



EDAD 5386 Online
Special Populations and Special Programs
Fall 2017

EDAD 5386 is a required course for Principal Certification.

College of Education
Department of Educational Leadership

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Office hours: Available by email/ text/ Please call if emergency, only.

Class Time: August 23 – December 11

Location of class: Online

Course Description: This course is designed to introduce students to the theory and practice of special programs provided in the schools. These programs usually have special or categorical funds. Such programs have common characteristics regarding the receipt, application and accountability of funds as well as the specifying of eligibility criteria for students.

IDEA Objectives: In this course, our focus will be on these major objectives (as assessed by the IDEA course evaluation system):

- Essential:**
1. Gaining factual knowledge
 2. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.
- Important:**
1. Learning to apply course material
 2. Learning how to find and use resources for answering questions or solving problems.

Textbook:

Beyer, B., and Johnson, G. (2014). *Special programs & services in schools: creating options, meeting needs* (2nd ed.). Lancaster, PA: DEStech Publications, Inc. **ISBN: 9781605951751**

Due to the online nature of this course, you must be able to access Blackboard from the SHSU website. Contact blackboard@shsu.edu for additional assistance.

Supporting Materials:

Texas Education Code

<http://portals.tea.state.tx.us/page.aspx?id=920&bc=506>

Special Education in Texas A to Z Index

<http://www.tea.state.tx.us/index2.aspx?id=2147491399>

Compensatory Education in Texas

<http://www.tea.state.tx.us/index4.aspx?id=4082>

Bilingual Education in Texas

<http://www.tea.state.tx.us/index2.aspx?id=4098>

Bilingual/ESL Monitoring in Texas

http://www.tea.state.tx.us/index2.aspx?id=2147495578&menu_id=2147483703

Gifted Education in Texas

<http://www.tea.state.tx.us/index2.aspx?id=6420>

Texas Association for the Gifted and Talented

<http://txgifted.org/>

Texas Association for Bilingual Education

<http://www.tabe.org/index.cfm>

Association of Compensatory Educators of Texas

<http://www.acetx.org/>

Career and Technical Education in Texas

<http://www.tea.state.tx.us/index2.aspx?id=4881>

Migrant Education Program in Texas

<http://www.tea.state.tx.us/index4.aspx?id=4700>

NCLB and ESEA Title Programs

<http://www.tea.state.tx.us/nclb/>

Code of Ethics and Standard Practices for Texas Educators

[http://info.sos.state.tx.us/pls/pub/readtac\\$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=247&rl=2](http://info.sos.state.tx.us/pls/pub/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=247&rl=2)

SHSU Dispositions and Diversity Proficiencies

(USES TK20 APPLICATION)

1. Demonstrates an attitude of reflection and thoughtfulness about professional growth and instruction. (CF 1)
2. Demonstrates a commitment to using technology to create an authentic learning environment that promotes problem-solving and decision making for diverse learners. (CF 2)
3. Practices ethical behavior and intellectual honesty. (CF 3)
4. Demonstrates thoughtfulness in communication and an awareness and appreciation of varying voices. (CF 3)
5. Demonstrates knowledge of second language acquisition and a commitment to adapting instruction or programs to meet the needs of culturally and linguistically diverse learners. (CF 3; CF 5)
6. Demonstrates ability to be understanding, respectful and inclusive of diverse populations. (CF 3; CF 5)
7. Uses assessment as a tool to evaluate learning and improve instruction for all learners. (CF 4)
8. Demonstrates a commitment to literacy, inquiry, and reflection. (CF 1; CF 4)
9. Leads diverse learners to higher level thinking in cognitive, affective and/or psychomotor domains. (CF 5)
10. Demonstrates a commitment to adapting instruction or programs to meet the needs of diverse learners. (CF 5)

The Dispositions and Diversity Proficiencies (DDP) are administered and evaluated during the initial and advanced program in prescribed courses. *(Please provide additional information for the candidate if the DDP is administered during your course.)*

The student DDP prompt/document is an artifact that the student creates *in Tk20*. There is more information for students to complete this DDP available here: http://www.shsu.edu/~edu_tk20/HelpforStudentsEDAD5386.html

The following guiding questions are to help in reflecting on these experiences:

- In what ways have your experiences been diverse? Be specific about the types of diversity among the students and professional staff.
- What issues did you confront relating to diversity that affected student learning?
- What strategies did you develop for improving student learning?
- How did this experience help you grow as an education professional and person?
- Which element(s) of the Advanced Dispositions and Diversity Proficiencies were addressed within this reflection?

REMEMBER to document diverse experiences and your reflections in TK20. The assignment will be sent to you as determined by your program requirements. Indicate the characteristics of each diverse setting using any of the following terms:

Students with Exceptionalities (e.g., students with IEPs, students identified as gifted)

Ethnic and/or Religious Diversity (may include differences in cultural characteristics, i.e., language, religion, geography/national origin, food, dress, music, etc.)

Racial Diversity (e.g., African American, Asian, Eastern European, Native American, Middle Eastern, South American, Western European, etc.)

Gender Differences

Socioeconomic Diversity (e.g., middle class, lower-middle class, homeless, children living in poverty, upper-middle class, upper class, etc.)

Linguistic Diversity (e.g., English Language Learners, Bilingual, Limited English Proficiency)

Terms used in discussions of Diversity in Education and in Educational Settings

Diversity	broad term referring to the variety of points of view, of experience, and of making meaning that encompasses complex differences in groups and individuals.
Culture	a broad concept that encompasses everything used to describe a people; e.g., their shared ways of knowing, thinking, perceiving, creating, evaluating, interacting, and doing.
Ethnicity	cultural characteristics such as language, religion, geography/national origin, food, dress, music, etc.
Intercultural	respectful interchange (more than recognition) between and among individuals, groups, and nations.
Interdependence	need for and benefit in interacting with, learning from, and working together.
Minority	any group that has less power than the majority as evidenced by lower pay, restricted opportunities, limited political access, and other forms of discrimination.
Multiculturalism	recognition of variety, complexity, and contributions of cultures; the recognition of the value of diversity.
Race	a social construct used to classify people on visible characteristics

Modified from definitions compiled by Dr. Brenda Forster, Professor of Sociology, Elmhurst College

Course Format:

Lessons will include a combined approach of classroom discussion, outside reading, field projects, Web-based research, presentations, and some online lessons to achieve the objectives of the course. Brain-based learning principles, adult learning principles, and flipped classroom principles will be engaged in this class.

Course Content:

In the course, the major emphasis is placed on how the principal:

1. Communicates and implements a vision for learning and sustains it related to special populations and programs
2. Communicates and works effectively with diverse groups in the school community to ensure that *all* students have an equal opportunity for educational success
3. Responds to pertinent political, social, and external environments related to special populations and programs
4. Knows how to act with integrity, fairness, and in an ethical and legal manner related to special populations and programs
5. Implements policies and procedures that promote professional educator compliance with The Code of Ethics and Standard Practices for Texas Educators
6. Applies legal guidelines (e.g., in relation to students with disabilities, bilingual education, confidentiality, discrimination) to protect the rights of students and staff and to improve learning opportunities
7. Applies laws, policies, and procedures in a fair and reasonable manner
8. Serves as an advocate for *all* children
9. Promotes the continuous and appropriate development of *all* students
10. Promotes awareness of learning differences, multicultural awareness, gender sensitivity and ethnic appreciation
11. 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

12. Facilitates the use of technology, telecommunications and information systems to enrich the campus curriculum
13. Knows how to advocate, nurture, and sustain an instructional program and a campus culture that are conducive to student learning and staff professional growth
14. Ensure that all students are provided high-quality, flexible instructional programs with appropriate resources and services to meet individual student needs
15. Facilitates the implementation of sound, research-based theories and techniques of teaching, learning, classroom management, students discipline and school safety to ensure a campus environment conducive to teaching and learning
16. Ensures responsiveness to diverse sociological, linguistic, cultural, and other factors that may affect students' development and learning
17. Works collaboratively with other campus personnel to develop, implement, evaluate, and revise a comprehensive campus professional development plan that address staff needs and aligns professional development with identified goals related to special populations and programs
18. Implements strategies that enable the school physical plant, equipment and support systems to operate safely, efficiently, and effectively related to special needs students
19. Applies local, state, and federal laws and policies to support sound decision making related to school programs and operations (e.g., student services, food services, health service, and transportation) related to special needs students and programs.

Course Requirements:

Late Work

1. Assignments are due as stated. **Late work at the graduate level is considered unacceptable.**

Attendance

Academic Policy Statement 800401 *The policy for this class is as follows:*

Online attendance and submissions of discussions and assignments for all class sessions is expected. All work is due prior to the due date specified.

Time Requirement

This course will provide at least 40 hours of instruction utilizing online class meetings, outside research, independent study, and online submissions.

Professionalism

Expectations of Graduate Students and Principal Certification Candidates

Graduate/Certification students are expected to demonstrate regular attendance, active participation in class (face to face or online), timely completion of assignments, and respectful interactions with others. Online students are expected to interact online with others on a weekly basis.

Graduate/Certification students are expected to submit work that demonstrates mastery of content and independent thinking. Students are expected to read beyond the work assigned, finding relevant resources to supplant learning.

The student must develop the professional competencies necessary for applying the knowledge in the essential areas of school leadership. Extended reading and research is an integral part of graduate study.

Debate is encouraged, assuming students demonstrate professionalism. Student dispositions will be factored in the final grade for the course.

Academic dishonesty is grounds for dismissal from the graduate or certification program (see more in the next section).

Student Conduct

All students shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment.

Electronic Devices: Unless being used as a part of the instructional activity, all cell phones, computers, and other electronic devices should be turned off during class. Refrain from checking email during class time.

Academic Honesty

Academic work submitted by you (such as papers, assignments, reports, tests) shall be your work alone and referenced in part or in whole to its correct source. Submission of commercially prepared (or group prepared) materials as your own work is unacceptable. Moreover, you shall encourage honesty in others by refraining from providing materials or information with knowledge that these materials or information will be used improperly. Violation of these academic standards may result in program removal or failure. Academic Policy Statement 810213. See also <http://www.shsu.edu/syllabus/>

Students are expected to use conventions noted in the *Publication Manual of the American Psychological Association*, 6th edition, for citing sources.

Papers and reports will be submitted electronically and may be evaluated for originality of content and accuracy of quotes and paraphrasing using software such as *Turnitin*. Plagiarized work will receive a failing grade and possible program dismissal.

Sam Houston State University has an account with an automated plagiarism detection service that allows instructors to submit student assignments to be checked for plagiarism. We reserve the right to (a) request that assignments be submitted as electronic files and (b) electronically submit assignments. Assignments are compared automatically with a database of journal articles, web articles, and previously submitted papers. The instructor receives a report showing exactly how a student's paper was plagiarized. For information about plagiarism in SHSU's website, go to <http://www.shsu.edu/students/guide/dean/codeofconduct.html> (see section 5.31 and 5.32 of the Code of Student Conduct and Discipline) and http://www.shsu.edu/~vaf_www/aps/documents/810213.pdf (see section 5.31 and 5.32 of the Academic Policy Statement 810213)

PLAGIARISM: WHAT IT IS

Plagiarism is defined as "literary theft" and consists of the unattributed quotation of the exact words of a published text, or the unattributed borrowing of original ideas by paraphrase from a published text. On written papers for which the student employs information gathered from books, articles, or oral sources, each direct quotation, as well as ideas and facts that are not generally known to the public at large must be attributed to its author by means of the appropriate citation procedure. Plagiarism also consists of passing off as one's own, segments or the total of another person's work.

Dropping the Class/Withdrawing from the University:

If you need to adjust your schedule by dropping this course, please follow university procedures to drop the class. If you fail to drop the class, a failing grade shall be assigned at the end of the course. To resign (officially withdraw) from the university, a student must either report to the Registrar's Office to complete a Resignation Request or submit a letter stating his or her intent to resign.

Students with Disabilities Policy: <http://www.shsu.edu/syllabus/>

Student Absences on Religious Holy Days: <http://www.shsu.edu/syllabus/>

University Policies:

Graduate students (and certification students) are governed by the SHSU's policies related to student conduct. Any student with questions about grievances, ethical behavior, etc. should review the SHSU Graduate Catalog and the Texas State University System Rules and Regulations. See: http://www.shsu.edu/~vaf_www/aps/stualpha.html

- Academic Dishonesty policy
- Cell Phone Policy [Sam Houston State University Academic Policy Statement 100728](#)
- Student Syllabus Guidelines with link - <http://www.shsu.edu/syllabus/>



NCATE Accreditation

The National Council for Accreditation of Teacher Education (NCATE), the largest accreditation body in the United States, is officially recognized by the U.S. Department of Education and highly acclaimed as an accrediting body for institutions that prepare educators for professional roles in schools. NCATE's mission is to provide accountability and improvement in educator preparation through a standards-based assessment. NCATE accreditation adds value to your education as a program of high quality in the educational community.

"NCATE standards are based on the belief that all children can and should learn, (NCATE, 2008)." The effectiveness of the College or Unit is measured based on the standards, which are institutional guidelines that ensure knowledge, skills, and professional dispositions educators need to facilitate P-12 learning.

The NCATE website is source for additional information accessed as follows:

<http://www.ncate.org/documents/standards/NCATE%20Standards%202008.pdf>

<http://www.ncate.org/public/unitStandardsRubrics.asp?ch=4>

The Conceptual Framework and Model

The COE Conceptual Framework establishes the shared vision of the college in preparing educators to work with P-12 students through programs dedicated to collaboration in instruction, field experience, and research, the candidates in Sam Houston State University's Educator Preparation Programs acquire the knowledge, dispositions, and skills necessary to create a positive learning environment preparing educators to work with P-12 students. Employing a variety of technologies, candidates learn to plan, implement, assess, and modify instruction to meet the needs of diverse learners.

The Conceptual Framework (CF) incorporates five (5) indicators throughout the framework that serve to identify areas tied to course work where there is evidence of Conceptual Framework and goals assessment. The five indicators are:

Knowledge Base (CF1)

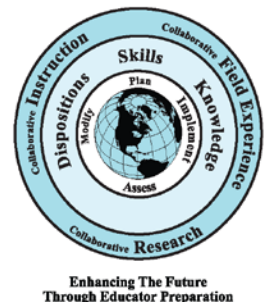
Technological Learning Environment (CF2)

Communication (CF3)

Assessment (CF4)

Effective Field Experience with Diverse Learners (CF5)

Web link on *Educator Preparation Services* site for **Conceptual Framework**: http://www.shsu.edu/~edu_edprep/



College of Education Information:

Please be advised that the College of Education conducts ongoing research regarding the effectiveness of the programs. You will receive one survey in the final semester prior to graduation regarding the operations of the unit during your time here. A second survey will occur within one year following graduation from or completion of a program, and will be sent to you and to your employer. This survey will focus on the preparation received at SHSU. Please remember that your response to these surveys is critical to SHSU program excellence.

Matrix (Tentative Schedule)

Date	Course Objectives	Course Activities	Performance Assessments and Measurement/	Standards Alignment Conceptual Framework (CF) NCATE Knowledge and Skills Proficiencies by indicator (N), ELCC Standards (ELCC), State (TExES)
Week 1 August 23 – 29	1. Overview of the Course. 2. Establish how a principal will create a campus culture that sets high expectations, promotes learning and provides intellectual stimulation for self, students (particularly special populations), and staff. 3. Determine how the principal would implement strategies to ensure the development of collegial relationships and effective collaboration for special populations.	Review syllabus. Post introductions. Watch principal vision video. Case Study - Vision	1. Online activity and response. 2. Upload your response to Principal's Vision Case Study. Reflect and respond to two other student's case responses before Week 2.	CF1 Knowledge Base N 1e, 1f ELCC 1.1, 1.2, 1.3, 1.4, 1.5 TExES 001 a-g
Week 2 August 30 - September 5	1. Define all Title programs and the relation to NCLB and ESEA. 2. Define Title program terms, issues, and legal applications. 3. Determine how a principal communicates and works effectively with diverse groups in the school community to ensure that all students have an equal opportunity for educational success. 4. Determine how a principal applies legal guidelines (e.g., to relation to students with special needs) to protect the rights of students and staff and to improve learning opportunities 5. Determine how the principal serves as an advocate for students through title programs Determine how the principal promotes the continuous and appropriate development of student through title programs	As a future administrator, read, reflect, and be prepared to respond to the class discussion.	1. Read Chap 1 and posted links. 2. Online activity and response completed before Week 3.	CF1 Knowledge Base CF3 Communication N1e, 1f ELCC 4.1, 2.1 TExES 002 h and i; 003 d-i; 005 d.
Week 3 September 6 – 12	1. Determine how a principal communicates and works effectively with diverse groups in the school community to ensure that all students have an equal opportunity for educational success. 2. Determine how a principal applies legal guidelines to protect the rights of students and staff and to improve learning opportunities	As a future administrator, read, reflect, and respond to the class discussion. Review all posted documents.	1. Read Chap 2 and posted links 2. Online activity and response.	CF1 Knowledge Base CF3 Communication N 1e, 1f ELCC 3.3 TExES 009 a, b, and d

	<p>3. Determine how the principal serves as an advocate for students in special education</p> <p>4. Ensures that all students are provided high-quality, flexible instructional programs with appropriate resources and services to meet individual student needs.</p>			
<p>Week 4 September 13 – 19</p>	<p>1. History of Special Education</p> <p>2. Current status of Special Education</p> <p>3. Qualification and training of Para-Educators</p> <p>4. Understand the history and purpose of Section 504 as it applies to the school setting.</p> <p>5. Funding of Special Education</p> <p>6. Future trends in Special Education</p>	<p>As a future administrator, read, reflect, and respond to the class discussion. Review all posted documents. Reflect on questions regarding NCLB/ ESEA and accountability standards.</p>	<p>1. Read Chapter 3 and posted links.</p> <p>2. Online activity and response.</p> <p>3. Quiz – Migrant & NCLB; complete before Week 5</p>	<p>CF1 Knowledge Base</p> <p>CF3 Communication N 1e, 1f</p> <p>ELCC 4.1, 5.1, 5.2, 5.3</p> <p>TEExES 002 h and i; 003 d-i;</p>
<p>Week 5 September 20 – 26</p>	<p>1. Review ELL Education.</p> <p>2. Demonstrate how to advocate, nurture, and sustain an instructional program and a campus culture that are conducive to student learning and staff professional growth</p> <p>3. Ensure that all students are provided high-quality, flexible instructional programs with appropriate resources and services to meet individual student needs.</p> <p>4. Determine how the principal can act with integrity, fairness, and in an ethical and legal manner</p> <p>5. Determine what policies the principal can implement that promote professional educator compliance with The Code of Ethics and Standard Practices for Texas Educators</p>	<p>As a future administrator, read, reflect, and respond to the online activity. Review all posted documents. Complete ELPS Academy Training online.</p>	<p>1. Read Chapter 5 and posted links.</p> <p>2. Online activity and response.</p> <p>3. Quiz - SPED</p> <p>4. The Code of Ethics.</p> <p>5. Submit EA #3 before Week 6.</p> <p>6. ELPS Academy on ESC 20: upload certificate to Bb by the end of Week 5.</p>	<p>CF1 Knowledge Base</p> <p>CF3 Communication N 1e, 1f</p> <p>ELCC 5.1, 5.2, 5.3</p> <p>TEExES 003b.</p>
<p>Week 6 September 27 – October 3</p>	<p>1. Review Applied Educational Opportunities</p>	<p>As a future administrator, read, reflect, and respond to the online activity. Review all posted documents.</p>	<p>1. Read Chapter 7 and posted links.</p> <p>2. Online activity and response.</p> <p>4. Quiz – ELL (English Language Learners); complete before Week 7</p>	<p>CF1 Knowledge Base</p> <p>CF3 Communication N 1e, 1f</p> <p>ELCC 2.1, 2.4, 5.1, 5.2, 5.3</p> <p>TEExES 003 g. 005 g. and k.; 006 a.</p>

Week 7 October 4 – 10	<ol style="list-style-type: none"> 1. Discuss Alternative Programs 2. Determine the intent and purpose of different types of alternative education settings. 3. Explore a few examples of alternative programs. 4. Share the structure and intent of successful alternative programs. 	As a future administrator, read, reflect, and respond to the online activity. Review all posted documents.	<ol style="list-style-type: none"> 1. Discuss Chapter 6 and posted links. 2. Online activity and response. 3. Complete EA#2 before Week 8. 	CF1 Knowledge Base CF2 Technological CF3 Communication N 1e, 1f ELCC 2.1TExES 005F.
Week 8 October 11 - 17	<ol style="list-style-type: none"> 1. Review Gifted and Talented Education and Advanced Placement 2. Determine required professional development for Gifted and Talented Teachers and staff. 3. Identify unique needs for special program and population. Determine role of the principal in managing and overseeing special program. 5. Determine roles and responsibilities of <u>school counselors</u>. 6. Explore the importance of a healthy school culture. 7. Determine the role of the <u>principal in managing and overseeing special programs</u>. 8. Examine how counselors work with staff, students, parents, and community. 	As a future administrator, read, reflect, and respond to the online activity. Review all posted documents.	<ol style="list-style-type: none"> 1. Read Chapters 4 and 10 as well as posted links. 2. Online activity and response. 3. Submit Counselor Case Study. 	CF1 Knowledge Base CF3 Communication N 1e, 1f ELCC 2.1TExES 005 d and k
Week 9 October 18 - 24	<ol style="list-style-type: none"> 1. Review the process for adapting and modifying curriculum and instruction to meet the needs of various types of students (i.e. regular, vocational, special education, gifted and talented, bilingual, economically disadvantaged). 2. Determine all special populations and programs in the campus. 	As a future administrator, read, reflect, and respond to the online activity. Review all posted documents.	1. Complete EA #1 before Week 10.	CF1 Knowledge Base CF2 Technological CF3 ELCC 2.2 TEXES 004 a-d.
Week 10 October 25 - 31	1. Review historical perspective of health and human services in schools.	As a future administrator, read, reflect, and respond to the online activity. Review all posted documents.	<ol style="list-style-type: none"> 1. Discuss Chapters 8 & 9 as well as posted links. 2. Online activity and response. 	CF1 Knowledge Base CF2 ELCC 2.1, 2.2 TExES 004 a.-d.; 005 d, g and k

Week 11 November 1 – 7	1. Determine the unique needs for <u>staff development focused on special programs</u> and special populations. 2. Examine strategies for introducing and implementing new initiatives. 3. Explore approaches for creating collaboration and accountability.		1. Complete Staff Development Analysis before Week 12.	CF1 Knowledge Base CF3 Communication N 1e, 1f ELCC 3.3 TExES 009 a, b, and d
Week 12 November 8 – 14	Informative Presentations	As a future administrator, read, reflect and response to the online activity	Presentations	CF1 Knowledge Base CF3 Communication N 1e, 1f ELCC 2.4 TExES 006 a
Week 13 November 15 – 21	Informative Presentations	As a future administrator, read, reflect and respond to the online activity	Presentations	CF1 Knowledge Base CF3 Communication N 1e, 1f ELCC 2.4 TExES 006 a
Week 14 November 22 – 28	1. Obtain a copy of your district's PBMAS and determine needs of special program student populations in your district based on the PBMAS data.	As a future administrator, read, reflect and response to the online activity	1. Online activity and response	
November 22 – 28	Study for Final	As a future administrator, reread and reflect on readings and assignments from the semester.		
FINAL November 29 (12:01 am) – November 30 (10:00 pm)	FINAL EXAM (multiple choice)	TExES aligned and formatted exam	Exam	CF1 Knowledge Base CF3 Communication N 1e, 1f ELCC 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.4, 3.3, 4.1, 5.1, 5.2, 5.3, TExES 001a-g; 002b, 003 b, d,i, 004 e; 005 d, f, g, K; 006a; 009 a, b, d.

Standards Alignment

Conceptual Framework (CF), NCATE Knowledge and Skills Proficiencies by indicator (N), ELCC Standards (ELCC), State (TExES)

Written Assignments (IMPORTANT)

All work is expected to be at the graduate level and reflects minimum grammatical/written mechanics errors in order to be accepted for a grade.

Work should be:

- clear, well organized, and concise
- free from grammatical and spelling errors
- typed (12 point) and **double spaced** with 1 inch margins on left and right, with name, date, course, paginate with page number in upper right hand corner
- demonstrate a thorough analysis of the assignment
- include supporting evidence from course readings and additional resources (citations must be provided)
- adhere to the conventions delineated in the **latest edition** of the APA Manual, including the use of bias-free language.
- include last name, course number, and assignment reference in header.
- due on the date specified, **as late work will not be accepted or awarded credit**, unless special arrangements are made with the instructor of the course BEFORE the assignment is due

Please ensure ALL FOUR Embedded Activities follow the format below...

- **Goal:** describe the goal of the activity
- **Artifact:** describe all documents you read and people you interviewed
- **Describe:** what did you observe or do
- **Transform:** discussion of how you would change or do things differently

Definition of expected quality levels:

A grade of “**A**” in the course represents consistent *exceptional* work [**Exceeds Standards**] with detailed responses and no grammar & spelling errors. All assignments are turned in on time. Student demonstrates learning **beyond** the course and stated expectations. **Learners who extend learning beyond the minimum presented in class and demonstrate developed written and verbal communication skills earn “A” work.**

A grade of “**B**” in the course represents *expected* work [**Meets Standards and demonstrates mastery of objectives assessed**] with responses that address required elements. Written work consists of correct grammar & spelling at 90% accuracy. Discussions are thoughtful and follow guidelines. The assignments are turned in on time. Learners who demonstrate responsibility by meeting all deadlines, attending class, completing homework assignments, and earn passing grades on assessments earn “B” work. **Most graduate students demonstrate proficiency related to the course objectives and earn B’s. A “B” represents acceptable performance.**

A grade of “**C**” represents *below expectation* work or [**Failure to meet Standards**] which lack **consistency in addressing required** responses. Written work consists of misspellings, poor use of grammar and punctuation. Reflection papers and some written assignments are poorly organized and don’t follow the required formats described in syllabus. Discussions are missing, short, or inappropriate. Work overall is poorly done, submitted late, or non-existent. Course objectives will be assessed using discussions, written activities, active class participation, and presentations. A grade lower than C is not acceptable at the graduate level. **Students will have to retake the course if grade falls below a C.**

Assignments:

1. Embedded Internship Activities (EA) & Reflections (30 pts each)

The purpose of the Embedded Activities (EA) is to give the candidates an inside look at issues that impact the decisions of school leaders. This activity supports the design of comprehensive professional growth plans (ELCC 2.4) by focusing on observations and reflective practice.

To enlist the support of your school administrators, you will need to explain that you are working on your principal certification and need their support. If you need to modify any of the Embedded Activities, please discuss with your professor. We want to be sensitive to the constraints of building administrators.

Format: Please format your work embedded activities (EA) .

*Goal: describe the goal of the activity

*Artifact: describe any documents that you

*Describe what you observed or did

*Transform: discussion how you would change or do things differently

Page formatting: One to two pages, **no more than two pages**; 12-point font, 1 inch margins; Spacing: 1.5 or double

***Please include your name, check for spelling and grammatical errors, and save in a word document prior to submitting in Blackboard. See rubric provided for grading information.

Embedded Internship Activity 1: Interview your principal or program coordinators regarding the process for adapting and modifying curriculum and instruction to meet the needs of various types of students (i.e. regular, vocational, special education, gifted and talented, bilingual, economically disadvantaged). Describe what you have learned and how you will apply this knowledge as a school administrator.

Embedded Internship Activity 2: Review the procedures being used in student placement decisions for all students (grouping, promotion and retention) in the classroom. Describe what you learned and how you will apply this knowledge as a school administrator.

Embedded Internship Activity 3: Attend (and **observe only**) an Admission, Review and Dismissal (ARD) meeting as an administrative intern. Review the laws for the ARD Texas Administrative Code (TAC), Title 19, Chapter 89. Adaptations for Special Populations, Subchapter AA: Commissioner's Rules Concerning Special Education Services. Describe what you have learned from these activities and how you will apply this knowledge as a school administrator.

2. ELPS Academy on Project Share (50 pts)

Complete the ELPS Academy on ESC 20. <http://programs.esc20.net/default.aspx?name=elps.online>

3. Special Program Topic Presentation (100 pts)

Each student will research and develop a presentation, which provides an overview of the special program chosen. Utilize the text, district resources and information, and at least one other federal or state resource. Include a minimum of two discussion questions for class participation. Presentations should be 20-30 slides.

Each presentation should highlight the following aspects as they apply to that particular program:

- History of the special program
- Current laws, guidelines, and regulations of governmental agencies for the special program
- Management functions of planning, organizing, staffing, implementing, and evaluating the special program
- Role of the principal in regard to the special program
- Characteristics of the population being served by the program, including cultural factors that should be considered in the management of the special program
- Impact of program on education

Presentation is neat, well organized, edited, and useful to fellow students as a future reference. Provide sources regarding where students can find additional information.

NOTE: To keep the slides neat, please add speech buttons to add additional information that is essential to your presentation.

See Presentation Rubric for grading information.

4. Staff Development Analysis (15 pts)

Review the campus or district staff development to determine if there is an inclusive plan for special populations (all programs and populations studied in this course). Determine what programs/populations are not covered within the staff development program. Or are the programs aligned and evident? Are areas identified which could use additional staff development opportunities? Upload your summary of your analysis to the Discussion Board.

Program specific URL address for *Specialty Program Association (SPA) standards*:

State Standards: <http://www.sbec.state.tx.us/SBECOnline/standtest/edstancertfieldlevl.asp>

5. Case Studies (20 pts each)

***Principal** – completed during first class

***Counselor** -- With the current financial situation in education, many programs are being cut or eliminated.

Meet with your school counselor and discuss the duties and responsibilities of the counselor.

Develop a brief (2-3 double spaced pages) Case Study to describe and summarize your observation of the counselor role and responsibilities. Share these explorations with the class and discuss the benefits of these duties in regards to student success and campus culture.

Course Evaluation:

Case Studies	40 points
Quizzes	30 points
ELPS Academy	50 points
Embedded Internship Activities	90 points
Topic Presentation	100 points
Staff Development Analysis	15 points
Final Exam	100 points
<u>Participation</u>	<u>75 points</u>
Total	500 points

Final Grades

A	500-450 points
B	449-400 points
C	350-399 points
F	<350 points

Expectations:

***It is expected that all students complete every assignment and participate in class discussions.**

***Assignments are due on the due date.**