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| RSED 7410Program Implementation: Leadership in Special Education***Summer 2022*****- - - - - - - - - -****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, 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.**

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

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

 **Office Hours: 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 2022

 **Day/Time:** Tuesdays and Thursdays 5:00pm-8:45pm

 **Date Syllabus Prepared**: May 2020, updated May 2022

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:**

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. **Article review and reaction papers to articles 3 @ 50 points each**  | **150 pts.** |
| **2. Disability Law Group Project- see rubric**  | **150 pts.** |
| 3. **Paper on Leadership Style**  | **100 pts.** |
| 4. **Leadership Activity, Report, and Presentation**  | **100 pts** |
| **5. Weekly Discussion Posts 5 @ 20 points each**  | **100 pts** |
| **Total**  | **600 pts.**  |

1. **Article Review and Reaction Papers:** 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.
2. **Disability Law Group Project:** Students will work in groups of 2-3 (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. On campus students will present in class on the last day. DE students will record (using any format group chooses) and submit the presentation on the last class day. Groups may also choose to join class via zoom to present on the day of presentations.
3. **Paper on Leadership Style in a Diverse Setting:**  Each student will write a 2–3-page paper on his/her leadership style in diverse settings. The student will reflect on knowledge acquired throughout the semester from lectures, projects, articles, and the novel, *“Why Are All the Black Kids Sitting Together in the Cafeteria? And Other Conversations About Race”.* 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.
4. **Leadership Activity, Report, and Presentation:** Students interview a professional in leadership specifically, an individual who works closely with students with disabilities. The student will submit the interview questions and transcript of interview, write a summary & report, and develop a 5-minute presentation. Students can interview individuals such as a special education coordinator, 504-coordinator, testing coordinator, assistant principal, etc. The student will create a list of at least 5-7 questions to plan for the interview and include the questions and responses to the questions. The interview should include information on the individual’s roles and responsibilities, length of time in position, challenges and decision-making regarding policies and issues in special education. The student will choose one policy issue that was discussed during the interview and support or refute it. Use research to support your position. The summary and report should be 4-5 pages in length. The presentation should focus on the policy issue and the student’s position. DE students will record (using any format group chooses) and submit the presentation on the last class day. Students may also choose to join class via zoom to present on the day of presentations.
5. **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

**540-600** **A**

**480-539** **B**

**420-479** **C**

**360-419** **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.

**Tentative Class Schedule**

(*Updated May 2022)*

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| **Date** | **Topic** | **Readings (Prior to class)*****All articles available on canvas*** | **Assignment(s) Due**  |
| **June 28****T** | Introduction of CourseSyllabus review | **Dematthews et al. (2020),** *Principal leadership for students with disabilities in effective inclusive schools* |  |
| **June 29****R** | Educational Leadership/Laws and Policies in Special EducationDiscuss Disability Law Project **Book Discussion**: Prologue | **Chapters 1 and 2 in the text****Cindy Harrison and Joellen Killion** *“Ten Roles for Teacher Leaders”***Prologue & Introduction in Tatum (2017)** | **Discussion #1** |
| **July 5****R** | **No Class Meeting****July 4th Holiday** |
| **July 7****R** | Standards Based Curriculum and School Reform/Assessment Procedures and the IEP Process**Book Discussion**: Part 1 Definition of Terms; Part 2 Understanding Blackness in a White Context | **Chapters 3 and 4 in the text** **Chapters 1-4 in Tatum (2017)** | **Article Review #1** **Disability Law Project Topic****Discussion #2** |
| **July 12****T** | 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 14****R** | Response to Intervention/Inclusion and Accessing the General Curriculum**Book Discussion:** Part 2 Understanding Blackness in a White Context; Part 3 Understanding Whiteness in a White Context | **Chapters 8 and 10 in the text****Chapters 5-7 in Tatum (2017)** | **Article Review # 2****Discussion #3** |
| **July 19****T** | Building Relationships withFamilies and Students/Leadership in a Multi-cultural Setting  | **Read Chapters 6 and 9 in the text****Francis et al. (2016),** *Culture in Inclusive Schools: Parental Perspectives on Trusting Family-Professional Partnerships* |  |
| **July 21****R** | Program Evaluation/Human Resources**Book Discussion:** Part 3 Understanding Whiteness in a White Context; Part 4Beyond Black and White | **Read Chapters 11 and 12 in the text** **Chapters 8-9 in Tatum (2017)** | **Article Review # 3** **Discussion # 4****Disability Law Project Outline**  |
| **July 26****T** | 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)** |  |
| **July 28****R** | **Disability Law Group Presentations****Leadership Activity Presentations** | **Disability Law Project****Discussion # 5** |
| **Aug 2****T** | **No Class Meeting- AU Reading Days** |  |
| **Aug 4** | **No Class Meeting- ALL Final Projects Due** | **Leadership Style Paper** **Leadership Activity and Report**  |