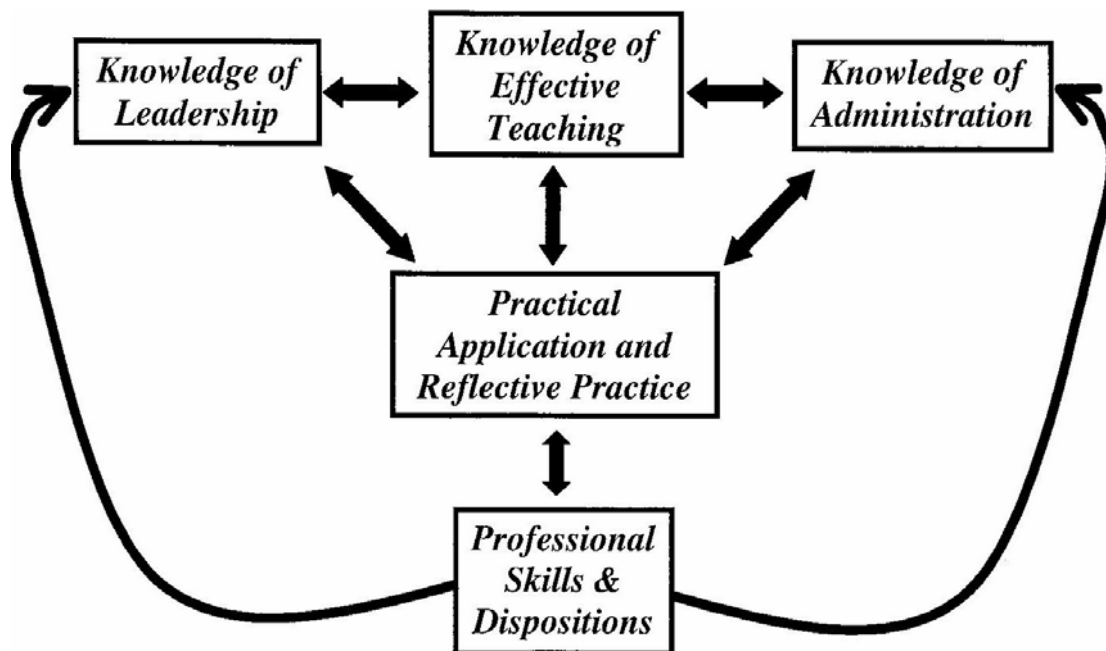


EDL 539 Leadership for Students with Special Needs

Western Illinois University – Quad Cities Campus
Sesame Teague, M.Ed Instructor sl-teague@wiu.edu
266 Quad Cities Campus Moline, IL 61201
Educational Leadership Department 81 Horrabin Hall Macomb, IL
Quad Cities Room 106

(Moline) Office Hours:
Tuesday: 4:00pm to 6:30pm
Thursday: 9:00am to 1:00pm
30 Mins. Before/ After Class
Monday, Wednesday, and Friday: By Appointment
309-762-9481 x247 (W)



Course Description:

EDL 539 Leadership for Students with Special Needs (3) Students will participate in local research activities, group discussions, and role playing situations designed to provide information about the various students with special needs in school districts, the programs and services available to these students, and the building level administrative /management programs that negatively/positively impact the students. *Prerequisites: Admitted to program, EDAD 500 and EDAD 505, or permission of instructor.*

TO: EDL 539 Students
From: Sesame Teague
RE: Syllabus

Welcome to EDL 539: *Leadership for Students with Special Needs*.
The course has a Webct/Vista site that you may access at www.westernonline.wiu.edu . The site will be accessible the 1st day of class.
There is a **required text** and a supplementary series of **required and recommended** readings. These readings are designated on the **Webct/vista site**.

The required text is on order at the University bookstore.

Inclusive Educational Administration: A Case Study Approach by Mary Konya Weishaar, John C. Borsa and Philip M. Weishaar,

Leading for Diversity: How School Leaders Promote Interethnic Relations
by Rosemary Henze, Edmundo Norte, Susan Sather, Ernest Walker and Anne Katz

Two of the posted **required** readings are:

(May, 2003). Strategies and resources for mainstream teachers of English language learners. NWREL.

Lewis, A. (2001). Add it up: Using research to improve education for low-income and minority students. Poverty and Race Research Action Council.

Please bring a copy of your district's paper work for special education placement (IEP, referral forms, parent right sheets, child study forms and any policy that your district has regarding special education (discipline, inclusion...) and Section 504 procedures to our second weekend class session. Also be prepared to discuss services available to children at-risk preK-12, bi-lingual, and/or gifted students.

I look forward to our time together.

Grading Criteria for EDL 539

Attendance and Participation

Preparedness, participation and disposition will be included

Complete five of the **case study analyses** from the text using the format suggested by the author. Case analyses will be typed and submitted electronically.

| | |
|---|---------|
| 5 case study analyses @ 5pts each possible | 25 pts |
| posting to electronic discussion board | 25 pts |
| School-wide intervention one – pager possible | 25 pts |
| Write an IEP | 50 pts |
| Complete a 504 Accommodation process map | 25 pts |
| Group development of Wikipedia page with information on related services of Special Education: Speech Therapy, Occupational Therapy, Physical Therapy, and Educational Diagnostician (will be discussed in detail in class) and Presented | 100 pts |

Total possible points = 250

95 – 100% of possible points = A

89 – 94% of possible points = B

80 – 93% of possible points = C

Student written work will be judged on content and mechanics. All products are to be completed by the final full day session.

EDL Incomplete Policy

Incomplete (I) is given under extreme extenuating circumstances. Although students are expected to complete the course the requirements before the end of the term, in some instances it is recognized that students may not be able to do so because of factors beyond their control. In such instances, and upon written petition to the instructor, a temporary grade of **"INCOMPLETE"** may be given to permit the student more time to complete the course requirements. In the event that a faculty member initiates a grade of "I", a letter will be sent to the student from the faculty member explaining the reason for the "I" and outlining what must be done to remove this grade. This letter will be placed in the Graduate Student's File.

PLEASE NOTE: I sometimes keep samples of student work to use as exemplars. If your work is selected for future use, I will **ask for permission** to use it for - up to five years. (Every five years we undergo an accreditation visit by the State of Illinois and NCATE. - These organizations need to see samples of student work and so I need your permission to span a possible five-year window. At the end of five years it will be shredded or you will be contacted for continued permission.

GRADE APPEAL

This information may be reached by: WIU home page, Personnel, Provost page, on the right side the link is listed. The 'Rights and Responsibilities' page will be updated regularly. By including this link you can be assured that all necessary information is made available to students in a timely and simple fashion.

STUDENTS WITH DISABILITIES may contact the Disability Support Services office. Please do this prior to the first weekend of class. 309-298-2512 or disability@wiu.edu. Information on this office can be found at www.student.services.wiu.edu/dss/

Academic Dishonesty

Western Illinois University, like all communities, functions best when its members treat one another with honesty, fairness, respect, and trust. Students have rights and responsibilities (<http://www.wiu.edu/provost/student/>) and students should realize that deception for individual gain is an offense against the members of the entire community, and it is the student's responsibility to be informed and to abide by all University regulations and policies on Academic Integrity. Plagiarism, cheating, and other forms of academic dishonesty constitute a serious violation of University conduct regulations. Students who engage in dishonesty in any form shall be charged with academic dishonesty.

It is a duty of faculty members to take measures to preserve and transmit the values of the academic community in the learning environment that they create for their students and in their own academic pursuits. To this end, they are expected to instill in their students a respect for integrity and a desire to behave honestly. They are also expected to take measures to discourage student academic dishonesty, to adjust grades appropriately if academic dishonesty is encountered, and, when warranted, to recommend that additional administrative sanctions be considered. Grading policies are the exclusive prerogative of the faculty; administrative sanctions are under the authority of the Director of Student Judicial Programs.

Students should review the document that outlines plagiarism at:
<http://www.wiu.edu/policies/acintegrity.shtml>

EDL Attendance Policy

For Courses at the 500 Level: If a student is absent for more than 50% of a scheduled day of a weekend academy class, the instructor for the course may assign an incomplete and require that the student make up the appropriate day the next time the course is offered. Under rare circumstances, the instructor may elect to assign the student additional activities to demonstrate that the student has accomplished the course outcomes missed in class. If this option is chosen, the instructor will report to the Chair the name of the student, time missed, and summary of the work assigned as make up.

EDL Incomplete Policy

Incomplete "I" is given under extreme extenuating circumstances. Although students are expected to complete the course requirements before the end of the term, in some instances it is recognized that students may not be able to do so because of factors beyond their control. In such instances, and upon written petition to the instructor, a temporary grade of "INCOMPLETE" may be given to permit the student more time to complete the course requirements. In the event that a faculty member initiates a grade of "I", a letter will be sent to the student from the faculty member explaining the reason for the "I" and outlining what must be done to remove this grade. This letter will be placed in the Graduate Student's File. A student must satisfy the course requirements during the next semester that the course is taught or (s)he will be awarded a grade based upon the work completed.

EDL 539 Standards

- 2A. Has knowledge and understanding of school cultures.
 - 2N. Creates with teachers, parents and students a positive school culture that promotes learning
- 2B. Understands the continuum of student growth and development.
 - 2T. Applies the principles of student growth and development to the learning environment and the educational program.
- 20. Promotes an inclusive educational culture.
 - 2P. Articulates the district's or school's vision, mission and priorities to the community and media.
 - 20. Builds community support for district or school priorities and programs.
 - 2R. Promotes an environment where all individuals are treated with fairness, dignity and respect.
 - 2S. Develops a culture of high expectations for self, student and staff performance where accomplishments are recognized.
- 2C. Knows the procedures used in the assessment of the learning environment
 - 2U. Utilizes procedures in the assessment of the learning environment.
- 2D. Understands applied learning theories.
 - 2V. Develops collaboratively a learning organization that supports instructional improvement, builds an appropriate curriculum and incorporates best practice.
- 2E. Understands curriculum design, implementation, evaluation and refinement.
 - 2W. Develops collaboratively curriculum and developmentally appropriate instruction for varied teaching and learning styles as well as specific student needs considering gender, ethnicity, culture, social class and exceptionalities.
 - 2X. Analyzes various staffing patterns, student grouping plans, class scheduling forms, school organizational structures and facilitates design processes to support various teaching strategies and desired student outcomes.
- 2F. Recognizes the components of a special education comprehensive case study evaluation.
 - 2Y. Assesses student progress using a variety of appropriate techniques.
- 2G. Understands principles of effective instruction and best practices.
 - 2Z. Bases curricular decisions on research, applied theory, informed practice, the recommendations of learned societies, and state and federal policies and mandates.
- 2H. Comprehends measurement, evaluation, and assessment strategies.
 - 2AA. Aligns curricular goals and objectives with state learning standards.
 - 2BB. Facilitates the design, implementation and evaluation of curricular, cocurricular and extracurricular programs for continuous improvement.
 - 2CC. Uses resources to support instructional programs and best practices, and incorporates a variety of supervisory models to improve teaching and learning.
 - 2DD. Uses qualitative and quantitative data to plan and assess school programs.

- 2I. Understands diversity and its meaning for educational programs.
 - 2EE. Promotes an inclusive educational culture.

- 2K. Understands the change process for systems, organizations, and individuals.
 - 2GG. Facilitates the change process for systems, organizations, and individuals by using qualitative and quantitative data to plan and assess school programs.
 - 2HH. Studies best practices, relevant research and demographic data to analyze their implications for school improvement.
 - 2II. Develops, analyzes and implements operational plans and processes to accomplish strategic goals using practical applications of organizational theories.
 - 2JJ. Applies a systems perspective, and monitors and assesses the progress of activities, making adjustments and formulating new action steps as necessary.

- 2J. Is familiar with adult learning and professional development models.
 - 2FF. Identifies needs for professional development, incorporates adult learning strategies and assessment in the formulation of self development plans for staff.
 - 2KK. Uses technology, telecommunications and information systems to enrich curriculum and instruction

- 2L. Recognizes the role of technology in promoting student learning and professional growth.
 - 2LL. Develops and implements long range plans for school and district technology information systems.

- 2M. Understands classroom management.
 - 2MM. Uses a variety of supervisory models to improve teaching and learning.
 - 2NN. Uses and implements collaboratively developed policies and procedures that provide a safe school environment and promote health and welfare.

- 4B. Comprehends parents' rights, including the right to an independent evaluation and the use of that evaluation by the special education multidisciplinary team.
 - 4H. Engages in activities that address parents' rights, including the right to an independent evaluation by the special education multidisciplinary team.

- 4D. Has knowledge of community resources.
 - 4J. Identifies and analyzes the major sources of fiscal and non-fiscal resources for schools.

- 5B. Recognizes various ethical frameworks and perspectives on ethics.
 - 5G. Bases decisions on the moral and ethical implications of policy options and political strategies.

- 5C. Understands the values and challenges of the diverse school community.
 - 5H. Promotes the values and challenges of the diverse school community.
 - 5I. Communicates effectively with various cultural, ethnic, special interest groups and other diverse populations in the community.

- 6C. Understands the law as it is related to education

6L. Applies knowledge of common law and contractual requirements and procedures in an educational setting.

6D. Understands the state and federal requirements regarding least restrictive environment (including placement based on the student's IEP and the Individual Family Service Plan for students ages birth through 21 years of age.

6M. Analyzes appropriate procedures and relationships for working with local governing boards.

6I. Understands federal, state and local statutory and regulatory provisions as well as judicial decisions governing education. Section 504, Americans with Disabilities Act, FERPA

6P. Bases decisions on the moral and ethical implications of policy options and political strategies.