

**GEORGE MASON UNIVERSITY**  
**COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT**  
**PROGRAM – SPECIAL EDUCATION**  
**Syllabus for EDSE 743: Leadership in Special Education Administration (3 credits)**  
Spring 2011  
Thursday, 4:30-9:00 pm  
Administration Building, Ashburn, VA

**ADJUNCT PROFESSOR:**

Dr. Mary V. Kealy  
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**COURSE DESCRIPTION**

Examines leadership issues and applies them to the administration of special education programs. Explores current challenges in the delivery of services for exceptional children through case studies and projects.

Prerequisites: There are no *required* prerequisites for this course, but it is strongly recommended that students completing the Certificate in Special Education Leadership complete courses in a specific order. Please refer to your Program of Studies for the recommended sequence of courses if you are completing the Certificate in Special Education Leadership.

**NATURE OF COURSE DELIVERY**

**Learning activities include the following:**

- Discussion of material read in preparation for course sessions.
- Student participation (e.g., discussion, demonstration, inquiry) in small group and cooperative learning activities, including analysis of critical issues and readings as applied to case-based scenarios.
- Lectures and large group discussion activities.
- Online discussions and other individual assignments.
- Access and analyze materials and resources using a variety of medium, including Blackboard, web-based resources, and professional peer-reviewed journal articles.

**LEARNER OUTCOMES**

This course is designed to enable students to:

1. Define leadership.
2. Describe the general behavioral and affective elements that define good leaders.
3. Identify specific forms/styles of leadership and explain how the behaviors relate to specific organizational goals.
4. Articulate their core beliefs about teaching, learning, and leadership, and relate these to their vision of effective school leadership.
5. Connect major leadership and organizational theories, and apply these to the understanding of real-world puzzles associated with leadership practice.

6. Describe the general manner in which policies are made including:
  - a. types of policy decisions
  - b. various constituent groups affected by each type of decision
  - c. goals that are often sought in policy-making
  - d. political and rhetorical tools used in policy-making
  - e. factors that contribute to uncertainty in policy-making
  - f. types of errors that affect policy making
  - g. tools for reducing uncertainty and error in policy making
7. Illustrate reform movements and how they gain momentum by providing examples of the political and rhetorical tools relative to selected reform movements that affect special education.
8. Analyze educational policy-making discussions and describe the elements of policy-making.
9. Analyze current change initiatives in the context of historical education reform proposals/policies considering the following:
  - a. fidelity of the reform outcome with the intended purpose
  - b. internal consistency of logic in the arguments for or against the reform
  - c. the efficacy of the reform in meeting the stated goals of the policy-makers
  - d. unintended consequences of the reform
10. Explain how special education laws and policies conform or fail to conform to expectations for genuine change using frameworks for analyzing organizational behavior and outcomes.
11. Articulate the leadership role(s) they aspire to take at the conclusion of their program of study.
12. Begin to articulate how they plan to develop their leadership capabilities in the near future.

## **PROFESSIONAL STANDARDS**

### **Course's Relationship to Program Goals and Professional Organization**

This course is part of the George Mason University, Graduate School of Education (GSE), Special Education Program. This program complies with the standards for special educators established by the Council for Exceptional Children (CEC), the major special education professional organization.

The CEC Standards are listed on the following web site: <http://www.cec.sped.org> . Look in the second column on the left, and click on "Professional Standards." On this page, to the right, there is a red book PDF document titled "What Every Special Educator Must Know." The CEC Standards are located in this document. The primary CEC standards that will be addressed in this class are Standard 1: Foundations for the Special Education Administrator and Standard 9: Professional and Ethical Practice. The standards are stated as follows:

### **Special Education Content Standard 1: Foundations**

Special educators understand the field as an evolving and changing discipline based on philosophies, evidence-based principles and theories, relevant laws and policies, diverse and historical points of view, and human issues that have historically influenced and continue to influence the field of special education and the education and treatment of individuals with exceptional needs both in school and society. Special educators understand how these influence

professional practice, including assessment, instructional planning, implementation, and program evaluation. Special educators understand how issues of human diversity can impact families, cultures, and schools, and how these complex human issues can interact with issues in the delivery of special education services. They understand the relationships of organizations of special education to the organizations and functions of schools, school systems, and other agencies. Special educators use this knowledge as a ground upon which to construct their own personal understandings and philosophies of special education.

### **Special Education Content Standard 9: Professional and Ethical Practice**

Special educators are guided by the profession's ethical and professional practice standards. Special educators practice in multiple roles and complex situations across wide age and developmental ranges. Their practice requires ongoing attention to legal matters along with serious professional and ethical considerations. Special educators engage in professional activities and participate in learning communities that benefit individuals with ELN, their families, colleagues, and their own professional growth. Special educators view themselves as lifelong learners and regularly reflect on and adjust their practice. Special educators are aware of how their own and others attitudes, behaviors, and ways of communicating can influence their practice. Special educators understand that culture and language can interact with exceptionalities, and are sensitive to the many aspects of diversity of individuals with ELN and their families. Special educators actively plan and engage in activities that foster their professional growth and keep them current with evidence-based best practices. Special educators know their own limits of practice and practice within them.

### **COURSE TEXTS AND MATERIALS**

#### **Required Texts:**

American Psychological Association (2010). *Publication manual* (6<sup>th</sup> ed.). Washington, DC: Author. ISBN 9781433805615

Bolman, L. & Deal, T. (2008). *Reframing organizations: Artistry, choice, and leadership* (4th ed.). San Francisco: Jossey-Bass. ISBN 9780787987992

Bolman, L. G. & Deal, T. E. (2010). *Reframing the path to school leadership: A guide for teachers and principals* (2<sup>nd</sup> ed.). San Francisco: Corwin Press. ISBN 9781412978194 [paperback]

Fullan, M. (2007) *Leading in a culture of change*. San Francisco: Jossey-Bass. ISBN 9780787987664

Hehir, T. (2006). *New directions in special education*. Cambridge, MA: Harvard Education Press. ISBN 9781891792618

**Supplemental Readings assigned weekly include policy briefs and reports, and articles related to leadership, special education policy and issues (Available on Blackboard). Students will need to check weekly for additional articles and resources.**

**Required Access to Course Blackboard Site:** Blackboard will be used to post important information for this course. Plan to access the Bb site several times per week; announcements and resources are posted on the Bb site in between class sessions (e.g., in response to queries or information requested by students).

## COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT STATEMENT OF EXPECTATIONS

The College of Education and Human Development expects all students to abide by the following:

- Students are expected to exhibit professional behavior and dispositions. See <http://www.gse.gmu.edu/> for a listing of these dispositions.
- Students must know and adhere to the guidelines of the University Honor Code. See <http://academicintegrity.gmu.edu/honorcode/> for the full Honor Code.
- Students are expected to use APA Guidelines for written work and provide credit when using the work of others. GMU currently subscribes to [www.turnitin.com](http://www.turnitin.com) and the instructor may submit student work to that site for to determine originality of work.
- Students must agree to abide by the university policy for Responsible Use of Computing. See <http://universitypolicy.gmu.edu/1301gen.html>.
- Students with disabilities to seek accommodations in a course must be registered with the GMU Office of Disability Service and inform the instructor, in writing, at the beginning of the semester. See <http://ods.gmu.edu/>. Alert instructor either prior to or immediately after the first class session

***Keep Products from this Course for Future Use in Your Professional Portfolio!***

*Retain electronic copies of all course products to document their progress through the GSE Special Education program. Products from this class can become part of your individual professional portfolio used in your portfolio classes that document your satisfactory progress through the GSE program and the CEC performance based standards. As the program moves towards electronic portfolios, it will be even more important to have artifacts (i.e., scored assignments) saved electronically.*

## COURSE EXPECTATIONS

George Mason University Email: <http://masonlive.gmu.edu>

From this link, follow the directions for activating an email account. Every student is required to establish a GMU email account. Course email correspondence and other important university emails will be sent to GMU email accounts.

George Mason Blackboard: <http://courses.gmu.edu/> Blackboard will be used to post important information for this course (and others) and in completing some course assignments. Materials, resources, dialogues, notes, and other types of information will be housed on this course's Blackboard web site.

George Mason Patriot Web: <https://patriotweb.gmu.edu/>

This is a self-service website for students, faculty, and staff of George Mason University. There is a wealth of useful links, information, and online forms on this website including program of studies details, application for graduation, request for transfer of credit, and internship application.

George Mason University Honor Code: <http://www.gmu.edu/facstaff/handbook/aD.html> and [http://si.gmu.edu/documents/Student\\_Handbook.pdf](http://si.gmu.edu/documents/Student_Handbook.pdf)

These URLs define student and faculty conduct to promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community. The honor code deals specifically with cheating and attempted cheating, plagiarism, lying, and stealing. In an effort to maintain trust in the classroom as well as provide a prerequisite for deterring plagiarism, *Turnitin*, a plagiarism detection service, may be used to evaluate materials submitted by students for evaluation.

#### *Advising:*

Please make sure that you are being advised on a regular basis as to your status and progress through your program. You may wish to contact Jancy Templeton, GMU Special Education Advisor, at [jtemple1@gmu.edu](mailto:jtemple1@gmu.edu) or (703) 993-2387. Please be prepared with your G number when you contact her.

#### *Writing Resources and Support:*

The official web site for the APA style manual, 6<sup>th</sup> edition, is <http://www.apastyle.org/>. APA Formatting Guidelines are also available at <http://www.psywww.com/resource/apacrib.htm>. This website is offered as a companion to the APA style manual. *However, it should not be considered a substitute for directly consulting the APA manual, 6<sup>th</sup> edition for standard of procedures for applying APA style.* Caution with using web sites or resources other than the APA manual because some may have erroneous information on them.

Another type of writing support during this course is available via the George Mason University Writing Center for support in writing (support needs will vary among students). The web site for the Writing Center is: <http://writingcenter.gmu.edu/>. Many resources are available both on site and on the web, and students can now conveniently register online for appointments.

#### **TaskStream Submission Requirement**

The signature assignment required for this course must be submitted electronically to Mason's NCATE management system, TaskStream: (<https://www.taskstream.com>).

Note: Every student registered for any EDSE course as of the Fall 2007 semester is required to begin submitting signature assignments to TaskStream (regardless of whether a course is an elective or part of an undergraduate minor). TaskStream information is available at <http://gse.gmu.edu/programs/sped/>. Failure to submit the assignment to TaskStream may result in reporting the course grade as Incomplete (IN).

#### *Absences:*

Understanding you are individuals with full and active lives, who have made the intellectual and financial commitment to regularly attend class, there may be an instance when you are not able to attend. If this unlikely event should occur, it is your responsibility to make arrangements to obtain notes, handouts, and lecture details from another student (it is recommended that you have two colleagues in the course for this). Students who are absent are held responsible for the material covered and assignments due as if in attendance. Please be sure to notify the classmate(s) in sufficient time for them to be of assistance for you. Recommended, but not required, is that you notify the Instructor about absences in advance or within 24 hours after an

absence. Be aware any points earned for participation in class activities, during a time of absence, will not be earned and cannot be made up.

*Assignments and Readings and Due Dates:*

For a satisfactory grade in the course, students are expected to attend all classes, arrive on time, be prepared for class, demonstrate professional behavior (see *Professional Disposition Criteria* at <http://www.gse.gmu.edu/> for a listing of these dispositions), and complete all assignments with professional quality in a timely manner. To successfully complete this course, students need to adhere to the due dates for specific readings and assignments to be completed.

## **COURSE REQUIREMENTS, PERFORMANCE-BASED ASSESSMENT, AND EVALUATION CRITERIA**

It is expected that each student will:

- (1) Read all assigned materials for the course.
- (2) Participate in classroom activities that reflect critical reading of materials.
- (3) Research a specific policy initiative or decision and write an in-depth analysis of the decisions made relative to the initial problem that the policy-makers were addressing.

**OR**

- (3) Make a visit to conduct an observation of a policy-making body, such as the School Board, or a community organization, such as a School Board appointed advisory committee, while they are addressing a topic pertaining to or applicable to the education of students with disabilities and write a summary of the discussion that you observed.
- (4) Work individually or in a small group to present a summary of selected readings.
- (5) Collaborate with a designated team of class colleagues on developing and conducting a presentation on one of the four frames identified by Bolman and Deal.
- (6) Complete a reflective paper describing a Personal Best situation in a leadership role.
- (7) Based on analysis of a change situation, prepare a “Reframing Paper” using at least two frames to re-examine the case.
- (8) Attend each class session.

**Grades:** A=94-100 A-=90-93 B+=86-89 B=80-85 C=70-79 F=<70

|   |                   |
|---|-------------------|
| Participate as required in class and on Blackboard  | 10 points         |
| Personal Best Reflection Paper  | 10 points         |
| Observation Paper re Policymaking Group or Community Organization OR Policy Case Analysis | 30 points         |
| Reframing Paper - Presentation & Discussion   | 30 points         |
| Team Presentation of Assigned Frame   | 20 points         |
| <b>Total</b>  | <b>100 points</b> |

\*Late assignments will not be accepted by the instructor. If an emergency occurs please notify the instructor in advance.

**Participation – 10%**

Students are expected to attend class and actively participate in all assignments, group activities, and class discussions. Active participation includes the asking of questions and the presentation of one's own understanding with regard to the readings and lectures as well as interactive discussion and participation in activities with other class members. Active participation also includes listening and respectful consideration of the comments of others. This will require all students to complete the required readings, activities, and assignments for that specific class meeting. Additionally, during each class meeting there will be the opportunity to earn point(s) for successful completion of graded in-class activities. If students are not in attendance, thus not able to participate and contribute to class when these activities occur, assigned points can not be earned.

**Personal Best Reflection Paper – 10% Due Date: March 17**

For your first assignment, we will borrow an exercise from James Kouzes and Barry Posner's book, *The Leadership Challenge*. As a part of their studies of leaders and followers, they asked leaders to write a **personal best case**, which they then discussed to discover themes about leader behavior. This should be a short paper (4-5 pages), which should be typewritten using APA parameters. See rubric on page 8.

For this paper, think back over your own leadership experiences and choose one that you consider to be a "personal best" -- a time when you performed at your peak as a leader. Review the experience in your mind, and ask yourself:

- What characterized the situation? Who was involved, where and when did it take place, and who initiated the situation?
- What motivated you to get involved? How did you challenge yourselves and others?
- How did you build enthusiasm and excitement? How did you involve others and foster collaboration? How did you build trust and respect?
- What principles and values guided you and others? How did you set an example?

The above helps you describe your leadership best situation. To complete the paper, examine the leadership model Fullan presents in chapter 1 of his book. Using this model as an analytic tool, in what ways did you excel as a leader in the situation you described above? What might you have done differently to enhance your performance? What lessons did you learn about leadership from the experience? How will you apply this knowledge in the future?

| <b>EDSE 743 Personal Best Paper</b>                  |   |   |   |  | <small>created with</small><br><br><small>Tools of Engagement</small> |
|--|---|---|---|--|--|
| <i>Levels:</i>                                       | <b>4<br/>exceeds<br/>expectations</b>   | <b>3<br/>meets<br/>expectations</b>   | <b>2<br/>approaching<br/>expectations</b>   | <b>1<br/>falls below<br/>expectations</b>  | <b>Score</b>   |
| <i>Criteria:</i>                                     |   |   |   |  |  |
| <b>Thesis &amp; introduction (10%)</b>               | The paper starts with a clear and concise statement of purpose and an introduction that provides a clear roadmap for the reader, foreshadowing what the paper is intended to cover. | Paper starts with a brief introduction that alludes to the purpose of the paper and provides a general foreshadowing of what is to be included. | The introduction provides the barest hint of the purpose of the paper and the information to be shared. | There is no clear introduction or purpose.   |  |
| <b>Description of personal best case (20%)</b>       | The case is described thoroughly, including an accounting of the "personal best" situation and why it was selected as a "personal best."  | The case is described thoroughly, but detail is lacking on why the case represents a "personal best"  | Description of the case is incomplete or poorly constructed   | Description of the case is largely missing or wholly inadequate.                       |  |
| <b>Case analysis (25%)</b>                           | Fullan's model is summarized and then used to thoroughly assess how the case exemplifies effective leadership.  | Fullan's model is used adequately to assess how the case exemplifies effective leadership.  | Analysis is weak or incomplete, or superficially considers the Fullan model.                            | Analysis is unrelated to the case, is largely missing or wholly inadequate.            |  |
| <b>Implications for leadership development (25%)</b> | Lessons are derived from the case relating the candidate's experiences and need to develop specific leadership dispositions or proficiencies  | General lessons are presented relating to the candidate's experiences and leadership development  | Lessons relating to the candidate's experiences and future leadership development are superficial       | Lessons learned and implications of the case are largely missing or wholly inadequate. |  |
| <b>Organization of paper (10%)</b>                   | Paper is powerfully organized and fully developed   | Paper includes logical progression of ideas aided by clear transitions  | Paper includes brief skeleton (introduction, body, conclusion) but lacks transitions                    | Paper lacks logical progression of ideas   |  |
| <b>Mechanics (10%)</b>                               | Nearly error-free which reflects clear understanding and thorough proofreading  | Occasional grammatical errors and questionable word choice  | Errors in grammar and punctuation, but spelling has been proofread                                      | Frequent errors in spelling, grammar, and punctuation                                  |  |

**Policy Case Analysis – 30% Due Date: April 7**

- The case analysis paper includes an in-depth investigation of a significant local, state or national issue related to special education and an analysis of that policy in terms of the standards and leadership frames discussed in the course. The analysis will enable you to apply the leadership standards and frames to your work situation and help you reflect on your own personal practice. In the analysis you have an opportunity to interpret your case with in-depth insights and relate that to your work setting. You will use the analyses to develop your policy recommendations, implementation strategies and summary of leadership lessons learned.

Select a significant policy issue of interest in special education, preferably related to policy articles or class discussion topics, and conduct an in-depth policy analysis.

Construct a 5-8 page paper describing the:

- selected policy or issue to be addressed by the policy
- review of related research literature
- situation when the application of special education policy raises controversy
- types of evidence presented on each side of the controversy
- interviews with stakeholders, if appropriate
- nature of the decision being made as a result of the policy initiative
- policy recommendations synthesizing structural, political, human resource, and symbolic perspectives
- strategies for implementing policy recommendations
- implications for practical application in a school or district setting
- summary of leadership lessons learned from your analysis

**OR**

**Observation Paper of a Policymaking Group or Community Organization Due Date: April 7**

Construct a 5-8 page paper describing the:

- policymaking group or community organization--it's function, responsibilities, and authority
- nature of the decision being made
- historical context of the discussion
- types evidence presented in the discussion
- outcome of the discussion (if any)
- ways that the discussion observed conformed to or violated the ideas of the authors included in the class.

The paper should be typed in APA form and include at least 8 references.

**Team Presentation based on one of the frames identified by Bolman and Deal: – 20%**

This assignment provides you with an opportunity to join a team of class colleagues to further investigate one of the frames and to identify ways in which the particular frame may be applied in situations requiring leadership. Teams will be configured based on a sign-up list, and your team will be scheduled for a one-hour class presentation. Your team's presentation should engage the class and seek to deepen our understanding of the frames and ways to make them

applicable in our current and future work. Be creative – presentation may include, but is not limited to, case studies, discussion questions, use of media, and/or role playing!!

**Due Dates:**

|   |                 |
|---|-----------------|
| <b>Team 1-The Structural Frame</b>      | <b>March 17</b> |
| <b>Team 2-The Human Resources Frame</b> | <b>March 31</b> |
| <b>Team 3-The Political Frame</b>       | <b>April 7</b>  |
| <b>Team 4-The Symbolic Frame</b>        | <b>April 14</b> |

**Reframing Paper – 30% Due Date: April 28**

**(MAJOR REQUIRED ASSIGNMENT-SEE RUBRIC)**

Bolman and Deal say that the essence of reframing is examining the same situation from different perspectives to develop a more holistic picture. For this paper, reconsider a school improvement project you've experienced in the last year or two at your school. In this paper, you are going to **analyze the case using multiple frames** to see what we can learn about the situation.

1. Briefly **describe the improvement or change**:
  - What was the performance or achievement gap being addressed by the change?
  - What was the specific the goal?
  - What strategy or action was used to promote improvement? (What was the objective of the school improvement project?)
  - What was the rationale for using this strategy to promote improvement? (Why did any one thing implementing the action plan would bring about the specific improvement you sought?)
  - What happened, and what did you learn from implementation of this project?
2. Step back and consider the basis for your description – what frame are you using when you describe and analyze the change? Discuss your conclusions explicitly in terms of the use of the frame. What does the use of this conceptual lens help you understand about the case?
3. Then, select **one or more other frames** to examine the case. What else can you learn by analyzing this case through the lens of this frame? Do you see different opportunities, challenges, or outcomes from an alternative perspective?

**HINT:** It seems likely that you were most likely to select the structural or human resources frames instinctively. As a comparison, try to select the political or symbolic frames -- these may provide you with the best opportunities to see different things in the same case.

In your paper, be sure to be very clear about which frames you are using, what you believe to be the primary features of the frame (be brief, but let me know that *you know* what's unique and valuable about the frame as a way of seeing), and what you learn about the case by using the frame. Students will be expected to share their case as part of a class session and provide feedback to other class members as part of the process.

The paper should be 8-10 pages, typewritten, following APA form and standards.

# EDSE 743 Reframing: Program Rubric

| Levels:  | 4<br>exceeds expectations  | 3<br>Meets expectations   | 2<br>approaching expectations  | 1<br>falls below expectations   | Score |
|--|--|---|--|---|-------|
| <b>Criteria:</b>   |  |   |  |   |       |
| <b>Thesis &amp; introduction (10%)</b>   | The paper starts with a clear and concise statement of purpose and an introduction that provides a clear roadmap for the reader, foreshadowing what the paper is intended to cover.  | Paper starts with a brief introduction that alludes to the purpose of the paper and provides a general foreshadowing of what is to be included.   | The introduction provides the barest hint of the purpose of the paper and the information to be shared.  | There is no clear introduction or purpose.                                    |       |
| <b>Description of school improvement case (15%)</b>  | The case is described thoroughly, with clear delineation of the critical events relating to the SIP project  | The case is described thoroughly  | Description of the case is incomplete or poorly constructed  | Description of the case is largely missing or wholly inadequate               |       |
| <b>Case analysis - Framing: Applies appropriate models of organizational management (ELCC 3.1.a) (20%)</b>     | The model of organizational management (frame) used to initially describe the case is accurately identified, characteristics of the frame are clearly described, and the frame is used as a conceptual lens to gain an understanding of the case | The model of organizational management (frame) used to initially present the case is identified, discussed, and applied as a conceptual lens for understanding the case                             | Analysis is weak or incomplete, or superficially considers the application of a model of organizational management (frame) to the analysis   | Analysis is unrelated to the case, is largely missing or wholly inadequate    |       |
| <b>Case re-analysis - Reframing: Applies appropriate models of organizational management (ELCC 3.1.a)(20%)</b> | At least one additional theoretical frame is clearly and thoroughly described, and the frame is used as a conceptual lens for re-analyzing the case and highlighting additional insights to explain the case                                     | At least one additional theoretical frame is briefly described and used as a conceptual lens for re-analyzing the case  | Re-analysis is weak or incomplete, or superficially considers the application of at least one additional theoretical frame   | Re-analysis is unrelated to the case, is largely missing or wholly inadequate |       |
| <b>Reflection: Explains &amp; applies various theories of change (ELCC 6.1.h) (15%)</b>                        | Specific lessons are presented relating to the process and value of reframing for school leaders, and the insights gained by using reframing to describe and explain educational change in this case   | General lessons are presented relating to the process and value of reframing for school leaders, and the insights gained by using reframing to describe and explain educational change in this case | Superficial conclusions are offered relating to the process and value of reframing, and the insights gained by using reframing to describe and explain educational change in this case | Conclusion and implications are largely missing or wholly inadequate          |       |
| <b>Support: Acts as informed consumer of educational theory and concepts (ELCC 6.1.a) (10%)</b>                | Specific, developed ideas and/or evidence from theory or research are used to support analysis   | Supporting theory or research used to support analysis lacks specificity or is loosely developed  | Uses some supporting ideas and/or evidence in analysis of case   | Few to no solid supporting ideas or evidence                                  |       |
| <b>Organization of paper (5%)</b>  | Paper is powerfully organized and fully developed  | Paper includes logical progression of ideas aided by clear transitions  | Paper includes brief skeleton (introduction, body, conclusion) but lacks transitions   | Paper lacks logical progression of ideas                                      |       |
| <b>Mechanics (5%)</b>  | Nearly error-free which reflects clear understanding and thorough proofreading   | Occasional grammatical errors and questionable word choice  | Errors in grammar and punctuation, but spelling has been proofread   | Frequent errors in spelling, grammar, and punctuation                         |       |

### Tentative Course Organization and Schedule

| Meeting           | Topic  | Assignments (for next class)   |
|-------------------|--|--|
| Week 1<br>3/3/11  | Course Overview<br>Introduction to Leadership Models and Organizational Change<br>Standards for School Leaders & Special Education Administrators  | B&D, part 1<br><i>Confronting Ableism</i> , Hehir (2007),<br><i>The Change Leader</i> , Fullan (2002),<br>Assigned Reading in Blackboard               |
| Week 2<br>3/10/11 | Leadership Initiatives in Special Education<br>Current Policy and Legislation Issues   | Fullan, chapters 1-7<br>B & D: <i>Reframing the Path to School Leadership</i><br>Assigned Reading in Blackboard  |
| Week 3<br>3/17/11 | <b>Team 1 Presentation: The Structural Frame</b><br>Focus on Special Education Policy-Guest Speaker<br>Leadership for Creating Change  | Hehir, chapters 1-6<br>B & D, Part 2, Chapters 3-5<br>Assigned Reading in Blackboard<br><b>Personal Best Paper Due</b>                                 |
| Week 4<br>3/24/11 | The Leader's Role in Special Education Policy,<br>Programming, and Practice<br>School Reform and Inclusive Schools<br>Selected Policy Issues   | Read B & D, Part 3, chapters 6-8<br>Assigned Reading in Blackboard   |
| Week 5<br>3/31/11 | <b>Team 2 Presentation: The Human Resource Frame</b><br>The Politics of Leadership in Special Education<br>Selected Policy Issues<br>Teaching for the 21 <sup>st</sup> Century               | Read B & D: Part 4, Chapters 9-11<br>Assigned Reading in Blackboard  |
| Week 6<br>4/7/11  | <b>Team 3 Presentation: The Political Frame</b><br>Reframing for Change: Facilitating Access to the<br>General Education Curriculum<br><br>The Human Side of Leadership in Special Education | B&D, Part 5., Chapters 12-14<br>Assigned Reading in Blackboard<br><b>Policy / Case Analysis OR<br/>Observation of Policymaking Group<br/>Paper Due</b> |
| Week 7<br>4/14/11 | <b>Team 4 Presentation: The Symbolic Frame</b><br>Human Capital: Teacher Supply & Demand in Special<br>Education-Preparation, Recruitment, Retention Issues<br><br>Selected Policy Issues    | Read B & D: Part 6, Chapters 15-17<br>Assigned Reading in Blackboard<br><b>Case Presentations</b>  |
| Week 8<br>4/28/11 | The Leadership Role of Principals  | Read B & D: Part 6, Chapters 17, 18, 20<br>Assigned Reading in Blackboard<br><b>Reframing Paper due</b>  |
| Week 9<br>5/5/11  | Reframing and Leading for Change: Your Personal<br>Goals<br><br>Reflections and Celebration!   | <b>Case Presentations</b>  |