# Course Description

The purpose of this course is to provide the student an opportunity for a more in-depth understanding of the supervisory and administrative duties for the role of Supervisor of Special Education at a deeper level. This course follows EDU 843, The Foundation of Special Education Administration. 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, 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:** Articulate the legislative and regulatory environment that governs special education programs.
* **CLO2:** Articulate best practices in management and engagement of finance, personnel, staff, and outside stakeholders in special education.
* **CLO3:** Explain external relations, e.g. Child Find, Annual Notice, Equitable Participation, Interagency Coordination of Service, and 504 Service Agreements.
* **CLO4:** Articulate the importance of schoolwide programs and procedures that support the successful implementation of special education, including gifted education.
* **CLO5:** Explain how to incorporate technology in special education instruction.

# 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

Bateman, D. F., Bright, K., O'Shea, D., O'Shea, L., & Algozzine, B. (2007). *The special education program administrator's handbook*. Boston, MA: Pearson Allyn & Bacon.

ISBN 0-205-37673-8

Campbell-Whatley, G.D., & Lyons, J. E. (2012). *Leadership practices for the special and central educator*. Boston, MA: Pearson.

ISBN 978-0132996327

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

ISBN 978-0415872812

# Suggested Point Values

|  |  |  |
| --- | --- | --- |
| **Assessment** | **Point Value** | **Due** |
| **Week 1** |  |  |
| Special Education Laws and Regulation Professional Development | 100 |  |
| Field Experience: Cordero Summary | 45 |  |
| **Week 2** |  |  |
| 504 Service Agreement vs. IEP Comparison Chart | 46 |  |
| Cordero Case Study | 55 |  |
| Field Experience: Child Find Summary | 45 |  |
| **Week 3** |  |  |
| Facility Management Presentation | 55 |  |
| Personnel Management and Coordination of Special Education Worksheet | 44 |  |
| Field Experience: Special Education Finance Job Aid | 55 |  |
| **Week 4** |  |  |
| Gifted Education Case Study | 70 |  |
| Field Experience: Gifted Programming Advertisement | 55 |  |
| **Week 5** |  |  |
| Mental Health Agency Job Aid | 55 |  |
| Behavior Intervention Plans (BIP) and Functional Behavior Assessment (FBA) Paper | 55 |  |
| Behavior Case Study Blog | 55 |  |
| **Week 6** |  |  |
| Interim Placement and Manifestation Determination Case Study | 55 |  |
| Schoolwide Behavior Support Plan and School Safety | 55 |  |
| Field Experience: Crisis Plan | 45 |  |
| **Week 7** |  |  |
| Technology Professional Development | 55 |  |
| Framework for Staff Meeting, Professional Development, Parent Conferences, and Parent/Community Engagement | 55 |  |
| **Total Points** | **1000** |  |

# Course Schedule

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

# Weekly Learning Modules

|  |  |  |  |
| --- | --- | --- | --- |
| **Week One: Special Education Laws and Regulations** | | | |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Differentiate between legislation and regulation. | | CLO1 | |
| * 1. Describe basic education circulars. | | CLO1 | |
| * 1. Explain the purpose of confidentiality, class size, surrogacy, and Cordero. | | CLO3, CLO1 | |
| * 1. Describe the procedure of due process and mediation as it relates to the law. | | CLO1 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **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 |  |
| **For Students Outside of Pennsylvania**  For students practicing in a state other than Pennsylvania, research the laws for your state. For assignments that reference Pennsylvania law, refer to the laws governing the state you practice in, and provide a copy or link of the laws for your state you used to support your assignments. | | N/A |  |
| **Legislation and Regulation**   * [Difference Between Legislation and Regulation](http://www.differencebetween.net/miscellaneous/difference-between-legislation-and-regulation/)   **Mediation and Due Process**   * Pages 25 & 26 in Ch. 2, “Resolutions and Mediation” of *Leadership Practices for Special and General Educators* * Ch. 3, “Preparing for Due Process Hearings and Mediation,” of *Special Education Program Administrator's Handbook* * [Mediation and Due Process](http://odr-pa.org/parents/parent-resource-library/mediation-and-due-process/) * PROCEDURAL SAFEGUARDS: RESOLUTION MEETINGS AND DUE PROCESS HEARINGS   **Basic Education Circulars (BECs)**   * [BASIC EDUCATION CIRCULARS (BECS)](http://www.education.pa.gov/Pages/Codes%20and%20Regulations/Basic-Education-Circulars.aspx#tab-1) * [Pennsylvania Parent Guide To Special Education For School Age Children](http://www.ptsd.k12.pa.us/Downloads/ParentGuide-SpEd.pdf)   **Class Size**   * [Class Size](http://www.pacode.com/secure/data/022/chapter14/s14.105.html)   **Confidentiality**   * [Confidentiality and the Law](http://www.pc3connect.org/otherdocs/confidentiality%20and%20the%20law.pdf) * [IDEA and FERPA Confidentiality Provisions](https://www2.ed.gov/policy/gen/guid/ptac/pdf/idea-ferpa.pdf%20) * [Privacy, Confidentiality, Education Records](http://www.wrightslaw.com/info/ferpa.index.htm) * [Confidentiality and Student Record Privacy](http://www.bisd.us/specialservices/Special%20Services/Resources/Admin%20Resources/Confidentiality%20Training%20for%20Special%20Education%20Directors%20Compatibility%20Mode%20(2).pdf)   C**ordero**   * [GETTING HELP FOR CHILDREN WHO ARE WAITING FOR AN APPROPRIATE PLACEMENT](https://www.disabilityrightspa.org/wp-content/uploads/2012/10/getting-help-for-children-who-are-waiting-for-an-appropriate-placement-intensive-coordination.pdf) * [Intensive Interagency Coordination](http://pattan.net-website.s3.amazonaws.com/images/file/2011/06/16/BEC_20_U_S_C_1412_a_12.pdf) * [Intensive Interagency Definitions (Attachment to Intensive Interagency Coordination BEC)](http://www.education.pa.gov/Documents/Codes%20and%20Regulations/Basic%20Education%20Circulars/US%20Code/Intensive%20Interagency%20Definitions.pdf) * [Interagency Coordination: A Four-Step Approach](http://www.aiu3.net/uploadedFiles/Operations_and_Educational_Services/Special_Education/Liaisons/150924%20Interagency%20Coordination.pdf)   **Surrogate Parents**   * [Surrogate Parents](http://www.education.pa.gov/Documents/Codes%20and%20Regulations/Basic%20Education%20Circulars/US%20Code/Surrogate%20Parents.pdf) * [Surrogate Parent Guidelines for IDEA-Eligible or Thought-to-Be Eligible Students](http://pattan.net-website.s3.amazonaws.com/images/2014/09/26/Surrogate_Gd_0914.pdf) * [Surrogate Parents and Special Education in Pennsylvania: An Overview](http://www.pattan.net/Videos/Browse/Single/?code_name=surrogate_parents_and_special_education) (31:26). | | 1.1-1.4 |  |
| **Student Introductions**  **Introduce** yourself to the class, and include the following:   * Family * Hobbies * Current position * How long you have been in education * The reason why you have chosen this leadership path * Anything else that you would like to share   **Post** your introduction by Sunday.  **Review** your classmates’ introductions, and feel free to respond to each other. | | N/A |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Special Education Laws and Regulation Professional Development**  **Resources:** PowerPoint, [Prezi](http://www.prezi.com), [emaze](http://www.emaze.com), or any presentation software approved by your instructor  As a special education administrator, you have been tasked with preparing a staff development training on confidentiality, surrogacy, mediation, and due process.  **Prepare** a presentation of no more than 20 slides that addresses the following:   * Summarize the difference between legislation and regulation in regard to educating students with disabilities. * Explain why it is important to have BECs. * Explain why it is important to know the parameters for class size and teacher caseloads for students with disabilities. * Explain surrogacy.    + What is a surrogate?   + How to identify a student’s IDEA parent?   + Which children may be in need of a surrogate?   + Role of the parent as described by IDEA   + The LEA’s responsibility in surrogacy   + Timeframe for appointing a surrogate   + Who can appoint a surrogate?   + The requirements for a person to be assigned as a surrogate?   + Who can be assigned as a surrogate? * Explain confidentiality.    + The laws that govern and protect students   + The role and responsibilities of the counselor, educator, and LEA, particularly regarding review of records   + Informed consent: When is it needed, and when is it not?   **Include** a mediation and due process timeline detailing the process by which actions may occur following a parents’ filing a due process complaint to respond to their concern. Use [Microsoft Office free Timeline templates](https://templates.office.com/en-us/Timelines), or any software approved by your instructor to create this timeline  **Include** audio narration or detailed speaker notes in your presentation.  **Submit** your training presentation by Sunday. | | 1.1-1.4 | 5 hours |
| **Field Experience: Cordero Summary**  **Summarize** in 1 page or less your school or district ‘s plan for students that fall under Cordero.  **Submit** your summary by Sunday. | | 1.3 | 2 hours |
| **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.

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| Week Two: External Relations | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Summarize the policies related to Child Find, Annual Notice, and Equitable Participation to children who are suspected of having a disability, | | CLO3 | |
| * 1. Analyze the difference between an IEP and a 504 Service Agreement. | | CLO3 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | |  | ***AIE*** |
| **Annual Notice**   * [Annual Public Notice of Special Education Services and Programs](http://www.upperadams.org/Page/1647): Upper Adams School District * [Annual Public Notice of Special Education Services and Programs](http://www.williamsburg.k12.pa.us/Domain/19): Williamsburg Community School District * [IDEA 2004 The Special Education Process](http://www.pattan.net/category/Resources/Handouts/Browse/Single/?id=4de79f7fcd69f98019a40000): Review slides 8–17 on Child Find, Annual Notice, Child Find Activities, Equitable Participation, and Screening   **Child Find**   * Ch. 5, “Dealing Effectively with Child Find” of *Special Education Program Administrator's Handbook* * [Child Find and RtII](http://caiutube.caiu.org/giftedinpa/features/EQXg7t0NQYJcP84NlDD6) * [Child Find: Emotional Disturbance](http://www.pattan.net/Videos/Browse/Single/?code_name=child_find_emotional_disturbance) (57:46)   **504 Service Agreement**   * Ch. 16, “Navigating the Mental Health System,” of *The Special Education Program Administrator's Handbook* * [Section 504 in Schools-Guiding Principles and Best Practice](https://www.psea.org/uploadedFiles/PupilServices/Section%20504%20for%20PSEA%20April%2030%20%20PDF%20secured.pdf) * [IEPS AND 504 SERVICE AGREEMENTS](http://www.education.pa.gov/K-12/Homebound%20Instruction/Pages/IEPs-and-504-Service-Agreements.aspx#tab-1) * [Section 504 Frequently Asked Questions](https://www2.ed.gov/about/offices/list/ocr/504faq.html) * [Basic Education Circulars-Sample Procedural Safeguards](http://www.education.pa.gov/Documents/Codes%20and%20Regulations/Basic%20Education%20Circulars/PA%20Code/Implementation%20of%20Chapter%2015%20-%20Sample%20Procedural%20Safeguards.pdf) * [Basic Education Circulars-Sample Service Agreement](http://www.education.pa.gov/Documents/Codes%20and%20Regulations/Basic%20Education%20Circulars/PA%20Code/Implementation%20of%20Chapter%2015%20-%20Sample%20Service%20Agreement.pdf) * [Section 504 and More, Part 1](http://www.pattan.net/Videos/Browse/Single/?code_name=504_part1) (1:06:30) | | 2.1, 2.2 |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **504 Service Agreement vs. IEP Comparison Chart**  **Complete** the comparison chart to demonstrate your understanding of the differences and similarities of an IEP and a 504 Service Agreement.  **Submit** your comparison chart by Sunday. | | 2.2 | 2 hours |
| **Cordero Case Study**  **Listen** to the Cordero Case Study.  Based on Cordero, **write** 2 to 3 pages explaining what you would do as the special education administrator for Bobby and your staff who cannot control this situation any longer.  **Submit** your assignment by Sunday. | | 1.3 | 3 hours |
| **Field Experience: Child Find Summary**  **Research** your school or district’s policy for the following:   * Child Find   + Homeless children   + Wards of the state   + Private school students * *Equitable Participation* and *Screening*s & *Evaluations* for those students suspect of a disability.   **Write** a 1- to 2-page summary of the policy or policies in terms of Equitable Participation, Screening, and Evaluation for these students, addressing the following areas:   * How well the school or district’s policy supports the regulation * The awareness campaigns or activities to support child find    + What are they?   + Are they held annually? If not, how often are they held? * How awareness related to this topic is disseminated to staff, parents, and the community at large. * What, if any, advertising efforts are made for awareness (website, local paper, emails, or message boards). * Name an activity your school or district may be missing to create more awareness. * If you are a district or school employee, what has been your knowledge or awareness of the Child Find activities?   Now that you have researched your school or district’s policy for Child Find, review the resources listed on pp. 64–66 of *The Special Education Program Administrator’s Handbook*. Include 2 ideas of how you would use these resources to further your school or district’s Child Find efforts.  **Submit** your summary by Sunday. | | 2.1 | 2 hours |
| **Total** |  |  | **7 hours** |

# Faculty Notes

Use the EDU845 w2 IEP vs. 504 Service Agreement Comparison Chart Answer Key to grade the EDU845 w2 IEP vs. 504 Service Agreement Comparison Chart worksheets.

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| Week Three: Financial, Personnel, and Facilities Management | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Differentiate how federal and special education funds can be spent. | | CLO2 | |
| * 1. Explain the importance of being aware of budgetary changes that affect student programming. | | CLO2 | |
| * 1. Explain strategies to minimize and deal with staff conflicts. | | CLO2 | |
| * 1. Develop strategies to support school personnel coordinating management of special education programming and facility management. | | CLO2 | |
| * 1. Articulate the policies that support facility management and space for students with disabilities. | | CLO2 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Finance**   * Ch. 12, “Managing Federal Funds,” of *The* *Special Education Program Administrator's Handbook* * Ch. 13, “Managing Special Education Budgets,” of *The* *Special Education Program Administrator's Handbook* * Ch. 13, “School Finance,” of *Leadership Practices for Special and General Educators* * [Who's Paying the Rising Cost of Special Education](http://www.casecec.org/documents/jsel/jsel_14.1.pdf) * School Budgets 101 * [ACCESS SYSTEM](http://www.education.pa.gov/K-12/Special%20Education/Pages/Access-System.aspx#tab-1) * [Special Education Budget](https://youtu.be/5XEsURMSqi4) (6:23)   **Personnel**   * Pages 227–260 in Ch. 18, “Managing Special Education,” of *The* *Special Education Program Administrator's Handbook* * Ch. 19, “Evaluating Special Education Staff,” of *The* *Special Education Program Administrator's Handbook* * [Successful New Directors of Special Education/Pupil Services and Their Coaches: Guiding the New Director to Increased Effectiveness](http://www.cesa1.k12.wi.us/cms_files/resources/copy103605_copy103534_5%201%2010%20Coaching%20Doc1.pdf) * [Working with Difficult Staff](http://www.ascd.org/publications/educational-leadership/apr13/vol70/num07/Working-with-Difficult-Staff.aspx) * [Coaching and mentoring - Building bridges to best practice](http://extension.psu.edu/youth/betterkidcare/news/2013/coaching-and-mentoring-building-bridges-to-best-practice) * [comparison between coaching and mentoring](https://youtu.be/IAhHZeo7QCY) (7:21)   **Facilities**   * [School Facilities Management](http://www.nationalforum.com/Electronic%20Journal%20Volumes/Lunenburg,%20Fred%20C.%20School%20Facilities%20Management%20V27%20N4%202010.pdf) * [Creating Accessible Schools](http://www.ncef.org/pubs/accessibility.pdf) * [Key Differences Between Section 504, the ADA, and the IDEA](http://www.wrightslaw.com/info/sec504.summ.rights.htm) * [Universal Design: A Strategy to Support Students' Access to the General Education Curriculum](http://www.ncset.org/publications/viewdesc.asp?id=707) * [Special Education in the Schools](https://www.cec.sped.org/Policy-and-Advocacy/CEC-Professional-Policies/Special-Education-in-the-Schools) | | 3.1-3.5 |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Facility Management Presentation**  **Resources:** PowerPoint, [Prezi](http://www.prezi.com), [emaze](http://www.emaze.com), or any presentation software approved by your instructor  **Develop** a presentation of no more than 20 slides explaining the following:   * The meaning of universal design as applied in an education setting * What universal design and curriculum mean for special education (Include IDEA requirements in your response.) * What universal design applied to the classroom environment and curriculum look like * The differences and connections between ADA, IDEA, and 504 as they relate to access for students with disabilities * Classroom space needed for preschool, elementary, and secondary classrooms    + Rule of thumb   + Why having requirements is important when related to special education self-contained classes or resource rooms * Considerations for old versus new school buildings in terms of the budget   **Include** audio narration or detailed speaker notes in your presentation.  **Submit** your presentation by Sunday. | | 3.4, 3.5 | 3 hours |
| **Personnel Management and Coordination of Special Education Worksheet**  **Watch** [comparison between coaching and mentoring](https://youtu.be/IAhHZeo7QCY) (7:21).  **Read** Ch. 18 of *The* *Special Education Program Administrator's Handbook*.  **Complete** the Personnel Management Worksheet.  **Submit** your worksheet by Sunday. | | 3.3, 3.4 | 2 hours |
| **Field Experience: Special Education Finance Job Aid**  **Imagine** you have just been assigned as the new Special Ed Director for the Capital Hill School District. You need to familiarize yourself with federal and special education funding but there is no written document of this information. You decide to develop a guide for yourself that can serve as your reference. Be creative.  **Include** the following in your reference guide:   * The allowable expenditures federal funds can be used for * The obligations under IDEA for using federal funds * Five major expenditures you cannot use federal funds for * LEA’s responsibility to eligible students for services whose parents decline the offer of FAPE and elect a private school * Why Child Count is important * Why the budget cycle is important * Why it is important to tap into Medicaid or ACCESS Billing    + Name the services that can be submitted for Medicaid Billing.   + Describe how Medicaid Billing is documented in the IEP. * Which funds should be spent first—Federal or Special Ed—and why * When transferring of federal funds is permissible * Three things to avoid in using federal funds * Three things to avoid in using special education funds * Describe the responsibility the Special Ed Supervisor (Coordinator if you work in a charter school) and Director (if there is one in your district) have in the budget process in your school setting.   **Submit** your resource guide by Sunday. | | 3.1, 3.2 | 3 hours |
| **Total** |  |  | **8 hours** |

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| Week Four: Gifted Education and Independent Education Evaluations | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Differentiate between the characteristics of a well-planned gifted education program and what a gifted education program should not look like. | | CLO4 | |
| * 1. Explain parental reimbursement for Independent Educational Evaluations. | | CLO4 | |
| * 1. Analyze the components of a well-written Gifted Individualized Education Plan (GIEP). | | CLO4 | |
| * 1. Summarize the LEA responsibilities for a parent complaint regarding a potentially gifted student who has not been identified. | | CLO4 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Gifted Education**   * [A Parent's Guide to Gifted Education in Pennsylvania](https://www.psea.org/uploadedFiles/Publications/Professional_Publications/Booklets/Booklets_Summaries/ParentsGuide.pdf) * [Gifted Education Guidelines](http://www.giftedpage.org/docs/PDE%20Gifted%20Program%20Guidelines%202014.pdf) * [What to Look for in a Good Gifted Program](https://www.verywell.com/elements-of-a-good-gifted-program-1449035) * [My view: Ten myths about gifted students and programs for gifted](http://schoolsofthought.blogs.cnn.com/2012/11/14/ten-myths-about-gifted-students-and-programs-for-gifted/) * [Best Practices in Supporting Gifted and Talented Students](http://www.benchmarkeducation.com/best-practices-library/supporting-gifted-and-talented-students.html) * [SAMPLE GIFTED INDIVIDUALIZED EDUCATION PLAN (GIEP)](http://www.bensalemgifted.org/files/SampleGiftedIndividualizedEducationPlan-GIEP-Sample.pdf) * Gifted Monitoring Manual   **Independent Education Evaluations**   * [When is it Time to Request an Independent Educational Evaluation (IEE)?](http://www.specialeducationguide.com/blog/when-is-it-time-to-request-an-independent-educational-evaluation-iee/) * [GETTING YOUR CHILD AN INDEPENDENT EDUCATIONAL EVALUATION](https://www.disabilityrightspa.org/wp-content/uploads/2012/10/getting-your-child-an-independent-educational-evaluation.pdf) * [Sec. 300.502 Independent educational evaluation.](http://idea.ed.gov/explore/view/p/,root,regs,300,E,300%252E502,) | | 4.1-4.4 |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Gifted Education Case Study**  **Resources:** Sample GIEP, Draft GIEP  **Watch** the Gifted Education Case Study.  **Part 1**  **Write** a 3- to 4-page plan addressing this parent’s concerns. Be sure to address the following in your plan:   * How you will handle reimbursement for the Independent Education Evaluation * What do you say in response to the parents when they ask you why you have done nothing?   **Part 2**  As you begin to follow through to address the parent’s concern, you ask Ms. Smith, who you have assigned to be his case manager, to mock up a draft IEP for the upcoming meeting. She emails you the draft GIEP and indicates she needs assistance in completing a few areas. She just returned from an extended maternity leave and has not written a GIEP in quite a few years. When you open up the IEP, you identify the IEP is not completed in entirety. The IEP meeting is in 3 days. You schedule a meeting with Ms. Smith prior to the IEP meeting to review the document and provide some coaching to support her for future GIEP development.  **Write** 1 to 2 pages explaining your support plan for Ms. Smith.  **Complete** the areas of the GIEP that are missing or that need modification.  **Submit** your plan to address this parent’s concerns, support plan for Ms. Smith, and completed GIEP by Sunday. | | 4.1-4.4 | 4 hours |
| **Field Experience: Gifted Programming Advertisement**  **Create** a flyer or brochure advertising what your school or district has in comparison to other schools or districts in the area. Include important characteristics of a good gifted program and what a gifted program should not be. Detail how your school or district supports gifted students in terms of the following:   * Identification process * Programming: what it looks like for a gifted student * How the dual identified student is supported (gifted/emotional disturbance or gifted/learning disabled) * Is the gifted program a pull out or push in? * How gifted teacher caseloads are assigned: Is it per building, level, elementary/secondary, region, or area? * How your school or district provides professional development to general education teachers for the gifted student.   **Submit** your flyer by Sunday. | | 4.1 | 3 hours |
| **Total** |  |  | **7 hours** |

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| Week Five: Behavior Plans, Functional Behavior Assessments, and Coordinated Mental Health Agency Support | | | |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Explain legislation regarding behavior and discipline. | | CLO1 | |
| * 1. Differentiate between a behavior intervention plan and a functional behavior assessment. | | CLO1 | |
| * 1. Explain effective teaching and changing behavior. | | CLO1 | |
| * 1. Demonstrate the benefits of coordinated mental health agency support, as well as the administrator’s role. | | CLO1 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Behavior Plans**   * Ch. 5, “Discipline: Functional Behavior Assessment and Behavior Intervention Plans,” of *Leadership Practices for Special and General Educators* * [Addressing Behavior in Early Intervention Plans](http://pattan.net-website.s3.amazonaws.com/files/materials/handouts/docs/Behavior042710a.pdf)   **Functional Behavior Assessments**   * [FBA training: Developing Effective and Feasible Function-Based Intervention Plans for students in Elementary Grade Levels](http://pattan.net-website.s3.amazonaws.com/images/2014/01/29/11_Iovannone_1_of_2.pdf) * [FBA Training: Developing Effective and Feasible Function-Based Intervention Plans for students in Middle and High School](http://pattan.net-website.s3.amazonaws.com/images/2014/01/29/17_Iovannonne_1_of_3.pdf) | | 5.1-5.4 |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Mental Health Agency Job Aid**  You are challenged as a new special education administrator to develop a job aid for your staff regarding mental health and agency support.  **Review** pp. 211–215 of *The Special Education Program Administrator’s Handbook*.  **Create** guidelines for your school or district to follow. Be creative. Your guidelines should address the following areas:   * Parent education * Distress signs staff should look for in students * Mental health referral team members and their specific roles * Mental health referral process for a child with concerns * Wellness promotion * Mental health prevention * Teacher reporting system   + What will this look like?   + Will there be a special form?   + Who will teachers submit this too? * Special education and mental health    + What you will do to support this population * At least 3 things you will be cognizant of not doing * Why it is important for an administrator to be able to differentiate between bad behavior and behavior related to mental health * Why it is important for an LEA to include a coordinated service system in their practice to support students, as well as what the benefits **are**   **Submit** your guidelines by Sunday. | | 5.4 | 3 hours |
| **Behavior Intervention Plans (BIP) and Functional Behavior Assessment (FBA) Paper**  **Write** a 3- to 5-page paper, addressing the following:   * Explain what IDEA says regarding when schools are mandated to conduct an FBA, and then develop a Behavior Intervention Plan (BIP). * Explain your understanding of a BIP and an FBA.     + What are they?   + What are their purpose?   + What is the difference between the two?   + Can each document be used as a standalone document in supporting a student’s behavior? * Describe why it is important to do your homework first before responding to a parent regarding disciplining a student with a disability. * Explain what is meant by “effective teaching in regards to misbehavior.” * Why it is important to focus on the positive regarding a student’s behavior and teaching replacement behaviors rather than on what the student has done and on disciplining. * List 3 strategies to increase the effectiveness of a BIP. * Why it is important as an administrator to take a proactive approach to behavior rather than a reactive approach.   **Submit** your paper by Sunday. | | 5.1, 5.2 | 3 hours |
| **Behavior Case Study Blog**  You are observing a teacher who has a problem with a student with a learning disability; the student gets angry, shouts, and corners other students. You go to the classroom to observe.  **Post** your blog responding to the following by Thursday:   * What will you note about the teacher? * What will you note about the student? * What particular laws or inquiries in Table 5.1, IDEA 2004 Regulations Related to Discipline of Students with Disabilities (pp. 78 & 79 of *Leadership Practices for Special and General Educators*), relate to the student, if any? Indicate the steps you will take to support the student and the teacher.   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by Sunday. | | 5.1, 5.3 | 3 hours |
| **Total** |  |  | **9** |

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| Week Six: Discipline Procedures and School Safety | | | |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Determine interim placements and when to conduct a manifestation determination. | | CLO1 | |
| * 1. Differentiate between the prevailing disciplinary exclusions of students who are identified with a disability and those that are suspected of having a disability. | | CLO1 | |
| * 1. Explain the importance of a schoolwide positive behavior support plan. | | CLO4 | |
| * 1. Analyze the strengths and weaknesses of a variety of crisis staff training models. | | CLO4 | |
| * 1. Explain the importance of a Memorandum of Understanding (MOU) with local law enforcement. | | CLO4 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Discipline**   * Ch. 4, “Dealing with Discipline,” of *The Special Education Program Administrator's Handbook* * [Disciplining Students with Disabilities](http://www.wrightslaw.com/info/discipline.stud.dis.dwyer.pdf) * [DISCIPLINARY EXCLUSIONS OF STUDENTS WHO ARE ELIGIBLE FOR SPECIAL EDUCATION](http://www3.bucksiu.org/cms/lib3/PA09000729/Centricity/Domain/79/BEC%20DIS%20Excl%20REV.pdf) * [SCHOOL DISCIPLINE AND STUDENTS WITH DISABILITIES](https://www.disabilityrightspa.org/wp-content/uploads/2012/10/school-discipline-and-students-with-disabilities.pdf) * [School wide PBIS](https://www.pbis.org/school) * [Developing a School-wide Behavior Management System](http://www.behavioradvisor.com/SchoolWideSystem.html) * [Manifestation Determination Reviews: Discipline for Students on IEPs](https://youtu.be/ISuIgqCA3Lo) (57:08)   **School Safety**   * [School Safety Resources](http://www.naesp.org/school-safety-resources) * [School Safety Tips for Administrators](http://www.ncpc.org/topics/school-safety/school-safety-tips-for-administrators) * [Leadership Is Key to Managing School Safety](https://www.districtadministration.com/article/leadership-key-managing-school-safety) * [Safe And Secure Schools](http://www.aasa.org/content.aspx?id=1554) * [Highlighting School Safety](https://web3.esd112.org/docs/default-source/risk-management-matters/school-violence-prevention.pdf?sfvrsn=0) * [PREPaRE Training Curriculum](https://www.nasponline.org/professional-development/prepare-training-curriculum) * [Crisis Prevention Institute](https://www.crisisprevention.com/) * [Memorandum of Understanding (MOU) Fact Sheet](https://cops.usdoj.gov/pdf/2015AwardDocs/chp/CHP_MOU_Fact_Sheet.pdf) * [Parent and School Administrator Guide to Cyber Safety for Kids](https://youtu.be/P7-AXl_mbi8) (7:36) | | 6.1-6.4 |  |
| ***Supplemental Resources and Activities***  *Explore these optional resources to deepen your understanding.* | | ***Alignment*** | ***AIE*** |
| **Discipline**   * [Beyond Zero Tolerance: Discipline and Policing in Pennsylvania Public Schools](https://www.aclupa.org/files/5714/2436/0535/2-16-2015_FINAL_64204_ACLU_ONLINE.pdf) * [Pennsylvania Compilation of School Discipline Laws and Regulations](https://safesupportivelearning.ed.gov/sites/default/files/discipline-compendium/Pennsylvania%20School%20Discipline%20Laws%20and%20Regulations.pdf) | | 5.2 |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Interim Placement and Manifestation Determination Case Study**  **Watch** the [Interim Placement and Manifestation Determination Case Study](http://synergiseducation.com/academics/schools/Gwynedd-Mercy/edu845/interim_placement_case_study/story.html).  **Write** 2 to 3 pages explaining in detail the steps you will take to do the following:   * Determine an interim alternative setting. * Conduct a manifestation determination. * Will you need to conduct an FBA? Why or why not? * Will you need to schedule an IEP meeting? Why or why not? * What steps will you take if the parent appeals this decision? * How will you deliver instruction while you are waiting for an interim placement? * What kind of placement will you and the team identify that will be best for the student?   **Submit** your assignment by Sunday. | | 6.1, 6.2 | 3 hours |
| **Schoolwide Behavior Support Plan and School Safety**  **Develop** a presentation, training, or guidance document on schoolwide behavior support and school safety for new administrators to your district. Include the following in your presentation:   * What schoolwide behavior support is * Why it is important * The importance of school self-assessment * Why a blueprint is needed * RTII and behavior intervention * Bully prevention (including social media) * Team and school evaluation tool * Behavior plan template * Classroom management * Considerations for administrators to enforce and reinforce school safety * Why it is important to have a Memorandum of Understanding (MOU) with local law enforcement   **Submit** your assignment by Sunday. | | 6.3, 6.4 | 3 hours |
| **Field Experience: Crisis Plan**  **Write** no more than 1 page to briefly describe the crisis plan in your school or district that is used when a student’s behavior escalates to an explosive level and needs to be restrained so as not to hurt himself or others.  **Include** which staff (position or job title) are assigned to the crisis team and the name of the crisis intervention method your district uses to train staff.  **Submit** your assignment by Sunday. | | 6.5 | 2 hours |
| **Total** |  |  | **8 hours** |

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| Week Seven: Staff Meetings, Professional Development, Parent Meetings, Community Engagement, and Instructional Technology | | | |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Explain the goals, importance, benefits, and effective strategies for staff meetings, professional development, parent meetings, and community engagement. | | CLO2 | |
| * 1. Identify how IDEA applies to staff meetings, professional development, parent meetings, and community engagement. | | CLO2 | |
| * 1. Explain the importance of integrating technology into instruction for students with disabilities. | | CLO5 | |
| * 1. Identify strategies to incorporate technology into instruction. | | CLO5 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Staff Meetings**   * Ch. 17, “Running Efficient and Effective Staff Meetings,” of *The Special Education Program Administrator's Handbook*   **Professional Development**   * [Why Professional Development Matters](https://learningforward.org/docs/pdf/why_pd_matters_web.pdf) * [Why Is Professional Development So Important?](http://www.sedl.org/pubs/reading100/RF-NB-2005-Summer.pdf) * [High-Quality Professional Development for Teachers: Supporting Teacher Training to Improve Student Learning](http://www.sheeo.org/sites/default/files/PD%20Research%20-%20High%20Quality%20PD%20for%20Teachers%2007-2013.pdf) * [Unleashing Greatness in Teachers | David Weston | TEDxGrandRapids](https://youtu.be/Ebh7PkuWUe8)   **Parent Meetings**   * [Parent–Teacher Conference Tip Sheets for Principals, Teachers, and Parents](http://www.hfrp.org/var/hfrp/storage/fckeditor/File/Parent-Teacher-ConferenceTipSheet-100610.pdf) * [Teacher's Desk Reference: Communicating with Parents](http://pattan.net-website.s3.amazonaws.com/images/2015/03/20/TDR_Comm_Parent0215.pdf) * [School Parent & School Site Council Members Roles and Responsibilities](http://warrenprescott.com/wp-content/uploads/2011/11/School-Parent.pdf) * [Parent Teacher Conference Meeting Reports](https://www.google.com/search?q=parent+teacher+meeting+report&sa=X&espv=2&biw=750&bih=571&tbm=isch&imgil=EXZAxg8PKFZ36M%253A%253BNUFT5e205cxv3M%253Bhttps%25253A%25252F%25252Fwww.pinterest.com%25252Fexplore%25252Fparent-teacher-conferences%25252F&source=iu&pf=m&fir=EXZAxg8PKFZ36M%253A%252CNUFT5e205cxv3M%252C_&usg=__tOVm3JRPREc7n0UezMftt2WvkSk%3D&ved=0ahUKEwiYqbvnkYrQAhXI6yYKHVErBnMQyjcIKg&ei=5eQZWNiiHsjXmwHR1piYBw#imgdii=EXZAxg8PKFZ36M%3A%3BEXZAxg8PKFZ36M%3A%3Bb8oZhky_Q6J4UM%3A&imgrc=EXZAxg8PKFZ36M%3A) Examples of reports used for parent teacher conference meetings.   **Community Engagement**   * [Involvement or Engagement?](http://www.ascd.org/publications/educational-leadership/may11/vol68/num08/Involvement-or-Engagement%C2%A2.aspx) * [Teachers' Desk Reference: Family and Community Engagement](http://pattan.net-website.s3.amazonaws.com/images/2015/11/30/TDR_Family_Engage0915.pdf)   **Technology**   * [Supporting Technology Integration: The School Administrator’s Role](http://www.nationalforum.com/Electronic%20Journal%20Volumes/Webb,%20Lorie%20Supporting%20Technology%20Integration%20NFEASJ%20V28%20N4%202011.pdf) * [How Technology Is Helping Special-Needs Students Excel](http://www.edtechmagazine.com/k12/article/2013/03/how-technology-helping-special-needs-students-excel) * [How can technology help students with disabilities in their social development?](http://www.washington.edu/doit/how-can-technology-help-students-disabilities-their-social-development#header) | | 7.1-7.4 |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Technology Professional Development**  **Resources:** PowerPoint, [Prezi](http://www.prezi.com), [emaze](http://www.emaze.com), or any presentation software approved by your instructor  You have identified that the special education teachers on your caseload should integrate more technology into their instruction.  **Prepare** a staff development session of no more than 20 slides for these teachers that includes the following:   * Why it is important to incorporate technology in their instruction * Ways in which technology can be incorporated in instruction, with examples * Explain how you will further prepare your teachers to integrate technology to the fullest extent in instruction.   **Include** audio narration or detailed speaker notes in your presentation.  **Submit** your presentation by Sunday. | | 7.1, 7.2, 7.3, 7.4 | 3 hours |
| **Framework for Staff Meeting, Professional Development, Parent Conferences, and Parent/Community Engagement**  Your superintendent has asked you, the Special Education Administrator, to develop a strategic plan for staff meetings, professional development, parent conferences, and parent/community engagement for the upcoming year. Before you embark on developing your actual plan, develop a 6- to 8-page framework to present at the next board meeting.  For staff meetings, professional development, parent conferences, parent council, and parent/community engagement, discuss the following:   * Goal * What the research says regarding these * Does IDEA apply to any of these areas? * Why each one is important * The benefits of each for students, teachers, parents, and you as the administrator, if applicable * How each one supports student success * What effective communication looks like for each area * What shared decision making looks like for each area, if applicable * Effective strategies for each to be successful * The strategies you will use to employ each area for success * How you will evaluate if you are meeting your goals in each area   **Submit** your framework by Sunday. | | 7.1, 7.2 | 3 hours |
| **Field Experience Log**  **Submit** your field experience log to your instructor. | |  | Field Experience = **20 hours** |
| **Course Survey**  **Describe** what your big takeaways from this course are by naming 5 key topics and what was meaningful to you related to these topics by Sunday. | | Course |  |
| **Total** |  |  | **6 hours** |

# Breakdown of Academic Instructional Equivalencies

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|  | **AIE Hours** |
| **Week 1** |  |
| Required | 7 |
| Supplemental |  |
| **Week 2** |  |
| Required | 7 |
| Supplemental |  |
| **Week 3** |  |
| Required | 8 |
| Supplemental |  |
| **Week 4** |  |
| Required | 7 |
| Supplemental |  |
| **Week 5** |  |
| Required | 8 |
| Supplemental |  |
| **Week 6** |  |
| Required | 9 |
| Supplemental |  |
| **Week 7** |  |
| Required | 6 |
| Supplemental |  |
|  |  |
| **Total Required Hours** | 52 |
| **Total Supplemental Hours** |  |
| **Total Hours** |  |