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| RSED 7410/7416Program Implementation: Leadership in Special Education***Summer 2020*****- - - - - - - - - -****Department of Special Education Rehabilitation and Counseling****College of Education**Instructor Information:**Alexcia J. Moore, Ph.D.**ajm0024@auburn.eduOffice Hours: By Appointment**- - - - - - - - - -** |  |

Auburn University

Course Syllabus

Department of Special Education, Rehabilitation, and Counseling

**Basic Course Info**

1. **Course Number:** RSED 7410/7416, Summer 2020

 **Course Title**: Program Implementation: Leadership in Special Education

 **Credit Hours**: 3 semester hours

 **Prerequisites:** majoring in education, 2.0 GPA

 **Co-requisites:**  none

 **Instructor: Alexcia J. Moore, Ph.D.**

 **Office Address:1232A Haley Center**

 **Email Address: ajm0024@tl.auburn.edu**

 **Phone Number: 334-844-7676**

 **Office Hours: Zoom by appointment**

I will make every effort to respond to your email in a timely manner. I cannot guarantee a quick response to emails sent after 6:00 p.m. It is your responsibility to be proactive with any questions you might have and allow a reasonable amount of time for a response.

1. **Term:** Summer 2020

 **Day/Time:** Mondays and Wednesdays, 5:00pm-8:45pm via Zoom

 **Date Syllabus Prepared**: May 2020

1. **TEXTBOOK:**

Campbell-Whatley, G. D., & Lyons, J. E. (2013). *Leadership practices for special and general educators.* Pearson: Boston, MA. (**Available through ALL ACCESS- Redshelf)**

Documents on Canvas.

1. **Course Description:**

The goal of competent teacher leadership in special education is to provide the supports necessary to ensure effective instruction for all students in a variety of contexts. This course is designed to develop the knowledge, skills, understanding, and attitudes necessary to support special education leadership across an educational service delivery continuum.

1. **Student Outcomes:** The students will

1. identify and analyze their own teaching/leading practices

2. synthesize educational theory and practice as they are reflected in one's own teaching/leading

3. synthesize educational theory and practice as one assists others to develop reflective teaching/leading practices

4. understand and apply research and knowledge about effective instructional/leadership practices for all students

5. model and explain effective teacher leadership strategies

6. understand the roles and responsibilities of a mentor

7. understand the roles of others who supervise and support teachers

8. understand and apply theories and models of teacher leadership

9. understand and apply knowledge and research on teacher leadership

10. become familiar with observation, evaluation, and assessment including current policies, procedures and instruments

11. explain how to comply with professional, legal and ethical standards

12. develop an action plan to enhance professional leadership

These objectives will be met through a seminar format with some lectures, discussions, and group/individual projects. The primary focus of the class is the identification of effective instructional practices, development of leadership skills that support effective instructional practices, and development of reflective processes for evaluating building and classroom level decisions related to special education.

1. **Course requirements and (point) grading system:**

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| 1. **Baseline definition of effective teacher leadership in special education (10 pts.)** |
| 2. **Article review and reaction papers to articles 3 @ 10 points each (30 pts.)** |
| 3. **Paper on Disability Law** **- see rubric** **(25 pts.)**  |
| 4. **Paper on Leadership Style (15 pts.)** |
| 5. **Leadership Activity and Report** **(15 pts.)** |
| 6. **Revision to "baseline" definition of effective teacher leadership ( 5 pts.)** |
|  **Total 100 points** |

1. **Baseline definition of effective leadership in special education:** Each student will write a two page baseline (beginning) definition and description of effective leadership in special education or major area.**(10 pts.)**
2. **Article Review and Reaction:** Current updates in the field of general education and special education provide a broad knowledge base for this class. These readings are anticipated to generate a reflective analysis/synthesis of how these issues effect special education and special educators. **Three articles (published in the last 10 years) will be chosen by the student** on the topic of the student’s interest related to SPECIAL EDUCATION. That is, the student will write 3 reaction papers. The **review** and **reaction** consist of a 2-3-page paper (double-spaced) and should include (1) the topic area and (2) an APA style citation at the top of the page. Each reaction paper is worth10 points. (**30 points)**
3. **Paper on Disability Law (25 points):** Each student will write a 5-6 page paper (not including cover or reference pages) on disability law and its implications in public schools. IDEA, 504, and ADA should be noted in the paper. The student may approach this paper in a broad sense or may choose to focus on a specific disability issue (FAPE, accountability, eligibility, discipline, Transition, zero exclusion, etc.). The paper should be APA formatted with a cover page, abstract and references. (see rubric)
4. **Paper on Leadership Style (15 points):**  Each student will write a 3-4 page paper on his/her leadership style. This paper is reflective and individualized, so APA formatting is not required. The **paper should identify leadership strengths and weaknesses from the student’s perspective**. **In the area of weakness, the student will provide at least three action steps to improve in this self-identified area.** The paper should be double spaced with a cover page and may be written in first person.
5. **Leadership Activity and Report (15 points):** Students will attend(virtually) a local Board of Education meeting and observe the process. The links to the virtual board meetings are on Canvas. The student will take notes and critique the events of the meeting as well as decision-making and leadership observations. The student will choose one policy issue that was discussed at the meeting and support or refute it. The report should be 2-3 pages in length and may be written in first person. **Names of school districts and board members should not be revealed for confidentiality and professionalism**.
6. **Revision** to the ***baseline definition of effective teacher leadership***. **(5 points)**

# COURSE GRADING SCALE

**90-100 A**

**80-89 B**

**70-79 C**

**60-69 D**

# 59 and below F

1. ***Extra Credit:*** There is an RSED 7410/7416 policy that no extra credit opportunities will be provided outside of the activities and assignments described in this syllabus. Final grades will be comprised of points earned on the activities and projects described in the syllabus.
2. ***Attendance:*** Students are expected to attend class and participate in class discussions and activities.
3. ***Assignments:*** All written assignments are expected to conform to the current style manual of the American Psychological Association (APA). This includes the use of person-first language (i.e. “child with a disability” rather than “disabled child”). Written assignments are expected to be typewritten, grammatically accurate, and free of spelling and typographical errors. Assignments are to be of a quality that would be expected of a professional.

All assignments must be turned in via Canvas the day each are due within the first 10 minutes of the regularly scheduled class time. **No late assignments** will be accepted unless the instructor has received **prior notice of absence** (via phone, email, etc…) that can be verified as a university approved excuse. When prior notice is provided and the student has a university approved excuse, he or she will have **one week** from the time he or she returns to class to turn in the assignment.

**NOTE: Any assignments completed and/or submitted that do not comply with the above requirements will be returned and will not be accepted for credit.**

***Classroom Behavior and Honesty:*** Students are expected to read and adhere to all classrooms polices in the Auburn University Policies site regarding classroom behavior and honesty (<https://sites.auburn.edu/admin/universitypolicies/default.aspx>).

***Classroom Behavior:* “**Behavior in the classroom that impedes teaching and learning and creates obstacles to this goal [learning] is considered disruptive and therefore subject to sanctions… Students have the responsibility of complying with behavioral standards… Examples of improper behavior in the classroom (including the virtual classroom of e-mail, chat rooms, telephony, and web activities associated with courses) may include, but are not limited to the following: arriving after a class has begun; use of tobacco products; monopolizing discussion; persistent speaking out of turn; distractive talking including cell phone usage; audio or video recording of classroom activities or the use of electronic devices (including cell phones) without the permission of the instructor; refusal to comply with reasonable instructor directions; employing insulting language or gestures; verbal, psychological, or physical threats, harassment, and physical violence.” (See Auburn University Policy Site <https://sites.auburn.edu/admin/universitypolicies/default.aspx>).

***Honesty Code****:* The University Academic Honesty Code and the University Policy Site Regulations pertaining to Cheating will apply to this class (<https://sites.auburn.edu/admin/universitypolicies/default.aspx>). The Auburn Academic Honesty Code is found in both the University Policy Site and the Student Government Association’s Code of Laws. Students are to read the honor code carefully, making sure they understand the policy, its implications for their work (e.g. tests, reports, papers, projects), and the consequences of code violation. Non-compliance with this policy will result in formal action with the university academic honesty procedures. Among other things, students are responsible for understanding the definition of plagiarism. Individuals are to (a) reference materials they use, and (b) reference only material they access directly. Individuals who copy or use ideas from the works of others without properly acknowledging the author, risk grave consequences.

***Accommodations:*** Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with office hours, an alternate time can be arranged. To set up this meeting, please contact your supervisor by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).

***Student Academic Grievance Policy:*** The purpose of this university policy is to “resolve academic grievances of students, which results from actions of faculty or administration. This resolution should be achieved at the lowest level and in the most equitable way. The burden of proof rests with the complainants.” See University Policy Site for steps toward redress <https://sites.auburn.edu/admin/universitypolicies/default.aspx>.

***Confidentiality:*** Respect family rights to privacy, the identity of children and families will be confidential.

***Contingency Plan:*** In the unlikely event that either instructor(s) or students are unable to attend class due to serious infectious illness (documentation required), assignments and will be made available on Canvas for completion or submission.

**Tentative Class Schedule**

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| **Date** | **Topic** | **Readings (Prior to class)** | **Assignment(s) Due (After class)** |
| **May 20** | Introduction of CourseSyllabus reviewPhilosophy Identification |  |  |
| **May 25** | No Class Memorial Day |  |  |
| **May 27** | **Chapter 1:** Educational Leadership**Chapter 2:** Laws and Policies in Special Education | **Chapters 1 and 2 in the text****Read ASCD article:** Ten Roles for Teacher Leaders. Author: Cindy Harrison and Joellen Killion | **Baseline Definition of Leadership**  |
| **June 1** | **Chapter 3:** Standards Based Curriculum and School Reform**Chapter 4:** Assessment Procedures and the IEP Process | **Read Chapters 3 and 4 in the text**  | **Article Review #1**  |
| **June 3** | **Chapter 5:** Discipline in Special Education (Functional Behavior Assessments and Behavior Intervention Plans)**Mentoring: Development of self and others** | **Read Chapter 5 in the text** |  |
| **June 8** | **Chapter 7:** Transitioning students with special needs.**Guest Lecturer: Ms. Alicia Hodge, Former Special Ed. Coordinator. Current Alabama State Department of Education Specialist**  | **Read Chapter 7 in the text** | **Article Review # 2**  |
| **June 10** | **Chapter 8 and 10:** Response to Intervention and Inclusion and Accessing the General Curriculum | **Read Chapters 8 and 10 in the text** |  |
| **June 15** | **Chapters 6:** Building Relationships withFamilies and Students**Chapter 9:** Leadership in a Multi-cultural Setting **Guest Lecturer: Mrs. Oveta Carey, Retired Educator: Former Director of Federal Programs, Enterprise City Schools** | **Read Chapters 6 and 9 in the text** | **Article Review # 3**  |
| **June 17** | **Chapters 11and 12:** Program Evaluation and Human Resources**Case Study # 12** review and discussion**Guest Lecturer: Mrs. Kia Chambers, Muscogee County Schools Board of Education Member** | **Read Chapters 11 and12 in the text**  |  |
| **June 22** | **Chapters 13 and 14:** School Finance, Transportation, and Facility IssuesWrap up | **Read Chapters 13 and 14 in the text**  | **Paper on Leadership Style**  |
| **June 24** | No class- AU Study Day |  |  |
| **June 26** | No Class- AU Final Exam Period for Mini Semester 1 |  | **Paper on Disability Law Due: June 26 @11:59pm****Leadership Activity and Report Due: June 26 @11:59pm****Revised Baseline Definition of Effective Leadership Due: June 26@11:59pm** |

**Rubric for Disability Law Paper (25 points)**

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| Assignment turned in on appropriate date/time, no more than 4 words from another author appear without appropriate APA citation. |
| ***CATEGORY***  | **5 pts (per category)** | **4 pts (per category)** | **3 pts (per category)** | **1-2 pts (per category)** |
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| **Content: FOCUS**  | Topic is clear and explicitly stated in the introduction. Maintains focus on topic throughout paper.  | Topic generally clear, may not be explicitly stated. May exhibit minor lapses in focus on topic.  | Topic may be vague. May lose or may exhibit major lapses in focus on topic.  | Topic is missing or inappropriate May fail to establish focus on topic. |
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| **Content: ORGANIZATION**  | Organizational structure establishes relationship between ideas. Ideas presented logically. Headings used throughout. Transitions between paragraphs and sections used throughout paper | Organizational structure generally establishes relationships between ideas. There are some lapses in the logical progression of ideas. Some headings, some transitions present. | Organizational structure establishes some relationship between some of the ideas. One or more major lapses in logical progression of ideas. The structure is minimally complete.  | Organizational structure does not establish connection between ideas. Ideas/events are presented in a random fashion. The overall structure is incomplete/confusing |
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| **Content: STYLE & ELABORATION** | Skillful use of precise & purposeful vocab.Elaboration through specific details. | Reasonable use of precise vocab. Elab consists of some specific details.  | Minimal use of precise vocab. Elaboration consists of general details, “list-like”  | Lacks use of precise & purposeful vocabElaboration is sparse; almost no details. |
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| **Writing Conventions****(grammar, spelling, etc.)** | 1-3 errors | 4-6 errors | 7-10 errors | 11-14 errors |
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| **APA 6th ed. Guidelines** | 2 or fewer errors present  | 3-5 errors present  | 6-9 errors present  | 10-14 errors present  |