

## Course Information Summary

### **Course (Prefix, Number, Title):**

Special Education 5870- Title: Special Education: Personnel Supervision and Program Administration (3-0-3)

### **Course Description:**

This course provides students with the opportunity to increase their knowledge, understanding, and competencies in program administration and supervision relative to the unique characteristics of Special Education. Specific topics covered in this course include program development, management, and supervision of personnel and personnel development.

### **Pre-requisites/Co-requisites**

Pre-requisites: Thirty-two (32) semester hours of coursework with a Special Education prefix and two years' experience in a school or agency setting, or permission of the Department Chairperson.

### **Required Text:**

Correa, V.I., Jones, H. A., Thomas, C. C. & Morsink, C.V. (2005). Interactive teaming: Enhancing Programs for Student with Special Needs. Upper Saddle River, N. J.: Pearson Education, Inc.

### **Support of Conceptual Framework:**

This course focuses on personnel supervision and program administration and the knowledge and skills needed to assure the environments one is responsible for are effective educational environments. Environments in which all students can and do learn and all students and families are treated with positive regard; and in which all personnel demonstrate fairness, sensitivity, acceptance of differences, and behaviors that facilitate access for learners academically and socially.

### **Methods of Instruction:**

Methods used in teaching this course include: lecture, individual, small group and peer activities, assignment of outside readings which will be discussed in class, and a significant collaborative team activity focused on design of professional development based on a needs assessment

### **Learning Outcomes/Objectives**

#### **Eastern Illinois Graduate Assessment of Candidate Learning:**

2. Critical thinking and problem solving
3. Oral and written communication skills
4. Advanced scholarship through research and/or creative activity
5. Ability to work with a diverse clientele, recognizing individual differences

6. Ability to collaborate and create positive relations within the school, community, and profession in which they work

### **CEC Advanced Content Standards (CEC AC)**

#### Advanced Standard 1: Leadership and Policy

Special educators in advanced programs learn to use their deep understanding of the **history of special education, current legal and ethical standards, and emerging issues** to provide leadership. Special educators **promote high professional self-expectations and help others understand the needs of individuals with exceptional learning needs**. They **advocate for educational policy based on solid evidence-based knowledge** to support high quality education for individuals with exceptional learning needs. As appropriate to their role, they **advocate for appropriate resources** to ensure that all personnel involved have effective preparation. Special educators use their **knowledge of the needs of different groups in a pluralistic society** to promote evidence-based practices and challenging expectations for individuals with exceptional learning needs. They model **respect for all individuals and ethical practice**. They help to create **positive and productive work environments** and celebrate accomplishments with colleagues. They mentor others and promote high expectations for themselves, other professionals, and individuals with exceptional learning needs.

#### Advanced Standard 2: Program Development and Organization

Special educators apply their **knowledge of cognitive science, learning theory, and instructional technologies** to improve instructional programs. They **advocate for a continuum of program options and services** to ensure the appropriate instructional supports for individuals with exceptional learning needs. They **help design and deliver, as appropriate to their role, ongoing results-oriented professional development** designed to support the use of evidenced-based practices at all relevant organizational levels. They use their understanding of **the effects of cultural, social, and economic diversity and**

**variations of individual development** to inform their development of programs and services for individuals with exceptional learning needs. . Special educators **continuously broaden and deepen their professional knowledge**, and **expand their expertise with instructional technologies, curriculum standards, effective teaching strategies, and assistive technologies to support access to learning**. They use their deep understanding of how to **coordinate educational standards to the needs of individuals with exceptional learning needs** to help all individuals with exceptional learning needs to access challenging curriculum standards.

#### Advanced Standard 3: Research and Inquiry

Research and inquiry inform the decisions of special educators who have completed advanced programs in guiding professional practice. Special educators **know models, theories, philosophies, and research methods** that form the basis for **evidence-based practices** in special education. This knowledge includes **information sources, data collection, and data analysis strategies**. Special educators evaluate the appropriateness of **research methodologies** in relation to **practices presented in the literature**. They **use educational research to improve instructional techniques, intervention strategies, and curricular materials**. They foster an **environment supportive of continuous instructional improvement**, and engage in the **design and implementation of action research**. Special educators are able to use the **literature to resolve issues of professional practice, and help others to understand various evidence-based practices**.

#### Advanced Standard 5: Professional Development and Ethical Practice

Special educators are guided by the professional ethics and practice standards. Special educators have responsibility for promoting the success of individuals with exceptional learning needs, their families, and colleagues. They **create supportive environments that safeguard the legal rights of students and their families**. They **model and promote ethical and professional practice**. Special educators plan, present, and evaluate **professional development**, as

appropriate to their roles, based on models that apply adult learning theories and focus on effective practice at all organizational levels. Special educators model their own commitment to continuously improving their own professional practice by **participating in professional development** themselves.

#### Advanced Standard 6: Collaboration

Special educators prepared at the advanced level have a deep understanding of the **centrality and importance of consultation and collaboration to the roles within special education** and use this deep understand to **integrate services for individuals with exceptional learning needs**. They also understand the significance of the role of collaboration for both internal and external stakeholders, and **apply their skill to promote understanding, resolve conflicts, and build consensus among both internal and external stakeholders** to provide services to individuals with exceptional learning needs and their families.

They possess current knowledge of research on stages and models in both collaboration and consultation and ethical and legal issues related to consultation and collaboration. Moreover, special educators prepared at the advanced level have a deep understanding of the possible interactions of language, diversity, culture and religion with contextual factors and how to **use collaboration and consultation to enhance opportunities for individuals with exceptional learning needs**.

#### **CEC Special Education Advanced Common Core (CEC ACC) and Administrator Knowledge and Skills (CEC SEA):**

##### Advanced Standard 1: Leadership and Policy

###### **Knowledge**

- ACC1K2 Evidence-based theories of organizational and educational leadership
- ACC1K3 Emerging issues and trends that potentially affect the school community and the mission of the school
- ACC1K4 Federal and State education laws and regulations
- ACC1K5 Current legal, regulatory, and ethical issues affecting education
- ACC1K6 Responsibilities and functions of school committees and boards

SEA1K3 Local, state, and national fiscal policies and funding mechanisms in education, social, and health agencies as they apply to the provision of services for individuals with exceptional learning needs and their families

**Skills**

ACC1S2 Promote high expectations for self, staff, and individuals with exceptional learning needs

ACC1S4 Mentor teacher candidates, newly certified teachers and other colleagues

SEA1S1 Interprets and applies current laws, regulations, and policies as they apply to the administration of services to individuals with exceptional learning needs and their families

SEA1S2 Applies leadership, organization, and systems change theory to the provision of services for individuals with exceptional learning needs and their families

Advanced Standard 2: Program Development and Organization

**Knowledge**

SEA2K1 Programs and services within the general curriculum to achieve positive school outcomes for individuals with exceptional learning needs

SEA2K2 Programs and strategies that promote positive school engagement for individuals with exceptional learning needs

SEA2K3 Instruction and services needed to support access to the general curriculum for individuals with exceptional learning needs

**Skills**

ACC2S3 Improve instructional programs using principles of curriculum development and modification, and learning theory

SEA2S3 Develops and implements an administrative plan that supports the use of instructional and assistive technologies

Advanced Standard 3: Research and Inquiry

**Knowledge**

ACC3K1 Evidence-based practices validated for specific characteristics of learners and settings

SEA3K1 Research in administrative practices that supports individuals with exceptional learning needs and their families

**Skills**

ACC3S1 Identify and use the research literature to resolve issues of professional practice.

ACC3S2 Evaluate and modify instructional practices in response to ongoing assessment data.

ACC3S3 Use educational research to improve instruction, intervention strategies, and curricular materials.

SEA3S1 Engages in data-based decision-making for the administration of educational programs and services that supports exceptional students and their families

## Advanced Standard 5: Professional Development and Ethical Practice

### Knowledge

- ACC5K1 Legal rights and responsibilities of students, staff, and parents/guardians
- ACC5K2 Moral and ethical responsibilities of educators
- ACC5K3 Human rights of individuals with exceptional learning needs and their families
- SEA5K1 Ethical theories and practices as they apply to the administration of programs and services with individuals with exceptional learning needs and their families
- SEA5K2 Adult learning theories and models as they apply to professional development programs
- SEA5K3 Professional development theories and practices that improve instruction and instructional content for students with exceptional learning needs
- SEA5K4 Impact of diversity on educational programming expectations for individuals with exceptional learning needs
- SEA5K5 Principles of representative governance that support the system of special education administration

### Skills

- ACC5S1 Model ethical behavior and promote professional standards
- ACC5S2 Implement practices that promote success for individuals with exceptional learning needs
- ACC5S4 Disseminate information on effective school and classroom practices
- ACC5S5 Create an environment which supports continuous instructional improvement
- SEA5S1 Communicates and demonstrates a high standard of ethical administrative practices when working with staff serving individuals with exceptional learning needs and their families
- SEA5S2 Develops and implements professional development activities and programs that improve instructional practices and lead to improved outcomes for students with exceptional learning needs and their families

## Advanced Standard 6: Collaboration

### Knowledge

- ACC6K1 Methods for communicating goals and plans to stakeholders
- ACC6K2 Roles of educators in integrated settings
- SEA6K1 Collaborative theories and practices that support the administration of programs and services for with individuals with exceptional learning needs and their families
- SEA6K2 Administrative theories and models that facilitate communication among all stakeholders
- SEA6K3 Importance and relevance of advocacy at the local, state, and national level for individuals with exceptional learning needs and their families

## **Skills**

- ACC6S1 Collaborate to enhance opportunities for learners with exceptional learning needs.
- ACC6S2 Apply strategies to resolve conflict and build consensus
- SEA6S1 Utilizes collaborative approaches for involving all stakeholders in educational planning, implementation, and evaluation
- SEA6S7 Demonstrates the skills necessary to provide ongoing communication, education, and support for families of individuals with exceptional learning needs
- SEA6S8 Consults and collaborates in administrative and instructional decisions at the school and district levels

## **State of Illinois Director of Special Education (IL DIR)**

### **Standard 1: Facilitating a Vision of Educational Excellence**

1. A. Knows and understands the needs of different groups in a pluralistic society; 1.C. knows and understands the principles of developing, implementing, and evaluating long-term plans; 1.E. knows and understands information sources, data collection, and data analysis strategies; 1.F. knows and understands appropriate channels and media for communicating plans, ideas, and goals to the board of education, staff, parents, students, and the community; 1. G. knows and understands effective consensus-building and negotiation skills; 1.H. knows and understands the historical, moral, philosophical, and political traditions of education, including those that provide the basis for special education practice; 1.J. knows and understands human and financial resources needed to implement and support the organizational vision, mission, and goals; 1.K. facilitates and engages in activities that promote appropriate educational standards and excellence for all students and staff; 1. L. facilitates and engages in activities that promote appropriate educational standards and excellence for all students and staff; 1. N. facilitates and engages in activities that collaboratively develop vision and goals among teachers, support staff, students, administrators, board members, families, and community members; 1. P. facilitates and engages in activities that form and implement educational programs, policies, plans, and actions to realize organizational vision, mission, and goals; 1. Q. facilitates and engages in activities aimed at forming and implementing a vision, mission, and goals to provide purpose and direction for individuals and groups

### **Standard 2: Learning Environment and Instructional Program**

2. F. knows and understands applications of technology for administrators, staff, and students to enhance the learning and instructional program; 2. H. knows and understands professional development models and adult learning theory; 2. I. understands effects of the cultural and environmental milieu of the child and the family, including cultural and linguistic diversity, socioeconomic level, abuse/neglect, and substance abuse, on behavior and learning; 2. L. Facilitates and engages in activities that systematically design and implement procedures and instruments for evaluating the instructional program; 2. O. facilitates and engages in activities that promote reflective practices among administrators, teachers, and staff; 2. Q. facilitates and engages in activities that provide a climate in which treatment of all individuals

with respect, dignity, and fairness is valued; 2. S. facilitates and engages in activities that promote high expectations for self, staff, and students; 2. W. facilitates and engages in activities that promote collaboration of staff and outside agencies in providing services to students and families; 2. X. facilitates and engages in activities that foster lifelong learning

#### Standard 3: Knowledge of Laws, Regulations, and Professional Ethics

3. A. knows and understands current legal, regulatory, and ethical issues affecting education; 3. B. knows and understands the legal rights and responsibilities of students, staff, and parents/guardians; 3. C. knows and understands federal and State education laws and regulations; 3. H. knows and understands the moral and ethical responsibilities of schools and members of the school community; 3. I. knows and understands how to establish and implement policies that promote ethical behavior and high professional standards through collaboration with stakeholders

#### Standard 4: Identification of Students and Provision of Services

4. A. knows and understands effective strategies for identifying children (from birth through age 21) who may have disabilities; 4. C. knows and understands the case study evaluation process, including the determination of eligibility for special education services; 4. D. knows and understands the continuum of programs and array of services available to students with disabilities; 4. E. knows and understands the process of developing Individualized Education Programs (IEP); 4. F. knows and understands parents' and students' rights regarding evaluation, eligibility, services, and discipline; 4. G. knows and understands the array of assistive technology options to facilitate access of students with disabilities to the least restrictive environment; 4. H. knows and understands lawful and appropriate strategies for the discipline of students with disabilities; 4. J. facilitates and engages in activities that provide staff development in the use of effective intervention strategies for instructional staff; 4. K. facilitates and engages in activities that ensure all essential components of a case study evaluation have been utilized when determining eligibility for special education services; 4. Q. facilitates and engages in activities that ensure that parents' and students' rights regarding evaluation, eligibility, services, and discipline are disseminated and understood; 4. R. facilitates and engages in activities that ensure that parents' and students' rights regarding evaluation, eligibility, services, and discipline are implemented; 4. S. facilitates and engages in activities that promote the use of assistive technology for students with disabilities and the identification of resources for assistive devices;

#### Standard 5: Special Education Finance

5. B. knows and understands various federal, State, and local funding sources; 5. C. knows and understands developing and managing special education budgets

#### Standard 6: Management

6. E. knows and understands organizational and operational policies and procedures that enhance students' learning; 6. G. knows and understands practices and

procedures to ensure that organizational management functions are supported by current technologies; 6. I. facilitates and engages in activities that empower various groups of constituents (e.g., staff, students, and parents of the organization as leaders to support change efforts through the use of delegation, collaboration, and collegial strategies; 6. K. facilitates and engages in activities to support professional development for all constituents of the organization, focusing on the improvement of teaching and learning outcomes; 6. S. facilitates and engages in activities that use management techniques to define roles, assign functions, and delegate accountability relative to achieving goals; 6. V. facilitates and engages in activities that identify managerial functions that can be improved using technology; 6. W. facilitates and engages in activities that provide ongoing training and review to ensure the productive and efficient use of technology in organizational management

#### Standard 7: Collaboration with Families and Communities

7. A. knows and understands the multiple stakeholders' groups that comprise the school community, which includes but is not limited to parents, religious groups, business and industry, service organizations, local and county government, students, other taxpayers, and employees of organizations within the community; 7. B. knows and understands the conditions and dynamics of the racial, ethnic, linguistic, religious, and socio-economic diversity of the community; 7. E. knows and understands emerging issues and trends that potentially affect the school community and the mission of the school; 7. F. knows and understands successful models of partnerships between the organization and families, businesses, community groups, governmental agencies, and higher education; 7. L facilitates and engages in activities that provide communications from the organization that are written and spoken clearly and forcefully; 7. M. facilitates and engages in activities that demonstrate formal and informal listening skills; 7. N. facilitates and engages in activities that demonstrate group leadership skills; 7. Q. facilitates and engages in activities that mediate conflict between the organization and various stakeholders; 7.R. facilitates and engages in activities that involve the school organization and community in school improvement efforts; 7. S. facilitates and engages in activities that demonstrate the ability to build consensus

#### **Grading Policy:**

##### Grading Scale

A point scale is used. Grades are determined by the number of points earned.

The following scale is used by the Department of Special Education faculty:

90% or more of total points	=	A
80-89% of total points	=	B
70-79% of total points	=	C
60-69% of total points	=	D
Less than 60% of total points	=	F

#### **Assignments:**

The assignments for this course will provide each student an opportunity to meet course outcomes by demonstrating competence in all levels of the Taxonomy of Education Objectives (Bloom, et al., 1956).

1. Activities 1-12: These in-class activities will be completed during class each week and will not be able to be made-up due to their interactive nature. (Possible points: 50)
2. Readings: The quality of these assignments will be assessed by written comments and oral discourse during the class period. (Possible points: 70)
3. Midterm Examination: This will be a written examination focusing on course knowledge-base and application. (Possible points: 100)
4. Research Project: Each student will complete the research project via one of three options: (Possible points: Proposal 10; Project 40)

**Option One:** A research paper in APA format with a minimum of 10 references addressing a student-identified concern/problem in special education supervision and/or administration. The paper will have four sections as follows:

- 1) WHAT? Problem identification supported by research.
- 2) HOW? How have others addressed this problem?
- 3) ACTION PLAN. How do you propose to address this problem?
- 4) EVALUATION. How could your plan be evaluated for effectiveness?

**Option Two:** Completion of a pre-approved grant proposal to be submitted to a local, state or federal agency. Format for this project will be determined by requirements of grant proposal.

**Option Three:** Submit a research-based article ready for publication in a professional journal.

5. Professional Development Project (Team Project) (Possible points: Outline, 5; Presentation, 45; Self-evaluation, 25)

Teams of two or three will develop and present an in-service activity based on a needs assessment of classroom teachers, special educators, or other school personnel. Specific criteria will be developed as a class of the whole. A self-evaluation of the video presentation will be submitted.

6. Final: Each student will make a formal research presentation to the class based on his/her individual research project (Item #4 above). An abstract will be submitted to each class member. (Possible points: 25)

**Chart of Assessments:**

See Chart . .

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**Graduate/Advanced: Chart of Assessments**

Assessment Name	Brief Description	Graduate/Advanced Unit Standards Addressed						Dispositions Addressed					
		1	2	3	4	5	6	1	2	3	4	5	
Professional Development Project	Teams of two or three will develop and present an in-service activity based on a needs assessment of classroom teachers, special educators, or other school personnel.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Research Project	3 options: Student problem focused research	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Grant proposal	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Research Based Journal article prepared for submission	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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**List of Graduate/Advanced Unit Standards:**

- Standard 1 – Content Knowledge
- Standard 2 – Critical Thinking and Problem Solving
- Standard 3 – Oral and Written Communications
- Standard 4 – Advanced Scholarship/Research/Creative Activity
- Standard 5 – Working with Diverse Clientele
- Standard 6 – Collaboration and Creating Positive Relations

**List of Unit Dispositions:**

- Disposition 1 – Interaction with Students
- Disposition 2 – Professional and Ethical Practice
- Disposition 3 – Effective Communication
- Disposition 4 – Planning for Teaching and Student Learning
- Disposition 5 – Sensitivity to Diversity and Equity

SPE 5870  
Special Education: Personnel Supervision  
And Program Administration

Course Description

This course provides students with the opportunity to increase their knowledge, understanding, and competencies of personnel supervision and program administration relative to the unique characteristics of Special Education. Specific topics covered in this course include supervision of personnel and personnel development, program development, management, and evaluation. Prerequisites: Thirty-two (32) semester hours of coursework with a Special Education prefix and two years' experience in a school or agency setting, or permission of the Department Chairperson.

Learning Model

The primary learning model for this course is the Ecological Model (Evans, W.H., Evans, S.S., Gable, R.A., & Schmid, R.E., 1991). Instructional management. Needham Heights, MA: Allyn & Bacon.

Textbook

Correa, V.I., Jones, H. A., Thomas, C. C. & Morsink, C.V. (2005). Interactive teaming: Enhancing Programs for Student with Special Needs. Upper Saddle River, N. J.: Pearson Education, Inc.

Course Outline

- I. Supervision in Special Education (4 weeks)
  - A. Supervision in Varied Service Delivery Settings
    - 1. The Role of the Supervisor
    - 2. Clinical Supervision
    - 3. Collaborative Supervision
  - B. Organizing and Motivating Staff to Maximize Service Delivery
    - 1. Strategies
    - 2. Interpersonal Skills (including communication)
    - 3. Personnel Evaluation
  - C. Staff Development in Special Education
    - 1. Comprehensive System of Personnel Development
    - 2. Effective Staff Development Practices
    - 3. Implementation of Staff Development
  - D. Development of Teaming Skills
    - 1. Teaming Models
      - a. Multidisciplinary
      - b. Interdisciplinary
      - c. Transdisciplinary
    - 2. Organizing and supporting team members
    - 3. Collaborating with professionals from a variety of disciplines
      - a. Medical
      - b. Social Service
      - c. Educational

- II. Student Considerations of Management in Special Education (2 weeks)
  - A. Enrollment projections
    - 1. Child Find: State and National
    - 2. Cultural dimensions
  - B. Student Records
  - C. Grading Practices
  - D. Diplomas and Graduation Practices
  - E. Discipline, Suspension and Expulsion
  - F. Minimal Competency Testing
  - G. Impartial Hearing/Litigation
  - H. Other legal perspectives
    - 1. National
    - 2. State
  - I. Family/Environmental considerations
    - 1. Social/Economic
    - 2. Cultural
    - 3. Family systems
  
- III. Program Development (2 weeks)
  - A. Issues Related to Development of Programs
    - 1. Key legislation
    - 2. Research/literature concerning components of effective program models
  - B. Program Planning
    - 1. Legal Perspective
    - 2. Service Delivery Models
    - 3. Transition Planning
  
- IV. Program Management (2 weeks)
  - A. The Organizational Context of Special Education
    - 1. National
    - 2. State
    - 3. Local level
  - B. Fiscal Management
    - 1. Finance and budgets
    - 2. Managing multiple sources of funding
    - 3. Facilities and Transportation
    - 4. Grants
  - C. Goal Setting
  - D. Problem Solving
  
- V. Program Evaluation (2 weeks)
  - A. The Process of Evaluation
  - B. Program Components to Evaluate
  - C. Evaluation Instruments and Data Collection

- VI. The Effective Program Administrator or Supervisor (1 week)
  - A. Decisiveness
  - B. Leadership
  - C. Stress Tolerance
  - D. Other
  
- VII. Strengths and Limitations of the Current Structure of Special Education (1 week)
  - A. Best practices, research based
  - B. Current practices

Assignments:

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2. Readings: The quality of these assignments will be assessed by written comments and oral discourse during the class period. (Possible points: 70)
3. Midterm Examination: This will be a written examination focusing on course knowledge-base and application. (Possible points: 100)
4. Research Project: Each student will complete the research project via one of three options: (Possible points: Proposal 10; Project 40)

**Option One:** A research paper in APA format with a minimum of 10 references addressing a student-identified concern/problem in special education supervision and/or administration. The paper will have four sections as follows:

- 1) WHAT? Problem identification supported by research.
- 2) HOW? How have others addressed this problem?
- 3) ACTION PLAN. How do you propose to address this problem?
- 4) EVALUATION. How could your plan be evaluated for effectiveness?

**Option Two:** Completion of a pre-approved grant proposal to be submitted to a local, state or federal agency. Format for this project will be determined by requirements of grant proposal.

**Option Three:** Submit a research-based article ready for publication in a professional journal.

5. Professional Development Project (Team Project) (Possible points: Outline, 5; Presentation, 45; Self-evaluation, 25)

Teams of two or three will develop and present an in-service activity based on a needs assessment of classroom teachers, special educators, or other school personnel. Specific criteria will be developed as a class of the whole. A self-evaluation of the video presentation will be submitted.

6. Final: Each student will make a formal research presentation to the class based on his/her individual research project (Item #4 above). An abstract will be submitted to each class member. (Possible points: 25)

### Course/Department Policies

#### Written Language Standards

Written assignments are expected to follow American Psychological Association (APA) style, format, and guidelines. Non-labeling language is expected in all written materials. Students in this class will be expected to meet performance criteria associated with grammar, spelling, and sentence structure.

#### Attendance

Students are expected to attend all classes. If prevented by an acute illness or an emergency, the student should contact the instructor in as timely a manner as is possible. When the student can anticipate the absence, the instructor should be contacted before the absence occurs. The instructor after due consideration to the reason for the absence, may deny the student's request to make-up missed assignments or exams. Students who are absent from class, for whatever reasons, are held responsible for the material covered during their absence.

#### Grading Scale

A point scale is used. Grades are determined by the number of points earned. The following scale is used by the Department of Special Education faculty:

90% or more of total points	=	A
80-89% of total points	=	B
70-79% of total points	=	C
60-69% of total points	=	D
Less than 60% of total points	=	F

#### Late Assignments

Assignments are due the class period of the day listed as the due date. Any assignment turned in after the designated due date is considered late. Assignments turned in late without instructor approval will result in a 10% deduction of total points for each day assignment is not submitted.

#### Appointments/Assistance

Each student is encouraged to contact the instructor for assistance with any problem and/or for general discussion. Available conference times are posted in the notebook in Room 1212, Special Education Office. If times listed are inconvenient, please call to arrange an alternate time.

## Learning Outcomes Assessed in this Course:

### EIU Graduate Level Outcomes

3. Critical thinking and problem solving
3. Oral and written communication skills
4. Advanced scholarship through research and/or creative activity
5. Ability to work with a diverse clientele, recognizing individual differences
6. Ability to collaborate and create positive relations within the school, community, and profession in which they work

### CEC Advanced Content Standards and CEC Special Education Advanced Common Core (CEC ACC) and Administrator Knowledge and Skills (CEC SEA):

#### Advanced Standard 1: Leadership and Policy

##### **Knowledge**

- ACC1K2 Evidence-based theories of organizational and educational leadership
- ACC1K3 Emerging issues and trends that potentially affect the school community and the mission of the school
- ACC1K4 Federal and State education laws and regulations
- ACC1K5 Current legal, regulatory, and ethical issues affecting education
- ACC1K6 Responsibilities and functions of school committees and boards
- SEA1K3 Local, state, and national fiscal policies and funding mechanisms in education, social, and health agencies as they apply to the provision of services for individuals with exceptional learning needs and their families

##### **Skills**

- ACC1S2 Promote high expectations for self, staff, and individuals with exceptional learning needs
- ACC1S4 Mentor teacher candidates, newly certified teachers and other colleagues
- SEA1S1 Interprets and applies current laws, regulations, and policies as they apply to the administration of services to individuals with exceptional learning needs and their families
- SEA1S2 Applies leadership, organization, and systems change theory to the provision of services for individuals with exceptional learning needs and their families

#### Advanced Standard 2: Program Development and Organization

##### **Knowledge**

- SEA2K1 Programs and services within the general curriculum to achieve positive school outcomes for individuals with exceptional learning needs
- SEA2K2 Programs and strategies that promote positive school engagement for individuals with exceptional learning needs
- SEA2K3 Instruction and services needed to support access to the general curriculum for individuals with exceptional learning needs

##### **Skills**

- ACC2S3 Improve instructional programs using principles of curriculum development and modification, and learning theory
- SEA2S3 Develops and implements an administrative plan that supports the use of instructional and assistive technologies

### Advanced Standard 3: Research and Inquiry

#### **Knowledge**

- ACC3K1 Evidence-based practices validated for specific characteristics of learners and settings
- SEA3K1 Research in administrative practices that supports individuals with exceptional learning needs and their families

#### **Skills**

- ACC3S1 Identify and use the research literature to resolve issues of professional practice.
- ACC3S2 Evaluate and modify instructional practices in response to ongoing assessment data.
- ACC3S3 Use educational research to improve instruction, intervention strategies, and curricular materials.
- SEA3S1 Engages in data-based decision-making for the administration of educational programs and services that supports exceptional students and their families

### Advanced Standard 5: Professional Development and Ethical Practice

#### **Knowledge**

- ACC5K1 Legal rights and responsibilities of students, staff, and parents/guardians
- ACC5K2 Moral and ethical responsibilities of educators
- ACC5K3 Human rights of individuals with exceptional learning needs and their families
- SEA5K1 Ethical theories and practices as they apply to the administration of programs and services with individuals with exceptional learning needs and their families
- SEA5K2 Adult learning theories and models as they apply to professional development programs
- SEA5K3 Professional development theories and practices that improve instruction and instructional content for students with exceptional learning needs
- SEA5K4 Impact of diversity on educational programming expectations for individuals with exceptional learning needs
- SEA5K5 Principles of representative governance that support the system of special education administration

#### **Skills**

- ACC5S1 Model ethical behavior and promote professional standards
- ACC5S2 Implement practices that promote success for individuals with exceptional learning needs
- ACC5S4 Disseminate information on effective school and classroom practices
- ACC5S5 Create an environment which supports continuous instructional improvement
- SEA5S1 Communicates and demonstrates a high standard of ethical administrative practices when working with staff serving individuals with exceptional learning needs and their families
- SEA5S2 Develops and implements professional development activities and programs that improve instructional practices and lead to improved outcomes for students with exceptional learning needs and their families

### Advanced Standard 6: Collaboration

#### **Knowledge**

- ACC6K1 Methods for communicating goals and plans to stakeholders
- ACC6K2 Roles of educators in integrated settings

- SEA6K1 Collaborative theories and practices that support the administration of programs and services for with individuals with exceptional learning needs and their families
- SEA6K2 Administrative theories and models that facilitate communication among all stakeholders
- SEA6K3 Importance and relevance of advocacy at the local, state, and national level for individuals with exceptional learning needs and their families

**Skills**

- ACC6S1 Collaborate to enhance opportunities for learners with exceptional learning needs.
- ACC6S2 Apply strategies to resolve conflict and build consensus
- SEA6S1 Utilizes collaborative approaches for involving all stakeholders in educational planning, implementation, and evaluation
- SEA6S7 Demonstrates the skills necessary to provide ongoing communication, education, and support for families of individuals with exceptional learning needs
- SEA6S8 Consults and collaborates in administrative and instructional decisions at the school and district levels

State of Illinois Director of Special Education (IL DIR)

Standard 1: Facilitating a Vision of Educational Excellence

1. A. Knows and understands the needs of different groups in a pluralistic society; 1.C. knows and understands the principles of developing, implementing, and evaluating long-term plans; 1.E. knows and understands information sources, data collection, and data analysis strategies; 1.F. knows and understands appropriate channels and media for communicating plans, ideas, and goals to the board of education, staff, parents, students, and the community; 1. G. knows and understands effective consensus-building and negotiation skills; 1.H. knows and understands the historical, moral, philosophical, and political traditions of education, including those that provide the basis for special education practice; 1.J. knows and understands human and financial resources needed to implement and support the organizational vision, mission, and goals; 1.K. facilitates and engages in activities that promote appropriate educational standards and excellence for all students and staff; 1. L. facilitates and engages in activities that promote appropriate educational standards and excellence for all students and staff; 1. N. facilitates and engages in activities that collaboratively develop vision and goals among teachers, support staff, students, administrators, board members, families, and community members; 1. P. facilitates and engages in activities that form and implement educational programs, policies, plans, and actions to realize organizational vision, mission, and goals; 1. Q. facilitates and engages in activities aimed at forming and implementing a vision, mission, and goals to provide purpose and direction for individuals and groups

Standard 2: Learning Environment and Instructional Program

2. F. knows and understands applications of technology for administrators, staff, and students to enhance the learning and instructional program; 2. H. knows and understands professional development models and adult learning theory; 2. I. understands effects of the cultural and environmental milieu of the child and the family, including cultural and linguistic diversity, socioeconomic level, abuse/neglect, and substance abuse, on behavior and learning; 2. L. Facilitates and engages in activities that systematically design and implement procedures and instruments for evaluating the instructional program; 2. O. facilitates and engages in activities that promote reflective practices among administrators, teachers, and staff; 2. Q. facilitates and engages in activities that provide a climate in which treatment of all individuals with respect, dignity, and fairness is valued; 2. S. facilitates and engages in activities that promote high expectations for self, staff, and students; 2. W. facilitates and engages in activities that promote collaboration of staff and

outside agencies in providing services to students and families; 2. X. facilitates and engages in activities that foster lifelong learning

#### Standard 3: Knowledge of Laws, Regulations, and Professional Ethics

3. A. knows and understands current legal, regulatory, and ethical issues affecting education; 3. B. knows and understands the legal rights and responsibilities of students, staff, and parents/guardians; 3. C. knows and understands federal and State education laws and regulations; 3. H. knows and understands the moral and ethical responsibilities of schools and members of the school community; 3. I. knows and understands how to establish and implement policies that promote ethical behavior and high professional standards through collaboration with stakeholders

#### Standard 4: Identification of Students and Provision of Services

4. A. knows and understands effective strategies for identifying children (from birth through age 21) who may have disabilities; 4. C. knows and understands the case study evaluation process, including the determination of eligibility for special education services; 4. D. knows and understands the continuum of programs and array of services available to students with disabilities; 4. E. knows and understands the process of developing Individualized Education Programs (IEP); 4. F. knows and understands parents' and students' rights regarding evaluation, eligibility, services, and discipline; 4. G. knows and understands the array of assistive technology options to facilitate access of students with disabilities to the least restrictive environment; 4. H. knows and understands lawful and appropriate strategies for the discipline of students with disabilities; 4. J. facilitates and engages in activities that provide staff development in the use of effective intervention strategies for instructional staff; 4. K. facilitates and engages in activities that ensure all essential components of a case study evaluation have been utilized when determining eligibility for special education services; 4. Q. facilitates and engages in activities that ensure that parents' and students' rights regarding evaluation, eligibility, services, and discipline are disseminated and understood; 4. R. facilitates and engages in activities that ensure that parents' and students' rights regarding evaluation, eligibility, services, and discipline are implemented; 4. S. facilitates and engages in activities that promote the use of assistive technology for students with disabilities and the identification of resources for assistive devices;

#### Standard 5: Special Education Finance

5. B. knows and understands various federal, State, and local funding sources; 5. C. knows and understands developing and managing special education budgets

#### Standard 6: Management

6. E. knows and understands organizational and operational policies and procedures that enhance students' learning; 6. G. knows and understands practices and procedures to ensure that organizational management functions are supported by current technologies; 6. I. facilitates and engages in activities that empower various groups of constituents (e.g., staff, students, and parents) of the organization as leaders to support change efforts through the use of delegation, collaboration, and collegial strategies; 6. K. facilitates and engages in activities to support professional development for all constituents of the organization, focusing on the improvement of teaching and learning outcomes; 6. S. facilitates and engages in activities that use management techniques to define roles, assign functions, and delegate accountability relative to achieving goals; 6. V. facilitates and engages in activities that identify managerial functions that can be improved using technology; 6. W. facilitates and engages in activities that provide ongoing training and review to ensure the productive and efficient use of technology in organizational management

## Standard 7: Collaboration with Families and Communities

7. A. knows and understands the multiple stakeholders' groups that comprise the school community, which includes but is not limited to parents, religious groups, business and industry, service organizations, local and county government, students, other taxpayers, and employees of organizations within the community; 7. B. knows and understands the conditions and dynamics of the racial, ethnic, linguistic, religious, and socio-economic diversity of the community; 7. E. knows and understands emerging issues and trends that potentially affect the school community and the mission of the school; 7. F. knows and understands successful models of partnerships between the organization and families, businesses, community groups, governmental agencies, and higher education; 7. L facilitates and engages in activities that provide communications from the organization that are written and spoken clearly and forcefully; 7. M. facilitates and engages in activities that demonstrate formal and informal listening skills; 7. N. facilitates and engages in activities that demonstrate group leadership skills; 7. Q. facilitates and engages in activities that mediate conflict between the organization and various stakeholders; 7.R. facilitates and engages in activities that involve the school organization and community in school improvement efforts; 7. S. facilitates and engages in activities that demonstrate the ability to build consensus

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(NOTE: \*Indicates Knowledge Base References)

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