Campbellsville University

**School of Education**

**SED 711-01 G2 16/17**

**August 29, 2016 – October 22, 2016**

**Professor:** Dr. Lisa Fulks

**Class:** SED711– Administration and Supervision

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**Phone:** School – 270-789-5241Cell/text 502-724-2766

**Information:** 3 credit hours

**Chat Time:**  Wednesday 5:30 PM – 6:45 PM eastern

**Classroom**: Online

**Regular Office Hours: See Room 129**

**Online Office Hours**: Monday 5:00-5:30 6:45-7:30 Wednesday 5:00-5:30 8:15-9:00 I am also

available by appointment also upon request.

**School of Education Conceptual Framework**

**Theme: Empowerment for Learning Model**



**COURSE DESCRIPTION:** *This course is a study of the administrative responsibilities of special education leadership and supervision with emphasis on the understanding of the field of special education, programs and staff development. Topics relating to specific problems related to administrative supervision of educational programs for students with disabilities and supervision of personnel will be discussed. There will be extensive reading and research required for completing this course.*

**CREDIT: 3 hours**

**REQUIRED TEXT and MATERIALS:**

SED 711 Administration and Supervision, PEARSON CUSTOM

Campbellsville University

Federal, state, and local (district) legislation/documents indicated throughout the course and chats.

**PROFESSIONAL STANDARDS addressed in this course:**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Aligned with**  **Assessment**  **(point values)** | **Kentucky**  **Teacher**  **Standards**  **(KTS or IECE)** | **KTS Diversity Indicators** | **InTASC** | **ILA Standards** | **Technology**  **(Yes or No)** | **CEC** | **CAEP** | **TSSA** | **Professional Leadership Standards**  **(formerly ISSLC)** |
| **Class Participation in Weekly Chats**  50 pts  Obj: 1-24 | KTS 1, 2, 5, 6, 7, 9 | KTS 1.2  KTS 3.3  KTS 5.4 | 1, 7, 9 | 1, 6 | Yes | 1, 3, 4, 5, 6 | 1, 5 | 1, 2, 3, 4, 5, 6 | 1,2, 3, 4, 5, 6, 7, 8. 9. 10 |
| **Review of Case Law** 200 pts  Obj: 1, 9, 13-23 | KTS 1, 2, 5, 6, 7, 9 | KTS 1.2  KTS 3.3  KTS 5.4 | 1, 7, 9 | 1, 6 | Yes | 1, 3, 4, 5, 6 | 1, 5 | 3,4 | 2 |
| **Weekly discussion board** 50pts.  Obj: 1-24 | KTS 1,2, 5, 6, 7, 9 | KTS 1.2  KTS 3.3  KTS 5.4 | 1, 7, 9 | 1, 6 | Yes | 1, 3, 4, 5, 6 | 1, 5 | 1, 2, 3, 4, 5, 6 | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 |
| **Field Experience Summary**, 100pts.  Obj: 1-7 | KTS, 1, 2, 3, 4, 5, 6, 7, 8, 9 | KTS 4.2  KTS 5.4 | 2, 3, 7, 8, 9 | 2, 3, 4, 5 | Yes | 1, 2, 3, 4, 5, 6, 7 | 1, 2 | 1, 2, 3, 4, 5, 6 | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 |
| **Director of Special Education**  **Interview** 100 pts.  **Obj: 7, 11** | KTS 5, 8 | KTS 8.1 | 10 | 5 | Yes | 8 | 1, 2 | 3, 4, 5 | 3, 5, 7, 8, 9, 10 |
| **Powerpoint**  200pts.  **Obj: 7, 9, 10** | KTS 1, 2, 3, 4, 8 | KTS 4.2 | 3, 6, 7, 8 | 5, 6 | 5 | 1, 2, 3, 4, 5, 6, 7 | 1, 4 | 3, 4, 5 | 3, 5, 7, 8, 9, 10 |
| **Webquests**, 100pts.  Obj**: 12, 13, 14, 15, 16** | KTS 6, 9 | KTS 3.3 | 9 | 6 | Yes | 4 | 1 | 2, 3,4 | 4, 6 |
| **Personal Goal Setting 100 pts.**  **Obj: 7, 10, 11** | KTS 1, 8, 9 | KTS 1.2 | 4, 5 | 6 | Yes | 1, 9 | 1 | 3,4 | 4, 6 |
| **School Case Study**  **100 pts 8, 9, 24** | KTS 1, 2, 3, 4, 5, 6, 7 | KTS 1.2  KTS 6.3 | 4, 5, 10 | 6 | Yes | 1, 2, 3, 4, 5, 6, 7, 8, 10 | 1, 2 | 3, 4, 5 | 3, 5, 7, 8, 9, 10 |

**Kentucky Teacher Standards (*KTS*)**

Standard 1 The Teacher Demonstrates Applied Content Knowledge

Standard 2 The Teacher Designs and Plans Instruction

Standard 3 The Teacher Creates and Maintains Learning Environment

Standard 4 The Teacher Implements and Manages Instruction

Standard 5 The Teacher Assesses and Communicates Learning Results

Standard 6 The Teacher Demonstrates the Implementation of Technology

Standard 7 Reflects On and Evaluates Teaching and Learning

Standard 8 Collaborates with Colleagues/Parents/Others

Standard 9 Evaluates Teaching and Implements Professional Development

**CU Diversity Proficiencies (from KTS)**

KTS 1.2 Connects content to life experiences of student

KTS 2.2 Uses contextual data to design instruction relevant to students

KTS 2.4 Plans instructional strategies & activities that address learning objectives for all students

KTS 3.3 Values and supports student diversity and addresses individual needs

KTS 4.2 Implement instruction based on diverse student need & assessment data

KTS 5.4 Describes, analyzes & evaluates student performance data to determine progress of individuals and identify differences in progress among student groups

KTS 6.3 Integrates student use of available technology into instruction to enhance learning outcomes and meet diverse student needs.

KTS 8.1 Identifies students whose learning could be enhanced by collaboration

**Interstate Teacher Assessment and Support Consortium** (***InTASC***) InTASC 1nTASC1 Learner Development

InTASC 2 Learner Differences

InTASC 3 Learning Environments

InTASC 4 Content Knowledge

InTASC 5 Application of Content

InTASC 6 Assessment

InTASC 7 Planning for Instruction

InTASK 8 Instructional Strategies

InTASC 9 Professional Learning and Ethical Practice

InTASC 10 Leadership and Collaboration

**International Literacy Association (*ILA*)** Standard 1 Foundational Knowledge Standard 2 Curriculum and Instruction Standard 3 Assessment and Evaluation Standard 4 Diversity

Standard 5 Literate Environment

Standard 6 Professional Learning and Leadership

**Council for Accreditation of Educator Program(*CAEP*)**

Standard 1 Content and Pedagogical Knowledge

Standard 2 Clinical Partnerships and Practice

Standard 3 Candidate Quality, Recruitment, and Selectivity Standard 4 Program Impact

Standard 5 Provider Quality Assurance and Continuous Improvement

**Standards Council for Exceptional Children Standards.** This course meets the guidelines designated under the CEC standards for common core of knowledge and skills for special educators:

Standard 1: Learner Development and Individual Learning Differences

Standard 2: Learning Environments

Standard 3: Curricular Content Knowledge

Standard 4: Assessment

Standard 5: Instructional Planning and Strategies

Standard 6: Professional Learning and Ethical Practice

Standard 7: Collaboration

**Professional Standards for Educational Leaders (formerly ISSLC)**

Standard #1: Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.

Standard #2: Effective educational leaders act ethically and according to professional norms to promote

each student’s academic success and well-being.

Standard #3: Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student’s academic success and well-being.

Standard #4: Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student’s academic success and well-being.

Standard #5: Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.

Standard #6: Effective educational leaders develop the professional capacity and practice of school personnel to promote each student’s academic success and well-being.

Standard #7: Effective educational leaders foster a professional community of teachers and other professional staff to promote each student’s academic success and well-being.

Standard #8: Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student’s academic success and well-being.

Standard #9: Effective educational leaders manage school operations and resources to promote each student’s academic success and well-being.

Standard #10: Effective educational leaders act as agents of continuous improvement to promote each student’s academic success and well-being.

**CU Diversity Proficiencies (from KTPS/InTASC)**

1B The teacher creates developmentally appropriate instruction that takes into account individual learners’ strengths, interests, and needs and that enables each learner to advance and accelerate his/her earning.

1G The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehension and instruction relevant, accessible, and challenging.

2H The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.

2N The teacher makes learners feel valued and helps them to learn to value each other.

3F The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.

4M The teacher knows how to integrate culturally relevant content to build on learners’ background knowledge.

6G The teacher effectively uses multiple and appropriate types of assessment data to identify each student’s learning needs and to develop differentiated learning experiences.

7B The teacher plans how to achieve each student’s learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individual and groups of learners.

9H The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly.

10Q The teacher respects families’ beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.

**TSSA Standards**

Standard I. Leadership and Vision

Educational leaders inspire a shared vision for comprehensive integration of technology and foster an

environment and culture conducive to the realization of that vision.

Standard II. Learning and Teaching:

Educational leaders ensure that curricular design, instructional strategies, and learning environments integrate appropriate technologies to maximize learning and teaching.

Standard III. Productivity and Professional Practice

Educational leaders apply technology to enhance their professional practice and to increase their own

productivity and that of others.

Standard IV. Support, Management, and Operations

Educational leaders ensure the integration of technology to support productive systems for learning

and administration.

Standard V. Assessment and Evaluation

Educational leaders use technology to plan and implement comprehensive systems of effective assessment and evaluation.

Standard VI. Social, Legal, and Ethical Issues

Educational leaders understand the social, legal, and ethical issues related to technology and model responsible decision-making related to these issues.

**Mission Statements/Vision**

The Campbellsville University Mission focuses on Scholarship, Excellence and Christian Servant Leadership.

The Teacher Education Vision aims for individuals to be empowered to attain goals and impact others through Christian servant leadership. The School of Education Mission seeks to provide an academic infrastructure based on scholarship, service and Christian leadership, candidates who are competent and qualified, and who demonstrate

* Knowledge and skills
* Caring Dispositions, including respect for diversity
* Commitment to life-long learning in a global society-
* Characteristics of servant leadership

The objectives of this course align with the mission of the university and of the School of Education. Students are involved in an action research study that demonstrates all of these characteristics

***Methods of Instruction***

The instructional methods will include:

* live videoconferencing class sessions and small group discussions via AdobeConnect
* online multimedia learning lessons
* individual consultation with professor
* discussion board threads for in-depth discussion
* cooperative/collaborative learning activities
* field observations and practice in P-12 classrooms

**SPECIFIC OBJECTIVES:** Upon completion of this course, you will have gained an understanding of and be able to:

1. Increase knowledge and understanding of the foundations of special education law and the process of federal, state and local education agencies.
2. Develop an understanding of the history and development of special education, principles and foundations underlying best practices for students with disabilities.
3. To demonstrate the ability to effectively utilize a variety of problem solving, conflict resolution and decision-making processes.
4. To synthesize research and literature sources for better understanding of the issues in special education which affect the delivery of special education programs.
5. To use up-to-date research to plan and design effective instructional strategies and learning activities appropriate to the individual needs of students to promote inclusion of students with disabilities into the general education setting.
6. Understanding of the historical and philosophic foundations of special education.
7. Understanding the role of the special education administrator.
8. Study of the legal foundations for special education.
9. Review of the provisions of the law that pertains to inclusion of students with disabilities in the general education setting, district and statewide assessments, discipline of students with disabilities, parental involvement, accommodations plans, referral process, eligibility determination, monitoring
10. of student progress, placement issues.
11. Study and understanding of due process for students with disabilities.
12. Free Appropriate Public Education, Least Restrictive Education, confidentiality, and other areas related to students with disabilities.
13. PL 94-142 (EHA), IDEA 1997, IDEA 2004, Section 504, ADA, Assistive Technology Act, and No Child Left Behind Act
14. Local education agency’s responsibilities
15. State and federal regulations
16. State requirements
17. Funding of special education services
18. State and federal funding sources
19. Part C services for infants and toddlers
20. Personnel development, personnel/staff evaluations, effective staff meetings
21. Outside agency responsibilities
22. Transition requirements under IDEA
23. Due Process Hearings and Mediation
24. Introduction to portfolio requirements

**COURSE TASKS/Requirements:**

**Class Participation (KTS 1, 5.2, 6, 7, 9,** **KTS Diversity Standards** **1.2, 3.3, 5.4, InTASC 1, 7, 9, ILA 1,6, CEC 1, 3, 4, 5, 6, 7 CAEP 1,4, TSSA 1, 2, 3, 4, 5, 6, Professional Standards for Educators 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)**

***Class attendance*** is expected and will be checked. Notify the professor in advance if you need to be absent for an emergency. Two unexcused absences result in an automatic “F” for the course (at professor’s discretion). Candidates will be graded on their advance preparation for class (readings) and their ability to ask pertinent questions and critically discuss issues related to the learning activities of the class in small and large group online discussions, study questions and reflective writing assignments. Candidates must contribute to class discussions. ***Discussion boards*** are included as part of participation **Review of Case Law will be done as group work in chats and is worth 200 points.**

**School Case Study ( KTS 1, 2, 3, 4, 5, 6, 7** **KTS Diversity Standards** **1.2, 6.3, InTASC 4, 5, 10, ILA 6, CEC 1, 2, 3, 4, 5, 6, 7, CAEP 1, 2, TSSA 1, 2, 3, 4, 5, 6, Professional Standards for Educators 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 )**

Write a narrative with a reflective look into what special education looks like in your school. What systems are in place to assure students that need modifications/adaptations are receiving them? Are teachers professionally trained to provide these modifications/adaptations? What does the RTI process look like in your schools? How do you inform your school community about the RTI services available in your school or district? Does our school have a team approach to dealing with special education? What are the strong areas for special education in your school and what are some areas for growth? What data was used to determine the areas of strength and areas for growth?

**WebQuest (KTS 6, 9,** **KTS Diversity Standards** **3.3 , InTASC 9, ILA 6, CEC 4, CAEP 1, TSSA 2, 3, 4, Professional Standards for Educators 4, 6)**

Create a list of helpful special education online resources for teachers, parents, and administrators of special education students. Choose one of the online resources to research further. Write a one page summary of the online resource and how you could use it to help the special education in your school.

**Personal Goal Setting(KTS 1, 5, 6,** **KTS Diversity Standards** **5.4, InTASC 9, ILA 6, CEC 1, 4, CAEP 1, TSSA 3,4 Professional Standards for Educators 4, 6)**

Write a reflective response paper setting one personal goal regarding your special education program according to the data you review. Include a timeline and professional resources that will be used to achieve your goal.

**Special Education Powerpoint (KTS 1, 8, 9**, **KTS Diversity Standards** **1.2, InTASC 4, 5, ILA 6, CEC 1, 4, CAEP 1, TSSA 3, 4, 5, Professional Standards for Educators 3, 5, 6, 7, 8, 9,10)**

Create a special education PowerPoint to educate your staff on a special education need at your school. Write a reflective narrative for the PowerPoint identifying the need you will be addressing, why you decided to address this need and how you think your PowerPoint will impact special education at your school. Make sure to include the legal aspects involving this need. IRA Standard 6, Domain 4, KTS 8.2

**Field Experiences with Special Education Professional Interviews (KTS 1, 2, 3, 4, 5, 6, 7, 8, 9,** **KTS Diversity Standards** **4.2, 5.4 , InTASC 2, 3, 7, 8, 9, ILA 1,6, CEC 1, 2, 3, 4, 5, 6, 7, CAEP 1,2, TSSA 1, 2, 3, 4, 5, 6, Professional Standards for Educators 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 ) with Special Education Professional Interviews**

Arrange for and complete **five (5 hours**) of field experience. Interview the special education director discussing the administration of educational programs for sub-populations/diverse learners.  One of the questions should involve a Due Process Hearing Scenario (at least 10 questions)

**EVALUATION Process and expectations:**

***Before*** ***Class each week*** you need to:

* read the chapter assignment
* review all the items under Week in the course, for familiarity with the format
* check for assignments due

**Class Participation in a Professional Learning Community.** In CU online courses, weekly coursework begins on Monday and runs through Sunday. “Class participation” includes all your interactions with the instructor and your classmates during and outside the Monday night class session, such as preparation, attendance and engagement at the weekly session; discussion boards; and completion of class follow-up activities .

**Feedback and Communications.** Messages, announcements and feedback posted via Learning House are sent to your CU email address. You may go into your Learning House profile (click “Participants” on the left, then click on your name.) and edit your email address in Learning House. It is the candidate’s responsibility to check emails and messages regularly (every 1-2 days). You are encouraged to contact me with questions or concerns. The best way to reach me is via email or text message. I will always respond within 24 hours so if you do not receive a response through email please text or call me.

**Weekly Discussion Board/Forums**. Each lesson typically has one discussion board where you are expected to post a response at a time of your convenience to the given topic, such as a scenario, a topic from the readings, a reflection on your field experiences, etc. This is done on your own time but is recommended you complete before the next class period.

**Submission of Assignments**. All assignments must be word-processed using Microsoft Word.

**Revisions.** A major part of my work as an instructor is to provide feedback**.** For major assignments, I generally allow one revision based on my feedback

**Final grade calculated based on the following values of assignments:**

100 Participation

100 WebQuest

100 School Case Study

100 Personal Goal Setting

100 Interview

200 PowerPoint for staff

100 Field Experience Summary

200 Review of Case Law

**1000 Total Points**

**GRADING SCALE:** **Course Grading Scale in Percentages with points**

**A = 930 (93%)**

**B = 860 (86%)**

**C = 780 (78%)**

**D = 700 (70%)**

**F = below 700 pts**

**RUBRICS:**

**Rubric for Class Participation (KTS 1, 5.2, 6, 7, 9,** **KTS Diversity Standards** **1.2, 3.3, 5.4, InTASC 1, 7, 9, ILA 1,6, CEC 1, 3, 4, 5, 6, CAEP 1,4, TSSA 2, 3, 4, Professional Standards for Educators 4, 6 )**

|  |  |  |  |
| --- | --- | --- | --- |
| **Exemplary 100%** | **Accomplished 94%** | **Developing 86%** | **Ineffective 77%** |
| * Present for all classes with exception of emergencies. * Logs in on time and attends throughout period * Participates 4-5 times during discussions * Contributes thoughtful remarks and questions * Comments extend the interactions between candidates * All Discussion Forums completed before class starts weekly | * Present for most classes (missing 1 class) * Reviewed at least the agenda and broad topics prior to class as evidenced in discussion responses. * Some contributions to discussion * All Discussion Forums completed | * Present for class but no advance preparation as evidenced in discussion responses * Superficial responses in class or on discussion boards   5-7 Discussion Forums completed | * Absent from class without any communication to professor * Comments and postings minimal or absent   1-4 Discussion Forums Completed |

**Field Experience Rubric/Special Education Director Interview (KTS 1, 2, 3, 4, 5, 6, 7, 8, 9,** **KTS Diversity Standards** **4.2, 5.4 , InTASC 2, 3, 7, 8, 9, ILA 1,6, CEC 1, 2, 3, 4, 5, 6, 7, CAEP 1,2, TSSA 1, 2, 3, 4, 5, 6, Professional Standards for Educators 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Exemplary 100%** | **Accomplished 94%** | **Developing 86%** | **Ineffective 77%** |
| **Special Education Director Interiew** | Write a reflection and narrative with questions Interview the special education director discussing the administration of educational programs for sub-populations/diverse learners. At least 12 questions. One of the questions should involve a Due Process Hearing Scenario Free of grammatical errors | Write a reflection and narrative with questions Interview the special education director discussing the administration of educational programs for sub-populations/diverse learners. At least 10 questions. One of the questions should involve a Due Process Hearing Scenario Free of grammatical errors | Write a reflection and narrative with questions Interview the special education director discussing the administration of educational programs for sub-populations/diverse learners. At least 8 questions. One of the questions should involve a Due Process Hearing Scenario Free of grammatical errors | Write a reflection and narrative with questions Interview the special education director discussing the administration of educational programs for sub-populations/diverse learners. Less than 8 questions.One of the questions should involve a Due Process Hearing Scenario Free of grammatical errors |
| **Classroom Setting and Diversity** | Identify the classroom(s) for your field experiences (school, grade, content, etc.)  Describe number of students and diversity in the classroom(s) (ethnicity/cultural, linguistic, achievement, economic, gender, disabilities) | Identify the classroom(s) for your field experiences (school, grade, content, etc.)  Describe number of students and diversity in the classroom(s) (gender, disabilities) | Identify the classroom(s) for your field experiences (school, grade, content, etc.) | Identify the classroom(s) for your field experiences with no information regarding the makeup of the classroom |
| **Teacher and Student Behavior** | Describe how the general and special education teachers interact with and provide strategies and accommodations for your case study student and for students with moderate and severe disabilities  Reflect on how effective these strategies are for instruction, monitoring progress, and enabling success | Describe how the general and special education teachers interact with and provide strategies and accommodations for your case study student and for students with moderate and severe disabilities  Reflect on how effective these strategies are for instruction, monitoring progress, and enabling success | Describe how the special education teachers interact with and provide strategies and accommodations for your case study student and for students with moderate and severe disabilities  Reflect on how effective these strategies are for instruction, monitoring progress, and enabling success | Describe how the special education teachers interact with and provide strategies and accommodations |
| **Log of hours** | 5 hrs. documented  Coding needs to be corrected and the form resubmitted | 5 hrs. documented  Coding needs to be corrected and the form resubmitted | 5 hrs. documented  Coding needs to be corrected and the form resubmitted -- | Cannot pass course without 5 hrs. documented appropriately |

**Webquest Rubric (KTS 6, 9,** **KTS Diversity Standards** **3.3, InTASC 9, ILA 6, CEC 4, CAEP 1, TSSA 2, 3, 4, Professional Standards for Educators 4, 6)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Expectations** | **Exemplary 100%** | **Accomplished 94%** | **Developing 86%** | **Ineffective 77%** |
| **Overall Content** | Identifies 10 websites for teachers, parents, and administrators of special education students. | Identifies 5-9 websites for teachers, parents, and administrators of special education students.  . | Identifies 2-4 websites for teachers and administrators of special education students.  . | Identifies websites for administrators of special education students. |
| **Quality** | * Demonstrates reflective thought and insight into website reviews in narrative style with no grammatical errors. | Demonstrates reflective thought and insight into website reviews in narrative style with one or two grammatical errors | Creates only a list of websites without the narrative with grammatical errors | Creates only a list of websites without the narrative with grammatical errors |
| **Knowledge** | * Demonstrates clear and accurate understanding of two of the websites | Demonstrates clear and accurate understanding of one of the websites | One or two misunderstandings demonstrated in narrative description of one of the websites | More than two misunderstandings demonstrated in narrative description of one of the websites |

**Personal Goal Setting and Powerpoint Rubric (KTS 1, 8, 9**, **KTS Diversity Standards** **1.2, InTASC 4, 5, ILA 6, CEC 1, 9, CAEP 1, TSSA 3,4 Professional Standards for Educators 4, 6)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Expectations** | **Exemplary 100%** | **Accomplished 94%** | **Developing 86%** | **Ineffective 77%** |
| **Overall Content** | Students will .  Write a reflective response paper setting one personal goal regarding your special education program according to the data you review. Include a timeline and professional resources that will be used to achieve your goal. | Students will .  Write a reflective response paper setting one personal goal regarding your special education program according to the data you review. Include a timeline and professional resources that will be used to achieve your goal. | Students will .  Write a reflective response paper setting one personal goal regarding your special education program according to the data you review. Include a timeline and professional resources that will be used to achieve your goal. | Students will .  Write a reflective response paper setting one personal goal regarding your special education program according to the data you review. |
| **Quality** | Is written in appropriate format according to choice and free of grammatical errors | Is written in appropriate format according to choice and has 1-2 grammatical errors | Is written in appropriate format according to choice and has 3-4 grammatical errors | Is written in appropriate format according to choice and grammatical errors interfere with meaning. |
| **Knowledge** | Shows understanding of the special education program at their school.as evidenced by special education language used | Shows understanding of the special education program at their school.as evidenced by special education language used | Shows one misunderstanding of the special education program at their school. | Shows misunderstanding of the special education program at their school. |
| **Powerpoint Presentation** | Create a special education PowerPoint to educate your staff on a special education need at your school. Write a reflective narrative for the PowerPoint identifying the need you will be addressing, why you decided to address this need and how you think your PowerPoint will impact special education at your school. Make sure to include the legal aspects involving this need. | Create a special education PowerPoint to educate your staff on a special education need at your school. Write a reflective narrative for the PowerPoint identifying the need you will be addressing, why you decided to address this need and how you think your PowerPoint will impact special education at your school. Make sure to include the legal aspects involving this need. | Create a special education PowerPoint to educate your staff on a special education need at your school. Write a reflective narrative for the PowerPoint identifying the need you will be addressing, why you decided to address this need Make sure to include the legal aspects involving this need. | Create a special education PowerPoint to educate your staff on a special education need at your school. Write a reflective narrative for the PowerPoint identifying the need you will be addressing, why you decided to address this need. |

**Rubric for School Case Study ( KTS 1, 2, 3, 4, 5, 6, 7** **KTS Diversity Standards** **1.2, 6.3, InTASC 4, 5, 10, ILA 6, CEC 1, 2, 3, 4, 5, 6, 7, 8, 10, CAEP 1, 2, TSSA 1, 2, 3, 4, 5, 6, Professional Standards for Educators 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Exemplary 100% | Accomplished 94% | Developing 86% | Ineffective 77% |
| **Introduction** | Prepare an introduction that includes a reflective look into what special education looks like in your school | Prepare an introduction that includes a reflective look into what special education looks like in your school | Prepare an introduction that includes a reflective look into what special education looks like in your school | Prepare an introduction. |
| **Content** | What systems are in place to assure students that need modifications/adaptations are receiving them? Are teachers professionally trained to provide these modifications/adaptations? What does the RTI process look like in your schools? How do you inform your school community about the RTI services available in your school or district? Does our school have a team approach to dealing with special education? What are the strong areas for special education in your school and what are some areas for growth? What data was used to determine the areas of strength and areas for growth? | What systems are in place to assure students that need modifications/adaptations are receiving them? Are teachers professionally trained to provide these modifications/adaptations? What does the RTI process look like in your schools? How do you inform your school community about the RTI services available in your school or district? Does our school have a team approach to dealing with special education? What are the strong areas for special education in your school and what are some areas for growth? What data was used to determine the areas of strength and areas for growth? | What systems are in place to assure students that need modifications/adaptations are receiving them? Are teachers professionally trained to provide these modifications/adaptations? What does the RTI process look like in your schools? Does our school have a team approach to dealing with special education? What are the strong areas for special education in your school and what are some areas for growth? What data was used to determine the areas of strength and areas for growth? | What systems are in place to assure students that need modifications/adaptations are receiving them? Are teachers professionally trained to provide these modifications/adaptations? What does the RTI process look like in your schools? How do you inform your school community about the RTI services available in your school or district? Does our school have a team approach to dealing with special education? What are the strong areas for special education in your school and what are some areas for growth? |
| **Reflection** | Based on your case study activities, identify 4 appropriate strategies for special need students in your school and recommend changes and/or next steps for working with this students. | Based on your case study activities, identify 3  appropriate strategies for special need students in your school and recommend changes and/or next steps for working with this students. | Based on your case study activities, identify 2 appropriate strategies for special need students in your school and recommend changes and/or next steps for working with this students.  . | Based on your case study activities, identify 1 appropriate strategies for special need students in your school and recommend changes and/or next steps for working with this students. |
| **Writing Style** | Report is organized and well-written  No grammatical errors. Follows APA format in the document, with headings, paragraphs, etc. | Report is organized and well-written  1-2 grammatical errors. Follows APA format in the document, with headings, paragraphs, etc. | Report is organized and well-written 3-4 grammatical errors. Follows APA format in the document, with headings, paragraphs, etc. | More than 4 grammatical errors. Follows APA format in the document, with headings, paragraphs, etc. |

**Disability Statement:**

Campbellsville University is committed to reasonable accommodations for students who have documented physical and learning disabilities, as well as medical and emotional conditions. If you have a documented disability or condition of this nature, you may be eligible for disability services. Documentation must be from a licensed professional and current in terms of assessment. Please contact the Coordinator of Disability Services at 270-789-5192 to inquire about services.

#### Plagiarism Policy

Campbellsville University’s policy on Academic Integrity states: “Each person has the privilege and responsibility to develop one’s learning abilities, knowledge base, and practical skills. We value behavior that leads a student to take credit for one’s own academic accomplishments and to give credit to others’ contributions to one’s course work. These values can be violated by academic dishonesty and fraud.” (2015-17 Bulletin Catalog). Plagiarism and cheating are examples of academic dishonesty and fraud and neither will be tolerated in this course. Plagiarism is quoting or paraphrasing a phrase, a sentence, sentences, or significant amounts of text from a web or print source, without using quotation marks and without a citation. The plagiarist submits the work for credit in a class as part of the requirements for that class. Examples of cheating include cheating on a test (copying off someone else’s paper) or an assignment (e.g., development of a lesson plan) and submitting the work as your own. If a student commits plagiarism or cheats in this course, the professor will decide on one of two penalties: (a) an F on that assignment or (b) an F in the course. The student’s Dean and the Vice- President for Academic Affairs will be notified of either consequence.

#### \*\*\* School of Education Attendance Policy:\*\*\*

Regular attendance in professional education courses is expected of all students. It is a professional responsibility that is a part of the disposition assessment of teacher candidates. No more than six (6) absences for Monday/Wednesday/Friday courses and No more than four (4) absences for Tuesday/Thursday courses. Absences in excess of these numbers of days will result in an **F** for the course. Tardy is defined as missing 10 minutes or less of class time due to late arrival or early departure. An accumulation of two tardy instances will equate to one day of absence to be applied to the course attendance policy. Anything more than 10 minutes and less than 30 minutes of missed class time will result in a half day absence. More than 30 minutes of missed class time will be considered a full day. Your arrival and departure time are as important as your presence regularly. This is essential for a smooth classroom experience for you and your classmates now as well as the expectation you will face as a classroom teacher when employed later. *Note: students will not be penalized for absences excused by Campbellsville University; however, it is the student’s responsibility to notify the professor in advance of the excused absence.* It is also the student’s responsibility to insure that all assignments are submitted on due dates, regardless of date(s) of absences.

## Campbellsville University’s Online Attendance Policy

## *Bi-term and 8 week terms: Online students must participate weekly as defined by the professor in the syllabus. After 1 week (12.5%, 1/8th of the scheduled classes) without contact the student will be issued an official warning. After the second week (25%, 1/4th of the scheduled class) without contact the student would fail the course and a WA would be recorded.*

## Incomplete Statement

A grade of “I” is assigned to a student when the course requirements are not completed due to illness, accident, death in the immediate family, or other verifiable, extenuating circumstances. The course requirements to change the “I”; grade must be completed within 12 months from the time awarded. It is the student’s responsibility to complete requirements within the 12 month period. It is the professor’s responsibility to change the grade by filling out the proper forms in the Office of Student Records.

#### Title IX Statement

Campbellsville University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the University requires all responsible employees, which includes faculty members, to report incidents of sexual misconduct shared by students to the University's Title IX Coordinator.

Title IX Coordinator: Terry VanMeter; 1 University Drive; UPO Box 944; Administration Office 8A; Phone – 270-789- 5016; Email – [twvanmeter@campbellsville.edu](mailto:twvanmeter@campbellsville.edu) Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth at: www.campbellsville.edu/title

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#### StudentAcademic Progress (SAP)

Department of Education federal regulations require Campbellsville University to monitor its student's academic progress to ensure that they maintain a minimum standard GPA and make steady progress toward degree completion. Students who do not meet the SAP requirements may lose their financial aid eligibility. All students that were enrolled during the current school year and those who have submitted a FAFSA for the upcoming year will be evaluated for SAP at the end of each term including summer. See your Student Handbook for specific details and/or discuss with your advisor.

## Communication Requirement

## *Students are expected to activate and regularly use the university provided email domain studentname@stu.campbellsville.edu) for all email communication for this class.*

## Disposition Assessment

Dispositions in teacher education preparation refer to behaviors and attributes while interacting on campus, online, and in clinical experiences with students, families, colleagues, communities, and faculty. Such dispositions are necessary to the empowerment for learning process stemming from the unit mission, conceptual framework, state codes of ethics, and national standards. Campbellsville University’s educator preparation program strives to lead candidates in the self- efficacy process of recognizing when their own dispositions shall be developed in the Pre-Professional Growth Plan (PPGP).

Candidates (CU students) will be introduced to the education program’s conceptual framework, which includes disposition expectations in the introductory courses and will also become familiar with and commit to the *Codes of Ethics for Professional Educators* which delineates behaviors for teachers related to students, parents and colleagues. In addition, candidates must adhere to the CU Computer Resource Acceptable Use Policy that includes posting information, videos, pictures, etc.,that infringe on copyright laws or is deemed inappropriate by the mission of CU and the School of Education (p 50, ST Handbook). This includes both on campus and off campus activities. Although the unit has adopted a “Disposition Recommendation” form for general use, it is understood that dispositions are also evaluated during instructional opportunities through field and clinical experiences and regular course opportunities. All disposition data are collected and filed in the student’s School of Education binder.

CU Philosophy of Behavior was founded with the goal of providing a quality education along with Christian values. Learning takes place guided by Christ-like concern and behavior on campus and online. A student whose conduct violates stated behavioral expectations faces specific disciplinary sanctions.

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Weekly Readings and Assignments

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| --- | --- | --- |
| **Week** | **Focus** | **Text**  **Assignment** |
| **1** | **Week 1 Objective: To increase knowledge and understanding of the foundations of special education law and the process of federal, state and local education agencies.**  What is IDEA?  Explain what an appropriate education is….  Identify some of the implications on schools of Section 504 | *Read Pages 1-32*  Discussion Board:  How did schools accommodate special education students before IDEA….after? |
| **2** | **Week 2 Objective: Develop an understanding of the history and development of special education, principles and foundations underlying best practices for students with disabilities.**  What is a due process hearing?  What does case law tell us about educating special education students? | .Read Pages 33-48  Discussion Board:  Do I understand how to serve students with disabilities? |
| **3** | **Week 3 & 4 Objective**: **To demonstrate the ability to effectively utilize a variety of problem solving, conflict resolution and decision-making processes.**  How do clear school discipline policies help when disciplining special education students? What processes within the school help special education students with discipline problems be successful.  How can I be sure that all students needing special education services are identified? | Read 49-80  Discussion Board:  Discuss the discipline policies for your school.  **Case Study due** |
| **4** | Explain the relevance of data collection in the special education referral process.  How are students in special education monitored according to IDEA 2004?  Discuss the power of the IEP. | Read Case #1  Discussion Board:  Identify the steps in referring a student for special education |
| **5** | **Week 5 & 6 Objective: To synthesize research and literature sources for better understanding of the issues in special education which affect the delivery of special education programs.**  How can placement be an issue in a school and how can it be solved?  What transition programs are available to students in your district? | Read 81-100  Discussion Board:  Identify a placement issue you have experienced and how it was solved. **Webliography due** |
| **6** | How should parents be involved in making school decisions?  Review case law involving special education.  Discuss current cases affecting special education. Senate Bill 1 | Read Case #2  **Interviews due**  Discussion Board:  How are parents involved in decisions at your school? |
| **7** | **Week 7 & 8 Objective: To use up-to-date research to plan and design effective instructional strategies and learning activities appropriate to the individual needs of students to promote inclusion of students with disabilities into the general education setting.**  Identify how monies involving special education students are spent. How do you provide updated PD on your special education program to your staff? | Read Pages 101-122  Discussion Board:  What considerations do you make when using your special education budget? |
| **8** | How do I build relationships with my staff to ensure I have an effective special education program in my building?  Are staff meetings at my school relevant to staff needs or student needs?  How do I build relationships with district staff members to keep communication open and benefit my special education students?  Individual PowerPoint’s presented  Self Reflection  Course Evaluation | Discussion Board:  Discuss how you build relationships with staff in your building and outside your building with district staff.  **Personal Goals Due** |