

# University of North Texas at Dallas

## Fall 2016

### SYLLABUS

<b>EDAD 5620:</b>	
<b>The Administration and Supervision of Special School Programs in Education (3 hrs)</b>	
<b>Department of Teacher Education and Administration Division of Education and Human Services</b>	
<b>Instructor Name:</b>	Dr. George Woodrow, Jr.
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<b>Email Address:</b>	george.woodrow@unt.edu
<b>Classroom Location:</b>	Building 1 Room 252
<b>Class Meeting Days &amp; Times:</b>	Thursday 5:30 – 8:20
<b>Course Catalog Description:</b>	Schools of today are more sophisticated and offer an increasing array of programs. No one person is likely to possess a complete understanding of every program delivered in the typical public school. Consequently, this course is designed to provide school personnel, particularly school administrators and teacher leaders, with the knowledge needed to successfully manage the various special instructional and support programs in schools.
<b>Prerequisites:</b>	N/A
<b>Required Text:</b>	Capper, C. A., and Frattura, E. M. (2009). <i>Meeting the needs of students of all abilities: How leaders go beyond inclusion</i> . Thousand Oaks CA: Corwin Press.
<b>Access to Learning Resources:</b>	UNT Dallas Library: phone: (972) 780-3625; web: <a href="http://www.unt.edu/unt-dallas/library.htm">http://www.unt.edu/unt-dallas/library.htm</a> UNT Dallas Bookstore: phone: (972) 780-3652; e-mail: <a href="mailto:1012mgr@fheg.follett.com">1012mgr@fheg.follett.com</a>

The competencies for this course are taken from the Texas Principal Standards, Competencies, and Skills.

<b>Texas Principal Standards, Competencies, and Skills</b>
<p><b>Domain I: School Community Leadership</b></p> <p><b>Competency 001:</b> The principal knows how to shape campus culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.</p> <ul style="list-style-type: none"> <li>• Use strategies to ensure the development of collegial relationships and effective collaboration of campus staff</li> <li>• Respond appropriately to the diverse needs of individuals within the community in shaping the campus culture</li> </ul> <p><b>Competency 002:</b> The principal knows how to communicate and collaborate with all members of the school community, respond to diverse interests and needs, and mobilize resources to promote student success.</p> <ul style="list-style-type: none"> <li>• Demonstrate effective communication through oral, written, auditory, and nonverbal expression</li> <li>• Provide varied and meaningful opportunities for parents to be engaged in the education of their children</li> </ul> <p><b>Competency 003:</b> The principal knows how to act with integrity, fairness, and in an ethical and legal manner.</p> <ul style="list-style-type: none"> <li>• Model and promote the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors</li> </ul>

- Implement policies and procedures that promote professional educator compliance with The Code of Ethics and Standard Practices for Texas Educators
- Apply knowledge of ethical issues affecting education
- Apply legal guidelines to protect the rights of students and staff and to improve learning opportunities
- Apply laws, policies, and procedures in a fair and reasonable manner
- Articulate the importance of education in a free democratic society
- Serve as an advocate for all children

**Domain II: Instructional Leadership**

**Competency 004:** The principal knows how to facilitate the design and implementation of curricula and strategic plans that enhance teaching and learning; ensure alignment of curriculum, instruction, resources, and assessment; and promote the use of varied assessments to measure student performance.

- Facilitate the use of sound research-based practice in the development and implementation of campus curricular, co-curricular, and extracurricular programs
- Facilitate the effective coordination of campus curricular, co-curricular, and extracurricular programs in relation to other school district programs

**Competency 005:** The principal knows how to advocate, nurture, and sustain an instructional program and a campus culture that are conducive to student learning and staff professional growth.

- Implement special campus programs to ensure that all students are provided quality, flexible instructional programs and services to meet individual student needs (i.e., guidance and counseling programs and services)
- Facilitate the development, implementation, evaluation, and refinement of student activity programs to fulfill academic, developmental, social, and cultural needs

**Competency 006:** The principal knows how to implement a staff evaluation and development system to improve the performance of all staff members, select and implement appropriate models for supervision and staff development, and apply the legal requirements for personnel management.

- Collaboratively develop, implement, and revise a comprehensive and on-going plan for professional development of campus staff that addresses staff needs and aligns professional development with identified goals

**Competency 007:** The principal knows how to apply organizational, decision-making, and problem-solving skills to ensure an effective learning environment.

- Implement appropriate management techniques and group processes to define roles, assign functions, delegate authority, and determine accountability for campus goal attainment
- Gather and organize information from a variety of sources for use in creative and effective campus decision making
- Frame, analyze, and creatively resolve campus problems using effective problem-solving techniques to make timely, high-quality decisions.
- Develop, implement, and evaluate change processes for organizational effectiveness

**Theoretical Framework and Perspective:** This course is framed by a Social Justice Stance. The course goals and outcomes are approached through a critical theory lens. This lens is defined as developing consciousness of social justice issues around race, class, gender, ability, religion, economics, and any other aspect of being human within a civil society. Therefore, caring about reducing prejudice, broadening perspectives, learning from mistakes and successes of the past, and becoming aware of world interdependence and multiple causations are essential in this class.

<b>Course Goals or Overview:</b>	
	The goal of this course is designed to provide school personnel, particularly school administrators and teacher leaders, with the knowledge needed to successfully manage the various special instructional and support programs in schools.
<b>Learning Objectives/Outcomes:</b> At the end of this course, the student will	
1	Be able to recognize the various special programs within the school.
2	Demonstrate the ability to supervise and direct these programs
3	Define terms and verbiage used in the different special programs
4	Identify the main goals of each program: implementation and development of these programs

## Course Outline

This schedule is subject to change by the instructor. Any changes to this schedule will be communicated by the instructor in class or online. **See the Blackboard course for a full explanation of each week's learning activities and topics.**

### Course Calendar: **Lecture -- Activities -- Online -- Discussion Topics**

<b>Week 1</b> Face-to-Face	Introduction <ul style="list-style-type: none"> <li>• Discuss Syllabus</li> <li>• Class expectations and overview of course</li> <li>• Sign in on Blackboard and complete assignments</li> </ul>
<b>Week 2</b>	Setting the Stage <ul style="list-style-type: none"> <li>• Short-Term Fixes</li> <li>• Program Model Continuation of the Program Model</li> <li>• Key Assumptions About Separate Programs</li> </ul>
<b>Week 3</b>	Shifting From Programs to Services <ul style="list-style-type: none"> <li>• Critical Equity Questions</li> <li>• Establish a Service Delivery Team to Initiate Change</li> <li>• Current Service Delivery Model</li> </ul>
<b>Week 4</b>	Shifting From Programs to Services <ul style="list-style-type: none"> <li>• Shift Personnel Roles to Meet Student Needs</li> <li>• Self-Evaluation: Leading Beyond Inclusion</li> </ul>
<b>Week 5</b>	Leading for Social Justice at the School and District Levels <ul style="list-style-type: none"> <li>• Leadership for Social Justice Self-Reflection</li> <li>• Traditional Roles of Central Office Administrators</li> <li>• Critical Equity Questions</li> </ul>
<b>Week 6</b>	Administrative Responsibilities <ul style="list-style-type: none"> <li>• Critical Equity Questions</li> <li>• Self-Evaluation: Leading Beyond Inclusion</li> <li>• View Bullying Video</li> <li>• Read Article</li> </ul>
<b>Week 7</b>	Standards for Physical and Emotional Safety <ul style="list-style-type: none"> <li>• Harassment Myths and Dangerous Words</li> <li>• Leading Beyond Inclusion</li> <li>• Establish A Culture of Inclusivity and Visibility</li> </ul>
<b>Week 8</b>	Standards for Student Behavior <ul style="list-style-type: none"> <li>• Be Conscious of How We Label Students</li> <li>• Hold High Expectations for Students</li> <li>• Provide Early Intervention</li> </ul>
<b>Week 9</b>	Involve Students in All Aspects of Intervention <ul style="list-style-type: none"> <li>• All Behavior Is an Attempt to Communicate</li> <li>• Staff Must Have Similar Expectation for Students</li> <li>• Staff Must Use Proactive Strategies</li> </ul>
<b>Week 10</b>	Quality Instruction and Assessment <ul style="list-style-type: none"> <li>• Establish a Culture of Inclusivity and Visibility</li> <li>• Five Reading Options</li> <li>• Performance-Based Assessment</li> </ul>
<b>Week 11</b>	Individualized Assessments <ul style="list-style-type: none"> <li>• Eleven Strategies for Teaching to Ensure Success</li> <li>• Self-Evaluation</li> <li>• Functional Assessment</li> </ul>
<b>Week 12</b>	Leveraging the Law and Funding <ul style="list-style-type: none"> <li>• How Educators Use the Law</li> </ul>

	<ul style="list-style-type: none"> <li>• Reallocating Resources</li> <li>• Self-Evaluation</li> </ul>
<b>Week 13</b>	Toward Integrated Socially Just Schools <ul style="list-style-type: none"> <li>• Determining the Locus of Control</li> <li>• A Dual Approach to Change</li> <li>• A Framework for Equity</li> </ul>
<b>Week 14</b>	Complete the Equity Audit Collection and Analysis found in Resource A.
<b>Week 15</b>	<ul style="list-style-type: none"> <li>• Continue working on audit collection and developing action plan</li> <li>• Prepare for final exam</li> </ul>
<b>Week16</b>	Final Exam

### Assignments

### Points

Discussion (5x13)	65
Assignments (5x13)	65
Journals (2x15)	30
Equity Audit Project (4x5)	20
Final Exam	20
Total	200

### Grading Legend:

180 – 200 = A  
 160 - 179 = B  
 140 - 159 = C  
 120 - 139 = D  
 Below 120 = F

### Course Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

### Attendance and Participation:

During face-to-face and online, students are expected to be prepared for discussions and questions related to the assigned information. Regular and prompt class attendance and active class participation are required in order to meet the requirements of this course. Instructional methods utilized in this course include online: discussions, assignments, journals, one project and a final exam.

### Online Class Assignments:

Students will sign in prior to our second class meeting and respond to an introduction prompt. Assignments, discussions, and journals are located within each Learning Module under Course Tools. There are 13 assignments and discussions. Each one is worth 5 points totaling 65 points. There are 15 journal writings worth 2 points each and the final exam is worth 20 points. Additional expectations and assignments will be delineated in the **Start Here** section online. Students will have approximately a week to participate. Assignments must be submitted during the week designated in syllabus. **Assignments that are late and not submitted in blackboard may not receive credit.** It is each student's responsibility to turn in all assignments on time.

The discussion forums are related to the chapter readings, external resources and activities. Upon completion or near completion of the assigned readings and activities, you are expected to engage in an **ongoing** discussion with your learning community peers. Your contributions to the discussion forums will be graded for **quality** and **quantity, timeliness** of your contributions, and a **detailed analysis** of linking together theory (readings) to application (activities). Post your assignments, discussions, and journals in the assignment window.

### **Field Project Assignments:**

For two weeks, you should (1) complete the Equity Audit Collection and Analysis and (2) type a brief summary of what these data collectively reveal about your school and district. Details of this assignment will be delineated in class and online. Essentially each student will be expected to (1) solicit feedback from colleagues on campus and district personnel regarding specific questions. In addition, students will write an action plan based upon an analysis of the data collected.

### **Final Exam:**

Student will be required to complete a comprehensive essay exam.

### **Course Grading:**

Course materials must be submitted on time to receive full credit. The awarding of grades is not automatic and the judgment of the instructor will determine whether or not each assignment is completed satisfactorily. Neatness, thoroughness, and care in preparing course materials are required.

General criteria for evaluating student work are:

1. Construction of Knowledge: Students successfully interpret, analyze, evaluate, or synthesize information.
2. Depth of Understanding: Student understanding of course content and themes is relatively complex and deep, and they demonstrate that understanding through elaborated communication.
3. Connection to Practice: Students successfully connect course content to practice and their specific context. They explore implications that create value and significance for knowledge.

### **Professionalism, Punctuality, and Participation**

**Professionalism.** Enhancing professionalism and ethical behavior is an underlying goal of all courses in UNT Dallas' Programs. Therefore, at all times, students are expected to conduct themselves in a highly responsible and respectful manner. In addition to those guidelines addressing student conduct established by the university and addressed in the undergraduate catalog and student handbook (e.g., cheating, plagiarism), professionalism includes the following:

- establishing and maintaining positive relationships and interactions with peers, colleagues, and instructors;
- attending respectfully to others who are sharing information (or asking questions) with the class;
- being flexible and understanding in response to unforeseen changes in the syllabus;
- maintaining attention and alertness, and refraining from engaging in any activity not directly related to this class during class hours;
- making only positive comments and gestures directed toward others in the class.

*Note: please ensure that cell phones are turned off prior to entering the classroom, as phone calls during class time are disruptive to the instructional activities of the course.*

*The use of personal computers is encouraged for those students who prefer this medium for note taking. However, professionalism dictates that students use their computers for class-related activities only during class time. All assignments, unless otherwise noted, are expected to be completed individually.*

**Student Professional Dispositions:** Professional dispositions refer to the values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice. For example, they might include a belief that all students can learn, a vision of high and challenging standards, or a commitment to a safe and supportive learning environment. Students will demonstrate professional dispositions by exhibiting the following professional behaviors:

1. Arriving to class at the designated class start time.
2. Preparing for class by reading the assigned materials
3. Participating in class discussions in a variety of ways.
4. Turning in completed assignments on designated due dates.
5. Interacting in a professional manner (verbally and nonverbally) with other students and professor.

6. Taking responsibility for your professional learning
7. Taking responsibility for contacting the professor via email or by phone prior to an absence and taking responsibility for getting class notes/material.
8. This is not an exhaustive list. Other professional behaviors may be taken into account by the professor when grading the student at the end of the semester.

## **UNIVERSITY POLICIES AND PROCEDURES**

### **STUDENTS WITH DISABILITIES (ADA COMPLIANCE)**

The University of North Texas Dallas faculty is committed to complying with the Americans with Disabilities Act (ADA). Students' with documented disabilities are responsible for informing faculty of their needs for reasonable accommodations and providing written authorized documentation. For more information, you may visit the Office of Disability Accommodation/Student Development Office, Suite 115 or call Laura Smith at 972-780-3632.

### **ASSIGNMENT POLICIES**

- All assignments must be completed individually, unless stated otherwise by the instructor. The instructor reserves the right to request that a student redo an assignment that is not satisfactory.
- In such cases a response cost of up to 10 % may be assessed. IF an assignment is accepted late, a 10% late cost will be assessed for submitting assignments late, unless the instructor has given prior approval and waived the 10% late cost.
- **No incompletes** will be given without documentation of extenuating circumstances.

#### **Written Assignments:**

All written assignments should follow APA format. Work must be typed, double-spaced and have a cover sheet that includes your name, date, and course number. Assignments must be stapled or bound.

### **EXAM POLICY**

Make-up exams are **NOT allowed** unless prior permission was received. Such permission will be given at the discretion of the instructor. Make-ups are scheduled at the instructor's convenience and may contain different questions than the original exam.

### **BAD WEATHER POLICY**

On those days that present severe weather and driving conditions, a decision may be made to close the campus. In case of inclement weather, call UNT Dallas Campuses main voicemail number (972) 780-3600 or search postings on the campus website [www.unt.edu/dallas](http://www.unt.edu/dallas). Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically.

### **ATTENDANCE AND PARTICIPATION POLICY**

*The University attendance policy is in effect for this course. Class attendance and participation is expected because the class is designed as a shared learning experience and because essential information not in the textbook will be discussed in class. The dynamic and intensive nature of this course makes it impossible for students to make-up or to receive credit for missed classes. Attendance and participation in all class meetings is essential to the integration of course material and your ability to demonstrate proficiency. Students are responsible to notify the instructor if they are missing class and for what reason. Students are also responsible to make up any work covered in class. It is recommended that each student coordinate with a student colleague to obtain a copy of the class notes, if they are absent.*

**Punctuality.** Attendance and punctuality are salient indicators of one's personal commitment to professional behavior and learning. Despite challenges posed by highway gridlock and juggling personal schedules, all students are expected to attend every class meeting, and to arrive in class on time. In order for an absence or tardy to be considered excused, you must (in most cases) inform the instructor, in advance, of the reason for the expected absence.

**Important:** The University attendance policy is in effect for this course. Class attendance and participation is expected because the class is designed as a shared learning experience and because essential information not in the textbook will be discussed in class. They dynamic and intensive nature of this course makes it impossible for you to make-up or to receive credit for missed classes.

**For every two (2) class sessions missed, your final grade for the course will be lowered one letter.**

Arriving late and leaving early is included in this policy so make the necessary adjustments to your schedule before the 2<sup>nd</sup> class meeting of this course. **Any student arriving 15 minutes late for class will not receive participation points for the day.**

**DIVERSITY/TOLERANCE POLICY:**

Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Center for Student Rights and Responsibilities as the instructor deems appropriate.

**CHEATING AND PLAGIARISM POLICY**

The UNT Code of Student Conduct and Discipline provides penalties for misconduct by students, including academic dishonesty. Academic dishonesty includes cheating and plagiarism. The term “cheating” includes, but is not limited to, (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; and (3) the acquisition, without permission, of tests or academic material belonging to a faculty or staff member of the university. The term “plagiarism” includes, but is not limited to, the use of the published or unpublished work of another person, by paraphrase or direct quotation, without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. If a student engages in academic dishonesty related to this class, the student will receive a failing grade on the test or assignment and a failing grade in the course. In addition, the case will be referred to the Dean of Students for appropriate disciplinary action.

**COLLECTION OF STUDENT WORK SAMPLES POLICY**

In order to monitor students’ achievement and improve its instructional programs, the Department of Teacher Education and Administration collects random, anonymous student work samples to be analyzed by internal and external reviewers.

**COMPREHENSIVE ARTS PROGRAM POLICY**

The Elementary Education program area supports a comprehensive arts program to assist preservice and inservice teachers to design and implement curricular and instructional activities, which infuse all areas of the arts (visual, music, theater, and movement) throughout the elementary and middle school curriculum.

**JAGUARCONNECT MAIL**

All students should activate and regularly check their JaguarConnect (e-mail) account. JaguarConnect is used for official communication from the University to students. Many important announcements for the University and College are sent to students via JaguarConnect Mail. For information about JaguarConnect Mail, including how to activate an account and how to have JaguarConnect Mail forwarded to another e-mail address, visit <http://jaguarconnect.unt.edu/>

**ETHICAL BEHAVIOR AND CODE OF ETHICS**

The Teacher Education & Administration Department expects that its students will abide by the Code of Ethics and Standard Practices for Texas Educators (Chapter 247 of the Texas Administrative Code [www.sbec.state.tx.us](http://www.sbec.state.tx.us)) and as outlined in Domain IV: Fulfilling Professional Roles and Responsibilities of the Pedagogy and Professional Responsibilities (PPR) Texas Examination of Educator Standards (TExES); and as also addressed in codes of ethics adopted by professionals in the education field such as the National Education Association (NEA) and the American Federation of Teachers (AFT).

**NATIONAL COUNCIL FOR THE ACCREDITATION OF TEACHER EDUCATION (NCATE)**

UNT is an NCATE-accredited institution. The educator as an agent of engaged learning” summarizes the conceptual framework of UNT’s basic and advanced programs. The program of educator preparation at UNT is based on the following key concepts: (1) content and curricular knowledge, (2) knowledge of teaching and assessment, (3) promotion of equity for all learners, (4) encouragement of diversity, (5) professional communication, and (6) engaged professional learning.

## **TECHNOLOGY INTEGRATION POLICY**

The Elementary Education program area supports technology integration to assist pre-service and in-service teachers to design and implement curricular and instruction activities, which infuse technology throughout