# Course Description

This course provides field experience in a school setting to perform the functions required of a special education supervisor in local education agencies (LEAs), including charter schools, private schools, and intermediate units. The student enrolled in this course will be supervised by faculty or an approved mentor. The student will be provided with experience in leading change, discipline and manifestation determination, 504 service agreements, related service providers, school finance and budgeting, resources within the district, interagency coordination, community partners and the mental health system, the school board, Child Find and the referral process, mediation and due process, and working with parents.

Supervised by faculty or by an approved mentor, students will perform functions required of special education supervisors in LEAs, private schools, or intermediate units. Requirements include job shadowing, self-evaluation and improvement plans, clinical supervision of a peer and development, implementation and evaluation of a staff development episode. Permission is required from an authorized administrator to perform activities on site.

The internship constitutes 180 hours of the Pennsylvania Department of Education (PDE) requirement for 360 hours of field experience.

**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)

For full descriptions of the Program Learning Outcomes please refer to the catalog.

* **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**: Assess characteristics and strategies for leading change as the change agent.
* **CLO2**: Analyze transportation, finance, and budgeting for the department, including federal and state funds.
* **CLO3**: Determine the district’s responsibilities for implementing 504 service agreements and homebound instruction.
* **CLO4**: Apply federal and state law to discipline and manifestation determination within special education.
* **CLO5**: Evaluate cultural diversity as related to culturally responsive teaching practices.
* **CLO6**: Determine the need for related service providers, interagency community partners, and mental health resources.
* **CLO7**: Develop strategies for working effectively with other school and district administrators and for building relationships with special education staff.
* **CLO8**: Develop procedures for implementing Child Find, the referral process, and equitable participation.
* **CLO9**: Evaluate the process and procedures for mediation, resolution, due process, independent educational evaluations (IEE), and how to avoid student placement concerns.
* **CLO10**: Assess strategies to support parent rights from pre-referrals to eligibility for special education services.
* **CLO11**: Analyze universal design for learning (UDL), general education curriculum, and program evaluation as they relate to students with disabilities.
* **CLO12**: Relate how developing a partnership with human resources could impact teacher success and retention.

**Student Expectations**

Students are expected to:

* 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

**Recommended Text**

*Publication manual of the American Psychological Association* (6th edition). (2010). Washington, D.C.: American Psychological Association.

**Suggested Point Values**

This course is Pass or Fail, and grades will appear in Blackboard as Complete or Incomplete. To earn a grade of complete, you must complete all assignments and field experience hours and achieve an average score of 85% for the course. Your weekly totals will be averaged at the end of the course to determine your final grade.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Assessment** | **Point Value** | **Due** |
| **Module 1 – 1 Weeks** | |  |  |
|  | Practicum Comparison Paper | 2 | <insert due date> |
| Leader and Change Agent Presentation | 3 |  |
|  | Practicum Project: Leaders as Change Agents Chart | 3 |  |
| **Module 2 – 2 Weeks** | |  |  |
|  | Section 504 and Pennsylvania Public School Code: Chapter 15Differences Discussion | 1 | <insert due date> |
| 504 Service Agreement Staff Review Session | 3 |  |
|  | Practicum Project: 504 Service Agreements and Homebound Instruction | 3 |  |
| **Module 3 – 3 Weeks** | |  |  |
|  | Child Find Discussion | 1 | <insert due date> |
| Equitable Participation and Service Plan Discussion | 1 |  |
| Special Education Flowchart | 2 |  |
| Practicum Project: Referral Process | 3 |  |
| Parent’s Rights Chart | 2 |  |
| Practicum Project: Parent Meeting or Workshop | 3 |  |
| **Module 4 – 2 Weeks** | |  |  |
|  | Practicum Project: Cultural Diversity and Responsive Teaching | 3 | <insert due date> |
| Practicum Project: Culturally Responsive Teaching Observation | 3 |  |
| Practicum Project: Manifest Determination and Suspension Processes | 3 |  |
| **Module 5 – 1 Week** | |  |  |
|  | Federal Funding Discussion | 1 | <insert due date> |
| Budgeting, Finance, and Transportation Critical Thinking Questions | 1 |  |
| Transportation Case Study | 2 |  |
| Practicum Project: School Finance, Budgeting, and Transportation Interview | 3 |  |
| **Module 6 – 1 Week** | |  |  |
|  | Practicum Project: Parental Challenge to Related Service | 3 | <insert due date> |
|  | Practicum Project: Emotional and Behavioral Support Services and Programs | 3 |  |
|  | Practicum Project: Coordination of Services Paper | 3 |  |
|  | Practicum Project: Related Service, Interagency, or Mental Health Meeting | 3 |  |
| **Module 7 – 1 Week** | |  |  |
|  | Independent Educational Evaluation (IEE) Summary | 2 |  |
|  | Placement Concern Paper | 3 |  |
|  | Mediation, Resolution, and Due Process Mini Training Manual | 3 |  |
| **Module 8 – 1 Week** | | | |
|  | Practicum Project: School Members Roles and Responsibilities | 3 | <insert due date> |
| Practicum Project: Tips for Working with Other Administrators | 3 |  |
| Practicum Project: General Education Needs | 3 |  |
| Practicum Project: Positive Teacher/Administrator Relationship Strategies | 3 |  |
| **Module 9 – 2 Weeks** | | | |
|  | Practicum Project: UDL Professional Development Review | 2 | <insert due date> |
|  | UDL Professional Development Session | 3 |  |
|  | Program Evaluation Vignette | 2 |  |
|  | Practicum Project: Access to General Education Curriculum Checklist | 3 |  |
|  | Practicum Project: Program Evaluation Worksheet | 3 |  |
|  | Practicum Project: Program Evaluation Methods | 3 |  |
| **Module 10 – 1 Week** | | | |
|  | Practicum Project: Procedures for Orientation, Mentoring, Retention, and Support for the Struggling Teacher | 3 | <insert due date> |
|  | Practicum Reflection | 3 |  |
|  | Final Practicum Time Logs | 3 |  |
| **Total Points** | | **100** |  |

**Course Schedule**

|  |  |  |
| --- | --- | --- |
| **Week** | **Start** | **End** |
| One | <insert start date> | <insert end date> |
| Two |  |  |
| Three |  |  |
| Four |  |  |
| Five |  |  |
| Six |  |  |
| Seven |  |  |
| Eight |  |  |
| Nine |  |  |
| Ten |  |  |
| Eleven |  |  |
| Twelve |  |  |
| Thirteen |  |  |
| Fourteen |  |  |
| Fifteen |  |  |

# Weekly Learning Modules

|  |  |  |
| --- | --- | --- |
| Module One: Leadership and Change (1 Week) |  | |
| ***Learning Objectives*** | ***Alignment*** | |
| * 1. Identify characteristics for being an effective change agent and leader. | CLO1 | |
| * 1. Describe the types of change that special education supervisors can lead in their school or district. | CLO1 | |
| * 1. Trace the effectiveness of change implemented by a special education supervisor. | CLO1 | |
| ***Required Learning Resources and Activities****: Students must complete any resources and activities listed in this section as selected by the instructor.* | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Complete** the following forms, and submit them to your site supervisor and instructor before the start date of the Practicum.   * Mentor & Site Approval Form * Projected Fulfillment of Practicum Hours   **Note**. You may select a different mentor that you had for EDU 848. | n/a | n/a |
| **Review** Ch. 1, “Educational Leadership: An Evolving Role,” p. 1–17 in *Leadership Practices for Special and General Educators*.  **Read** the following articles:   * 5 Characteristics of a Change Agent: <http://connectedprincipals.com/archives/7184> * What Makes a Good Change Agent? <http://www.themanager.org/Strategy/change_agent.htm> | 1.1 | 17 pages |
| **Practicum Time Log**  **Document** your field experiences for each week of the module in the Practicum Time Log. | N/A |  |
| **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 **Technology Tutorials** button from the menu on the left. | N/A | N/A |
| **Practicum Preparation**  **Meet** with your cooperating mentor to discuss the experiences required in this course and to determine some specific experiences that correspond with the requirements of each learning module.  **Determine** with your cooperating mentor whether it is necessary to alter the schedule of modules to ensure that you are engaged in timely activities.  **Post** a short synopsis of your meeting with your cooperating mentor to Blackboard so your instructor is aware of your plan for completing the modules.  **Note.** The modules are intended to be completed sequentially as indicated in your syllabus, except where circumstances unique to the time of year and events in the field experience site require you to depart from the sequence. | COURSE |  |
| **Participation and Discussion**  The purpose of class discussions is to provide you with a way to synthesize the concepts presented in this course. In certain weeks, you will respond to the discussion questions with a substantive post of 200–250 words that addresses all the prompts for the question by 11:59 p.m. EST of the listed due date. By the conclusion of the week, Sunday at 11:59 p.m. EST, you will make at least one substantive comment of 100–150 words to three 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 located at <http://www.elwraydesign.com/feedback> | N/A |  |
| ***Assignment****: Students must complete the weekly assignment(s).* | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Practicum Comparison Paper**  **Write** a 500- to 700-word paper, indicating your expectations for Practicum II as compared with Practicum I. What are your personal learning goals for this experience? What types of experiences would be most valuable to you?  **Submit** your paper to your instructor in Blackboard. | n/a |  |
| **Leader and Change Agent Presentation**  **Create** a 3- to 5-minute presentation with animations and recorded audio that describes the characteristics you believe are necessary to being a good change agent and leader.  **Utilize** a presentation tool of your choice, such as Microsoft® PowerPoint®, Prezi, or PowToons.  **Submit** your presentation to your instructor in Blackboard. | 1.1 |  |
| **Practicum Project: Leaders as Change Agents**  **Part I: Mentor Discussion and Review**  **Resource:** Change Agent Strategies Chart  **Meet** with your mentor to discuss the following questions:   1. What are his or her strategies for being a change agent? 2. What changes has he or she implemented since beginning the position? 3. What near future plans does he or she have for change during the current school year?   **Summarize** your mentor’s responses to Questions 2 and 3 in your Practicum Time Log.  **Complete** the Change Agent Strategies Chart,comparing your mentor’s strategies for being a change agent to the strategies in the reading and your own perceptions and ideas about being a change agent. List your mentor’s strategies, and then indicate the following in the chart:   * Whether the mentor’s strategy matches the readings * Whether the mentor’s strategy matches your own * Whether the mentor’s strategy matches both the readings and your own strategies   **Submit** the chart to your instructor in Blackboard.  **Part II: Follow-up Discussions**  **Identify** the following in a conversation with a special education teacher anda paraprofessional, related service provider, or support staff:   * What have been the changes in the special education department this school year? Last school year? Examples include changes to instruction, curricular materials, allotted time for instruction, new methodologies, student support (technology, para support), etc. * Have any of the changes directly impact you? * Did these changes make a positive impact? Why or why not?   **Complete** the above responses for your two interviewees as an addendum to your Practicum Time Log for the week**.**  **Note.** Monitor your language and tone to ensure that interviews do not come across as you are checking in on the supervisor.  **Submit** the interview summaries to your Practicum Time Log. | 1.2, 1.3  PA Standard III, Substandard IIIB, Substandard IIIC |  |
| **Field Experience Log**  **Submit** your field experience log to your instructor. |  | Field Experience = **20 hours** |

# Faculty Notes

**Before Class Begins**

There are four key steps that faculty must accomplish prior to the start of class:

1. Before class begins, you will contact each student individually by phone to introduce or reintroduce yourself and to apprise them of their first collaborative call with you and the site supervisor, including the date and time.
2. Following the phone call, email a copy of the forms and practicum guidelines to each of the students.
3. Complete the collaborative call with each student and the site supervisor to review the practicum expectations, forms, and guidelines.
4. Students must complete, sign, and return mentor agreement forms to the site supervisor prior to the beginning of class.

**Practicum Preparation**

Review the meeting summaries submitted by your students. Note that the readings presented in each week are designed to correspond with the recommended module. If students advise you that they will complete the modules out of order, instruct them to complete the readings in the week associated with that module.

**Establishing Small Groups**

Assemble students into small groups (aim for no more than three students per group) by similar practicum settings (public elementary, middle, or high school; charter school; or approved private school setting). You will conduct conference calls with these small groups periodically during the course as indicated in the details for the weeks.

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| Module Two: 504 Service Agreement and Homebound Instruction (2 Weeks) |  |  |
| ***Learning Objectives*** | ***Alignment*** | |
| * 1. Compare Section 504 and Pennsylvania Public School Code: Chapter 15regulations. | CLO3 | |
| * 1. Analyze a 504 service agreement. | CLO3 | |
| * 1. Analyze homebound instruction eligibility. | CLO3 | |
| ***Required Learning Resources and Activities****: Students must complete any resources and activities listed in this section as selected by the instructor.* | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Review** Ch. 2, “504 Accommodation Plans,” p. 21–38, in *The Special Education Program Administrator’s Handbook*.  **Read** the following articles     * “IEPs and 504 Service Agreements” <http://www.portal.state.pa.us/portal/server.pt/community/homebound_instruction/20918/ieps_and_504_service_agreements/1166393> * “Pennsylvania Public School Code: Chapter 15. Protected handicapped students” <http://www.pacode.com/secure/data/022/chapter15/chap15toc.html> * “Section 504 in Schools - Guiding Principles and Best Practices” <http://www.psea.org/uploadedFiles/PupilServices/Section%20504%20for%20PSEA%20April%2030%20%20PDF%20secured.pdf> * “Guidelines for Educators and Administrators for Implementing Section 504 of the Rehabilitation Act of 1973—Subpart D (includes forms)” <https://doe.sd.gov/oess/documents/sped_section504_Guidelines.pdf> * “Homebound Instruction” <http://www.portal.state.pa.us/portal/server.pt/community/homebound_instruction/20918> * “Homebound Instruction - Laws and Regulations” <http://www.portal.state.pa.us/portal/server.pt/community/homebound_instruction/20918/laws_and_regulations/1166427> * “Structuring Homebound Instruction” <http://www.portal.state.pa.us/portal/server.pt/community/homebound_instruction/20918/structuring_hombound_instruction/1166346> | MODULE 2 | 17 pages |
| **Practicum Time Log**  Document your field experiences for each week of the module in the Practicum Time Log. | N/A |  |
| ***Assignment****: Students must complete the weekly assignment(s).* | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Section 504 and Pennsylvania Public School Code: Chapter 15 Differences Discussion**  **Respond** to the following prompt in the Section 504 and Pennsylvania Public School Code: Chapter 15 Differences forum by Thursday in the first week of the module:  Explain the difference between Section 504 of the Rehabilitation Act of 1973 and Pennsylvania Public School Code: Chapter 15. Do you see any connections or similarities between the two?  **Provide** meaningful feedback to three of your classmates’ posts by Sunday in the first week of the module. | 2.1 |  |
| **504 Service Agreement Staff Review Session**  **Create** a 5- to 7-minute staff review session that explains what needs to be included in the 504 service agreement. The review session is designed to be delivered as part of a staff meeting.  **Address** the following in your presentation, using both texts and graphics:   * The definition of a 504 service agreement * Points for consideration * Mitigating measures * Auxiliary aids or services * Child Find responsibilities * Pre-referral interventions * Definition of “protected handicapped student” * The process and key points of evaluation * Contents of service agreement * Timelines * Finalizing and implementing * Duration and review * Reevaluation * Parental request and withdrawal of consent * Procedural safeguards * Due process * Service agreement forms   **Include** a follow-up activity at the end of your presentation that you can use to test that your staff can successfully complete a service agreement.  **Utilize** a presentation tool of your choice such as Microsoft® PowerPoint®, Prezi, or PowToons.  **Submit** your presentation to your instructor in Blackboard. | 2.2 |  |
| **Practicum Project: 504 Service Agreements and Homebound Instruction**  **Part 1: 504 Service Agreements**  **Meet** with your mentor to identify the process and forms used in the school or district for students who have 504 service agreements.  **Schedule** time with your mentor to observe a 504 service agreement meeting. Prior to the meeting, meet with the teacher of record or team to review the background information and any progress monitoring, health records, or pertinent information that supports this programming for the student.  **Part 2: Homebound Instruction**  **Resources:** Policies and Case Summary Template for Homebound Instruction  **Meet** with your mentor to identify the policies and process for assigning homebound instruction in the school or district, how teachers are assigned to deliver this programming, and the necessary paperwork required.  **Review** at least two current homebound cases with your mentor.  **Write** a case summary for one of the homebound cases you reviewed with your mentor using the provided template. You will also list pertinent homebound instruction policies from your district.  **Submit** the completed Policies and Case Summary Template for Homebound Instruction to your instructor on Blackboard. | 2.2, 2.3  PA Standard I, Substandard IB, Substandard IC, |  |

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| Module Three: Child Find, Equitable Participation, Referral Process, Parents’ Rights and Communicating With Parents (3 Weeks) |  |  |
| ***Learning Objectives*** | ***Alignment*** | |
| * 1. Summarize Child Find and Equitable Participation. | CLO8, CLO10 | |
| * 1. Explain the Special Education Referral Process. | CLO8, CLO10 | |
| * 1. Define the typical rights and extended rights of parents within the special education and referral contexts. | CLO8, CLO10 | |
| * 1. Analyze a parent meeting or workshop. | CLO8, CLO10 | |
| ***Required Learning Resources and Activities****: Students must complete any resources and activities listed in this section as selected by the instructor.* | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Review** Ch. 5, “Dealing Effectively with Child Find,” p. 59–66, in *The Special Education Administration Handbook*.  **Review** Ch. 6, “Building Ethos and Interpersonal Relationships with Families and Students,” p. 90–107, in *Leadership Practices For the Special and Central Educator*.  **Read** the following articles:   * “Child Find Regulation” <http://www.pacode.com/secure/data/022/chapter14/s14.121.html> * “The Child Find Mandate: What Does It Mean to You?” <http://www.wrightslaw.com/info/child.find.mandate.htm> * “Fulfilling Child Find Requirements Under IDEA” <http://www.sweetstevens.com/newsroom/fulfilling-child-find-requirements-under-idea-2004> * “The Special Education Referral Process” <http://www.projectidealonline.org/v/special-education-referral-process/> * “Parent’s Rights" <http://pattan.net-website.s3.amazonaws.com/images/2011/09/28/Parents_Rights0311.pdf> | 3.1, 3.2, 3.3, 3.4 | 26 pages |
| **Practicum Time Log**  **Document** your field experiences for each week of the module in the Practicum Time Log. | N/A |  |
| ***Supplemental Learning Resources and Activities****: These resources and activities provide further exploration of content, supplemental information, and skill building. Students may complete items in this section on their own or as selected by the instructor.* | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Conference Call Discussion**  **Participate** in the scheduled live session with the course instructor and your small group. Be prepared to share reflections and challenges regarding your practicum experience thus far.  **Note**. If you are not able to attend your group’s scheduled session, you may select an alternate available timeslot. | COURSE |  |
| ***Assignment****: Students must complete the weekly assignment(s).* | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Child Find Discussion**  **Respond** to the following prompts in the Child Find forum by Thursday of the first week of the module:   * Explain Child Find and who is responsible for implementing it. * What is the process for Child Find in the district or school where you are doing your practicum?   **Provide** meaningful feedback to three of your classmates’ posts by Sunday of the first week of the module. | 3.1 |  |
| **Equitable Participation and Service Plan Discussion**  **Respond** to the following prompts in the Equitable Participation and Service Planforum by Thursday of the first week of the module:   * Summarize equitable participation and the service plan. * Why is the service plan important to equitable participation?   **Provide** meaningful feedback to three of your classmates’ posts by Sunday of the first week of the module. | 3.1, 3.2 |  |
| **Practicum Project: Overview of Module Mentor Discussion**  **Meet** with you mentor and ask him or her to answer the following questions:   1. What is the Child Find Statement, and where is it being publicized? Get a copy of it, review it, and attach it to this week’s log along with any written policy. 2. What is the tracking form or method used for Child Find? How does it compare to the Pennsylvania Training and Technical Assistance Network (PaTTAN) form? Attach the form from the district to your log, and write how the form differs from the PaTTAN form. 3. How is equitable participation tracked? 4. What is the referral process for a child to be evaluated for special education consideration? 5. How often are there parent meetings or workshops? How are they planned?   This discussion serves as preparation for your activities in this module. | 3.1, 3.2, 3.3, 3.4  PA Standard I, Substandard IB, Substandard IC; PA Standard III, Substandard IIID |  |
| **Special Education Flowchart**  **Develop** a flow chart describing the special education process from pre-intervention through to individualized education plans (IEPs).  **Utilize** a Google Doc and the LucidChart Add-On to create your flow chart.   * Click **Add-on** from the menu at the top of your Google Doc. * Search for LucidChart. * Click the **Free** button from the new window. * You may need to verify your Google account for the add-on to install.   **Review** this brief tutorial if you are new to using the Lucid Press add-in to create charts: <https://www.youtube.com/watch?v=cwLw0TQTMME>  **Submit** your flowchart to your instructor in Blackboard. | 3.2 |  |
| **Practicum Project: Referral Process**  **Meet** with a teacher or team that has a student going through the referral process.  **Review** all supportive progress monitoring and substantiated data on the student.  **Write** a brief summary on the student that includes the following:   * The student’s needs (deficit areas) * Pre-referral interventions that have been completed * The length of the pre-referral intervention period * The progress monitoring and substantiated data on the student * What the student is being referred for, such as support for reading, math, or behavior   **Submit** your summary to your instructor in Blackboard. | 3.2  PA Standard I, Substandard IA, Substandard IC;  PA Standard III, Substandard IIIC |  |
| **Parent’s Rights Chart**  **Resource:** Parent’s Rights Chart Template  **Complete** the Parent’s Rights Chart Template, explaining the rights below and how you have observed them in your field placement:   * Basic rights * Right to participate * Fair evaluation * Independent evaluation * Right to mediate a dispute * Stay put * Special protections in school discipline * Rights when the child goes to a private school * If a parent disagrees with an IEP   **Submit** your completed chart to your instructor in Blackboard. | 3.3 |  |
| **Practicum Project: Parent Meeting or Workshop**  **Resource:** Parent Meeting or Workshop Checklist  **Attend** a parent meeting or workshop, and complete the Parent Meeting or Workshop Checklist.  **Meet** with your mentor to complete the following:     * Identify how he or she encourages parental involvement and good interpersonal relationships. Review the six types of family involvement in Figure 6.1 on p. 94 and figure 6.3 on p. 95 in *Leadership Practices for the Special and Central Educator*. * Discuss strategies he or she uses to address communication problems and barriers with parents.   **Develop** a comparison chart of what your mentor does in these two areas and what he or she can do differently.  **Submit** your completed checklist and chart to your instructor in Blackboard. | 3.3, 3.4  PA Standard III, Substandard IIID |  |

**Faculty Notes**

**Conference Call Scheduling**

* Conduct the conference call with the small class groups towards the end of Module 3.
* If a student cannot attend his or her assigned group’s scheduled time, invite the student to attend another group’s call.

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| Module Four: Cultural Diversity, School Discipline and Manifestation Determination (2 Weeks) |  |  |
| ***Learning Objectives*** | ***Alignment*** | |
| * 1. Analyze cultural diversity and culturally responsive teaching. | CLO5 | |
| * 1. Evaluate disciplinary practices for students with disabilities. | CLO4 | |
| * 1. Summarize manifestation determination. | CLO4 | |
| ***Required Learning Resources and Activities****: Students must complete any resources and activities listed in this section as selected by the instructor.* | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Review** Ch. 9, “Leadership in A Multicultural Setting,” p. 137–148, in *Leadership Practices For the Special and Central Educator*.  **Read** the following articles:   * “Creating a Culturally Responsive Special Education Classroom” <https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Documents/Creating%20A%20Culturally%20Responsive%20Sp%20Ed%20Classroom%20ppt.pdf> * “Response to Intervention and the Disproportionate Representation of Culturally and Linguistically Diverse Students in Special Education” <http://www.rtinetwork.org/learn/diversity/disproportionaterepresentation> * “Disciplinary Exclusions of Students Who Are Eligible for Special Education” <http://www.portal.state.pa.us/portal/server.pt/community/pa_codes/7501/disciplinary_exclusions_of_students_who_are_eligible_for_special_education/507369> | MODULE 4 | 12 pages |
| **Practicum Time Log**  **Document** your field experiences for each week of the module in the Practicum Time Log. | N/A |  |
| ***Supplemental Learning Resources and Activities****: These resources and activities provide further exploration of content, supplemental information, and skill building. Students may complete items in this section on their own or as selected by the instructor.* | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Read** the following supplementary article:   * “Addressing Culturally and Linguistically Diverse Student Overrepresentation in Special Education: Guidelines for Parents” <http://www.nccrest.org/Briefs/Parent_Brief.pdf> | 4.1 |  |
| ***Assignment****: Students must complete the weekly assignment(s).* | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Practicum Project: Cultural Diversity and Responsive Teaching**  **Schedule** time with your mentor to identify what activities he or she has planned to address and support teachers in terms of cultural diversity and responsive teaching. During your conversation, request to see any written documentation of this support.  **Discuss** the following areas with your mentor:   * Helping teachers understand their students’ various cultures * Planning professional development to assist teachers in infusing diversity into their teaching practice * Locating strategies, materials, and approaches to facilitate diversity in the schools * What activities they plan to encourage diversity * What activities the district plans to implement to support diversity and to include parents * How the school or district addresses overrepresentation of minority students in special education   **Submit** a 700- to 1,050-word summary of the points above to your instructor in Blackboard. | 4.1  PA Standard I, Substandard IA;  PA Standard III, Substandard IIIC,  Substandard IIID |  |
| **Practicum Project: Culturally Responsive Teaching Observation**  **Schedule**,with your mentor, an observation of a classroom that is culturally diverse and also has students assigned who are identified as needing special education.  **Develop** a 700- to 1,050-word summary on culturally responsive teaching from your observation, including the following items:     * Respect for cultural differences and believing in the positive academic performance of students * Differentiated techniques that link prior knowledge to the current topic * Incorporation of diverse learning styles (using visuals, graphic organizers, manipulatives, center activities, etc.) * Supporting student understanding (repetition, questioning for understanding, etc.) * Encouraging student participation * Respect for language differences * Respect for behavioral differences (need for movement or active engagement)   **Submit** your summary to your instructor in Blackboard. | 4.1  PA Standard I, Substandard IA |  |
| **Practicum Project: Discipline Meeting**  **Schedule** time with your mentor to attend a discipline meeting. Discipline meeting types include manifestation, revision of IEP and behavior plan, functional behavior assessment, and suspension or readmission from suspension meeting.    **Summarize** the following:   * Meeting type * Purpose * Problem behavior * Meeting result * Follow up and people responsible   **Include** your summary in your Practicum Time Log. | 4.2  PA Standard I, Substandard IC; PA Standard II |  |
| **Practicum Project: Manifest Determination and Suspension Processes**  **Schedule** time with your mentor to complete the following:   * Review the manifestation determination process in the school or district. * Sit in on a manifestation determination meeting or suspension meeting (this can be a re-admit after a suspension).   **Schedule** time with your mentor to review the suspension process for students with disabilities and any out-of-district placements, expulsions, or interim placements. Identify the following:     * Process for suspension and readmission * The behaviors that necessitated the placement * Steps the school or district took that led to the placement * Who monitors the student * Next steps for the student   **Write** a 700- to 1,050-word summary of the process for manifest determination and suspension.  **Submit** your summary to your instructor in Blackboard. | 4.2, 4.3  PA Standard I, Substandard IC; PA Standard II |  |

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| Module Five: School Finance, Budgeting, and Transportation (1 Week) |  |  |
| ***Learning Objectives*** | ***Alignment*** | |
| * 1. Explain federal funding according to the Individuals with Disabilities Education Act (IDEA) and pitfalls to avoid. | CLO2 | |
| * 1. Describe the budget cycle and budget preparing activities. | CLO2 | |
| * 1. Synthesize the legal requirements for transportation of students with disabilities. | CLO2 | |
| ***Required Learning Resources and Activities****: Students must complete any resources and activities listed in this section as selected by the instructor.* | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Review** Ch. 12, “Managing Federal Funds,” p. 151–164 and Ch. 13, “Managing Special Education Budgets,” p. 165–180, in *The Special Education Program Administrator’s Handbook*.  **Review** Ch. 13 “School Finance,” p. 197–200 and Ch. 14, “School Transportation,” p. 211–226, in *Leadership Practices for Special and General Educators.*  **Read** the following articles:   * “Individuals With Disabilities Education Act - Funding Distribution IDEA Authorized Funding Streams” <http://febp.newamerica.net/background-analysis/individuals-disabilities-education-act-funding-distribution> * “Special Education Leaders and Budgeting Basics” <http://pattan.netwebsite.s3.amazonaws.com/images/2014/11/21/LDR_3_1_Budgeting_1014.pdf> * “School Budgets 101” <http://www.aasa.org/uploadedFiles/Policy_and_Advocacy/files/SchoolBudgetBriefFINAL.pdf> * “Transportation for Children with Disabilities in Pennsylvania” <https://www.drnpa.org/wp-content/uploads/2012/10/transportation-for-students-with-disabilities-in-pennsylvania.pdf> * “Frequently Asked Questions Regarding Transportation” <http://www.portal.state.pa.us/portal/server.pt/community/pupil_transportation/7516/frequently_asked_questions/509266> | MODULE 5 | 50 pages |
| **Practicum Time Log**  **Document** your field experiences for each week of the module in the Practicum Time Log. | N/A |  |
| ***Assignment****: Students must complete the weekly assignment(s).* | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Federal Funding Discussion**  **Respond** to the following prompts in the Federal Funding forum by Thursday of the first week of the module:   * Explain the three stages of federalism. * What does a special education administrator need to be aware of as he or she refers to the budget?   **Provide** meaningful feedback to three of your classmates’ posts by Sunday of the first week of the module. | 5.1, 5.2 |  |
| **Budgeting, Finance, and Transportation Critical Thinking Questions**  **Write** a 250-to 300-word response to the following prompts:   * What is the difference between ‘Adequacy–Equity–Excellence’ and ‘Accountability’? Why are they important for special education leaders to keep in mind? * When would you include the director of transportation and a driver in an IEP meeting?   **Submit** your responses to your instructor in Blackboard. | MODULE 5 |  |
| **Transportation Case Study**  **Read** the vignette on p. 214 of *Leadership Practices for Special and General Educators*.  **Respond** to questions 1–6 that follow the vignette.  **Submit** your responses to your instructor in Blackboard. | 5.3 |  |
| **Practicum Project: School Finance, Budgeting, and Transportation Interview**  **Resource:** School Finance, Budgeting, and Transportation Questionnaire  **Meet** with your mentor to review budgeting, finance, and transportation.  **Review** any written budget worksheets and policies or procedures for both budgeting and transportation. Include the following questions in your discussion:   * What are your responsibilities to the budget? * How does the special education budget differ from a principal’s budget? * What specific budgeting task are you responsible for in the spring? * What specific budgeting task are you responsible for throughout the year? * What specific budgeting tasks are you responsible for prior to the end of the fiscal year each year in June? * What key forms do you use for budgeting? Ask for a copy of the forms to include with this assignment. * What is the status of the district’s access program? What are the Medicaid billing forms that are used in IEP meetings? Ask for a copy of the forms to include with this assignment. * What are the access billing forms completed by related service providers? Ask for a copy of the forms to include with this assignment. * What is the process for purchase orders to support student IEPs? Ask for a copy of the purchase order forms to include with this assignment. * How is budgeting for related services and one-on-one paraprofessional support performed? * How does transportation cost affect overall budget? * How is transportation decided upon for in-district special education students? * How does the district define “specialized transportation” for students with disabilities in the district? * What is the status of students with disabilities in the district who need specialized transportation?   **Interview** two special education teachers to obtain their view on transportation.  **Complete** the School Finance, Budgeting, and Transportation Questionnaire.  **Submit** the questionnaire to your instructor in Blackboard. Attach any related budgeting forms, invoices, templates for purchase orders, and policies and procedures for budgeting and transportation. | MODULE 5  PA Standard I, Substandard ID, Substandard IF |  |

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| Module Six: Related Service Providers & Interagency Partners & Mental Health Resources (1 Week) |  |  |
| ***Learning Objectives*** | ***Alignment*** | |
| * 1. Identify various related services that are supported in the district, their standards for eligibility, and their funding streams. | CLO6 | |
| * 1. Discuss strategies for handling parental challenges to related services. | CLO6 | |
| * 1. Analyze the regulations for interagency coordination and how they relate to services for students with disabilities. | CLO6 | |
| * 1. Explain how the district connects parents to collaborative community support for students with emotional or behavioral disorders. | CLO6 | |
| * 1. Identify school-based services for students with emotional or behavioral disorders. | CLO6 | |
| ***Required Learning Resources and Activities:*** *Students must complete any resources and activities listed in this section as selected by the instructor.* | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Review** Ch. 15, “Contracting with Outside Service Providers,” p. 187–199 and Ch.16, “Navigating the Mental Health System,” p. 201–215 in *The Special Education Program Administrator’s Handbook*.  **Read** the following articles:   * “Sec. 300.34 Related services” <http://idea.ed.gov/explore/view/p/,root,regs,300,A,300%252E34,> * “Quality Indicators of Emotional Support Services and Programs: A Review Process for LEAs” <http://pattan.net-website.s3.amazonaws.com/images/2014/02/27/QIESSP_LEAs1113.pdf> * “School-Based Behavioral Health Services: Options\* for Schools to Provide Behavioral Health Services” <http://pattan.net-website.s3.amazonaws.com/files/materials/publications/docs/BehavHlth-Fctsht.pdf> * “Accessing Behavioral Health Services for your Child: The Interagency Service Planning Team (ISPT) Meeting” <http://www.phlp.org/wp-content/uploads/2011/03/ISPT-fact-sheet.pdf> | MODULE 6 | 28 pages |
| **Watch** the following videos:   * “Special Education Related Services—Part 1” [9:16]: <https://www.youtube.com/watch?v=1g_fhFYRT7g> * “Special Education Related Services—Part 2” [8:35]:<https://www.youtube.com/watch?v=Ck3yq643F7k> * “Special Education Related Services—Part 3” [9:11]: <https://www.youtube.com/watch?v=a8NQ3561ebw> * “[Continuum of Behavioral Health Services and Successful Collaboration with PBIS](http://www.pattan.net/Videos/Browse/Single/?code_name=26_continuum_of_behavioral_health)” [1:16:12]: <http://www.pattan.net/Videos/Browse/Single/?code_name=26_continuum_of_behavioral_health> | 6.1, 6.2, 6.3 |  |
| **Practicum Time Log**  **Document** your field experiences for each week of the module in the Practicum Time Log. | N/A |  |
| ***Supplemental Learning Resources and Activities****: These resources and activities provide further exploration of content, supplemental information, and skill building. Students may complete items in this section on their own or as selected by the instructor.* | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Conference Call Discussion**  **Participate** in the scheduled live session with the course instructor and your small group. Be prepared to share reflections and challenges regarding your practicum experience thus far.  **Note**. If you are not able to attend your group’s scheduled session, you may select an alternate available timeslot. | COURSE |  |
| ***Assignment: Students must complete the weekly assignment(s).*** | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Practicum Project: Parental Challenge to Related Service**  **Review**,with your mentor or a special education teacher, the file of a student whose parent has challenged related services (amount of time, type, etc.).  **Write** a 250- to 300-word response to the following prompts:   * Explain the background of the case. * Explain specifically what the parent is challenging. * What did the school do or propose? * What would you do as the special education administrator?   **Submit** your responses to your instructor in Blackboard  **Note.** If there is no such case available, identify a student whose parent could challenge the related services for the amount of time authorized by the district. | 6.2  PA Standard I, Substandard IA, Substandard IC; PA Standard III, Substandard IIID |  |
| **Practicum Project: Emotional and Behavioral Support Services and Programs**  **Resource:** Quality Indicators of Emotional Support Services and Programs: A Review Process for LEAs (<http://pattan.net-website.s3.amazonaws.com/images/2014/02/27/QIESSP_LEAs1113.pdf>), Mental & Behavioral Support Question Sheet  **Meet** with your mentor, a counselor, a social worker, or a psychologist of the school to identify the following:   * What are the community supports the district uses to support students in need of mental health services—both those identified as students with disabilities and those not? * What are community supports to assist parents with financial, mental health, and medical services? * What is the process the district uses to put these supports in place? * What are the school-based supports for students identified with mental and emotional health needs? * Identify what quality indicators the district uses to evaluate its emotional support program compared to the eight indicators as listed by PDE on p. 1 of the Quality Indicators of Emotional Support Services and Programs: A Review Process for LEAs: <http://pattan.net-website.s3.amazonaws.com/images/2014/02/27/QIESSP_LEAs1113.pdf> * Identify tips for what to avoid when working with mental and behavioral health supports and services. * Include any additional observations from your meeting with your mentor, a counselor, a social worker, or psychologist.   **Respond** to the questions on the Mental & Behavioral Support Question Sheet.  **Submit** the sheet to your instructor in Blackboard. | 6.4, 6.5  PA Standard I, Substandard IB, Substandard IE; PA Standard II; PA Standard III, Substandard IIID |  |
| **Practicum Project: Funding Related Service Providers**  **Meet** with your mentor to identify the funding stream for all of the related service providers. Ask the following questions:   * Identify the related service providers that are district employees and those that are contracted. * Who develops and monitors the contracts? * Is there any specific contractual language that the special education administrators are responsible for contributing? * What is the funding stream for related services?   **Document** a summary of your mentor’s responses in your Practicum Time Log. | 6.1  PA Standard I, Substandard ID |  |
| **Practicum Project: Coordination of Services Paper**  **Meet** with your mentor to identify the Coordinated Interagency Service System in the district.  **Write** a 700- to 1,400-word paper that includes the following:   * Your understanding of the regulation for coordinated services * How the federal regulations for interagency coordination impact students with disabilities * At least five tips that should be included in a well-developed coordination of services * The policy for interagency coordination (if available, include a copy with your paper) or an explanation of how the coordination of services is run in the district if there is no written policy * An explanation of how these services support those students of the district who are identified with a disability * How these services impact the special education budget   **Submit** your paper and the related policy documents to your instructor in Blackboard. | 6.3  PA Standard I, Substandard IC, Substandard ID; PA Standard III, Substandard IIID |  |
| **Practicum Project: Related Service, Interagency, or Mental Health Meeting**  **Resource**: Related Service, Interagency, or Mental Health Meeting Checklist  **Attend** one of the three following meetings:   * Interagency services meeting * Meeting for a student identified with emotional or behavioral concerns * Related service provider meeting with the IEP team or parent   **Complete** the Related Service, Interagency, or Mental Health Meeting Checklist.  **Submit** the checklist to your instructor in Blackboard. | 6.3, 6.4, 6.5  PA Standard III, Substandard IIID |  |

**Faculty Notes**

**Conference Call Scheduling**

* Conduct the conference call with the small class groups at the beginning of Module 6.
* If a student cannot attend his or her assigned group’s scheduled time, invite the student to attend another group’s call.

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| Module Seven: Understanding Placement Issues, Independent Educational Evaluations, Mediation, Resolution, and Due Process (1 Week) |  |  |
| ***Learning Objectives*** | ***Alignment*** | |
| * 1. Summarize the regulations for Independent Educational Evaluations (IEE). | CLO9 | |
| * 1. Synthesize strategies to avoid student placement concerns. | CLO9 | |
| * 1. Evaluate mediation, resolution, and due process. | CLO9 | |
| ***Required Learning Resources and Activities****: Students must complete any resources and activities listed in this section as selected by the instructor.* | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Review** the following chapters in *The Special Education Program Administrator’s Handbook*:   * Ch. 14 “Independent Educational Evaluations (IEE),” p. 181–186 * Ch. 8 “Understanding Placement Issues,” p. 97–114 * Ch. 3 “Preparing for Due Process Hearings and Mediation,” p. 39–49 | MODULE 7 | 35 pages |
| **Practicum Time Log**  **Document** your field experiences for each week of the module in the Practicum Time Log. | N/A |  |
| ***Supplemental Learning Resources and Activities****: These resources and activities provide further exploration of content, supplemental information, and skill building. Students may complete items in this section on their own or as selected by the instructor.* | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Review** the following optional resources:   * Sec. 300.502 Independent educational evaluation: <http://idea.ed.gov/explore/view/p/,root,regs,300,E,300%252E502,> * Independent Educational Evaluations at District Expense under the Individuals with Disabilities Education Act: <http://cflparents.org/Information/Resources/PublicSchool/ZirkelIEEArticle-April2009.pdf> * Resolution Meetings: A Guide for Parents and Educators: <http://odr-pa.org/wp-content/uploads/pdf/Resolution_Meeting_Booklet_English.pdf> * The Office for Dispute Resolution: <http://odr-pa.org/wp-content/uploads/pdf/ODR-Fact-Sheet.pdf> | 7.1, 7.3 |  |
| ***Assignment****: Students must complete the weekly assignment(s).* | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Practicum Project: Placement, Independent Educational Evaluations, Mediation, and Due Process Meeting**  **Meet** with your mentor to identify:   * The policy and procedure for IEE * Placement issues your mentor has encountered * The process and procedures for mediation, resolution, due process, and any examples of these that your mentor has encountered   **Review** any district documents to support completing your assignments.  **Ask** your mentor set up a meeting with a special education teacher who may be dealing with a placement issue, resolution, mediation, or due process.  **Review**, with the teacher the parents’ concerns and what documentation the teacher has had to gather to support his or her position. Review any written support documentation the teacher has available.  **Write** a summary indicating the following:   * Placement issues your mentor has encountered * Parent concern * Teacher or school’s position * The type of documentation available to support the teacher or school * Whether you believe the parent has a legitimate concern   This information will assist you in completing your assignments for this module.  **Include** your summary in your Practicum Time Log. | MODULE 7  PA Standard I, Substandard IC; PA Standard II; PA Standard III, Substandard IIIC; |  |
| **Independent Educational Evaluation (IEE) Summary**  **Document** two examples of where an IEE was put in place based on your discussion with your mentor and teachers. Summarize the regulations present in these two examples.  **Include** your summary in your Practicum Time Log. | 7.1 |  |
| **Placement Concern Paper**  **Write** a 700- to 1,750-word paper in which you complete the following:   * Summarize the changes mandated by IDEA as they relate to placement. * Suggest tips for special education administrators to keep in mind to avoid litigation. * Make recommendations about how to avoid pitfalls. * Describe placement issues your mentor has encountered during this school year and how they were resolved.   **Submit** the paper to your instructor in Blackboard. | 7.2 |  |
| **Mediation, Resolution, and Due Process Mini Training Manual**    **Create** a mini training manual to document mediation, resolution, and due process for special education staff.  **Include** the following in your mini training manual:   * Definitions and regulations for the following:   + Mediation   + Resolution   + Due process * The district’s process and procedures for mediation, resolution, and due process, including identification of various staff positions to support the process * Examples of the above that your mentor has encountered as an administrator, or examples from the reading or from your own research, if you don’t have examples from your mentor * Strategies to avoid situations requiring mediation, resolution, and due process   **Submit** the mini training manual to your instructor in Blackboard. | 7.3 |  |

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| Module Eight: Working with Other Administrators and Building Relationships with Special Education Staff (1 Week) |  |  |
| ***Learning Objectives*** | ***Alignment*** | |
| * 1. Examine the organizational design structure and responsibilities of the other district administrators. | CLO7 | |
| * 1. Evaluate the support the special education administrator gives to the other district administrators. | CLO7 | |
| * 1. Develop a list of strategies to support general educators in the inclusive classroom. | CLO7 | |
| * 1. Develop strategies to encourage a positive special education teacher and special education administrator relationship. | CLO7 | |
| ***Required Learning Resources and Activities****: Students must complete any resources and activities listed in this section as selected by the instructor.* | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Review** Ch. 20 “Working with Other Administrators” and Ch. 18 “Building Relationships with Special Education Staff” in *The Special Education Program Administrator’s Handbook*.    **Read** the following articles:   * “The “Roundabout” Of Special Education Leadership” <http://www.ijhssnet.com/journals/Vol_1_No_15_Special_Issue_October_2011/15.pdf> * “Building Trusting Relationships for School Improvement: Implications for Principals and Teachers” (pp. 12–18) <http://educationnorthwest.org/sites/default/files/trust.pdf> | 8.1-8.4 |  |
| **Watch** “Suggestions: A positive teacher-principal relationship” [1:46]: <https://www.youtube.com/watch?v=BEJUmhD_eQY> | 8.4 |  |
| **Practicum Time Log**  **Document** your field experiences for each week of the module in the Practicum Time Log. | N/A |  |
| ***Supplemental Learning Resources and Activities****: These resources and activities provide further exploration of content, supplemental information, and skill building. Students may complete items in this section on their own or as selected by the instructor.* | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Conference Call Discussion**  **Participate** in the scheduled live session with the course instructor and your small group. Be prepared to share reflections and challenges regarding your practicum experience thus far.  **Note**. If you are not able to attend your group’s scheduled session, you may select an alternate available timeslot. | COURSE |  |
| ***Assignment****: Students must complete the weekly assignment(s).* | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Practicum Project: School Members Roles and Responsibilities**  **Resource:** School Members Roles and Responsibilities Matrix  **Meet** with your mentor to discuss the following:   * The organizational design and responsibilities of each of the school members listed below:   + Superintendent   + Assistant superintendent   + Other supervisory staff   + Principals   + The school board   + Other stakeholders * The roles the school members listed play in coordination of services for students with disabilities   **Complete** the School Members Roles and Responsibilities Matrix.  **Submit** the matrix to your instructor in Blackboard. | 8.1  PA Standard I, Substandard IE; PA Standard III, Substandard IIIC; |  |
| **Practicum Project: Tips for Working with Other Administrators**  **Meet** with a principal, vice principal, or administrative team member to discuss the following:   * Their feedback on support they receive from the special education administrator * Support needed if the special education administrator had more time to devote to their school   **Develop** your top five tips for effective collaboration for the special education administrator to use with the superintendent, principal, school board, and administrative team.  **Record** an audio podcast to communicate your tips. Be professional, but not overly formal in your recording. Keep your peer audience of other special education administrators in mind and make your podcast relevant and engaging for them.  **Upload** your recorded podcast to Google Drive, and post a link to your podcast to Blackboard to share with your fellow class members. You are encouraged to comment on the other students’ podcasts. | 8.2  PA Standard I, Substandard IE; PA Standard III, Substandard IIIC; |  |
| **Practicum Project: General Education Needs**  **Meet** with two general education teachers to identify what supports they need from the special education department to assist them with the students with disabilities they teach in their classes. Think of supports in the areas of behavior management; curriculum, material, assessment, and instructional delivery modifications; environmental adjustments; planning; progress monitoring; and supporting and communicating with parents.  **Develop** a list of these needs from general education. Reflect on the general education teachers’ responses, and add your own list of strategies to help support the general education teacher.  **Submit** the list to your instructor in Blackboard. | 8.3  PA Standard I, Substandard IE; PA Standard III, Substandard IIIC; |  |
| **Practicum Project: Positive Teacher/Administrator Relationship Strategies**  **Interview** two special education teachers to develop four lists:   * **List 1**: Strategies the special education administrator has used to encourage a positive relationship with the special education staff * **List 2**: Strategies the special education teachers suggest they would use if they were the administrator * **List 3**: Strategies teachers can employ that will encourage a positive relationship with the special education administrator * **List 4**: Your personal list of strategies   **Submit** the four lists to your instructor in Blackboard. | 8.4  PA Standard I, Substandard IE; PA Standard III, Substandard IIIC; |  |

**Faculty Notes**

**Conference Call Scheduling**

* Conduct the conference call with the small class groups towards the end of Module 8.
* If a student cannot attend his or her assigned group’s scheduled time, invite the student to attend another group’s call.

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| Module Nine: Universal Design for Learning (UDL), General Education Curriculum and Program Evaluation (2 Weeks) |  |  |
| ***Learning Objectives*** | ***Alignment*** | |
| * 1. Apply principles of universal design for learning (UDL) to differentiate instruction in the general education classroom. | CLO11 | |
| * 1. Evaluate a school or district’s process for program evaluation. | CLO11 | |
| ***Required Learning Resources and Activities****: Students must complete any resources and activities listed in this section as selected by the instructor.* | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Read** Ch. 10 “Universal Design for Learning (UDL): Accessing the General Curriculum with Effective Teaching and Digital Technologies” p. 149–164, and Ch. 11 “Program Evaluation Methods for Educational Leaders,” p. 165–183 in *Leadership Practices for Special and General Educators*.  **Read** the following articles:   * “Differentiating Instruction: Meeting Students Where They Are” <http://www.glencoe.com/sec/teachingtoday/subject/di_meeting.phtml> * “District-Wide Special Education Program Evaluation - An Example” <http://www.beverlyschools.org/district/files/Administration/Beverly%20Sped%20Audit%20Report%20Final%20copy.pdf> | 9.1, 9.2 | 35 pages |
| **Watch “**UDL: Principles and Practice” [6:35]: <https://www.youtube.com/watch?v=pGLTJw0GSxk> | 9.1 |  |
| **Practicum Time Log**  **Document** your field experiences for each week of the module in the Practicum Time Log. | N/A |  |
| ***Assignment****: Students must complete the weekly assignment(s).* | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Practicum Project: UDL Professional Development Review**  **Identify** whether your mentor or the district has had any staff development on UDL or effective teaching practices in supporting students with disabilities, learning differences, and English Language Learners (ELL). If so, find out what was presented during the session, and ask for the materials presented, if available.  **Complete** a summary of the staff development sessions, including the following:   * Number of professional development sessions related to these topics * Length of these sessions * Who facilitated the session (special education administrator, principal, curriculum person, another district staff, or an out-of-district person) * The content presented at each session * Group activities the teachers were involved in to support and reinforce the concepts presented * Follow up to these sessions   **Note**. If your mentor or district has not provided any specific professional development on this topic, create a list of topics or key points to include in UDL professional development.  **Submit** your summary or list to your instructor on Blackboard. | 9.1  PA Standard I, Substandard IE; PA Standard II |  |
| **UDL Staff Review Session**  **Create** a 5- to 7-minute staff review session to emphasize using UDL. The review session is designed to be delivered as part of a staff meeting.  **Address** the following in your presentation, using both texts and graphics:   * An explanation of UDL * Effective teacher practices using UDL (refer to p. 160, figure 10.2 in *The Special Education Program Administrator’s Handbook*) * Web-based resources for UDL   **Utilize** a presentation tool of your choice, such as Microsoft® PowerPoint®, Prezi, or PowToons.  **Submit** your presentation to your instructor in Blackboard. | 9.1 |  |
| **Program Evaluation Vignette**  **Read** the vignette on program evaluation on p. 166 of *The Special Education Program Administrator’s Handbook.*  **Respond** to the case study.  **Submit** your response to your instructor on Blackboard. | 9.2 |  |
| **Practicum Project: Access to General Education Curriculum Checklist**  **Resource**: Access to General Education Curriculum Checklist  **Discuss**, with your mentor, your need to observe three general education classes for three different grade levels where there are students with disabilities present.  **Explain** that the purpose of your observations is to identify whether teachers are being mindful in their practice of UDL and what specific practices they are using from UDL.  **Observe** each class for an entire lesson.  **Complete** the Access to General Education Curriculum Checklist.  **Submit** the checklist to your instructor in Blackboard. | 9.1  PA Standard I, Substandard 1A; PA Standard II |  |
| **Practicum Project: Program Evaluation Worksheet**  **Resource:** Program Evaluation Worksheet  **Discuss**, with your mentor, how program evaluation is conducted in his or her district or school.  **Review** any documents and protocols that support evaluation.  **Discover** what the district does to evaluate the following:     * Context * Input * Process * Product   **Explain** where the Pennsylvania System of School Assessment (PSSA) results come into play.  **Complete** the Program Evaluation Worksheet.  **Submit** the worksheet to your instructor in Blackboard. | 9.2  PA Standard I, Substandard IA, Substandard IE; PA Standard II |  |
| **Practicum Project: Program Evaluation Methods**  **Develop** a series of tips for the special education administrator regarding program evaluation methods you glean from the reading, as well as from your collaboration with your mentor.  **Create** a job aid, Prezi, or Padlet that you would use to share your tips with other special education administrators.  **Submit** your tool or presentation to your instructor in Blackboard. | 9.2  PA Standard I, Substandard IA, Substandard IE; PA Standard II |  |

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| Module Ten: Working with Human Resources – Teacher Orientation, Mentoring, Retention, and Unsatisfactory Teacher Support (1 Week) |  |  |
| ***Learning Objectives*** | ***Alignment*** | |
| * 1. Develop a plan to support teacher orientation, mentoring, retention, and unsatisfactory teacher ratings. | CLO12 | |
| ***Required Learning Resources and Activities****: Students must complete any resources and activities listed in this section as selected by the instructor.* | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Review** the p. 190, “Orientation,” and pp. 193–195, “Teacher Retention and Mentoring,” from Ch. 12 “Human Resources” in *Leadership Practices for Special and General Educators*.  **Read** [Special Education Teacher Attention and Attrition: A Critical Analysis of the Research Literature](http://libproxy.gmercyu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ693730&site=ehost-live).  **Read** the following resources:   * “Orientation and Induction of the Beginning Teacher” <http://nationalforum.com/Electronic%20Journal%20Volumes/Lunenburg,%20Fred%20C.%20Orientation%20and%20Induction%20of%20the%20Beginning%20Teacher%20NFEAS%20V28%20N4%2011.pdf> * “New Teacher Orientation Checklist” <http://www.usd404.org/cms/lib6/KS01001120/Centricity/Domain/10/Orientation_Checklist.pdf> * “North Dakota Department of Public Instruction: Special Education Mentoring Toolkit” <http://ncipp.education.ufl.edu/files_9/teachers/TII-1%20Induction.pdf> * “Induction A Brief Introduction for Beginning Special Education Teachers” <https://www.dpi.state.nd.us/speced1/educators/mentor.pdf> * “Teacher Support Plan (Sample)” <http://www.tusd1.org/contents/distinfo/deseg/Documents/4TeacherSupportPlan.pdf> | 10.1 | 4 pages |
| **Assignment Catch-Up Reminder**  Complete any assignments from the previous modules that you have not yet completed. |  |  |
| **Practicum Time Log**  **Document** your field experiences for each week of the module in the Practicum Time Log. | N/A |  |
| ***Assignment****: Students must complete the weekly assignment(s).* | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Practicum Project: Procedures for Orientation, Mentoring, Retention, and Support for the Struggling Teacher**  **Resource:** Orientation, Mentoring, and Retention Teacher Interview Questions  **Meet** with your mentor to discuss new teacher orientation, mentoring, and retention. As part of your discussion, find out how the school or district supports teachers who are having performance difficulties. Review any printed procedures or processes that are currently in place.  **Interview** two special education teachers and two general education teachers who have been in their school or district for at least two years. Use the Orientation, Mentoring, and Retention Teacher Interview Questions to discuss their orientation, mentoring, and desire to stay in their current position.  **Develop** a procedure as the special education administrator for each of the following, using what you have read for class and your reflections from the conversation with your mentor:   * Orientation * Mentoring * Retention * Support for the struggling teacher   Keep your procedure for each of the above to no more than two pages per topic. You do not have to write in complete sentences but are welcome to approach this assignment by bulleting or outlining your responses.  **Submit** your procedures to your instructor in Blackboard. | 10.1  PA Standard I, Substandard IE; PA Standard II; PA Standard III, Substandard IIIC |  |
| **Practicum Reflection**  **Complete** the self-assessment you completed in Practicum I again, and compare your results with the first time you completed it.   * Self-Assessment for Breaking Ranks II™ Instructional Leaders: <http://www.nassp.org/Content/158/21st_Cent_self_and_observer_asmt.pdf>   **Write** a 1,050- to 1,400-word reflection on your progression between the two practicum courses. Identify how you have progressed in your leadership skills in the following areas from the assessment:   * Setting instructional direction * Teamwork * Sensitivity * Judgment * Results orientation * Organizational ability * Oral communication * Written communication * Development of others * Understanding own strengths and weaknesses   **Submit** to your reflection to your instructor in Blackboard. |  |  |
| **Final Practicum Time Logs**  **Ensure** that all your final practicum time logs have been signed and submitted to your site supervisor, and confirm with him or her that you have sent all of your documentation. Your site supervisor will submit your completed packet of time logs to your instructor to fulfill this assignment. Keep a copy of your practicum time logs for your own records. | N/A |  |

# Breakdown of Academic Instructional Equivalencies

|  |  |  |
| --- | --- | --- |
|  |  |  |
| **Module 1** |  |  |
| Practicum Field Experience |  | 18 |
|  |  |  |
| **Module 2** |  |  |
| Practicum Field Experience |  | 18 |
|  |  |  |
| **Module 3** |  |  |
| Practicum Field Experience |  | 18 |
|  |  |  |
| **Module 4** |  |  |
| Practicum Field Experience |  | 18 |
|  |  |  |
| **Module 5** |  |  |
| Practicum Field Experience |  | 18 |
|  |  |  |
| **Module 6** |  |  |
| Practicum Field Experience |  | 18 |
|  |  |  |
| **Module 7** |  |  |
| Practicum Field Experience |  | 18 |
|  |  |  |
| **Module 8** |  |  |
| Practicum Field Experience |  | 18 |
|  |  |  |
| **Module 9** |  |  |
| Practicum Field Experience |  | 18 |
|  |  |  |
| **Module 10** |  |  |
| Practicum Field Experience |  | 18 |
|  |  |  |
|  |  |  |
| **Total Required Hours** |  | 180 |
| **Total Supplemental Hours** |  |  |
| **Total Hours** |  | 180 |