

University of North Texas at Dallas
Fall Semester 2014
SYLLABUS

**The Administration and Supervision of Special School Programs in
Education, Second Edition 3 hrs
EDAD 5620-D**

Department of	Educational Administration	Division of EDAD	Teacher Education and Human Services
Instructor Name:	<i>Dr. Harold G Hinsley</i>		
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Office Hours:	By Appointment		
Virtual Office Hours:			
Classroom Location:	<i>Building 1 Room 204</i>		
Class Meeting Days & Times:	Thursday 5:30 – 8:30		
Course Catalog Description:	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.		
Prerequisites:			
Co-requisites:			
Required Text:	<u>The Administration and Supervision of Special Programs in Education, Third Edition</u> by Anita Pankake, Mark Littleton, Gwen Schroth Kendall/Hunt Pub Co ISBN 978-0-7575-1841-6		
Recommended Text and References:	<u>LEADERSHIP BOOK: Everyone Communicates Few Connect</u> by John Maxwell. Barnes and Nobel or a major book store. Have book in hand by second class.		
Access to Learning Resources:	UNT Dallas Library: phone: (972) 780-3625; web: http://www.unt.edu/unt-dallas/library.htm UNT Dallas Bookstore: phone: (972) 780-3652; e-mail: 1012mgr@fhcg.follett.com		
Course Goals or Overview:	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. Leadership and communication skills are essential in school operations. Everyone Communicates, Few Connect provides discussion material and practical methods used to assist with leadership that may be used in both cooperate level and schools to assist in academic success. Different leadership styles used in the daily operations of a school or school district will be discussed but communicating is essential in leadership, especially at the Principal or Central Office level.		

Learning Objectives/DOL: 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
5	Identify and practice communication skills through affective as we explore the different programs in schools and communicate with various individuals in supporting the total school programs and climate.

Course Outline

This schedule is subject to change by the instructor. Any changes to this schedule will be communicated by to the students by the teacher via the classroom or direct email to the students.

TOPICS	TIMELINE
Chapter 1 Special Education SLO: 1,2,3,4,	Chapter 1 8/28/14 Read and bring questions to class regarding Special Education and the program offered in the school. In class, discuss the IEP for Sped. Students, Discuss the referral and evaluation process for special education program. PL 94-142 and its affect on the SpEd program. Due process. Timothy W v. Rochester, New Hampshire, School District, 1989
Chapter 2 Section 504 of the Rehabilitation Act of 1973 SLO: 1,2,3,4,5 <u>Everyone Communicates, Few Connect</u> John Maxwell SLO: 4,5	Chapter 2 9/4/14 Discuss the administrators role in implementing Section 504 Compare and contrast major elements of Sec 504 and IDEA Provide sample forms for use in implementing Section 504. Identification Process. Maxwell Book Chapter 1 Have chapter 1 read and write a minimum <u>two pages</u> typed and double spaced report on “Connecting Increases Your Influence in Every Situation”. Use your own thoughts with correct grammar and punctuation, etc.

Chapter 5
Academic Enhancement, Intervention, and Preparation Programs

SLO: 1,2,3,4

Semester projects will be assigned to each student along with a complete description and expectations needed for the semester project.

SLO: 1,2,3,4,5

SLO: 4,5

Chapter 6
Career Readiness Education

SLO: 1,2,3,4

SLO: 4,5

Chapter 5 9/25/14

Of the billions of dollars sent to ensure educational opportunity for America's children, very little is spent on programs that encourage students to prepare for, enter, a graduate from college. This chapter highlights programs that address the large gaps in academic performance and disparity in college enrollment rates between students from economically disadvantaged families and more advantaged students.

Maxwell Book Chapter 4, "Connecting Always Requires Energy" and 5 "Connecting is More Skill Than Natural Talent" Write the two page report on both chapters

(DO NOT COMBINE THE CHAPTERS) and be prepared to discuss the chapters in class and how this chapter relates to the program discussed in the text book.

Chapter 6. 10/9/14

The Carl D Perkins Career and Technical Education Act of 2006 (PL 109-270) requires states to offer programs of study which local education agencies an post secondary institutions may adopt as an option for student participating in career an technical education (CTE). This chapter will focus on Perkins IV, but will also provide a historical context of career an technology in the United States, discuss vocational reform and technical preparation, introduce new career readiness initiatives, and explain the school leader's role in implementation of career and technology programs.

Chapter 6 Maxwell Book "Connectors Connect on Common Ground". Two page report and class discussion as it relates to Career Readiness.

Chapter 7
Achieving Equity through Enrichment Bilingual
Education

SLO: 1,2,3,4

SLO: 4,5

Mid Term Exam. The mid - term will cover all areas that has been discussed in both the Class TEXT and the Maxwell book. There MAY be questions from the individual presentation on the previous assignments as well. Be prepared.

Chapter 8
Early Childhood/Early Childhood Special Education

SLO: 1,2,3,4

SLO: 4,5

Chapter 9
Programs for Gifted and Talented Students

SLO: 1,2,3,4

Chapter 7 10/16/14

Research the legal and legislative concerns of bilingual education in the US. What models are in bilingual education?

Lau v. Nichols, 1974;

Serna v. Portales Municipal Schools 1974;

Rios v. Reed District Court, NY 1978

Chapter 7, Maxwell Book, “Connectors Do the Difficult Work of Keeping It Simple”.

Write the two page report and be prepared to discuss in class, time permitting.

Exam will be given during regular class time

Chapter 8 10/23/14

Understand the principles of developmentally appropriate practice and their application to programs for all young children. What are the appropriate assessments for young children with disabilities? Identify the continuum of programs and intervention practices that should be available for infants and young children with and without disabilities. What is the role of families?

Maxwell Book Chapter 8

“Connectors Create an Experience Everyone Enjoys” Turn in two page report and prepare to discuss chapter.

Chapter 9 10/30/14

How do schools identify GT students?

What ID process does your school use?

Bring to class your district’s GT plan.

What role do parents have in the students’ involvement in the GT program in your district; your school?

<p>SLO: 4,5</p> <p>CHAPTER 13: Discussion in class.</p> <p>SLO: 1,2,3,4</p> <p>Chapter 14 Student Activities</p> <p>SLO: 1,2,3,4</p> <p>Chapter 15 Response to Intervention: A School Improvement Model</p> <p>SLO: 1,2,3,4</p>	<p>Chapter 10. Maxwell “Connectors Live What They Communicate” Maxwell Book. Two page report and prepared to discuss in class.</p> <p>Chapter 13 In Class discussion</p> <p>Chapter 14 12/4/14 Student activities provide opportunities for students to enhance social skills and learn character-building lessons they can apply to their study habits and their lives. Student activities may contribute to students staying in school and finding personal meaning during their school years. A principal’s active involvement helps create a positive climate and reassures teachers that activities are important extensions of the educational an social programs already present in the school.</p> <p>Chapter 15 12/4/14 In differentiated classrooms, teachers begin where students are, not the front of the curriculum guide.</p>
<p>12/11/2014 Student presentations begin Regarding SEMESTER PROJECT presentations.</p> <p>SLO: 4,5</p>	<p><u>NOTE:</u> <i>Schedule of presentations and exams (except FINAL) are subject to change, depending on time.</i></p>
<p>12/18/2014 Complete Semester projects if need.</p> <p><u>FINAL EXAM</u> All students will give a presentation on specific topics related to the course and todays educational process. Topics will be issued around midterm exam.</p> <p>If a student is not prepared for the presentation or is not in attendance a grade of “F” will be given in the Final Exam. Along with the presentation, there will be a written FINAL EXAM that will cover the entire semester’s material.</p> <p>SLO: 1,2,3,4,5</p>	<p>Last day of class for Fall Semester</p> <p><u>FINAL EXAM</u> A written exam MAY be given as well as the students presentations.</p>

Course Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course. Your grade in this course will be determined based on a point system. Each activity, assignment, and exam will be worth a specific number of points. It is advised that you keep track of your points throughout the semester so that you will basically know your grade and your math will match my math. .

Grading Matrix:

Instrument(s)	Value (points)	Total Points
<u>Attendance/Class participation</u>	15	15
Knowledge / Discussion Programs (Text Book Chapters)	5	5
<u>Mid Term Exam</u>	10	10
<u>Semester Project and Presentation</u> Topics to be Assigned: Semester projects should be a minimum of 40 minimum or longer. <u>COVER THE TOPIC IN DETAIL.</u>	40	40
<u>FINAL EXAM</u>	10	10
<u>Group or Individual Project and/or Presentation(s)</u> <u>TEXT or MAXWELL Book</u>	10	10
<u>Written Chapter review Maxwell</u> 1-10 Chapters along with class discussion	10	10
TOTAL	100	100

Grade Determination:

A = 90 – 100%

D = 60 – 69

B = 80 – 89

F = 59% or below

C = 70 – 79 %

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.

Student Evaluation of Teaching Effectiveness Policy:

The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SETE to be an important part of your participation in this class.

Assignment Policy:

Assignments are to be completed on time and turned in to the instructor on time. Late work will be viewed as neglect on the student's behalf and a drop in the student's daily grad. This may have a serious affect on the final semester grade as well.

Exam Policy:

Exams should be taken as scheduled. No makeup examinations will be allowed except for documented emergencies (See Student Handbook).

Academic Integrity:

Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of conduct and Academic Dishonesty policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Conduct at http://www.unt.edu/csrr/student_conduct/index.html for complete provisions of this code.

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. 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.

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.

**Semester Projects will be assigned after the first week of class.
Students will receive written directions and expectations at that time.**

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

Texas Principal Standards, Competencies, and Skills
<p><u>Domain I: School Community Leadership</u></p> <p>Competency 001: 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"> • Use strategies to ensure the development of collegial relationships and effective collaboration of campus staff • Respond appropriately to the diverse needs of individuals within the community in shaping the campus culture <p>Competency 002: 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"> • Demonstrate effective communication through oral, written, auditory, and nonverbal expression • Provide varied and meaningful opportunities for parents to be engaged in the education of their children <p>Competency 003: The principal knows how to act with integrity, fairness, and in an ethical and legal manner.</p> <ul style="list-style-type: none"> • Model and promote the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors • 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 <p><u>Domain II: Instructional Leadership</u></p> <p>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.</p> <ul style="list-style-type: none"> • 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 <p>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.</p> <ul style="list-style-type: none"> • 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 <p>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.</p> <ul style="list-style-type: none"> • 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 <p>Competency 007: The principal knows how to apply organizational, decision-making, and problem-solving skills to ensure</p>

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

The following table documents the UNT Dallas Educational Leadership Competency Framework and the specific competencies that are practiced and learned in this course.

LEADERSHIP FOR...

LEADERSHIP THROUGH...		Cultural Competence/ Community Engagement	Professional Learning	Democratic/ Social Justice	Ethics/ Personal Presence
	Reflective Practice	<p>Aware of personal perspectives and biases</p> <p>Able to read & adjust to cultural differences</p> <p>Experienced working with under-resourced communities</p> <p>Values diversity</p> <p>Acts in a supportive manner that recognizes feelings of other cultural groups</p>	<p>Uses data (Internal and External/Research) to guide school improvement</p> <p>Effectively organizes and analyzes information</p> <p>Anticipates challenges for problem solving</p> <p>Integrates & acts upon new information</p> <p>Connects relevant experience and academic knowledge</p> <p>Adapts and applies learned skills, theories, or methodologies to new situations</p> <p>Models and promotes the continuous and appropriate development of all learners</p>	<p>Attends to legal & policy trends & requirements</p> <p>Considers broad potential impact of decisions</p> <p>Holds self and others accountable</p> <p>Shows evidence of an inclusive classroom/school</p> <p>Responds to discriminatory actions or behaviors that are based on social identity markers (i.e. race, gender, ethnicities, religion, sexual orientation, age, socio economic status).</p> <p>Analyzes the complex causes of poverty and other disadvantages and the effect on families, communities, children, and learning</p>	<p>Aware of how he/she is perceived by others & adjusts accordingly</p> <p>Articulates values and beliefs</p> <p>Demonstrates resilience & flexibility</p> <p>Identifies professional and personal strengths & weaknesses</p> <p>Compares progress with planned milestones</p> <p>Shows an awareness of one's own ethics, personality, and presence</p> <p>Evaluates different ethical perspectives</p> <p>Applies knowledge of ethical and legal guidelines to protect the rights of students and staff and to promote learning</p>

LEADERSHIP FOR...

LEADERSHIP THROUGH...

Cultural Competence/
Community Engagement

Professional Learning

Democratic/
Social Justice

Ethics/
Personal Presence

Entrepreneurial
Innovative
Vision

Actively seeks cultural diversity
Articulates a vision of inclusion & equity
All inclusive vision
Adjusts attitudes and beliefs as a result of working with and learning from diversity of communities and cultures
Establishes a culture of high expectations for all

Seeks personal growth opportunities
Seeks and responds to feedback
Results oriented
Willing to take calculated risks in order to improve
Embraces contradictions in problem solving
Identifies innovation opportunities and develops strategic plans

Actively advocates with policy makers for all student & staff
Articulates & demonstrates equity
Articulates an all-inclusive vision framed by emancipatory leadership
Recognizes and celebrates the contributions of diverse groups/individuals toward the realization of the campus vision
Advocates for policies and programs that promote equitable learning opportunities for all students
Ensures access to all school services (i.e. Honors classes, AP classes, field trips, full academic and social curriculum)

Comfortable with both details & the bigger picture
Shows a balance between confidence & humility
Sets challenging goals & takes initiative
Has a history of personal success & excellence in achievement
Drive to achieve results/success
Models culturally responsive and emancipatory leadership
Models professional behavior

LEADERSHIP FOR...

LEADERSHIP THROUGH...

Cultural Competence/ Community Engagement

Professional Learning

Democratic/ Social Justice

Ethics/ Personal Presence

Communication

Language (oral & written) is free of cultural bias
Active & Open listening
Articulates a complex understanding of cultural differences in verbal and nonverbal communication
Skillfully negotiates shared understanding based on differences
Supports and seeks multi-lingual communications based on community context
Combines impartiality, sensitivity to student diversity and ethical considerations in interactions with others.
Skillfully promotes the school to a variety of constituencies

Group facilitation skills
Shares professional reading
Utilizes appropriate media for sharing
Shares action research with peers and broader community
Participates in professional learning community

Language & actions are free of cultural bias
Actively engages various constituents for input and sharing
Models & encourages open conflict management
Develops voice and actively advocates on issues of social injustice
Responds to pertinent political, social, and economic factors in the internal and external campus context
Advocates for student success through written and oral communications
Understands and responds to the politics of the school

Builds a strong classroom and campus culture
Develops strong, trusting, & respectful relationships
Demonstrates honesty & integrity
Responds appropriately to a variety of circumstances
Considers consequences of personal and professional communications
Uses professional language when engaging stakeholders (oral, written, visual media)
Demonstrates respect for the rights of others with regard to confidentiality and dignity and engages in honest interactions.
Makes and explains decisions based on ethical and legal principles

Technology & Other Resources

Creates open access through a variety of technology portals
Engages with social/educational technology (iPad, cell phone, texting, social media, webinar, etc.)

Utilizes appropriate media for seeking & sharing best practices (research and practice based evidence)
Accesses current research and databases
Uses technology for data analysis
Stays current and updated in technology advancements (hardware and software)
Evaluates information and sources critically

Actively ensures access to technology for all students & families
Matches technology expectations to students' specific resources and/or community resources
Bridges technology gaps for students by acquiring technologies in the school
Coordinates with community resources to provide access outside the school
Effectively secures & manages resources to ensure access to all students and families

Understands & models appropriate/effective use of social networking tools and other technologies
Socially responsible with technology (email content; text content; internet usage)
Secures necessary resources through grant writing, advocacy, and effective management
Uses public resources and funds appropriately and effectively

LEADERSHIP FOR...

LEADERSHIP THROUGH...

Cultural Competence/
Community Engagement

Professional Learning

Democratic/
Social Justice

Ethics/
Personal Presence

Collaboration/
Team Building

Actively seeks diverse perspectives, including diverse family structures and diverse cultures

Acts without bias in the engagement of all stakeholders

Shows initiative in team leadership of complex and/or multiple civic engagement activities

Shows ability and commitment to work collaboratively across and within community contexts

Initiates and develops interactions with individuals from culturally diverse backgrounds

Engages parents and communities across cultural boundaries

Advocates for public engagement of the school across cultural boundaries

Participates in & facilitates teacher involvement in professional learning communities

Creates opportunities for staff to increase effectiveness & achieve progress in career goals

Builds effective coalitions and implements shared-decision making

Actively cites research from multiple perspectives

Engages in professional learning communities

Facilitates teachers learning together across traditional boundaries (grade level, department, etc.)

Establishes mentoring structures for new teachers

Includes and engages all stakeholders (student, families, staff, community)

Advocates for teachers and students

Delegates to appropriate groups

Promotes collaboration among team members

Includes all stakeholders in decision making processes

Facilitates the implementation of management techniques and group processes to ensure shared responsibility for campus goal attainment

Attracts & recruits highly effective staff

Makes sound financial decisions

Engage personalities and ethical considerations that may be different from our own

Suspend biases to listen to other perspectives