# 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 Supervisor of Special Education. This course provides the Special Education Supervisor candidate with a specified professional knowledge base included in the following aspects of leadership: decision making, leadership theory, communication skills, human relations theory, administrative theory, policy analysis/evaluation, and supervision/assessment practices.

# 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:** Understanding the leadership role and how it relates to the special education
* **CLO2:** Understanding professionalism and ethics as the educational leader
* **CLO3:** Understanding curriculum design, inclusion, and the instructional process, differentiating instruction and program design for students with disabilities
* **CLO4:** Effective communication and building a collaborative work environment
* **CLO5:** Managing conflicts
* **CLO6:** Leadership in a multicultural setting including 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

Campbell-Whatley, G. (2013). *Leadership practices for special and general educators*. Boston, MA: Pearson.

Crockett, J., Billingsley, B., & Boscardin, M. (2012). *Handbook of leadership and administration for special education*. New York, NY: Taylor and Francis.

# Suggested Point Values

|  |  |  |
| --- | --- | --- |
| **Assessment** | **Point Value** | **Due** |
| **Week 1** |  |  |
| Week One Reflection | 30 |  |
| Timeline of Special Education Administration | 30 |  |
| Week One Case Study | 30 |  |
| **Week 2** |  |  |
| Discussion: The LEA | 40 |  |
| Challenges for Special Educators | 30 |  |
| LEA Responsibilities | 30 |  |
| **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 | 150 |  |
| **Week 6** |  |  |
| CIPP Evaluation | 30 |  |
| Culturally Responsive Teaching | 40 |  |
| Early Intervention Behavior Support Case Study | 30 |  |
| Minimizing Overidentification | 40 |  |
| **Week 7** |  |  |
| Discussion: Teacher and Paraeducator Collaboration | 30 |  |
| Conflict Resolution | 40 |  |
| Week Seven Multimedia Reflection | 30 |  |
| Course Reflection | 30 |  |
| **Total Points** | **1000** |  |

# Course Schedule

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

# Weekly Learning Modules

|  |  |  |  |
| --- | --- | --- | --- |
| **Module 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*** |
| **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 one 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 |  |
| **Reading**  **Read** the following:   * Ch. 1 of Leadership Practices for Special and General Educators * Ch. 2 & 4 of Handbook of Leadership and Administration for Special Education * [The Special Education Administrator: Making a Difference the Lives of Student with Special Needs](http://www.personnelcenter.org/pdf/spedadm.pdf) * [Decision-Making in Inclusive Education: The Role of Special Education Directors](https://ici.umn.edu/products/impact/161/161.pdf) (see pages 12-13). | | 1.1, 1.2, 1.3 |  |
| ***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 class, 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*** |
| **Week One Reflection**  Reflection is a powerful tool in learning. Take a moment as you begin this course to determine what skills and understanding you have and what you would like to get out of this course.  **Reflect** on the following:   * What are your expectation for this practicum? * What are some personal goals you hope to achieve over next 15 weeks related to skills necessary to be an effective leader in higher education? * How prepared are you to receive mentorship and feedback?   **Submit** your reflection in a 500- to 750-word Microsoft Word document. | | 1.1, 1.2, 1.3 | .5 hr |
| **Timeline of Special Education Administration**  **Review** this week’s readings.  **Perform** an Internet and library search for important moments in the history and evolution of special education administration.  **Create** a timeline, working with your assigned partner, of milestones in the development of special education administration. Include descriptions of the following and media in the form of images, video, audio or web links.   * Modern role of special education leadership * Emerging roles of special education leadership * Modern challenges of special education today * Preparation needed for developing effective special education leaders   **Consider** the following optional tools for creating your timeline:   * Creating your timeline   + <http://www.dipity.com/>   + <http://timeglider.com/>   + <http://www.capzles.com/>   + <https://www.hstry.co/about>   + <http://www.timetoast.com/> * Free media for your timeline   + <http://www.pixabay.com/>   + <http://www.statista.com/>   + <http://www.freeimages.com/>   Regardless of the tool you select, your timeline should be submitted in one of the following formats:   1. A direct link that does not require a login (For example, you may host your assignment on a cloud service such as Dropbox, Google Drive, OneDrive, YouTube, or Vimeo and submit the link to your instructor). 2. An MP4 video file no larger than 5MB uploaded directly to BlackBoard (If your file is larger than 5MB, please use option 1.)   **Submit** your assignment for grading. | | 1.1, 1.2 | .5 hr |
| **Week One Case Study**  **Read** the vignette, “A Time for Leadership,” on p. 5 of *Leadership Practices for Special and General Educators*.  **Respond** to the questions on p. 5.  **Submit** your assignment as a Microsoft Word document. | | 1.1, 1.2, 1.3 | 3 hr |
| **Total** |  |  | **7 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.

**Timeline of Special Education Administration:** For the Timeline of Special Education Administration assignment, faculty should assign students into pairs.

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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*** |
| **Reading**  **Read** the following:   * Ch. 1 of *The Special Education Program Administrator’s Handbook* * Ch. 5 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) * [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)   **Watch** [Introducing Special Education to Families](http://www.pattan.net/Videos/Browse/Training%20Series/Family+Engagement%3A+LEA+to+LEA+Webinar+Series+(2015-16)/Single/?code_name=introducing_special_education_to_familie) (37:24). | | 2.1, 2.2, 2.3 |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: The LEA**  **Respond** to the following question in the The LEAdiscussion forum by Thursday:   * Provide an example of a situation where you found it to be necessary to have an LEA present. What role, if any, did the LEA representative play in that situation? If no LEA representative was involved, what could have been improved with their assistance?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by Sunday. | | 2.1, 2.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Challenges for Special Educators**  **Review** Box 11.2 on p. 166 of*Leadership Practices for Special and General Educators*.  **Explain** and provide an example for each of the challenges listed as it relates to special education.  **Submit** your assignment as a Microsoft Word document. | | 2.1 | .5 hr |
| **LEA Responsibilities**  **Complete** the LEA Roles and Responsibilities Chart.  **Explain**, in 500 to 700 words, the LEA’s responsibility to the student’s IEP. Identify the specific areas of the IEP in your response.  **Explain** the importance of LEA representatives’ having a clear understanding of the special education law. What types of effects may exist if a LEA representative is ill informed?  **Submit** your assignment as a single Microsoft Word document. | | 2.1, 2.2, 2.3 | .5 hr |
| **Total** |  |  | **5 hours** |

# Faculty Notes

Use the Challenges for Special Educator grading guidelines when grading this assignment.

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| Week Three: The Ethical Leader and Universal Design for Learning | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Define challenges of ethical educational leadership. | | CLO1, CLO2 | |
| * 1. Apply a mental model to decision making for students with disabilities. | | CLO3 | |
| * 1. Identify the key principles of universal design. | | CLO3 | |
| * 1. 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 Resources**  **Read** the following:   * Ch. 10 of *Leadership Practices for Special and General Educators* * [Code Of Ethics -AASA's Statement of Ethics for Educational Leaders](http://www.aasa.org/content.aspx?id=1390) * Armstrong, R. (nd). [Principles of universal design and ethics](http://robbijo11.weebly.com/principles-of-universal-design-and-ethics.html). * Lashway, L. (1997). [Ethical leadership](file:///C:\Users\MaryMathis\AppData\Local\Microsoft\Windows\INetCache\Content.Outlook\XRX33YQZ\ww.ericdigests.org\1997-1\ethical.html). ERIC digest. Retrieved from www.ericdigests.org/1997-1/ethical.html   **Watch** [Isn’t It a Pity? The Real Problem with Special Needs | Torrie Dunlap | TEDxAmericasFinestCity](https://www.youtube.com/watch?v=UJ7QaCFbizo) (17:07).  **Review** [Universal Design for Learning](https://prezi.com/cwtyewuy6ieo/universal-design-for-learning/). | | 3., 3.2, 3.3, 3.4 |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Mental Models**  **Respond** to the following question in the Mental Models discussion forum by Thursday:   * What is your mental model regarding students with disabilities? Do you think your mental model 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 | 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.  **Submit** your assignment in a 2- to 3-page Microsoft Word Document. | | 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/>   Regardless of the tool you select, your concept map should be submitted in one of the following formats:   1. 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.) 2. A file no larger than 5MB uploaded directly to Blackboard (If your file is larger than 5MB, please use option A.)   **Submit** your assignment for grading. | | 3.1, 3.2, 3.3, 3.4 | .5 hr |
| **Total** |  |  | **7.5 hours** |

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| Week Four: Educational Leadership Standards, Curriculum Design, Common Core Standards, and Standards-Based IEPs | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Explain the importance of curriculum design. | | CLO1, CLO3 | |
| * 1. Align curriculum with standards and grade-level objectives. | | CLO3 | |
| * 1. Communicate the importance of common core standards as they relate to special education. | | CLO1, CLO3, CLO4 | |
| * 1. Explain important factors for successful inclusion. | | CLO3 | |
| * 1. 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 Resources**  **Read** the following:   * Ch. 3 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) * [Planning and Designing for K-12 Next Generation Learning](http://net.educause.edu/ir/library/pdf/NGT1303.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) * [Module 4: Writing a Standards-Based IEP](http://opi.mt.gov/pdf/Assessment/MCPresents/IEPs/Standards-Based-IEPs-4.pdf)   **Watch** the following videos:   * [Creating a Culture of Collaborative Learning](https://www.teachingchannel.org/videos/build-collaborate-learning-culture) (11:48) * [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 |  |
| **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:   * Tips and tools for creating your presentation:   + <https://www.moovly.com/>   + <http://www.powtoon.com/>   + <https://studio.stupeflix.com/en/>   + <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.   Regardless of the tool you select, your video presentation should be submitted, by the end of Week 5, in one of the following formats:   1. 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.) 2. An MP4 video file no larger than 5MB uploaded directly to Blackboard (If your file is larger than 5MB, please use option 1.) | | N/A | 2 hr |
| ***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 question in the Aligning the Curriculum to the Standards discussion forum by Thursday:   * 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?   **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)](http://www.gapsc.com/Commission/Media/Downloads/2014_Conference/B7_Handout2.pdf)**,** focusing on Standards 3 & 4.  **Explain**,in 500 to 750 words, how these standards fit into curriculum design.  **Submit** your assignment as a Microsoft Word document. | | 4.1, 4.2, 4.3 | .5 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** your assignment for grading. | | 4.5 | .5 hr |
| **Total** |  |  | **6 hours** |

# Faculty Notes

Use the Standards Based IEP grading guidelines when grading this assignment.

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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. Differentiate between 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 Resources**  **Read** the following:   * 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. * Hammond, Z. (April 1, 2015). [3 tips to make any lesson more culturally responsive (and it’s not what you think!](http://www.cultofpedagogy.com/culturally-responsive-teaching-strategies/). *Cult of Pedagogy*. Retrieved from http://www.cultofpedagogy.com/culturally-responsive-teaching-strategies/ * Alexandria Public Schools. (nd). [Strategies for promoting culturally responsive classrooms in Alexandria City public schools](http://www.acps.k12.va.us/equity/strategies.pdf). Alexandria, VA: Author. * National Association for Bilingual Education (NABE) & ILIAD Project (2002). [*Determining appropriate referrals of English language learners to special education: A self-assessment guide for principals*](http://www.dcsig.org/files/DeterminingAppropriateReferralsOfEnglishLanguageLearnersToSpecialEducation.pdf). Washington, DC: National Association for Bilingual Education; and Arlington, VA: Council for Exceptional Children. * 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). Retrieved from http://rtinetwork.org/getstarted/sld-identification-toolkit/ld-identification-toolkit-considerations-for-ell * National Center for Culturally Responsive Educational Systems. [*Culturally responsive pedagogy and practice: Academy two: Culturally responsive classrooms*](file://C:\Users\MaryMathis\AppData\Local\Microsoft\Windows\INetCache\Content.Outlook\XRX33YQZ\ww.niusileadscape.org\docs\pl\culturally_responsive_pedagogy_and_practice\activity2\Culturally%20Responsive%20Pedagogy%20and%20Practice%20Module%20academy%202%20%20Slides%20Ver%201.0%20FINAL%20kak.pdf) [PDF document]. Retrieved from Leadscape Web site: ww.niusileadscape.org/docs/pl/culturally\_responsive\_pedagogy\_and\_practice/activity2/Culturally%20Responsive%20Pedagogy%20and%20Practice%20Module%20academy%202%20%20Slides%20Ver%201.0%20FINAL%20kak.pdf * 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.   **Watch** the following:   * [LEA to LEA Webinar – Culturally Responsive Approaches to Engaging Families](http://www.pattan.net/Videos/Browse/Training%20Series/Family+Engagement%3A+LEA+to+LEA+Webinar+Series+%282015-16%29/Single/?code_name=lea_to_lea_webinar_-_culturally_responsi) (40:22) * [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 |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Honoring Diversity**  **Respond** to the following question in the Honoring Diversity discussion forum by Thursday:   * Imagine you are expected to identify strategies that honor the diversity in your school district to serve as a model for your teachers to apply in their classrooms. What 3 strategies would you recommend as a Special Education Administration? Why?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three 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 process for identifying ELL students who may also qualify for special education services.  **Identify** the following:   * The pre-referral process * Important background information to consider * Persons responsible for each step of the process including the person to be contacted for the pre-referral process * Data from assessments to be reviewed for consideration * Role of response to intervention in the pre-referral 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 of your choice to detail the process. Regardless of your product, you must include explanations of each step.  Regardless of the tool you select, your concept map should be submitted in one of the following formats:   1. 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.) 2. 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, please use option 1.)   **Submit** your assignment for grading. | | 5.3 | .5 hr |
| **LEA Family Engagement Plan** Watch [LEA to LEA Webinar – Culturally Responsive Approaches to Engaging Families](http://www.pattan.net/Videos/Browse/Training%20Series/Family+Engagement%3A+LEA+to+LEA+Webinar+Series+%282015-16%29/Single/?code_name=lea_to_lea_webinar_-_culturally_responsi). **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 voice-over 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** your assignment for grading. | | 5.5 | .5 hr |
| **Professional Development Plan Presentation**  **Submit** your Professional Development Plan Presentation by the end of Week 5. Remember, it must be submitted in one of the following formats:   1. 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). 2. MP4 video file no larger than 5MB uploaded directly to Blackboard. If your file is larger than 5MB, please use option 1. | | COURSE | .5 hr |
| **Total** |  |  | **5.5 hours** |

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| Week Six: Overidentification, Program Evaluation, and Early Intervention | |  |  |
| ***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:   * [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 Supports and Services](http://www.directionservice.org/cadre/exemplar/artifacts/PA-234%20EI%20SupportsandServicesRev.JULY2011.pdf) * [Early Intervention Transition: Preschool Programs to School-Aged Programs](http://www.education.pa.gov/Documents/Codes%20and%20Regulations/Basic%20Education%20Circulars/Purdons%20Statutes/Early%20Intervention%20Transition%20-%20Preschool%20Programs%20to%20School-Aged%20Programs.pdf) * [DEC Position Statement: Leadership in Early Intervention and Early Childhood Special Education](http://dec.membershipsoftware.org/files/Position%20Statement%20and%20Papers/LdrshpPositionStatement_final_Mar%202015%20(1)(1).pdf) * [Guidelines to Support the Early Intervention Process: Transition](http://pattan.net-website.s3.amazonaws.com/images/2013/05/29/EI_Trans_Guidelns_050713.pdf) * [Early Intervention Program Guidance for Developing a Behavior Support Policy](http://pattan.net-website.s3.amazonaws.com/images/2011/07/25/EARLY_behavoir_7_11%20(2).pdf) * [Common Causes of the Overidentification of Racial/Ethnic Minorities in Special Education: Understanding and Addressing Disproportion](http://www.calstat.org/publications/article_detail.php?a_id=128&nl_id=19)   **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 |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **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](http://www.calstat.org/publications/article_detail.php?a_id=128&nl_id=19).  **Submit** your assignment for grading. | | 6.1 | .5 hr |
| **Cultural 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 implementing * Benefits for diverse learners particularly those with disabilities * Benefits for English language learners   **Consider** the following optional resources for building your flowchart:   * <http://www.canva.com/> * <https://bubbl.us> * <https://www.mindmup.com> * <http://www.wisemapping.com/> * <http://www.mindmapfree.com/>   Regardless of the tool you select, your concept map should be submitted in one of the following formats:   1. 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.) 2. 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, please use option 1.)   **Submit** your assignment for grading. | | 6.3 | .5 hr |
| **Early Intervention Behavior Support Case Study**  **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 that they may have.    **Explain** the steps you would take to prepare this student for transitioning to your district to support his behavior.  **Submit** your assignment as a Microsoft Word document. | | 6.1, 6.2 | 3 hr |
| **Minimizing Overidentification**  **Create** a strategic plan detailing the incorporation of RTI 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 the plan is working.  **Use** the Strategic Plan Template to map out your plan  **Submit** your assignment in the template for grading. | | 6.3 | .5 hr |
| **Total** |  |  | **7.5 hours** |

# Faculty Notes

Use the Minimizing Overidentification grading guidelines when grading this assignment.

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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 Resources**  **Read** the following:   * “Leadership in Perspective and School Reform” section of Ch. 1, “Transition Services and the Law” section of Ch. 4, “Curriculum Decisions for ALL Students” section of Ch. 3, and Ch. 7 & 8 of *Leadership Practices for Special and General Educators*. * 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 |  |
| ***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 question in the Teacher and Paraeducator Collaboration discussion forum by Thursday:   * 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     + 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   Regardless of the tool you select, your concept map should be submitted in one of the following formats:   1. 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.) 2. A file no larger than 5MB uploaded directly to Blackboard (If your file is larger than 5MB, please use option 1.)   **Submit** your assignment for grading. | | 7.3 | .5 hr |
| **Week Seven Multimedia Reflection**  **Complete** the [Week Seven Multimedia Activity](http://synergiseducation.com/academics/schools/Gwynedd-Mercy/edu843/branching/iep_scenarios/story.html). Download the PDF document at the end of the activity and include it in your submission.  **Answer** the following:   * 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 which 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** your assignment in a 500- to 750-word Microsoft Word document. | | 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** your assignment as a Microsoft Word document. | | COURSE | .5 hr |
| **Total** |  |  | **2.5 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 |