**  **Readings**   * Ch. 13 of *Handbook of Leadership and Administration for Special Education* * Ramsey, R. (2008). [The twenty biggest communication mistakes school leaders make and how to avoide them](https://www.corwin.com/sites/default/files/upm-binaries/25868_081218_Ramsey_ch1.pdf). In Ramsey, R. *How to say the right thing every time: Communicating well with students, staff, parents, and the public* (2nd ed). New York, NY: SAGE Publications. * Anrig, G. (February 2015). [How we know collaboration works](http://www.ascd.org/publications/educational-leadership/feb15/vol72/num05/How-We-Know-Collaboration-Works.aspx). *Educational Leadership 72*(5), 30–35. * Powell, W. (2004). [Chapter 5: Collaboration](http://www.state.gov/m/a/os/43980.htm). In *Count me in – Developing inclusive international schools*. Washington, DC: Overseas Schools Advisory Council. * National Education Association. (2007). [Truth in labeling: Disproportionality in special education](http://www.nea.org/assets/docs/HE/EW-TruthInLabeling.pdf). Washington, DC: Author. * Hughes, C., & Dexter, D. D. (nd). [The use of RTI to identify students with learning disabilities: A review of the research](http://www.rtinetwork.org/learn/research/use-rti-identify-students-learning-disabilities-review-research).   **Review** the following:   * D’Amico, T. (November 26, 2014). [Conflict management skills for principals and vice-principals](http://www.slideshare.net/tomdamico161/conflict-management-skills-for-principals-and-viceprincipals) [PPT slides]. * University of Kansas. (n.d.). [Planning for the paraeducator](http://www.specialconnections.ku.edu/?q=collaboration/working_effectively_with_paraeducators/teacher_tools/planning_for_the_paraeducator). | | 7.1, 7.2, 7.3 | Discuss Readings =  **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Teacher and Paraeducator Collaboration**  **Respond** to the following by Thursday 11:59 p.m. (EST). Provide specific examples to support your answers:   * Imagine you are a special education administrator who wants teachers to collaborate. There are, however, a multitude of challenges that make collaboration a concern for both the general and special education teachers. * What strategies would you put in place to encourage collaboration between general and special education teachers to minimize the challenges? How would you encourage teacher collaboration with paraeducators?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by Sunday. | | 7.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Conflict Resolution**  **Develop** a presentation for school administrators to assist them in avoiding conflicts with teachers and parents.  **Address** the following:     * Honesty with staff and parents * Informed communication * For both staff and parents * Responding to calls and emails in a timely manner * Collaboration with staff, parents, other district personnel, and agency representatives * Following the special education laws * Using data to inform decisions * Being a model for change * Other important factors   **Consider** the following optional resources for your presentation:   * <http://www.prezi.com/> * <http://www.powtoons.com/> * <http://www.emaze.com/> * Microsoft PowerPoint   **Submit** this assignment by 11:59PM (EST) on Sunday in one of the following formats:   * A direct link that does not require a login (For example, you may host your concept map on a cloud service such as Dropbox, Google Drive, or OneDrive and submit the link to your instructor.) * A file no larger than 5MB uploaded directly to Blackboard (If your file is larger than 5MB, use the other option.) | | 7.3 | 2 hr |
| **Week Seven Multimedia Reflection**  **Complete** the [Week Seven Multimedia Activity](http://media.gmercyu.edu/edu843/branching/iep_scenarios/story_html5.html?utm_medium=app_email&utm_source=lp_app&utm_source=task_activity). Download the PDF document at the end of the activity, and include it in your submission.  **Answer** the following in a 500- to 750-word Microsoft Word document:   * After reviewing the options and results from the activity, do you believe you made the best decision in each scenario? Why or why not? * Describe a similar situation you have witnessed or experienced in your life or career. * Did the administrators handle the situation well? Why or why not? * How might they have improved?   **Submit** this assignment by 11:59PM (EST) on Sunday. | | 7.2, 7.3 | .5 hr |
| **Course Reflection**  **Describe** 5 concepts from this course you believe you will refer back to when you are in the role of the special education administrator.  **Submit** this assignment by 11:59PM (EST) on Sunday. | | COURSE | .5 hr |
| **Total** |  |  | **5 hours** |

# Breakdown of Academic Instructional Equivalencies

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|  | **AIE Hours** |
| **Week 1** |  |
| Required | 6 |
| Supplemental | 1 |
| **Week 2** |  |
| Required | 5 |
| **Week 3** |  |
| Required | 7.5 |
| **Week 4** |  |
| Required | 6 |
| **Week 5** |  |
| Required | 5.5 |
| **Week 6** |  |
| Required | 7.5 |
| **Week 7** |  |
| Required | 3.5 |
|  |  |
| **Total Required Hours** | 41 |
| **Total Supplemental Hours** | 1 |
| **Total Hours** | 42 |