



Course Syllabus

COURSE NUMBER LEAD 6008.ID	COURSE TITLE: Foundations of Special Education Administration	TERM Summer, 2006
SITE: Special School District	INSTRUCTOR CONTACT INFORMATION: John Heskett, Ed.D. john.heskett@charter.net 636-728-1533 or 314-660-2333	CREDIT HOURS: 3 Credit Hours

1. COURSE DESCRIPTION:

This course will examine the role and responsibilities of an administrator, director, or supervisor of special education. It will include a review of state and federal statutory requirements of special education, financial resources and obligations, organizational structures and service delivery options, relationships to general school administration, access to the general education curriculum, and the relationship between No Child Left Behind and the Individuals with Disabilities Education Improvement Act. Current issues in the field of special education will also be explored.

Students who may be eligible for reasonable modifications or accommodations pursuant to the Rehabilitation Act of 1973, Section 504 to facilitate their participation in this class must schedule an appointment with the instructor to make necessary arrangements.

2. LEARNING OUTCOMES:

Course Outcomes	Program Goals	SOE Goals, SOE Dispositions, and MoSTEP/Prof Standards Addressed
1. Develop knowledge of federal and state special education laws. 2. Analyze and synthesize the integral elements of effective policy in special education, including the role of economics, families, professional organizations, and legislative action. 3. Analyze the function of state and federal regulatory agencies related to individual with	Education Specialist Degree School of Education Webster University Goals 1. The educational leader/graduate will demonstrate and model scholarship and lifelong learning skills. 2. The educational leader/graduate will demonstrate effective teaching,	ISSLC Standards 1.3.1 A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community Knowledge 1.3.1.1.1 1.3.1.1.2 1.3.1.1.2 1.3.1.1.3 1.3.1.1.5 1.3.1.1.6 Dispositions 1.3.1.2.1 1.3.1.2.2 1.3.1.2.4 1.3.1.2.6 1.3.1.2.7 Performances

<p>disabilities.</p> <p>4. Synthesize research and literature sources for a better understanding of contemporary issues in special education.</p> <p>5. Demonstrate skills in determining community and multicultural factors that affect the delivery of special education programs.</p> <p>6. Identify organizational alternatives in special education service delivery including services in public, private and parochial schools and agencies.</p> <p>7. Awareness and application of best practices that facilitate the development, implementation and evaluation of special education programs in the context of curriculum and instruction.</p> <p>8. Understand and apply best practices in the administration and staffing of special education programs.</p> <p>9. Demonstrate the ability to effectively utilize a variety of problem solving, conflict resolution and decision making processes.</p>	<p>learning, and leadership based on sound theory and practice and ethical decision-making to create an optimal learning environment.</p> <p>3. The educational leader/graduate will reflect upon his/her own practice in order to become an agent of change in classrooms, schools and communities.</p> <p>4. The educational leader/graduate will demonstrate respect for and participate in a diverse community of global learners including students, teachers, colleagues, and families.</p>	<p>1.3.1.3.1 1.3.1.3.2 1.3.1.3.3 1.3.1.3.4 1.3.1.3.5 1.3.1.3.6 1.3.1.3.7 1.3.1.3.8 1.3.1.3.9 1.3.1.3.10 1.3.1.3.11 1.3.1.3.12 1.3.1.3.13 1.3.1.3.14</p> <p>1.3.2 A School administrator is an educational leader who promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional growth.</p> <p>Knowledge 1.3.2.1.1 1.3.2.1.2 1.3.2.1.3 1.3.2.1.4 1.3.2.1.5 1.3.2.1.6 1.3.2.1.7 1.3.2.1.8 1.3.2.1.9 1.3.2.1.10 1.3.2.1.11</p> <p>Dispositions 1.3.2.2.2 1.3.2.2.3 1.3.2.2.4 1.3.2.2.5 1.3.2.2.6 1.3.2.2.7 1.3.2.2.8</p> <p>Performances 1.3.2.3.1 1.3.2.3.2 1.3.2.3.3 1.3.2.3.4 1.3.2.3.5 1.3.2.3.6 1.3.2.3.8 1.3.2.3.9 1.3.2.3.10 1.3.2.3.11 1.3.2.3.12 1.3.2.3.13 1.3.2.3.14 1.3.2.3.15 1.3.2.3.16 1.3.2.3.17 1.3.2.3.18 1.3.2.3.19</p> <p>1.3.3 A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations and resources for a safe, efficient, and effective learning environment.</p> <p>Knowledge 1.3.3.1.1 1.3.3.1.2 1.3.3.1.3 1.3.3.1.4 1.3.3.1.5 1.3.3.1.6 1.3.3.1.7 1.3.3.1.8</p> <p>Dispositions 1.3.3.2.1 1.3.3.2.2 1.3.3.2.3 1.3.3.2.4 1.3.3.2.5 1.3.3.2.6 1.3.3.2.7</p> <p>Performances 1.3.3.3.1 1.3.3.3.2 1.3.3.3.3 1.3.3.3.4 1.3.3.3.7 1.3.3.3.8 1.3.3.3.9 1.3.3.3.10 1.3.3.3.12 1.3.3.3.13 1.3.3.3.14 1.3.3.3.15 1.3.3.3.16 1.3.3.3.17 1.3.3.3.18 1.3.3.3.21</p> <p>1.3.4 A school administrator is an educational leader who promotes the success of all students by collaborating</p>
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		<p>with families and community members responding to diverse community interests and needs, and mobilizing community resources.</p> <p>Knowledge 1.3.4.1.1 1.3.4.1.2 1.3.4.1.3 1.3.4.1.5</p> <p>Dispositions 1.3.4.2.1 1.3.4.2.2 1.3.4.2.3 1.3.4.2.4 1.3.4.2.5 1.3.4.2.6 1.3.4.2.7</p> <p>Performances 1.3.4.3.4 1.3.4.3.6 1.3.4.3.7 1.3.4.3.8 1.3.4.3.9 1.3.4.3.11</p> <p>1.3.5 A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner .</p> <p>Knowledge 1.3.5.1.1 1.3.5.1.2 1.3.5.1.3 1.3.5.1.4 1.3.5.1.5</p> <p>Dispositions 1.3.5.2.1 1.3.5.2.2 1.3.5.2.3 1.3.5.2.4 1.3.5.2.5 1.3.5.2.6 1.3.5.2.7 1.3.5.2.8</p> <p>Performances 1.3.5.3.1 1.3.5.3.2 1.3.5.3.3 1.3.5.3.4 1.3.5.3.5 1.3.5.3.6 1.3.5.3.7 1.3.5.3.8 1.3.5.3.9 1.3.5.3.10 1.3.5.3.11 1.3.5.3.12 1.3.5.3.13 1.3.5.3.14 1.3.5.3.15 1.3.5.3.16</p> <p>1.3.6 A school administrator is an educational leader who promotes the success of all students by understanding and influencing the larger political, social, economic, legal and cultural context.</p> <p>Knowledge 1.3.6.1.3 1.3.6.1.4 1.3.6.1.5 1.3.6.1.7 1.3.6.1.8</p> <p>Dispositions 1.3.6.2.2 1.3.6.2.3 1.3.6.2.4 1.3.6.2.5</p> <p>Performances 1.3.6.3.1 1.3.6.3.3 1.3.6.3.4 1.3.6.3.5 1.3.6.3.6</p> <p>Standards for Advanced Programs in Educational Leadership ELCC Professional Competencies for School Leader Preparation (Advanced)</p>
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		<p>ISLLC 1.3</p> <p>ELCC 1.0: Candidates who complete the program are educational leadership who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. (ISLLC 1.3.1)</p> <p>ELCC 2.0: Candidates who complete the program are educational leadership who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff (ISLLC 1.3.2) ELCC</p> <p>ELCC 3.0: Candidates who complete the program are educational leadership who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment (ISLLC 1.3.3)</p> <p>ELCC 4.0: Candidates who complete the program are educational leadership who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources (ISLLC 1.3.4)</p> <p>ELCC 5.0: Candidates who complete</p>
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		<p>the program are educational leadership who have the knowledge and ability to promote the success of all students by acting with integrity, fairness, and in an ethical manner. (ISLLC 1.3.5)</p> <p>ELCC 6.0: Candidates who complete the program are educational leadership who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context (ISLLC 1.3.6)</p>

Schedule of required readings, class preparations and assignments, lectures, discussions, student presentations, out-of-class assignments and exams.

Course Outline

Week 1

- Introduction and overview of the course
- Conceptual framework of the course
- Historical and philosophic foundations of special education
- Role of the Special Education Administrator
- Legal Foundations for special education
- Defining priority areas for the course

Assignment

1. Bateman and Bateman, A Principal's Guide to Special Education. Chapter 1

Week 2

- The Law and special needs students
 - Legislation including IDEA, FERPA, Rehabilitation Act, Section 504, ADA - - General overview
 - State Guidelines / Monitoring
 - Litigation – state and federal case law

Assignment - - Due on June 15

1. Reflection - - A two page written summary of interviews with local school administrators to identify their concerns and issues in the delivery of special education services.
2. Journal Article Review - - A two page summary of an article from a professional, refereed journal on the topic related to administration of special education in elementary / secondary education.
3. Review IDEA (Procedural Safeguards, Evaluation, IEP, LRE), Family Education Rights and Privacy Act (FERPA), and Rehabilitation Act of 1973, Section 504, and the Standards and Indicators Manual from www.dese.state.mo.us/divspeced/

Week 3

- IDEIA, 2004
 - Review of the new provisions of the IDEA which pertain to access to general education, IEPs, “Highly Qualified” personnel, eligibility criteria, participation of students with disabilities in statewide and district assessments, discipline of students with disabilities, parent involvement

Assignment - Due on June 22

1. Review IDEA, Missouri State Plan – LRE/FAPE, participation in state and local assessments and discipline of students with disabilities - - www.dese.state.mo.us/divspeced/
2. Review of the new provisions of IDEIA - - www.dese.state.mo.us/divspeced/
3. Journal Article Review - - A two page summary of an article from a professional, refereed journal on a topic related to administration of special education in elementary / secondary education.

Week 4

- Service delivery models and concepts
 - A review of the delivery systems in place in public schools. Class members will present the organization of services in their schools and share the rationale for the model.
 - Discussion regarding inclusionary placement practices from selected readings.

Assignment - Due June 29

1. Bateman and Bateman. A Principal’s Guide, Chapters 6, 7, and 8
2. Prepare a written report describing the service delivery model used to provide special education services in your school. Presentation should include the level of services (SPED Services <21%, 21-60%, >60% of the time), approximate number of children served in each setting, staffing for the services, description of the type of curriculum presented to the children (general education curriculum, modified / adapted curriculum, or functional curriculum)
3. Journal Article Review - - A two page written summary of an article from a professional, refereed journal regarding educational placements for children with disabilities.

Week 5

- Accessing the General Education Curriculum
 - Reading Initiative
 - Math Initiative
 - State and District Assessment of School Achievement - - MAP

- MAP – Alternate
- Transition Requirements for IDEA
 - Regulatory Requirements
 - Local School Responsibilities
 - Outside Agency Responsibilities

Assignment – Due July 6

1. Review Fundamentals of Transition at: dese.state.mo.us/divspeced/EffectivePractices/index.html
2. Review Reading Initiative, Math Initiative, State and District Wide Assessment of School Achievement, and MAP Alternate at: dese.state.mo.us/divspeced/EffectivePractices/index.html
3. Reflection - - A two page written reflection - IDEA requires that the individual needs of students with disabilities be considered as IEPs are developed. IDEA also articulates that children with disabilities have meaningful access to the general education curriculum and that children with disabilities be included in the State’s Student Accountability / Testing System. How do we balance the individual needs of students with disabilities with the presumption that the general education curriculum is appropriate for students with disabilities?

Week 6

- Funding of Special Education services
 - State and federal funding sources
 - State requirements
 - New Requirements from Senate Bill 287
 - New Requirements from IDEIA, 2004

Assignment Due - July 13

1. Review Exceptional Pupil Aid, Excess Cost/Maintenance of Fiscal Effort, and Funding Sources from dese.state.mo.us/divspeced/Finance/index.html
2. Journal Article Review - A two-page summary of an article from a professional, refereed journal regarding financing of special education.

Week 7

- Special Education Services for Children Under the Age of Five
 - Part C Services for Infants and Toddlers
 - Service delivery systems
 - Funding
 - Services for Children 3 and 4 Years of Age
 - Service Delivery Systems
 - Funding

Assignment – Due July 20

1. Review Early Childhood Special Education and First Steps from: dese.state.mo.us/divspeced/EffectivePractices.index.html

Week 8

- Presentation of Final Projects

Final Project

Students will prepare a presentation that summarizes a special education program for a school district. The district has a total of 6,000 students (1800 High School, 1500 Middle School [2 schools], 2700 Elementary School [4 schools]) and an early childhood program serving 350 children who are 3 and 4 years of age.

For this school district, your final project must:

1. Determine the philosophy you will use to develop your program. Your philosophy may reflect a segregated model in which special education services are provided primarily through a pull-out model of special education. It may be a full inclusion model in which special education services are infused into the general education class and the needs of all students are met in the general education classroom. It may be an inclusive model in which special education services are provided in the general education class the vast majority of the time but some students are served in pull out classes or in separate programs based on the need of the student.
Your Power Point or paper must present your programmatic philosophy and provide your rationale for it. You must explain how the special education needs of students will be met in your model and demonstrate how the IDEA requirements associated with “access to the general education curriculum” will be met.
2. Determine the number of students with disabilities in the district and at the elementary, middle and high school levels by the following disabilities: Learning Disabilities, Speech/Language, Emotional Disability, Mental Retardation, Other Health Impaired.
3. Determine the staffing needed to support the program, including: Special Education Administrator, Process Coordinators, Teachers, Related Service Personnel, and Paraprofessionals.
4. Estimate the amount of State and Federal funding your district will receive from Exceptional Pupil Aid and IDEA funding.

Rubric for Final Project 6008 – Foundations of Special Education Administration

Area	1 10 Points	2 15 Points	3 20 Points
Philosophy	Philosophy is vague or nonexistent	Philosophy is present but weak	Philosophy is well stated and consistent with research principals

Rationale	Rationale is vague or nonexistent	Rationale is present but lacks clarity and organized thought	Rationale is well stated, is researched based and well defended
Calculation of Students	Has not applied the incident rates appropriately	Seems to understand the incidence rates but has numerous errors	Correctly applies the incidence rates
Calculation of Staff	Has not applied caseload standards appropriately	Seems to understand the standards but has numerous errors	Correctly applies the caseload standards
Estimation of Funding	Has not applied the appropriate funding rules	Has made some calculations accurately but has some errors	Correctly calculates the appropriate funding rules

Grading:

A = 90 – 100 Points

B = 80 – 90 Points

C = 70 – 80 Points

F = < 70 points

Presentations

Students will be expected to make one presentation on a topic from the following list during the semester. The presentations may be done individually or students may work together in small groups. The student should prepare copies of the presentation for the instructor and for each member of the class. Topics include:

Week 2 - - Rehabilitation Act of 1973, Section 504; Family Education Rights and Privacy Act; American's with Disabilities Act.

Week 3 - - Parent Involvement; Response to Intervention (Problem Solving Methodology); Discipline of Students with Disabilities; Highly Qualified Personnel.

Week 4 - - All students will present and discuss the special education service delivery model from their school district.

Week 5 - - Reading Initiative, Math Initiative, Participation in State and Local Assessments, MAP-Alternate; Transition.

Week 6 - - State and/or Federal Funding of Special Education.

Week 7 - - Early Childhood Special Education; First Steps for Infants and Toddlers with Disabilities.

Other topics may be approved. The student should discuss their interest with the Instructor who will give final approval for a topic other than those listed above.

Rubric for Presentations

Area	1	2	3
1.Topical Area	Demonstrates little knowledge of the subject matter. Little or no research is evident	Demonstrates a basic level of knowledge. Has done research, but there are some lapses in content	Demonstrates thorough knowledge of the subject. Considerable evidence of good research on the topic
2.Critical Thinking and Application to Administrators' Responsibilities	Demonstrates little understanding of the topic in relation to the role of the administrator	Presentation shows a basic level of application to the expectations of a practicing administrator	Demonstrates high level of understanding and application to the role of the practicing administrator.
3.Clarity and Organization of the Presentation	Little organization is evident. Presentation is confusing and lacks clarity	Presentation is organized. It logically presents the material.	Presentation is highly organized. Complex content is clearly presented.
4.Professional Appearance	The work contains numerous errors of content or presentation	The work is prepared well with few, if any, errors. Oral presentation lacks symmetry with the written presentation	The work is prepared with no errors. The oral presentation is well done and illustrates the written information.

3. RESOURCES:

Required Text(s):

Bateman, David and C. Fred Bateman. A Principal's Guide to Special Education. Council for Exceptional Children, 2001.

4. EVALUATION: (basis of evaluation with explanation regarding the nature of the assignment and the percentage of the grade assigned to each item below)

Assessments	Links to Course Outcomes	Percentage of Grade
Journal Articles and Reflections	1, 2, 4, 5, 8 and 9	25 Points
Presentations	1, 2, 4, 5, 7, 8, 9	50 Points
Service Delivery Presentation	1 and 6	25 Points
Final Project	1, 2, 3, 4, 5, 6, 7, 8, 9	100 Points

5. GRADING SCALE

- 175 to 200 Points -- A
- 150 to 175 Points -- B
- 100 to 150 Points -- C
- Below 100 Points -- F

Note: ALL PAPERS/PROJECTS MAY BE RETURNED VIA A SELF-ADDRESSED, STAMPED ENVELOPE. PAPERS ARE NOT AVAILABLE FOR PICK-UP IN THE SOE OFFICE.

6. ACADEMIC HONESTY POLICY:

Students at Webster University are expected to practice academic honesty.

Avoiding Plagiarism

Plagiarism is intentionally claiming that another person’s work is his/her own or implying that another person’s work is his/her own (through inadequate or inaccurate citations of reference material.)

Students:

- Should not copy whole portions of text from another source as a major component of papers or projects.
- Should identify the title, author, page number/webpage address, and publication date of works when directly quoting small portions of texts, articles, interviews, or websites.
- Should appropriately identify the source of information when paraphrasing (restating) ideas from texts, interviews, articles, or websites.
- Should follow the guidelines of the American Psychological Association Style Guide when referencing all research sources.

Consequences of Academic Dishonesty:

One infraction will result in a “0” for the project. Another infraction will result in an “F” for the course.

For further information about the consequences of academic dishonesty please consult the Webster University Student Handbook.

7. ACCESSIBILITY/ACCOMODATIONS POLICY:

If you have a disability that may have some impact on your work in this class and for which you may require accommodations contact the Director of the Academic Resource Center, Dr. Pat McLeese, at (314) 968-7495.

8. Attendance

Attendance in class is required. If a student misses any class, the student must notify the instructor. If the student misses one class, the student will prepare a paper of at least 5 pages on one of the topics presented on the date the student missed. The paper should draw references from professional, refereed journals or from the DESE Website or from Websites of other Governmental Organizations or Professional Organizations. The paper will be due the week following the class.

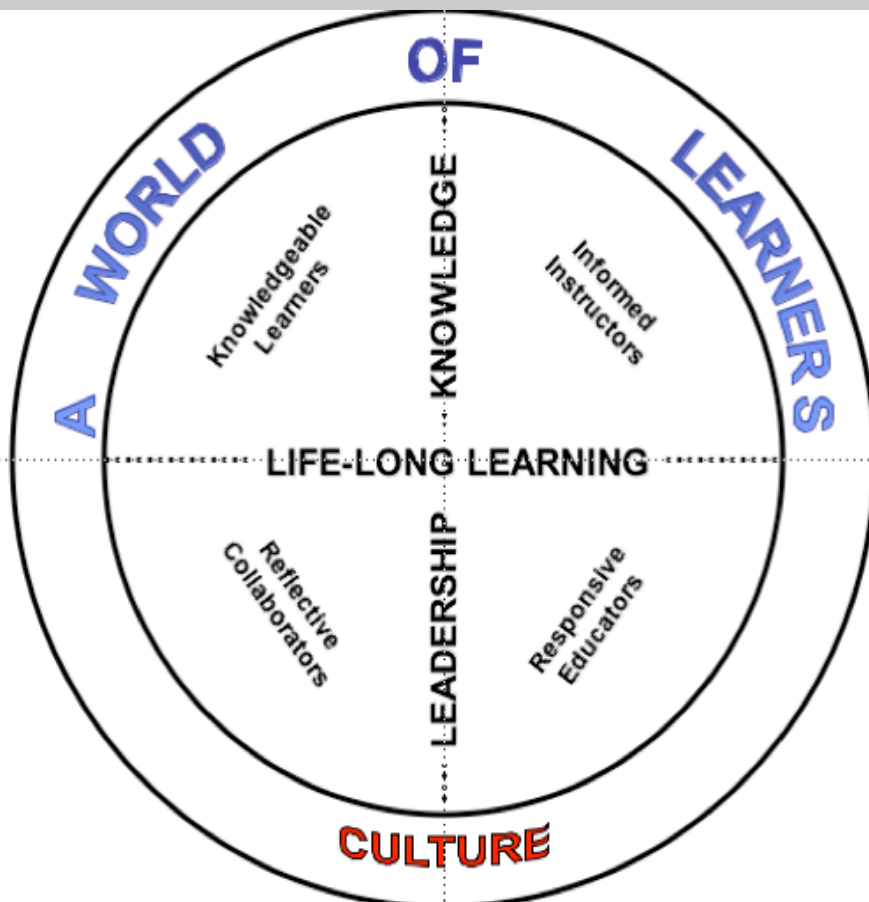
Students who miss more than one class are subject to an “Incomplete” for the class. Special arrangements must be made with the instructor to determine the work that must be completed for a grade in the class. The instructor reserves the right to require that the student enroll for the class during a subsequent semester.

WEBSTER UNIVERSITY
SCHOOL OF EDUCATION

Vision: " . . . We all must work to make this world worthy of its children." (Casals, 1970)

Mission: The School of Education at Webster University provides its students with the knowledge, experiences, and practical tools that help them guide both themselves and others toward lifelong learning. The School of Education is a community of educator-scholars who apply critical reflections and creative energies to enhance learning in schools and other educational settings. The faculty strives to support this community by modeling effective teaching practices based on sound theory and research. Personalized approaches create a challenging, yet supportive environment that permits the risk-taking necessary for learning and growth. The School of Education encourages its faculty and students to work actively toward this end, keeping in mind that action must be rooted in visionary, yet realistic, thinking. This thought and action process underscores the development of an inner-directed self-understanding, an outer-directed global perspective, and an appreciation of human diversity that arises from both.

Theme: Developing a world of learners through knowledge, leadership, and life-long learning.



The universal mandala (a circle with intersecting vertical and horizontal lines) graphically represents the conceptual framework of the School of Education. The outer circle provides the framework for a "world of learners" in cultural settings. The two axes represent the theme components of knowledge, leadership, and life-long learning. These lines are broken to emphasize the fluid relationship of the goals and integrated concepts. Each quadrant represents one of the school's four goals for its candidates: to develop knowledgeable learners, informed instructors, reflective collaborators, and responsive educators.

Goals

1. Education candidates will demonstrate knowledge of the subject matter, knowledge of the learner, and knowledge of pedagogy based on inquiry and scholarship.

The knowledgeable learner:

- 1.1 knows content that supports conceptual understanding;
 - 1.2 applies tools of inquiry to construct meaningful learning experiences;
 - 1.3 identifies developmental factors in student learning; and
 - 1.4 understands theoretical principles of effective instruction to plan learning experiences.
2. Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory.

The informed instructor:

- 2.1 designs curriculum based on students' prior knowledge, learning styles, strengths, and needs;
 - 2.2 understands and uses a range of instructional strategies;
 - 2.3 uses a variety of communication modes, media, and technology to support student learning; and
 - 2.4 employs a variety of formal and informal assessments to monitor learning and modify instruction.
3. Education candidates will reflect on the roles educators take as leaders of change through collaboration with colleagues, students, and families in schools and communities.

The reflective collaborator:

- 3.1 values and integrates reflection to grow as a professional;
 - 3.2 promotes communication and collaboration with colleagues, families, and community leaders;
 - 3.3 seeks relationships with families and students to support student learning; and
 - 3.4 initiates change that benefits students and their families.
4. Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences.

The responsive educator:

- 4.1 understands and responds appropriately to issues of diversity
- 4.2 acknowledges social and cultural contexts to create effective teaching and learning environments;
- 4.3 adapts instruction to the learner's knowledge, ability, and background experience; and
- 4.4 identifies resources for specialized services when needed.

Dispositions:

NCATE defines dispositions as "the values, commitments and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth. " (Professional

Standards, p. 53) There is significant value in focusing attention on qualities that make an effective teacher.

1. Understands and Respects Self
 - 1.1 Understands and respects that s (he) may be different from others
 - 1.2 Embraces an openness to change (adaptability, flexibility)
 - 1.3 Exhibits curiosity
 - 1.4 Engages in reflection

2. Understands and Respects Others
 - 2.1 Understands, respects, and responds appropriately to diversity in a variety of settings
 - 2.2 Exhibits empathy
 - 2.3 Commits to fairness and honesty
 - 2.4 Listens respectfully to other points of view

3. Understands and Respects Professional Communities
 - 3.1 Commits to professional behavior in university and school cultures
 - 3.2 Practices informed decision-making in university and school cultures
 - 3.3 Communicates and collaborates in university and school cultures
 - 3.4 Accepts academic rigor (willingness to work/ high expectations)
 - 3.5 Affects change with courage and confidence