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| RSED 7410  Program Implementation: Leadership in Special Education  ***Summer 2021***  **- - - - - - - - - -**  **Department of Special Education Rehabilitation and Counseling**  **College of Education**  Instructor Information:  **Alexcia J. Moore, Ph.D.**  [ajm0024@auburn.edu](mailto:LarryDiChiara@gmail.com)  Office Hours: **Wednesdays, by appointment**  **- - - - - - - - - -** |  |

Auburn University

Course Syllabus

Department of Special Education, Rehabilitation, and Counseling

**Basic Course Info**

1. **Course Number:** RSED 7410, Summer 2021

**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:2016 Haley Center**

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

**Phone Number: 334-844-7606**

**Office Hours: Wednesdays by appointment or 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 2021

**Day/Time:** Tuesdays and Thursdays 8:00am-11:30am

**Date Syllabus Prepared**: May 2020, updated May 2021

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)**

**Novel (Instructor will provide):**

Tatum, Beverly Daniel. (2017). *“Why Are All the Black Kids Sitting Together in the Cafeteria? And Other Conversations About Race”*

**Articles/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** | **75 pts.** |
| 2. **Article review and reaction papers to articles 3 @ 50 points each** | **150 pts.** |
| **3. Disability Law Group Project- see rubric** | **150 pts.** |
| 4. **Paper on Leadership Style** | **100 pts.** |
| 5. **Leadership Activity, Report, and Presentation** | **100 pts.** |
| 6. **Revision to "baseline" definition of effective teacher leadership** | **25 pts.** |
| 1. **Weekly Discussion Posts 5 @ 20 points each** | **100 pts** |
| **Total** | **700 pts.** |

1. **Baseline definition of effective leadership in special education:** Each student will write a two-page baseline (beginning) definition and description of effective leadership to service all students.
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.
3. **Disability Law Group Project:** Students will work in groups of 3 (assigned by Dr. Moore) and develop a 10-minute presentation on disability law and its implications in public schools. IDEA, 504, and ADA should be noted in the presentation. The group may approach this presentation in a broad sense or may choose to focus on a specific disability issue (FAPE, accountability, eligibility, discipline, Transition, zero exclusion, etc.). The presentation should be APA formatted and include references.
4. **Paper on Leadership Style in a Diverse Setting:**  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 be double spaced with a cover page and may be written in first person.
5. **Leadership Activity, Report, and Presentation:** Students will attend (in-person or virtually) a local Board of Education meeting and observe the process. 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 student will write a report and develop a 5-minute presentation. The report should be 2-3 pages in length and may be written in first person. The presentation should focus solely on the policy issue and the student’s position. **Names of school districts and board members should not be revealed for confidentiality and professionalism**.
6. **Revision** to the ***baseline definition of effective leadership in special education***. Each student will revise their baseline (beginning) definition and description of effective leadership to service all students. Students are expected to incorporate feedback and new knowledge acquire during the course regarding effective leadership for all students.
7. **Weekly Discussion Posts:** Students will respond to weekly prompts based on readings from the novel *“Why Are All the Black Kids Sitting Together in the Cafeteria? And Other Conversations About Race”* by Beverly Tatum.

# COURSE GRADING SCALE

**630-700 A**

**560-629 B**

**490-559 C**

**420-489 D**

# 359 and below F

1. ***Extra Credit:*** There is an RSED 7410 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:*** **(Synchronous/On Campus)** Students are expected to attend class and participate in class discussions and activities. **(Asynchronous/Distance learning):** Canvas will be used for distance learning delivery. Students taking this course via asynchronous format are expected to follow the course schedule, watch video lectures, and complete assignments as listed on the outline above. Students will have weekly opportunities to engage with the instructor as well as other students using the Discussion Board in Canvas. The use of Canvas to support student learning is used for both distance and on-campus students. Distance learning students will have internet access to libraries, learning centers, and/or laboratories that will facilitate their successful completion of the course.
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 no later than 10 minutes after the time the assignment is due. **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.

**COVID Related Policies**: *These statements are subject to change as additional guidelines and policies are released by the country, state, city, or University.*

Face coverings: As a member of the Auburn University academic community, you are required to follow all university guidelines for personal safety with face coverings, physical distancing, and sanitation. Face coverings are required in all classrooms and instructional laboratories. Note that face coverings must meet safety specifications, be work correctly, and be socially appropriate.

According to the [latest guidance](http://click.massmail.virginia.edu/?qs=3ec4058ee9b4a45f5e46bcd522d6f9f94727065c8f5f9570e7eff3b25f252603d7f137c5f482dfb9369e45d4c1847e0aa7028af2d8f0a62b731177ccac983aeb) from the Centers for Disease Control and Prevention, people who have been [fully vaccinated](http://click.massmail.virginia.edu/?qs=3ec4058ee9b4a45fce4595fb5762d87799a9b7f1b9d478a164ea29b8eed7d7e22338dcfe7b466acb1ade762415cdc44cf07f287755efb290502e0e2ef56db2c8) against COVID-19 can safely forego face coverings and no longer need to maintain physical distance from others. CDC guidance indicates that people who are not fully vaccinated should continue to wear face coverings to protect themselves against COVID-19, and the university highly encourages those individuals to do so.

***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)**  ***All articles available on canvas*** | **Assignment(s) Due** |
| **June 29** | Introduction of Course  Syllabus review  Definition of Effective Leadership | **Dematthews et al. (2020),** *Principal leadership for students with disabilities in effective inclusive schools* |  |
| **July 1** | Educational Leadership/Laws and Policies in Special Education  Discuss Disability Law Project | **Chapters 1 and 2 in the text**  **Cindy Harrison and Joellen Killion** *“Ten Roles for Teacher Leaders”* |  |
| **July 6** | Standards Based Curriculum and School Reform/Assessment Procedures and the IEP Process  **Book Discussion**: Prologue & Part 1 Definition of Terms | **Chapters 3 and 4 in the text**  **Prologue & Chapters 1-2 in Tatum (2017)** | **Article Review #1**  **Baseline Definition of Leadership**  **Discussion #1**  **Disability Law Project Topic** |
| **July 8** | **Chapter 5:** Discipline in Special Education (Functional Behavior Assessments and Behavior Intervention Plans)/Transitioning students with special needs. | **Chapters 5 and 7 in the text**  **Moore et al. (2017),** *It takes two: Principals and Special Education Educators Creating Transitional Spheres* |  |
| **July 13** | **No Class Meeting**  **Schedule group meetings with Dr. Moore to discuss topic and outline** | | **Article Review # 2**  **Disability Law Project Outline**  **Discussion #2** |
| **July 15** | Response to Intervention/Inclusion and Accessing the General Curriculum  **Book Discussion:** Part 2 Understanding Blackness in a White Context | **Chapters 8 and 10 in the text**  **Chapters 3, 4, & 5 in Tatum (2017)**  **Moore et al. (2017),** *Focus on Inclusive Education: Meeting Child Find Through Response to Intervention* |  |
| **July 20** | Building Relationships withFamilies and Students/Leadership in a Multi-cultural Setting  **Book Discussion:** Part 3 Understanding Whiteness in a White Context; Part 4Beyond Black and White | **Read Chapters 6 and 9 in the text**  **Chapters 6, 7, & 8 in Tatum (2017)**  **Francis et al. (2016),** *Culture in Inclusive Schools: Parental Perspectives on Trusting Family-Professional Partnerships* | **Article Review # 3**  **Discussion #3**  ***Disability Law Presentations*** *(Only if presenting)* |
| **July 22** | Program Evaluation/Human Resources | **Read Chapters 11 and 12 in the text** | ***Disability Law Presentations*** *(Only if presenting)* |
| **July 27** | School Finance, Transportation, and Facility Issues  **Book Discussion:** Part 4Beyond Black and White; Part 5 Breaking the Silence | **Read Chapters 13 and 14 in the text**  **Chapters 9, 10 & Epilogue in Tatum (2017)** | **Leadership Activity and Report**  **Discussion # 4**  ***Disability Law Presentations*** *(Only if presenting)* |
| **July 29** | **Leadership Activity Presentations** | |  |
| **Aug 3** | **No Class Meeting** | | **Paper on Leadership Style**  **Revised Baseline Definition of Effective Leadership**  **Discussion # 5** |