



Course Syllabus

COURSE NUMBER: LEAD 6008.ID	COURSE TITLE: Foundations of Special Education Administration	TERM: Summer, 2008
SITE: Special School District Central Office 12110 Clayton Rd Room 61 5:00- 9:00	INSTRUCTOR CONTACT INFORMATION: Joseph L. Jones “Chip” PhD calicojjj@hotmail.com 314-963-9318 (H) 314-569-9082 (Cell) 314-989-8277 (W)	CREDIT HOURS: 3 semester hours

1.) COURSE DESCRIPTION

This course will examine the roles 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 procedures 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 Act. Current issues in the field of special

TEXT:

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

2) LEARNING OUTCOMES

COURSE OUTCOMES	WEBSTER EdS PROGRAM GOALS	STANDARDS ADDRESSED																																																																		
<ol style="list-style-type: none"> 1. Develop knowledge of federal & state special education laws. 2. Analyze & synthesize the integral elements of effective policy in SpEd, including the role of families, economics, professional organizations & legislative actions. 3. Analyze the function of state & federal regulatory agencies related to individuals with disabilities. 4. Synthesize research & literature sources for a better understanding of contemporary issues in special education. 5. Demonstrate skills in determining community & multicultural factors that affect the delivery of SpEd programs. 6. Identify organizational alternatives in SpED service delivery including services in public, private, & parochial schools and agencies. 7. Awareness and application of best practices that facilitate the development, implementation & evaluation of SpEd programs in the context of curriculum and instruction. 8. Understand & apply best practices in the administration and staffing of SpEd programs. 9. Demonstrate the ability to effectively utilize a variety of 	<ol style="list-style-type: none"> 1. The educational leader/ graduate will demonstrate and model scholarship and lifelong learning skills. 2. The educational leader/ graduate will demonstrate effective teaching, learning and leadership based on sound theory and proactive and ethical decision-making to create an optimal learning environment. 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. 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>ELLC 4.2C Candidates provide leadership to programs serving students with special and exceptional needs.</p> <p>ISSLC STANDARDS:</p> <p>1.3.1 A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation & stewardship of a vision of learning shared and supported by the school community</p> <p>KNOWLEDGE</p> <table border="0"> <tr> <td>1.3.1.1.1</td> <td>1.3.1.1.2</td> <td>1.3.1.1.2</td> </tr> <tr> <td>1.3.1.1.3</td> <td>1.3.1.1.5</td> <td>1.3.1.1.6</td> </tr> </table> <p>DISPOSITIONS</p> <table border="0"> <tr> <td>1.3.1.2.1</td> <td>1.3.1.2.2</td> <td>1.3.1.2.4</td> </tr> <tr> <td>1.3.1.2.6</td> <td>1.3.1.2.7</td> <td></td> </tr> </table> <p>PERFORMANCES</p> <table border="0"> <tr> <td>1.3.1.3.1</td> <td>1.3.1.3.2</td> <td>1.3.1.3.3</td> </tr> <tr> <td>1.3.1.3.4</td> <td>1.3.1.3.5</td> <td>1.3.1.3.6</td> </tr> <tr> <td>1.3.1.3.7</td> <td>1.3.1.3.8</td> <td>1.3.1.3.9</td> </tr> <tr> <td>1.3.1.3.10</td> <td>1.3.1.3.11</td> <td>1.3.1.3.12</td> </tr> <tr> <td>1.3.1.3.13</td> <td></td> <td></td> </tr> </table> <p>1.3.2 A School adm. is and instructional leader who promotes the success of all students by advocating nurturing & sustaining a school culture & instructional program conducive to student learning and staff growth.</p> <p>KNOWLEDGE</p> <table border="0"> <tr> <td>1.3.2.1.1</td> <td>1.3.2.1.2</td> <td>1.3.2.1.3</td> </tr> <tr> <td>1.3.2.1.4</td> <td>1.3.2.1.5</td> <td>1.3.2.1.6</td> </tr> <tr> <td>1.3.2.1.7</td> <td>1.3.2.1.8</td> <td>1.3.2.1.9</td> </tr> <tr> <td>1.3.2.1.10</td> <td>1.3.2.1.11</td> <td></td> </tr> </table> <p>DISPOSITIONS</p> <table border="0"> <tr> <td>1.3.2.2.2</td> <td>1.3.2.2.3</td> <td>1.3.2.2.4</td> </tr> <tr> <td>1.3.2.2.5</td> <td>1.3.2.2.6</td> <td>1.3.2.2.7</td> </tr> <tr> <td>1.3.2.2.8</td> <td></td> <td></td> </tr> </table> <p>PERFORMANCES</p> <table border="0"> <tr> <td>1.3.2.3.1</td> <td>1.3.2.3.2</td> <td>1.3.2.3.3</td> </tr> <tr> <td>1.3.2.3.4</td> <td>1.3.2.3.5</td> <td>1.3.2.3.6</td> </tr> <tr> <td>1.3.2.3.8</td> <td>1.3.2.3.9</td> <td>1.3.2.3.10</td> </tr> <tr> <td>1.3.2.3.11</td> <td>1.3.2.3.12</td> <td>1.3.2.3.13</td> </tr> <tr> <td>1.3.2.3.14</td> <td>1.3.2.3.15</td> <td>1.3.2.3.16</td> </tr> <tr> <td>1.3.2.3.17</td> <td>1.3.2.3.18</td> <td>1.3.2.3.19</td> </tr> </table>	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	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		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			1.3.2.1.1	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		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			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
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- 3.) **Schedule of required readings, class preparations and assignments, lectures, discussions, student presentations, out-of-class assignments and exams.**

**LEAD 6008 SPECIAL EDUCATION LEADERSHIP
COURSE OUTLINE**

WEEK 1- June 4, 2008

TOPICS:

- Introduction and overview of conceptual framework of course
- Review course assignments and expectations
- Historic & philosophic foundations of special education
- Role of SpEd Administrators: variations and influences
- Legal foundations of SpEd /Legislation
 - FEDERAL: IDEA, FERPA, Rehabilitation Act, Section 504.
ADA, Executive Branch, Dept of Ed,
Judicial Branch, Litigation, federal case law
 - STATE state plans, state standards, monitoring, litigation
state case law
 - LOCAL plans and assurances, litigation
- Web site overview
 - DESE Compliance data coordination
 - Effective practices fund management
- Review Special Topics Presentation
 - students select topic
 - review expectations/ rubrics

ASSIGNMENT to be COMPLETED for NEXT WEEK:

- TEXT: read chapter 1
- Review: dese.state.mo.us/divspeced/finance/index.html.
 - Exceptional Pupil Aid Excess Cost/ Maintenance
 - Funding Sources MO state plan
 - Document B funding personnel standards
 - Local compliance plan in the area of Public Agency Responsibility
 - IDEA Document A Administration
 - Appendix B General Provisions
 - Document F Transfer
- JOURNAL ARTICLE REVIEW: Summary: SpEd financing or
Funding Article from professional or referred journal / 2 pg, -APA

WEEK 2- June 11, 2008

TOPICS:

- Fund management student and staff
- Staff management
- State plans / standards local plans
 - Document A Administrator

Document F Transfer, General Provisions, Confidentiality

ASSIGNMENT to be COMPLETED for NEXT WEEK- week 4:

- REVIEW: [www. dese.state.mo.us/divspeced](http://www.dese.state.mo.us/divspeced) IDEA, Missouri State Plan Identification & Evaluation IEP, Participation in state & local assessments
- Prep/Begin assignments listed in weeks 4 & 5 (Interview, program description etc.)

WEEK 3- June 18, 2008

TOPICS:

- SpEd compliance: process standards
cross reference fed legislation/ regulations, assurance document, litigation and practice
- State Plans, standards, local plan
Appendix B
Identification and Evaluation
IEP

ASSIGNMENT to be COMPLETED for NEXT WEEK- week 4:

- REVIEW: [www. dese.state.mo.us/divspeced](http://www.dese.state.mo.us/divspeced) LRE, FAPE and Discipline of students with disabilities
- Prep/Begin assignments listed in weeks 4 & 5 (Interview, program description etc.)

WEEK 4- June 25, 2008

TOPICS:

- SpEd Compliance: process, standards
- State Plan/ standards, Local Plan
- Appendix B
LRE
FAPE
Procedural Safeguards / Discipline

ASSIGNMENT to be COMPLETED for NEXT WEEK- week 5:

REFLECTION: 2 pg/ APA reflection to the following:

IDEA requires the individual needs of students with disabilities be considered as IEP's are developed. IDEA also states children with disabilities have meaningful access to the general education curriculum and 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?

SpEd DIRECTOR/ LIAISON INTERVIEW: Interview a SpEd Adm.,

Director or a SpEd Liaison (STL county) or Reg. Ed Admin.
Sample questions:

- *What do you consider to be the two or three most difficult challenges in educating students with disabilities in your school? Why? How do you address these challenges?*
- *IDEA requires students with disabilities have access to the general education curriculum. In what ways does your school provide this access?*
- *What type of support or professional development do your teachers require to provide meaningful access to the general education curriculum?*

WEEK 5- July 2, 2008

Topic:

Interview Activity

Reflection Activity

Description of sped services/program

Journal re: placement

ASSIGNMENT to be COMPLETED for NEXT WEEK – week 6:

TEXT: A Principals Guide, Chapters 6,7,8

WRITTEN REPORT: 3-5 page/ APA style

Describing the service delivery model used to provide special education services in your school. Include:

- level of SpEd services <21%, 21-60%, >60% of the time
- approximate percentage of children served in each setting
- staffing for the services
- description of the type of curriculum presented to the children (GenEd curriculum, modified/ adapted curriculum, functional curriculum?)

JOURNAL ARTICLE REVIEW: Summary of article on: Educational placements for children with disabilities

Article from professional or referred journal / 2 pg, -APA

WEEK 6- July 9, 2008

TOPICS:

- Programming continuum
 - Models, planning and development
 - General Ed Curriculum supports
 - Developmental & age appropriate supports
- Class members will present the organization of services in their schools and share rationale for the model.
 - Discussion of inclusionary placement practices from readings.
- State Incidence rates
- Caseload standards
- Discuss Final Project

♣ Group project work

ASSIGNMENT to be COMPLETED for NEXT WEEK- week 7:

SPECIAL TOPICS PRESENTATION: Complete Presentation

Following expectations in rubric and class discussion.

Group Final Project work

WEEK 7- July 16, 2007

TOPICS:

- Presentations by students of Special Topics
- Group Project work

Answer any questions regarding final project

ASSIGNMENT to be COMPLETED for NEXT WEEK- week 8:

FINAL PROJECT: Complete Project following expectations in rubric and class discussion.

WEEK 8- July 23, 2007

TOPICS:

- Presentations by students of Final Project
- Course Exit Activity
- Culminating activity
- Evaluation

5.) 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 & reflections	1.2.3.4.5.8.9	3 @ 25 points each
Special Topics Presentations	1,2,4,5,7,8,9,	50 points
Interview of SpEd Admin.	2,5,7,8,9	50 points
Service Delivery Model paper	1,2,3,4,5,6,7,8,9	50 points
Final Project	1,2,3,4,5,6,7,8,9	100 points

ATTENDANCE

Attendance is critical and expected. Punctuality is appreciated. The student must notify the instructor when an absence is necessary. A student may miss one class without a penalty. If more two absences occur, the students will prepare a 5 page paper, double spaced, APA style on one of the topics covered in the class you missed. References should be cited from DESE website and professional journals. This paper is expected the week after the missed class session.

Students who miss more than two classes are subject to an Incomplete for the class. Special arrangements must be made with the instructor to determine the work needing to be completed and a time line for completion. The instructor reserves the right to require the student to enroll for the class during a subsequent semester.

6.) GRADING SCALE:

A= 300-325

B = 275-299

C= 250-274

F =249-below

NOTE: ALL Papers/ projects may be returned via a self-addressed, stamped envelope. Papers are not available fro pick-up in the School of Ed office.

SPECIAL TOPICS

Students are expected to present on a topic from the following list either individually or in small group following the Rubric provided. Copies of presentation should be provided to classmates. If student wishes to present on a different topic, instructor must approve. Please notify instructor of topic selection in writing.

RUBRIC FOR SPECIAL TOPICS PRESENTATION

AREA	1 14 points	2 18 points	3 25 points
Topical area	Demonstrates little knowledge of the subject matter. Little or no research 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.
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.
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.
Professional Appearance	The work contains numerous errors of content or presentation.	The work is prepared well with few 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.

TOPICS for SPECIAL TOPICS PRESENTATIONS

STAFFING ___ Highly qualified personnel- SpEd staff (NCLB)

ADMINISTRATION ___ Federal, state and local funding of SpEd

ASSESSMENT ___ MAP SpEd participation ___ MAP A

EARLY CHILDHOOD EDUCATION

___ Early Childhood SpEd (age 3-5): model, services, funding

___ Part C Infants and toddlers (First Steps): model, services, funding

PROGRAMMING

___ Disproportionality: Race/SES/SpEd Achievement gap

___ Focus areas of Disability: Curriculum/Instruction/Model

___ Best Practices Instructional Strategies

___ Related Services areas

___ speech implementer model

___ Theme need across curriculum/instruction/program

 Such as: functional, life skills, self determination, social skills, career prep

___ ESL/SpEd: curriculum, instruction, model, unique implications/aspects

___ Remedial/SpEd: curriculum, instruction, model, unique implications/aspects

___ Alternative Ed (secondary): curriculum/instruction/model, unique
implication/aspects

___ Response to Intervention (RTI)

 What is it? Why is SpEd embracing? Law and Reg's? Benefits?

 (<http://www.nrcld.org/research/rti.shtml>)

___ Transition Requirements for IDEA

 regulations, local responsibilities, outside agency responsibilities

___ Data Based Decision making and Instructional Cycle

 assessment/analysis/instructional decision-making across one or more

 performance areas (Literacy, Math Social/Emotional/Behavioral) one or
 more focus area (individual, small group/class, building). Functional

 analysis/behavior intervention planning could be a focus.

___ Use of Technology in SpEd

assistive tech, augmentative, E-Mints, MSIP Cycle IV higher level thinking

COLLABORATION

- ___ disabilities: Due Process and Complaint Resolution
- ___ parent support/involvement/partnership
- ___ Community support/involvement/partnership
- ___ Instruction: Best practices instructional strategies

FINAL PROJECT

Students will prepare a Power Point presentation detailing your design for a Special Education program for a school district with the following demographics:

- 6,000 students
- 1800 High School
- 1500 Middle School (2)
- 270 Elementary schools (4)
- 350 Early childhood program- 3 & 4 years

The final project should follow the rubric and must include:

- Philosophy of your program & your rationale for your philosophy reflecting a model in which SpEd services are delivered segregated, inclusive, pull out , combination
- How the SpEd needs of students will be met in your model
- Demonstrate how the IDEA requirements associated with “access to the general ed curriculum” will be met
- 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, and Other Health Impaired.
- Determine the number of staff needed to support the program including: SpEd Administrators, process Coordinator, Teachers, Related Services Staff and Paraprofessionals.
- Estimate the amount of state and federal funding your district will receive from Exceptional Pupil Aid and IDEA funding.

RUBRIC FOR FINAL PROJECT

AREA	10 points	15 points	20 points
Philosophy	Philosophy is vague	Philosophy is present but weak	Philosophy is well stated and consistent with research principals
Rationale	Rational is Vague	Rational is present but lacks clarity and organized thought	Rational is well stated, research based and well defined
Calculation of	Has not applied	Seems to understand the	Correctly applies the

Students	the incident rates appropriately	incidence rates but has numerous errors	incidence rates
Calculation of Staff	Has not applied the caseload standards appropriately	Seems to understand the standards but has numerous errors	Correctly applies the caseload standards
Estimate of Funding	Has not applied the appropriate funding rules	Has made some calculations accurately but has some errors	Correctly calculates the appropriate funding rules

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

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.

ACCESSIBILITY/ACCOMMODATIONS POLICY

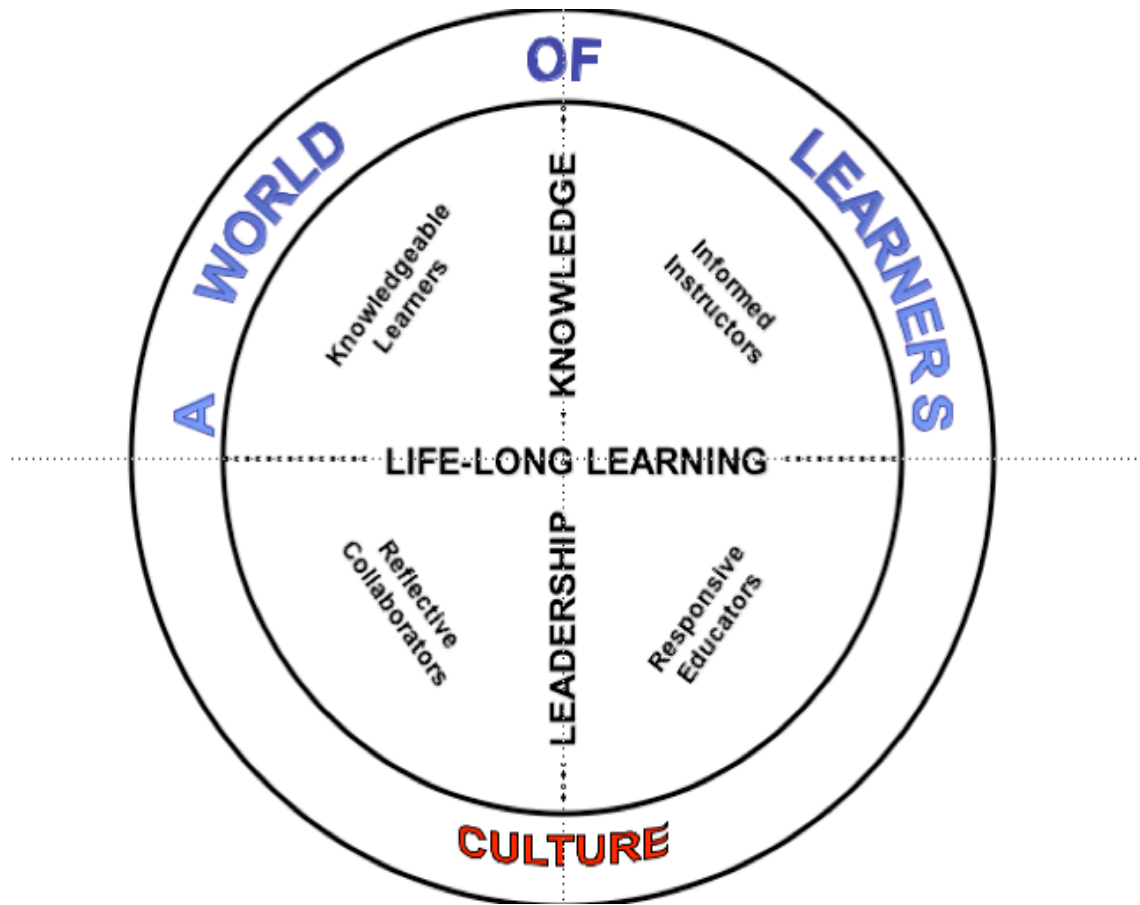
If you have a disability that may have some impact on your work in this class and for which you may require accommodations contact the Director of the Academic Resource Center, Dr. Pat McLeese, at (314) 968-7495. Accommodations and modifications will be provided based on the needs of the student.

**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.

**School of Education
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.

**School of Education
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

COMMUNICATION / ASSIGNMENT LOG

Name: _____

BEST WAY TO CONTACT YOU: _____

Work phone: _____ Secretary: _____

Home Phone: _____ Cell Phone: _____

Email: _____

ASSIGNMENT	DATE TURNED IN	COMMENTS
JOURNAL SUMMARY		
JOURNAL SUMMARY		
REFLECTION		
INTERVIEW		
SPECIAL TOPICS PRESENTATION		
SERVICE DELIVERY MODEL PAPER		
FINAL PROJECT		