



**College of Education and Human Development
Division of Special Education and disAbility Research**

Fall 2013

EDSE 743 001: Leadership in Special Education Administration

CRN: 77308, 3 - Credits

Instructor: Dr. Pamela Baker	Meeting Dates: 8/26/2013 - 12/18/2013
Phone: 703-993-1787	Meeting Day(s): Wednesdays
E-Mail: pbaker5@gmu.edu	Meeting Time(s): 4:30 pm-7:10 pm
Office Hours: Before and after class or by appointment.	Meeting Location: Fairfax, Finley 119

***Note:** This syllabus may change according to class needs. Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.*

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.

Prerequisite(s): None

Co-requisite(s): None

Advising Contact Information

Please make sure that you are being advised on a regular basis as to your status and progress through your program. Mason M.Ed. and Certificate students should contact the Special Education Advising Office at (703) 993-3145 for assistance. All other students should refer to their faculty advisor.

Nature of Course Delivery

Learning activities will include the following:

1. Readings in preparation for class
2. Class lecture and discussion
3. Application activities
4. Small group activities and assignments
5. Individual activities and assignments
6. Video and other media supplements
7. Research and presentation activities
8. Online supplements and activities via Blackboard

Learner Outcomes

This course is designed to enable students to:

- Define leadership.
- Describe the general behavioral and affective elements that define good leaders.
- Identify specific forms/styles of leadership and explain how the behaviors relate to specific organizational goals.
- Articulate their core beliefs about teaching, learning, and leadership, and relate these to their vision of effective school leadership.
- Connect major leadership and organizational theories, and apply these to the understanding of real-world puzzles associated with leadership practice.
- Describe the general manner in which policies are made including:
 - o types of policy decisions
 - o various constituent groups affected by each type of decision
 - o goals that are often sought in policy-making
 - o political and rhetorical tools used in policy-making
 - o factors that contribute to uncertainty in policy-making
 - o types of errors that affect policy making
 - o tools for reducing uncertainty and error in policy making
- 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.
- Analyze educational policy-making discussions and describe the elements of policy-making.
- Analyze current change initiatives in the context of historical education reform proposals/policies considering the following:
 - o fidelity of the reform outcome with the intended purpose
 - o internal consistency of logic in the arguments for or against the reform
 - o the efficacy of the reform in meeting the stated goals of the policy-makers
 - o unintended consequences of the reform
- 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.

- Articulate the leadership role(s) they aspire to take at the conclusion of their program of study.
- Begin to articulate how they plan to develop their leadership capabilities in the near future.

Required Textbooks

Bolman, L., & Deal, T. (2013). *Reframing organizations: Artistry, choice, and leadership* (5th ed.). San Francisco, CA: Jossey-Bass.

Crockett, J. B., Billingsley, B. S., & Boscardin, M. L. (Eds.). (2012). *Handbook of leadership and administration for special education*. New York, NY: Taylor and Francis.

Digital Library Option

The Pearson textbook(s) for this course is available as part of the **George Mason University Division of Special Education and disAbility Research Digital Library**. The division and Pearson have partnered to bring you the Digital Library; a convenient, digital solution that can save you money on your course materials. The Digital Library offers you access to a complete digital library of **all Pearson textbooks** and MyEducationLabs used across the Division of Special Education and disAbility Research curriculum at a low 1-year or 3-year subscription price. Access codes are available in the school bookstore. Please visit <http://gmu.bncollege.com> and search the ISBN.

- 1 year subscription \$200 ISBN-13: 9781269541411
- 3 years subscription \$525 ISBN-13: 9781269541381
- Individual e-book(s) also available at the bookstore link above or at <http://www.pearsonhighered.com/>. Search by author, title, or ISBN.

Recommended Textbooks

American Psychological Association. (2010). *Publication manual* (6th ed.). Washington, DC: Author.

Additional Readings

Each week students are expected to access and complete all readings and activities provided in the applicable folder in the course content section of the course Blackboard site available at <http://courses.gmu.edu>

Course Relationships to Program Goals and Professional Organizations

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

will be addressed in this class is Standard 1: Foundations and Standard 9: Professional and Ethical Practice.

GMU POLICIES AND RESOURCES FOR STUDENTS:

- a. Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honor-code/>].
- b. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- c. Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- d. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- e. Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

PROFESSIONAL DISPOSITIONS

Students are expected to exhibit professional behaviors and dispositions at all times.

CORE VALUES COMMITMENT

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. [See <http://cehd.gmu.edu/values/>]

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>]

Course Policies & Expectations

Attendance.

For a satisfactory grade in the course, students are expected to attend all classes, arrive on time, demonstrate professional behavior in the classroom (see Professional Disposition Criteria), and complete all assignments with professional quality and in a timely manner. When absence from class is unavoidable, students are responsible for getting all class information (e.g., handouts, announcements, notes) from another class member prior to the class meeting that follows the absence. Be aware that points earned for participation in class activities during a time of absence will not be earned and typically cannot be reclaimed.

Late Work.

Points will be deducted for work submitted late (up to 10% per day). This includes any items that are not submitted upon request due to class absence or tardiness. This includes items initiated or modified during class as well as those listed in the syllabus.

APA Style.

The standard format for any written work in the College of Education and Human Development is APA. If you are unfamiliar with APA, it would benefit you to purchase the Publication Manual of the American Psychological Association (6th ed.) or to access one of the internet sites that provides a summary of this information. All work produced outside of class must be typed in APA style unless otherwise noted.

Academic Integrity.

Students in this course are expected to exhibit academic integrity at all times. Be aware that plagiarism is presenting someone else's work as your own. Whether the act is deliberate or unintentional is irrelevant. You must take great care to give credit to an author when you use either exact words or paraphrased ideas. Generally, if you use 4 or more words in a row you should use quotation marks and a proper citation. Evidence of plagiarism or any other form of cheating in this class will result in a zero on that assignment and a report of the incident to the registrar and Dean's office. Remember that plagiarism is a very serious offense and can result in dismissal from the University. The instructor reserves the right to submit your work to plagiarism detection services for an integrity assessment as needed.

Electronic Media.

The use of electronic devices that record class or photograph individuals or materials may not be used without instructor permission. Computers may be used to take notes during class, but they may not be used for internet exploration or other non-class activities during class time. Routine access (daily) to e-mail and Blackboard for communication

and assignments is crucial to participation in this class. Retain electronic copies of all course products for use during the portfolio phases of the M.Ed. or Ph.D. programs.

Workload Expectation.

For each in-class hour devoted to this course content, students are expected to spend at least 3 hours outside of class on course-related assignments, which is a typical in-class to out-of-class ratio for graduate level coursework. Exemplary work should be considered for presentation or publication opportunities.

TaskStream Submission

Every student registered for any Special Education course with a required performance-based assessment is required to submit this assessment, Reframing Project to TaskStream (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete(IN). Unless the IN grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

If you have never used TaskStream before, you **MUST** use the login and password information that has been created for you. This information is distributed to students through GMU email, so it is very important that you set up your GMU email. For more TaskStream information, go to <http://cehd.gmu.edu/api/taskstream>

Grading Scale

A	=	95 – 100 percent	A-	=	90 – 94 percent
B+	=	85 – 89 percent	B	=	80 – 84 percent
C	=	70 – 79 percent	F	=	Below 70

Note: Traditional rounding principles apply

Assignments

NCATE/TaskStream Assignments.

Rationale

Bolman and Deal (2013) say that the essence of reframing is examining the same situation from different perspectives to develop a more holistic picture. To practice this critical leadership skill, you will reconsider a school improvement project focused on instruction that you've experienced in the last year or two at your school. You will **analyze the project as a case using multiple frames** to see what you can learn about the specific project and about leadership generally.

Process

Briefly describe the improvement or change:

- What was the performance or achievement gap being addressed by the change?

- How was data or evidence employed to determine or explain the gap?
- What was the specific goal?
- What strategy or action was used to promote improvement? (What was the objective of the school improvement project?)
- To what degree did collaboration take place? Was it meaningful? Helpful?
- What was the rationale for using this strategy to promote improvement? (Why did anyone think implementing the action plan would bring about the specific improvement you sought?) What was the theory of action behind the project?
- What happened, and what did you learn from implementation of this project?

Product

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?

Then, select **one or more other frames** to examine the case:

- What do you learn by analyzing this case through the lens of this frame?
- Do you see different opportunities, challenges, or outcomes from an alternative perspective?

Reflecting on your frame analysis:

- Was the improvement effort successful? To what degree? How do you know?
- Most important: **What actions would you take to make the improvement effort in your case more effective? Do any of these actions involve changing the school planning process? In what ways?**

HINT: It seems likely that you would 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 thesis, be sure to explain which frames you are using and why. In the body of your paper, develop what you believe to be the primary features of each 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.

This is a substantial paper (8+ pages). It must be word-processed and conform to APA format.

NOTE: This project can be differentiated for masters' and doctoral students. For anyone who completed administrative licensure requirements here at GMU during the time when this assignment was in place for EDLE 620 or as part of the Ph.D. Leadership Seminar, please see the instructor.

Common Assignments.

None

Other Assignments.

Application Activities

Students are expected to actively participate in all application activities. Active participation includes the asking of questions and the presentation of one's own understanding with regard to the readings and class sessions 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 in advance. Required application materials and activities (e.g., supplemental readings, cases for review, external websites, discussion forums, other application activities) can be found in Blackboard's Course Content section in a folder labeled by Week Number.

Additionally, during each class meeting there will be the opportunity to earn point(s) for the successful completion of in-class application activities (e.g., case analysis, reflection activities, small group activities, discussion of readings). If students are not in attendance, thus not able to participate and contribute to class when these activities occur, assigned points cannot be earned. One cannot earn full points for active participation while texting, tweeting, surfing the internet, or engaging in other forms of multi-tasking behaviors.

Exploratory Project

Each adult learner brings varying levels of experience, especially in leadership roles, to a course such as this. In order to address your differing backgrounds, you will select activities from a menu of options so that you can tailor this portion of the course to address your own educational needs and goals. You should refer to the separate handout for details regarding this assignment. As no two projects will be the same, submission can be either electronic or in hard copy as scheduled in the syllabus.

Final Exam

A comprehensive exam applying key course content and materials will be administered. Students will be able to prepare their responses in advance and should be prepared to share responses for discussion during the final exam session.

Assignment Summary

Below are the basic weights of the various kinds of work required for the course, but students should always bear in mind that grading is primarily a judgment about your performance on a particular assignment. Grades are designed to indicate your success in completing assignments, not the level of effort you put into them.

Application Activities (face-to-face and online)	100
Exploratory Project	100
Reframing Project	100
Final Exam	100
	Total 400

Schedule

Tentative Course Organization and Schedule

Meeting	Topic	Assignments Due/Readings
Week 1 8/28/13	Introduction to Leadership in Special Education	Overview of course materials and website (courses.gmu.edu or MyMason)
Week 2 9/4/13	Needs of the Profession and Professionals as a Microcosm of the Bigger Picture	Check BB Folder
Week 3 9/11/13	The Context of Special Education Leadership within a Framework for Organizational Change	Crockett, Billingsley, & Boscardin (CB&B) Ch. 2; Bolman & Deal (B&D) Part 1; Check BB Folder
Week 4 9/18/13	Understanding the Structure of Sped and the Role of Leaders in Policy Implementation	Plan for Exploratory Project Due; B&D Part 2; CB&B Ch. 5; Check BB Folder
Week 5** 9/25/13	**The Importance of Influencing Policy Development	**Check BB Folder
Week 6 10/2/13	The Human Side of Leadership in Sped: Building Capacity and Managing Conflict	B&D Part 3; CB&B Ch. 13-15; Check BB Folder
Week 7 10/9/13	The Politics of Leadership in Sped: Power, Leverage, and Differing Priorities	B&D Part 4; CB&B Ch. 8; Check BB Folder
Week 8 10/16/13	The Symbolic Frame: Recognizing the Hidden Influences	B&D Part 5; CB&B Ch. 9; Check BB Folder
Week 9 10/23/13	Reform and its Consequences: Reframing in Action	Draft of Reframing Project Due; B&D Part 6; CB&B Ch. 10; Check BB Folder
Week 10 10/30/13	Impact of Leaders on Teaching and Learning: Research to Practice	CB&B Ch. 1, 16-17, 20; Check BB Folder
Week 11 11/6/13	Leading for Community Change: Working for Reform beyond the Schools (expect alternative location)	Reframing Project Due; Check BB Folder
Week 12 11/13/13	Preparation of Future Special Education Leaders	CB&B Ch. 3-4; Check BB Folder
Week 13** 11/20/10	**Sustaining Change: Goals for Today and Tomorrow	**Exploratory Project Due; Check BB Folder
11/27/10	<i>Thanksgiving Holiday</i>	<i>No Class...Mason Closed</i>
Week 14 12/4/10	Ethical Leadership: What is your code?	Check BB Folder
Week 15 12/11/10	The Future is Now	Final Exam Due; Check BB Folder

Note: Syllabus is subject to change as needed. Common sense and instructor discretion will be the governing forces in dealing with any circumstances that may arise that are not explicitly addressed in this syllabus. Inclement weather cancellations will shift content to online delivery format and does not excuse students from completion of requirements.

****Online Session**

Appendix

TaskStream Rubric for NCATE ASSIGNMENT

	Exceeds Expectations 4	Meets Expectations 3	Approaching Expectations 2	Falls Below Expectations 1
Thesis & introduction 10%	The introduction draws the reader into the paper and ends with a clear and compelling thesis. The introduction provides a clear roadmap for the reader, foreshadowing what the paper is intended to cover.	The paper starts with a brief introduction that alludes to the purpose of the paper, contains a thesis, and provides a general foreshadowing of what is to be included.	The introduction provides some indication of the purpose of the paper, but lacks a thesis and/or provides inadequate or confusing information about what is to be shared.	There is no clear introduction or purpose.
Description of school improvement case: Presenting information pertinent to the improvement of the school's educational environment (ELCC 1.2) 15%	The case is described thoroughly, with clear delineation of the critical events relating to the school improvement effort, including the data and/or information that drove school change.	The case is described generally with reference to important data or information that drove school change.	Description of the case is incomplete or poorly constructed.	Description of the case is largely missing or wholly inadequate.
Case analysis - Framing: Using theories relevant to building, articulating, implementing, and stewarding a school vision (ELCC 1.1) 15%	The frame used to initially describe the case is accurately identified, characteristics of the frame are clearly explained, and the frame is used to articulate the effectiveness of data use for school improvement in relation to school vision and goals.	The frame used to present the case initially is identified, discussed, and applied as a conceptual lens for understanding the case.	Analysis is weak or incomplete, or superficially considers the application of the frame to the analysis.	Analysis is unrelated to the case, is largely missing, or wholly inadequate.
Case re-analysis - Reframing: Promoting continual and sustainable school improvement (ELCC 1.3) 20%	At least one additional theoretical frame is clearly and thoroughly described, and used to re-analyze the case. Analysis includes plans or processes for continuous improvement on the basis of the re-analysis.	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.

<p>Reflection: Evaluation of school progress and ideas for revising school plans (ELCC 1.4) 20%</p>	<p>Specific lessons derived from frame analysis are presented. Compelling arguments regarding the success of the improvement effort analyzed and how school plans might be revised are presented.</p>	<p>General lessons derived from frame analysis are presented.</p>	<p>Suggested actions are superficial or weakly related to the analysis and re-analysis.</p>	<p>Suggested actions are largely missing or wholly inadequate</p>
<p>Support: Assessing organizational effectiveness 10%</p>	<p>Specific, developed ideas and/or evidence from theory or research are used to support analysis of school improvement effectiveness.</p>	<p>Supporting theory or research used to support analysis of school effectiveness lacks specificity or is loosely developed.</p>	<p>The paper presents some supporting ideas and/or evidence in analysis of the school improvement case.</p>	<p>Few to no solid supporting ideas or evidence are presented.</p>
<p>Organization of paper: 5%</p>	<p>The paper is powerfully organized and fully developed.</p>	<p>The paper includes a logical progression of ideas aided by clear transitions.</p>	<p>The paper includes skeletal structure (introduction, body, conclusion) but lacks transitions.</p>	<p>The paper lacks a logical progression of ideas.</p>
<p>Mechanics and APA: 5%</p>	<p>The paper is nearly error-free, reflecting clear understanding of mechanics and APA and thorough proofreading.</p>	<p>The paper contains occasional grammatical errors and questionable word choice.</p>	<p>Errors in grammar and punctuation are frequent, but spelling has been proofread.</p>	<p>The paper contains frequent errors in spelling, grammar, and punctuation.</p>