University of North Texas at Dallas
Fall 2013
SYLLABUS

EDAD 5620:
The Administration and Supervision of Special School Programs in Education (3 hrs)

Department of Teacher Education and Administration Division of Education and Human Services

Instructor Name:	**Dr. Charles C. Cole**
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Office Hours:	4:00 -5:30 pm Thursdays
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Classroom Location:	Building 1 Room 204
Class Meeting Days & Times:	Thursday 5:30 – 8:20

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:	EDAD 5300; EDAD 5330; EDAD 5360; EDAD 5390

Required Text:	**Meeting the Students of ALL Abilities** 2nd Edition by Colleen A. Capper and Elise M. Frattura; Corwin Press ISBN 978-1-1429-6695-5

Course Materials:	1, 1 inch 3 ring binders

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@fheg.follett.com

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

Texas Principal Standards, Competencies, and Skills

Domain I: School Community Leadership

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.
- 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

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.
- 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

Competency 003: The principal knows how to act with integrity, fairness, and in an ethical and legal manner.
- 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

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

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

LEADERSHIP THROUGH…		LEADERSHIP FOR…				
		Cultural Competence/ Community Engagement	Professional Learning	Democratic/ Social Justice	Ethics/ Personal Presence	PreK-12 Student Learning
	Reflective Practice	Aware of personal perspectives and biases Able to read & adjust to cultural differences Experienced working with under-resourced communities Values diversity Acts in a supportive manner that recognizes feelings of other cultural groups	Uses data (Internal and External/Research) to guide school improvement Effectively organizes and analyzes information Anticipates challenges for problem solving Integrates & acts upon new information Connects relevant experience and academic knowledge Adapts and applies learned skills, theories, or methodologies to new situations Models and promotes the continuous and appropriate development of all learners	Attends to legal & policy trends & requirements Considers broad potential impact of decisions Holds self and others accountable Shows evidence of an inclusive classroom/school 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). Analyzes the complex causes of poverty and other disadvantages and the effect on families, communities, children, and learning	Aware of how he/she is perceived by others & adjusts accordingly Articulates values and beliefs Demonstrates resilience & flexibility Identifies professional and personal strengths & weaknesses Compares progress with planned milestones Shows an awareness of one's own ethics, personality, and presence Evaluates different ethical perspectives Applies knowledge of ethical and legal guidelines to protect the rights of students and staff and to promote learning	Uses data to analyze student learning results & plan CIA initiatives Reflects on data to inform curriculum and instructional leadership decisions Actively assesses instructional quality and demonstrates excellence in delivering instruction Utilizes action research to examine teaching and learning

LEADERSHIP THROUGH…	LEADERSHIP FOR…				
	Cultural Competence/ Community Engagement	Professional Learning	Democratic/ Social Justice	Ethics/ Personal Presence	PreK-12 Student Learning
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	Articulates a clear vision of the successful K-12 student outcome Knowledge and skill in what is necessary to achieve high levels of student learning Sets high expectations for all students Develops and communicates a vision that includes the need for urgent change Measures excellence in academic curriculum through multiple modalities Facilitates the alignment of curriculum and instruction to readiness standards at each level (elementary to middle, middle to high school, high school to post-secondary) Leads improvement in literacy and numeracy for all students Facilitates engagement of all students

LEADERSHIP THROUGH...	LEADERSHIP FOR...				
	Cultural Competence/ Community Engagement	Professional Learning	Democratic/ Social Justice	Ethics/ Personal Presence	PreK-12 Student Learning
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	Demonstrates coaching skills Uses feedback to encourage & increase quality teaching Engages in crucial professional conversations Articulates and shares student achievement outcomes with multiple stakeholders (peers, students, teachers, parents, etc.) Creates opportunities for teachers to dialogue on student achievement Articulates and advocates for the importance of decisions impacting preparedness for academic rigor

LEADERSHIP THROUGH…	LEADERSHIP FOR…				
	Cultural Competence/ Community Engagement	Professional Learning	Democratic/ Social Justice	Ethics/ Personal Presence	PreK-12 Student Learning
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	Successful experience with instructional technologies (electronic, manipulatives, and other hands-on stimulatives) Uses technology to access and analyze achievement data Utilizes technologies to engage all stakeholders in learning

LEADERSHIP THROUGH…	LEADERSHIP FOR…				
	Cultural Competence/ Community Engagement	Professional Learning	Democratic/ Social Justice	Ethics/ Personal Presence	PreK-12 Student Learning
Collaboration/ Team Building	Actively seeks diverse perspectives, including diverse family structures and diverse cultures Acts without bias in the engagement of all stake-holders 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	Sets high expectations for teacher success Builds & sustains a viable organization for learning Ensuring the best fit of teaching teams for student success Organizing through site-based management to ensure student success Able to motivate, inspire, and hold others accountable for student learning Facilitates teachers working together to develop the depth of knowledge to teach a rigorous academic core Facilitates campus participation in district planning to ensure alignment across the system

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Student Success	
All Students	All students will receive rigorous, high quality instruction, activities, assignments, dialogue, discussions, and assessments.
Some Students	Some students will be targeted for minor interventions, as course content may be challenging to them. In this case, students will be asked to schedule an office visit for individualized support.
Few Students	Few students will need additional interventions, as course content may be difficult to them. In this case, students will be mandated to schedule an office visit for intensive individualized support.

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, sexual orientation, ethnicity, 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.

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.
Learning Objectives/Outcomes: 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 to the students by the teacher via the classroom or direct email to the students.

Dates	Topic	Timeline
	Shift from Programs to Services	
08/29/2013	Introduction to Course Address Course Questions House Bill 1942; Develop Policy	-Entry Activity Due -Blue Card -Research and Identify a School outside and do not border Texas
09/05/2013	Chapter 1: Setting the Stage	-A copy of the school's Service Delivery Model -Chapter 1 Review
09/12/2013	Chapter 2: Shifting from Programs to Services	-Chapter 2 Review
09/19/2013	Chapter 3: Leading for Social Justice Guest Speaker	-Social Class Analysis Reports -Chapter 3 Review
09/26/2013	Educators Round Table	
	Establish Standards for Integrated, Socially Just Schools and Districts	
10/03/2013	Chapter 4: Standards for Physical & Emotional Safety	-Gender Analysis Reports -Chapter 4 Review
10/10/2013	Chapter 5: Standards for Student Safety	-Race/Culture/Ethnicity Analysis Report -Integrative Project, Part A -Chapter 5 Review
10/17/2013	Chapter 6: Quality Instruction & Assessment	-Disability Analysis Report -Chapter 6
10/24/2013	Chapter 6: Quality Instruction & Assessment Guest Speaker Panel (tentative)	-English Language Learners Analysis Report
10/31/2014	Educators Round Table	Class Demonstration
	Leveraging the Law, Funding, and Student Differences Toward Critical Transformative Change	
11/07/2013	Chapter 7: Leveraging the Law, Funding Toward Integrated, Socially Just Schools`	-Sexual Orientation Analysis Report -Chapter 7 Review -Integrative Project Part B & C
11/14/2013	Chapter 8: Towards Integrated, Socially Just Schools	-Chapter 8 Review -Integrative Project DUE
11/21/2013	**Thanksgiving Holiday**	
11/28/2013	Group Demonstration	Group Demonstration Interactive Notebook
12/05/2013	**Integrative Group Project Presentations**	Presentation
12/12/2013	Finals	

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 know your grade.

Grading Matrix:

Instrument	Value (points or percentages)	Total
Attendance/Class participation		20
Interactive Notebook		20
Integrative Project and Presentation		40
Group Demonstration		10
Educators Round Table		10
TOTAL		100

Grade Determination:
A = 90 – 100%
B = 80 – 89 %
C = 70 – 79 %
D = 60 – 69 %
F = 59% or below

Final Grade Computation
Points toward the final grade will be awarded accordingly: This is tentative and may be changed with prior notice.

**An Incomplete Grade is given ONLY under <u>significant extenuating circumstance</u> WITH supporting documentation *and* at the professor's discretion.

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 know your grade.

> **Attendance & Participation (20 Points):** You are expected to attend each class and fully participate in all class activities, including lectures and discussions, demonstrations, role plays, presentations and discussions, small-group projects, collaborative learning activities, etc. Generally, it is expected that all students will make at least one

contribution to the class discussion <u>every</u> class period *(00 pts – Attendance; 10 pts – Participation)*

Interactive Notebook (20 Points): The Interactive Notebook is based upon the research of hemispheric specialties. It aids the student with literacy, specifically vocabulary. It also allows use of multiple intelligences, as well as allows for the use of multiple learning channels: auditory, visual, and kinesthetic-tactil. In completing the hemispheric connector, please use the formula provided in the example.

Educator's Round Table (10 Points): You will be grouped with peers to generate critical discourse on a relevant educational and social topic. I will lead you to the domain in which you will extract your concept, in turn you and your peer group will then proceed to facilitate the round table**.**

Group Demonstration (**10 Points):** There will be three (2) demonstrations covering all readings, assignments, lectures, and activities covered prior to the demonstration. The demonstration will be based on the information presented by the instructor, any guest speakers, and/or through class readings and discussions during class. Demonstrations must show evidence of critical thinking, creativity, and problem solving.

Integrative Project (40): The Integrative Project has both written and presented components. The written portion of the project has three parts, explained below. In addition to the written portion of this project, the student is expected to create a compelling presentation that features the highlights from the written portion of the project. Presentations will be scheduled for 15-minute periods during the last class sessions. Be sure to carefully follow the instructions listed below regarding the Integrative Project.

Written Portion of Integrative Project

-Part A. This written assignment involves assessing the current situation in a specific school. This class assignment includes data gathering and analysis. You must use a minimum of 6 peer reviewed articles to ground your analysis. Articles can not be older than 2009. In addition, graphs, charts, and/or graphics must accompany your work. Reference your APA manual for proper citation of these elements. Part A is due _____ and is worth 50% of your final grade.

-Data Gathering: You will gather data on 5 diversity areas: general & social class, race & ethnicity, (dis)ability, gender, and sexual orientation. These data will be gathered in a table that is designed for you (see Appendix A).

-Data Analysis: You will then analyze each of these sets of data (i.e., you need to write a one page analysis on race, a one page analysis on disability, etc.). The analysis is written on a separate page and limited to one single-spaced page (see Appendix B).

-Shared Experience with an Individual with a Severe (Dis)ability: Oftentimes individuals with severe (dis)abilities are outside of our realm of everyday experience. One reason for this is the reluctance of many schools to include individuals with severe dis)abilities. In order to facilitate a richer analysis of data, an additional class requirement is that all students arrange to share an experience with an individual with a severe (dis)ability. You will also read a chapter about serving students with severe disabilities.

You are to then provide a written reflection of no more than one page on this experience to be shared in class.

For the final component of Part A, you must array your data in tables/graphs that are easy to read and understand, and that clearly show the strengths and areas of concern.

-Store all of these assignments together once completed. You are expected to complete the data collection and analysis portion of each area of difference by the staggered due dates and bring these data to class for discussion (but not for submission). You will also have the opportunity to ask questions about your work in class. You will submit all your data and analyses together as Part A of the Integrative Project on November 15, 2012.

The data sheet for each area should precede the analysis page. For example, have the race data sheet followed by the race analysis; the gender data sheet followed by the gender analysis.

Summary of components to Part A of the Integrative Project, due Oct 10, 2012

Data collection on:	1 page analysis of:
• Social Class • Gender • Race/Culture/Ethnicity • (Dis)ability • English Language Learners • Sexual Orientation • Severe (Dis)ability (shared experience)	• Social Class • Gender • Race/Culture/Ethnicity • (Dis)ability • English Language Learners • Sexual Orientation • Severe (Dis)ability (reflection)

-Part B. This written assignment involves you envisioning your role as a leader in your setting and setting specific goals based on the data you have gathered. It is informed by the data and analysis of Part A. Based on the current situation as described by the gathered and analyzed data in Part A, identify your vision and goals for meeting the needs of all students in integrated educational environments. The format may be a list of goals with narrative explaining the goals. Envision this as something you would present to your school board or staff. Cite relevant literature from class in Part B.

- **Part C.** This written assignment is your five-year implementation plan. Parts B and C together are worth 25% of your final grade.

To realize your vision and achieve your goals identified in Part B, outline a five-year plan. Who do you involve? When? What structures, cultures, or people in your setting are already in place that can support your work? Who are your likely resisters and how will you work with them? Where do you start? What factors will affect your progress? You should include a time-line.

Length requirements for Parts B & C: Five, double-spaced pages (maximum) for each of Part B and C, or ten, double-spaced pages total. Some students prefer to combine Parts B & C which is fine as long as you adhere to the assignments expectations for both. These are both due November 12, 2012.

-Presentation Portion of Integrative Project – 25% of final grade
In addition to being graded on the written portions of your integrative project, you will also be graded on your ability to present the written material in a role-play presentation. Since effective leadership for social justice requires the ability to build a shared vision and plan for social justice, you need to develop effective, persuasive, and engaging

presentation skills. When you make your presentation, you are required to role play the presentation as if you were presenting to your school faculty, your school board, or some other related entity. Presentations of the integrative projects will be scheduled for the final class sessions and will be a maximum of 15 minutes in length.

For your presentation you should select the most compelling aspects of the data and analysis from the written portion of this project. First give us a little context of the setting from Part A of the written portion (in particular some school demographic data, such as percent of students receiving free/reduced lunch, percent of students of color, percent identified with disabilities, a bit about your community context, rural? Suburban?, etc.). Follow this with a couple of the most goals you have identified from Part B of the written portion. Then present your plans for implementation from Part C of the written portion. Your presentation **should produce an "aha" moment** in your audience -- it should NOT just be a summary of data, it should have a clear and compelling point. Many former EDAD 5620 students have shared their presentations and data with their current principal, or with their grade level team or district level teams to bring about change in their schools and districts. These students have found that their colleagues were amazed by what the data revealed and could not argue with such clear findings. They also found that their presentations made change easier because all of the facts were "on the table." You have to couch what you do in research. Include citations in your presentation. For example, follow an assertion that "This is an issue because... " with a statement such as "Here is a citation to support it..." You also have to couch what you want to do in the overall plan of ICS -- you may start out by saying, "Now we are going to look at services for all kids, but for this first phase, we are going to work on disability. We will work on other issues of integration later." This is all part of an overall umbrella -- you don't stop with one area. This is part of a bigger change for all students. It is important for you to conceptualize social justice efforts in this wide spectrum manner.

Be sure your presentation does not overwhelm the audience. You should choose only the most important data-based areas and build an action-oriented and shared plan to put into practice after the presentation. In addition to an action plan, you should conclude with some specific and data-based ways to measure progress toward the goals.

FINAL NOTES ON INTEGRATIVE PROJECT:
- *- You may be asked to revise portions of your Integrative Project as you submit them.*
- *- When gathering data, take copious notes and quote whenever possible.*
- *- Relationships with people are key. try to build these early on, assuring them that you are*
here to learn, not judge, and that this is a class assignment, not a research project.

Professionalism, Punctuality, and Participation

Professionalism. Enhancing professionalism and ethical behavior is an underlying goal of all courses in UNT Dallas' Programs in Special Education, as well as a foundational topic of this course. 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. In addition, no work completed and turned in for this course should be turned in at a later time (without significant changes or additions) to fulfill requirements for other courses, or shared with other students for the purpose of completing course work in special education courses of this or other instructors.

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.

**Use of Person-First Language: You are expected to use "Person-First" language at all times when referring to individuals with a disability (e.g., "students with autism," or "a student with behavioral problems"). Please do not use labels like "Mentally Retarded student" or "Autistic kid" or "Emotionally Handicapped class" because of the associated negative connotations. This vocabulary use will result in an automatic deduction on your assignment grade.

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. **ALL assignments must be written in people-first language and have minimum errors in grammar to receive full credit.**

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. 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 2nd 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 JacguarConnect (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) 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

Appendix A

Example of data table. These tables will be provided for all the areas of traditionally marginalized students (socioeconomic status, race, ethnicity, gender, disability, and sexual orientation)

General & Social Class Data & Analysis

NAME: **General Data** 1. Number of students in your district:	
2. Number of staff in your school (certified and noncertified):	
3. Number of students in your school:	
4. Ratio and percentage of student services staff (certified and noncertified):	
Social Class (report ratio and percentage) 5. Students receiving free and reduced priced lunches in your educational setting:	
6. Students receiving free/reduced priced lunches in other schools in your district at the same level (elementary, middle, secondary):	
7. Students identified for special education (all categorical areas) in your educational setting:	
8. Of the number of students identified for special education, what ratio and what percentage receive free/reduced priced lunches? *Note: We have found that most districts do not gather or report this information. It may be possible, however, to find such data or to calculate this information by hand.	
9. How does the response in Item 8 compare to Item 5? The answers should be similar. If, for example, 60% of students identified for special education also qualify for free and reduced price lunches (#8), and your educational setting has 20% of its students receiving free/reduced price lunches (#5), students for free/reduced price lunches are over-represented in special education. Further, this means that, in this setting, if a student is from a lower socioeconomic class family, she or he is three times more likely to be labeled for special education than other students. What social class myths support these data?	

10. Students identified as "gifted" (e.g., TAG) in your setting who receive free/reduced priced lunches. Compare the response to Item 5.	
11. Students identified as "at risk" in your setting who receive free/reduced priced lunches. Compare your response to Item 5.	
12(a). Report two pieces of academic achievement data (I prefer	

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reading and math) as it relates to social class. One place to access these data is from the State's Department of Education. For instance, if you are at the elementary level, compare how 4th grade achievement in reading for economically disadvantaged students compares students who are not economically disadvantaged. Then compare this same group of students on math scores.	
12(b). Collect social class comparison data on at least 2 other areas in your school/setting (e.g., PTD, Student Council, Safety Patrol, Band).	

13. Social Class Data Analysis Type your essay in the blank cell below, it will expand as you type. This portion of the assignment should be in essay form, **clearly responding to the questions** below, but NOT just a series of questions and answers. In addition, your reflections must be **supported by the readings** (be sure you do a simple citation of readings that you use) assigned in class. Analyses over the one page limit cannot be corrected due to the high volume of students in the class. What do these social class data mean? In your analysis, include the strengths and areas for improvement in serving students of lower social classes within your school's curriculum, instruction, and culture, and ideas you have for remedying the weaknesses.

Appendix B

EXAMPLE OF A GOOD ANALYSIS

While West has earned the distinction of being a Presidential School of Excellence, there is a striking contrast in academic achievement between those economically disadvantaged and those with greater financial means (26 % and 74% respectively). For example, when examining 10th grade Wisconsin Knowledge and Concepts Examination (WKCE) reading, math, and science test results, one is struck by the pattern and magnitude of disparity. For example in reading, 36% of the students who are considered economically disadvantaged scored in the proficient range and 12% advanced, yet 16% of those not economically disadvantaged scored in the proficient range and 76% advanced. In Math, 35% of those economically disadvantaged scored in the proficient range and 8% advanced versus 30% and 61% respectively for those not economically disadvantaged. Science test results are similar as 19% economically disadvantaged scored proficient, 11% advanced and 20% not economically disadvantaged scored proficient and 70% advanced. To me the most striking difference is at the advanced level. If one averages the three test areas nearly 70% of students not economically disadvantaged scored advanced compared to just 12% for those economically disadvantaged. This disparity at the 10th grade continues in the higher grades as measured in another area. A total of 506 students took 516 Advanced Placement exams (8 course offerings). A West counselor estimated that students economically disadvantaged represent approximately 12%, while those not economically disadvantaged, 88%, less than half of what one might expect based on the school demographics.

In looking at students considered "at-risk," such as students who failed at least one or more classes and took summer school (250), CRIS (night school, 13), Pathways (similar to CRIS but for those w/disabilities, 8), SAIL (special education alternative school, 20), 195/291 (67%) are individuals considered economically disadvantaged, more than twice as much as one would predict. This is consistent with profile of "at-risk" students in district alternative programs (such as AERO, Work-Learn, SAPAR, OFS, DCP, Jail, Huber, Juvenile Detention, Shelter) with 70% non-white, 65% economically disadvantaged, and 20% students with disabilities.
With the exception of football, a similar trend is also visible in extracurricular activity participation (sports and student government). When one looks at the elected student council officers, just (10%) are occupied by students with an economic disadvantage. Student Council is open to all interested students, there are 50 students total, it is estimated that only 5 are considered economically disadvantaged. In football approximately 45% of participants are considered economically disadvantaged, however, in soccer (boys/girls), hockey, cross country, and swimming/diving numbers in the 5 – 15% range.
A total of 10 students were expelled last year at West, students economically disadvantaged comprised 70% of this group. While the number is small it is none the less significant. This is consistent with the MMSD as a whole with 25 of the 106 (76%) students expelled last year were economically disadvantaged.

While reviewing the economically disadvantaged status with students with disabilities, certain disabilities seem disproportionately represented. For example, Autism (5.8%), Speech and Language (27%), and Other Health Impaired (26%) were in sharp contrast to Emotional Behavioral Disability (60%), Cognitive Disability (63%), and Specific Learning Disability

(55%), consistent with the finding of Artiles, 1998; MacMillian & Reschy, 1998; and Losen & Orfield, 2002.

Recommendations: West must continue the full implementation of the neighborhood model of organization to realize the benefits. Developing positive student-teacher relationships and increasing student engagement with appropriate pedagogy are critical in raising student achievement for all. Aim to implement systemic school wide equity (Scott, 2001). The highest quality teachers must be paired with those with the greatest needs (Darling-Hammond, 1999, Ferguson, 1998) which exposes students to high quality curriculum and lowers the drop-out rate. Allowing this great achievement disparity only reinforces the school based and societal expectations, which have life long implications (Brantlinger, 1995). Conduct yearly equity audits to evaluate key areas for progress (Skrla, Scheurich, Garcia, and Nolly, 2004). Provide professional development around the resulting needs identified through the equity audits, thus changing the perceived teacher locus of control from external to internal regarding eliminating the achievement gap. A vertical teaming structure and linked curriculum between prerequisite and advanced classes exposes all students to high quality instruction/curriculum which will allow students to eventually access Advanced Placement classes.

Appendix C:

A. Specific Instructions for Data Gathering Component
In data gathering assignments, when asked to report both the fraction (# of group under consideration / total number) and percentage, it is critical to report both. For example, if the question asks for students receiving free and reduced priced lunches in your educational setting and you find that 20 students receive free and reduced priced lunches and there are 100 students in your school, you would report that 20 out of 100 and 20% of students are on reduced priced lunches. NEVER (in any assignment due for this course) report a statistic without comparing it to the overall group. The practice of reporting the ratio and percentage gives the reader or audience something to compare the statistic against - it provides a context for understanding the meaning of the data. Without the ratio and percentage, the data you are reporting makes no sense and is not helpful. Always report both the fraction and percentage. Within the data gathering, be sure you do the following:

- Gather all of the required data from your setting as explained in the Word file available at the end of this page.
- Report both a fraction and percentage.
- The last question on each of the data gathering components for each diversity area asks you
  to find data related to that specific diversity area in 2 other areas in your setting. Be sure to pick important and interesting areas. For example, if speech / debate is a popular activity in your school, report data for speech / debate since it is an integral part of your school community.

B. Specific Instructions for Data Analysis Component
   Data means very little if it is not transformed into insights about practice. Data analysis is the bridge between numbers and responsible actions. After you have gathered the data for a given diversity area, you are required to write a 1 page analysis of that data (also explained within the Word file at the end of this page). Within the data analysis, be sure you do the following:

- Write clearly, concisely, and in a compelling manner.
- Structure your writing in an effective way.
- Keep the length at 1 page.
- Cite, in a simple way (e.g. Capper, 1998), literature read in class that backs up the arguments
  you are making in your analysis. **Cite all the relevant literature from the course.**
- Be sure that the data you focus on in your analysis is the most compelling and important from your data gathering component.
- In the last paragraph, explicate specific and concrete plans for improvement in your setting
  based upon your data gathering and backed up by the literature.

Arraying diversity data to clearly display strengths and weaknesses
The purpose of Part A of the Integrative Project is to establish a clear sense of the current situation in your educational setting. All of the work you have done on data gathering, data analysis, and mapping service delivery, come together to give a picture of the state of ICS (or lack thereof) in your setting.

For Part A, we ask that you prepare two graphs, and only two graphs, that illustrate a compelling equity gap in your school/district. This will give you practice in preparing graphs, and will also allow us to give you feedback, your graphs before making additional graphs for your presentation.

For Part A, you need to take all of your diversity areas (the areas you collected data on) and create tables and/or graphs that are easy to read and understand and that clearly show equity gaps in your school/district. For your Power Point Presentation, you may use many additional graphs.

Using Microsoft products to create charts and graphs

I recommend using Excel to build your graphs, it is the easiest. Microsoft Excel (if you had Microsoft Office, you have Excel, check in your programs folder) is designed to make graphs more easily.

Microsoft Word has tools within it that will make charts for you. In order to learn more about how to use Word to create charts and tables, go to Help, click on Microsoft Word Help, find the Index tab or Search tab on the help menu and type in "charts," you will then see an option to click on that tells you how to create a chart.

Microsoft Power Point allows you to build charts and graphs as you build a presentation. On a blank slide, click Insert Chart and it will pop up a table where you can insert data for presentation. You can change the name of the labels, etc. Use Power Point's help tab for more information.

Chapter Review

Name:	Chapter:
Most Important:	Most Challenging Concept or Idea:
Want to Discuss:	Illustration/Sidebar/Graph most helpful to Comprehension:

Whole Brain Notebook Entry Example
Unit or Chapter Name: The American Law
Date: Dec 25, 0000

1. **Concept or Term:** Social Justice 2. **Definition:** Social Justice is based on the concept of human rights and equality among various social classes in a society.	3.**Locate a visual graphic that represents the concept and it's definition (*see below*)**

4. **Analysis: Articulate how the visual graphic and the concept and it's definition relate:**

The image symbolizes the binding of all cultures and ethnicities under a common cause; the folded hands illustrate harmony and equality and that every human has the right to equall and just treatment.

Claiming ignorance is not a suitable defense.