



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

Fall 2014

EDSE 702 001: Managing Resources for Special Education Programs  
CRN: 77444, 3 - Credits

<b>Instructor:</b> Dr. Carlyn Floyd	<b>Meeting Dates:</b> 8/25/2014 - 12/17/2014
<b>Phone:</b> 703-201-9809	<b>Meeting Day(s):</b> Wednesdays
<b>E-Mail:</b> cfloyd3@gmu.edu	<b>Meeting Time(s):</b> 7:20 pm-10:00 pm
<b>Office Hours:</b>	<b>Meeting Location:</b> 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 development and delivery of specialized programs for exceptional learners. Topics include implementation of Individualized Education Plans via Universal Design, financial and human resource allocation and management, effective supervision and evaluation, and student outcome documentation. Prerequisite(s): None Hours of Lecture or Seminar per week: 3 Hours of Lab or Studio per week: 0

**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) 993-3670 for assistance. All other students should refer to their faculty advisor.

**Nature of Course Delivery**

Learning activities include the following:

1. Class lecture and discussion, guest speakers
2. Application activities
3. Small group activities and assignments
4. Video and other media supports
5. Research and presentation activities
6. Electronic supplements and activities via Blackboard

## Learner Outcomes

### Required Textbooks

Bateman, D; Bright, K.L., O'Shea, D.J & Algozzine

The Special Education Program Administrators Handbook

**ISBN-10:** 0205376738; **ISBN-13:** 978-0205376735

APA Manual

### Digital Library Option

The Pearson textbook(s) for this course **may be** available as part of the **George Mason University Division of Special Education and disAbility Research Digital Library**. Please note that not all textbooks are available through this option. Visit the links below before purchasing the digital library to ensure that your course(s) text(s) are available in this format. 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. To register your access code or purchase the Digital Library, visit:

<http://www.pearsoncustom.com/va/gmu/digitallibrary/education/index.html>

- 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.pearsoncustom.com/va/gmu/digitallibrary/education/index.html>

### Recommended Textbooks

none

## **Required Resources**

All will be on Blackboard

## **Additional Readings**

All will be on Blackboard

## **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 standards that will be addressed in this class include Standard 1: Learner Development and Individual Learning Differences, Standard 4: Assessment, & Standard 5: Instructional Planning and Strategies. (Updated Fall 2014 to align with the revised CEC Standards).

## **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/the-mason-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, syllabus revisions, etc.) from another class member prior to the class meeting that follows the absence. Be aware that any points earned for participation in class activities during a time of absence will not be earned and cannot be reclaimed.
- The use of electronic devices that produce sound or otherwise interfere with the learning of others (i.e., cell phones, pagers, etc.) is prohibited during class. Please turn these devices off or to vibrate before the start of class.
- 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 electronic mail and Blackboard for communication and assignments is crucial to participation in this class.
- 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.
- Retain electronic copies of all course products for use during the portfolio phases of the M.Ed. or licensure programs.
- 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.
- Exemplary work should be considered for presentation or publication opportunities.

#### Late Work.

See above

## **TaskStream Submission**

Every student registered for any Special Education course with a required performance-based assessment is required to submit these assessments, *Budget and Staff Allocations, (2 separate assignments)*, 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	=	94 – 100 percent	A-	=	90 – 93 percent
B+	=	86 – 89 percent	B	=	80 – 85 percent
C	=	70 – 79 percent	F	=	Below 70 percent

## **Assignments**

**Performance-based Assessment (TaskStream submission required).**

**WRITING ASSIGNMENT # 1—BUDGET ALLOCATION**

**(Required Performance)**

**30 Points**

### **Rationale**

Budget allocations must be prepared in a fashion that is both comprehensive and clearly understood by school personnel, central office administrators, and parents. The primary goal of this assignment is to help students learn how to take a site budget dollar amount; allocate it among needs at the school site consistent with the school's vision, mission, and goals; and present the allocation in a brief verbal statement, in detail using numbers. An additional important goal is to learn how to present and discuss a budget with others who need to be persuaded as to the budget's merits. (Note: This oral portion is assessed separately from the written portion.)

All students will work with both an elementary and a high school budget in order to experience the similar and different concerns at each level. Students are thus prepared to work at any site, rather than specializing in either elementary or secondary.

## **Product**

Each student will submit two budgets with cover memos—one for Shirley Chisholm Elementary School (SCES) and one for Amelia Earhart High School (AEHS). Budget allocations are to be made based on the unique needs of each school as explained in the scenarios presented in class. Budgets must be consistent with an explicitly stated vision, mission, and/or goals and should be used to address achievement deficiencies anticipated based on the given scenarios.

Each student is required to submit four written pieces for this assignment:

1. For each school, a brief, verbal overview of the budget in memo form that includes
  - a statement of vision, mission, and/or goals that guide the budget making process;
  - a description of how the budget was developed and who will be responsible for what during its implementation;
  - a clear rationale for the allocation of funds; and
  - an explanation of why the budget makes sense in the more general budget context.The memos must be written in an acceptable memo format and may not be longer than two single-spaced pages. They serve as cover memos for #2 below.
2. For each school, a spreadsheet that shows the dollar amount allocated to each relevant budget category and the fact that the budget balances.

## **Suggestions**

1. Your cover memos should be as brief as possible, but they also need to be clear. They should be written with the person who misses your budget meeting in mind. In other words, you want to state all the important thinking that went into the budget to avoid future arguments as much as possible.
2. Be certain your cover memos have a clear thesis that explains your logic of action—“My rationale for this budget allocation is \_\_\_\_\_ because \_\_\_\_\_.” Support your thesis with strong reasoning in the rest of the statement.
3. The memos need to deal with both the detail of the school sites and the important general factors that affect the budget. Examples of the latter include any special allocations from the superintendent and the more general budget situation.
4. Your spreadsheets should be simple enough for anyone to be able to understand. Teachers are most concerned about meeting their own needs as they perceive them and knowing who gets what relative to their own budgets, so you need to make certain that comparisons are easily made.

**Note:** After individual assessments of the memos and spreadsheets have been received by all class members, groups will create one memo and spreadsheet for each school and submit these to the instructor to prepare for role-playing. Each group will determine who their principal will be and the types of teachers (i.e., grade level, specialist, department chair, etc.) to whom they wish to present their budgets. The instructor will write roles for **members from a different group** to play during an in-class role-play activity for each of

the group's two budgets. Role playing will be videotaped to allow for self-reflection, peer assessment, and instructor assessment. (Note: there will be five different role-playing scenarios during the semester, allowing each group member the opportunity to play the principal role.)

### Budget Allocation Assessment Rubric

	<b>Exceeds Expectations 4</b>	<b>Meets Expectations 3</b>	<b>Approaching Expectations 2</b>	<b>Falls Below Expectations 1</b>
<b>Cover Memo— Develop, articulate, and steward a vision (10%) (ELCC 1.1)</b>	The cover memo specifies the participatory role of school stakeholders in helping to achieve the school vision through their active development and implementation of the budget.	The cover memo explains how the budget was developed so that stakeholders will understand its rationale.	The cover memo is vague with respect to rationale and/or stakeholder participation.	The cover memo is silent on the issues of rationale and stakeholder participation.
<b>Cover Memo— Efficient use of human, fiscal, and technological resources (10%) (ELCC 3.2)</b>	The cover memo communicates a clear, persuasive, and comprehensive explanation for why this particular allocation of resources has a high probability of improving student achievement.	The cover memo communicates a clear explanation for why this resource allocation will help improve student achievement.	The explanation in the cover memo is not entirely clear and the connection to student achievement is ambiguous.	No connection between the budget and student achievement is in evidence.
<b>Cover Memo— Monitor and evaluate school management and operational systems (10%) (ELCC 3.1)</b>	The memo provides a persuasive plan of action for efficient and effective allocation of resources focused on school improvement.	The memo provides a clear plan of action for efficient and effective allocation of resources focused on school improvement.	The cover memo leaves open questions of effectiveness and/or efficiency, but intent is communicated.	The cover memo does not communicate how criteria of efficiency and effectiveness are met.
<b>Cover Memo— Understand, anticipate, and assess emerging trends (10%) (ELCC 6.3)</b>	The cover memo provides clear and persuasive analysis of emerging trends and how they are addressed in the budget.	The cover memo provides some discussion about how the budget addresses emerging trends.	The cover memo mentions one or two contextual factors, but does not correlate them with the development of the budget.	The cover memo fails to mention anything about how the budget addresses emerging trends.
<b>Spreadsheet— Understand, collect, and use data (10%) (ELCC 1.2)</b>	The spreadsheet clearly and persuasively demonstrates how the budget will help the school to achieve its strategic and tactical goals.	The spreadsheet presents a budget that logically follows from the school’s strategic and tactical goals.	It is unclear how the budget presented in the spreadsheet supports the school’s strategic and tactical goals.	There are no apparent connections between the school’s strategic and tactical goals and the budget presented in the



				spreadsheet.
<b>Spreadsheet— Act with integrity and fairness to ensure students’ success (15%)</b> (ELCC 5.1)	The spreadsheet demonstrates equitable decision making that is clearly consistent with students’ priority needs.	The spreadsheet demonstrates equitable decision making, however selected allocations appear inconsistent with students’ priority needs.	The spreadsheet demonstrates limited evidence of equity in decision making and/or the allocations are inconsistent with students’ priority needs.	The spreadsheet is confusing and/or is not consistent with the cover memo.
<b>Spreadsheet— Promotes social justice (15%)</b> (ELCC 5.5)	The spreadsheet clearly and persuasively demonstrates how resources are allocated to special needs students in a manner that addresses their particular teaching and learning challenges within district guidelines and legal boundaries.	The spreadsheet acknowledges the importance of addressing the special needs of specific student populations, but may not be entirely persuasive with respect to adequacy.	Special needs students are represented in the spreadsheet, but resource allocation appears inadequate. There may also be some indication of violation of district procedures and/or legal boundaries.	Special needs students are not represented in the spreadsheet or are inadequately addressed.
<b>Mechanics and Accuracy (10%)</b>  Students use standard English and avoid grammar and punctuation errors. All data is accurately and consistently presented.	The assignment is <b>free</b> of errors—both verbal and numerical.	The assignment has a few errors.	The assignment has some errors.	The assignment has numerous errors.

**WRITING ASSIGNMENT # 2—STAFFING ALLOCATION**  
**(Required Performance)**  
**30 Points**

**Rationale**

This assignment is very similar in format and requirements to the budget allocation assignment. The reason for this is that the needs are essentially the same—to present somewhat complicated data in a fashion that others can easily grasp.

Staffing allocations must be prepared in a fashion that is both comprehensive and clearly understood by various constituencies. The primary goal of this assignment is to help students learn how to take a site staffing allotment; allocate it among needs at the school site consistent with the school’s vision, mission, and goals; and present the school staffing in a brief verbal statement, in detail, using numbers. An additional important goal is to learn how to present and discuss a staffing allocation with others who need to be persuaded as to its merits. (Note: The oral portion is assessed separately from the written portion.)

All students will work create both an elementary and a high school staffing allocation in order to experience the similar and different concerns at each level. Students are thus prepared to work at any site, rather than specializing in either elementary or secondary.

**Product**

Each student will submit two staffing allocations with cover memos—one for Shirley Chisholm Elementary School (SCES) and one for Amelia Earhart High School (AEHS). Staffing allocations are to be made based on the unique needs of each school as explained in the scenarios presented in class. Staffing must be consistent with an explicitly stated vision, mission, and/or goals and should be used to address achievement deficiencies anticipated based on the given scenarios.

Each student is required to submit four written pieces for this assignment:

1. For each school, a brief, verbal overview of the staffing allocation in memo form that includes
  - a statement of vision, mission, and/or goals that guide the staffing allocation process;
  - a description of how the staffing was developed and who will be responsible for what during its implementation;
  - a clear rationale for the allocation of staff; and
  - an explanation of why the staffing makes sense in the more general budget/resources context.

The memos must be written in an acceptable memo format and may not be longer than two single-spaced pages. They serve as cover memos for #2 below.

- For each school, a spreadsheet that shows a detailed staffing allocation and the fact that the allocation does not exceed the district allotment.

**Suggestions**

- Your cover memos should be as brief as possible, but they also need to be clear. They should be written with the person who misses your staffing meeting in mind. In other words, you want to state all the important thinking that went into the staffing to avoid future arguments as much as possible.
- Be certain your cover memos have a clear thesis that explains your logic of action—“My rationale for this staffing allocation is \_\_\_\_\_ because \_\_\_\_\_.” Support your thesis with strong reasoning in the rest of the statement.
- The memos need to deal with both the detail of the school sites and the important general factors that affect the staffing. Examples of the latter include any special allocations from the superintendent and the more general budget situation.
- Your spreadsheets should be simple enough for anyone to be able to understand. Teachers are most concerned about meeting their own needs as they perceive them and knowing who gets what relative to their own staffing, so you need to make certain that comparisons are easily made.

**Note:** After individual assessments of the memos and spreadsheets have been received by all class members, groups will create one memo and spreadsheet for each school and submit these to the instructor to prepare for role-playing. Each group will determine who their principal will be and the types of personnel (i.e., central office or school site) to whom they wish to present their staffing allocations. The instructor will write roles for **members from a different group** to play during an in-class role-play activity for each of the group’s two staffing allocations. Role playing will be videotaped to allow for self-reflection, peer assessment, and instructor assessment. (Note: there will be five different role-playing scenarios during the semester, allowing each group member the opportunity to play the principal role

**Staffing Allocation Assessment Rubric**

	<b>Exceeds Expectations 4</b>	<b>Meets Expectations 3</b>	<b>Approaching Expectations 2</b>	<b>Falls Below Expectations 1</b>
<b>Cover Memo— Develop, articulate, and steward a vision (10%) (ELCC 1.1)</b>	The cover memo specifies the participatory role of school stakeholders in helping to achieve the school vision through their active development and implementation of the staffing allocation.	The cover memo explains how the staffing allocation was developed so that stakeholders will understand its rationale.	The cover memo is vague with respect to rationale and/or stakeholder participation.	The cover memo is silent on the issues of rationale and stakeholder participation.
<b>Cover Memo—</b>	The cover memo communicates a clear,	The cover memo communicates a	The explanation in the cover memo is	No connection between the

<p><b>Collaboration, trust, and a personalized learning environment with high expectations (10%)</b> (ELCC 2.1)</p>	<p>persuasive, and comprehensive explanation for why this particular staffing allocation has a high probability of improving student achievement.</p>	<p>clear explanation for why this staffing allocation will help improve student achievement.</p>	<p>not entirely clear and the connection to student achievement is ambiguous.</p>	<p>staffing allocation and student achievement is evident.</p>
<p><b>Cover Memo— Understand, anticipate, and assess emerging trends (10%)</b> (ELCC 6.3)</p>	<p>The cover memo provides clear and persuasive analysis of emerging trends and how they are addressed in the staffing allocation.</p>	<p>The cover memo provides some discussion about how the staffing allocation addresses emerging trends.</p>	<p>The cover memo mentions one or two contextual factors, but does not correlate them with the development of the staffing allocation.</p>	<p>The cover memo fails to mention anything about how the staffing allocation addresses emerging trends.</p>
<p><b>Spreadsheet— Develop, articulate, and steward a vision (15%)</b> (ELCC 1.1)</p>	<p>The spreadsheet clearly and persuasively demonstrates how the staffing allocation will help the school to achieve its vision.</p>	<p>The spreadsheet presents a staffing allocation that logically follows from the vision.</p>	<p>It is difficult to see how the staffing allocation presented in the spreadsheet supports the vision articulated in the cover memo.</p>	<p>There are no apparent connections between the school vision and the staffing allocation.</p>
<p><b>Spreadsheet— Monitor and evaluate school management and operational systems (15%)</b> (ELCC 3.1)</p>	<p>The spreadsheet persuasively supports the cover memo and demonstrates creative and effective use of the district allocation of human resources.</p>	<p>The spreadsheet is consistent with the cover memo and shows that all district-allocated human resources are put to good use.</p>	<p>The spreadsheet has some positive features, but it either does not fully utilize the district staffing allotment and/or it contains questionable staffing choices.</p>	<p>The spreadsheet does not adequately allocate district-allotted human resources.</p>
<p><b>Spreadsheet—Act with integrity and fairness to ensure students’ success (15%)</b> (ELCC 5.1)</p>	<p>The spreadsheet demonstrates equitable decision making that is clearly consistent with students’ priority needs.</p>	<p>The spreadsheet demonstrates equitable decision making, however selected allocations appear inconsistent with students’ priority needs.</p>	<p>The spreadsheet demonstrates limited evidence of equity in decision making and/or the allocations are inconsistent with students’ priority needs.</p>	<p>The spreadsheet is confusing and/or is not consistent with the cover memo.</p>
<p><b>Spreadsheet— Promotes social justice (15%)</b> (ELCC 5.5)</p>	<p>The spreadsheet clearly and persuasively demonstrates how staffing is allocated to special needs students in a manner that addresses their particular teaching and learning challenges within district guidelines and legal boundaries.</p>	<p>The spreadsheet acknowledges the importance of addressing the special needs of specific student populations, but may not be entirely persuasive with respect to adequacy.</p>	<p>Special needs students are represented in the spreadsheet, but staffing allocation appears inadequate. There may also be some indication of violation of district procedures and/or legal boundaries.</p>	<p>Special needs students are not represented in the spreadsheet or are inadequately addressed.</p>

<p><b>Mechanics and Accuracy (10%)</b></p> <p>Students use standard English and avoid grammar and punctuation errors. All data is accurately and consistently presented.</p>	<p>The assignment is <b>free</b> of errors—both verbal and numerical.</p>	<p>The assignment has a few errors.</p>	<p>The assignment has some errors.</p>	<p>The assignment has numerous errors.</p>
--	---	---	--	--

**Performance-based Common Assignments (No TaskStream submission required).**

**Interview (20 points):** Conduct an interview of a special education administrator. Develop at least 6 questions to ask based on the learning from class. Then write a 5 page response to that interview including information you gained and why this information is important to your practice and the practice of special education administrators.

**Service Delivery Plan (20 points):**

Conduct a needs assessment to identify the current special education instructional service delivery environments, IEP—direct and related service requirements of students enrolled in the school, staffing needs to implement required services, and budget requirements in order to develop a comprehensive special education service delivery plan. Students will conduct a literature review of current instructional models; develop a class presentation, and facilitate a class discussion about the project.

- Write a ten-page synthesis paper presenting the implementation of the plan, justification for the plan design, literature regarding the topic, summarizing the pros and cons of the choices, and reviewing implications for practice and policy.
- Identify one primary article or chapter and a reference list of at least three other articles, books or chapters to be posted on Blackboard, which include instructional design and finance relevant to your plan.
- Develop and share a presentation of implementation plan with follow-up discussion questions.

**Service Delivery Plan Assessment Rubric**

	<p><b>4</b> Exceeds Expectations</p>	<p><b>3</b> Meets Expectations</p>	<p><b>2</b> Approaching Expectations</p>	<p><b>1</b> Falls Below Expectations</p>
<p><b>Synthesis Paper</b></p>	<p>Justification for the plan is clear and supported by research from the current literature</p>	<p>Justification for the plan is included and supported by research from the</p>	<p>Justification for the plan is unclear and / or not supported by research from the</p>	<p>Justification for the plan is weak and / or not supported by research from any</p>

	(2005-present).	literature.	literature.	literature.
<b>Implications</b>	Summarizes multiple pros and cons of the choices made and clearly states the implications for practice and policy.	Summarizes pros and cons of the choices made and states the implications for practice and policy.	Summarizes minimal pros and cons of the choices made and does not clearly state the implications for practice and / or policy.	Does not summarize pros and cons of the choices made and leaves out the implications for practice and policy.
<b>Applicable Research</b>	Identifies one primary article or chapter and a reference list of more than three other articles, books or chapters. Research has clear tie to instructional design and finance. Posted on BB.	Identifies one primary article or chapter and a reference list of three other articles, books or chapters. Research is tied to instructional design and finance. Posted on BB.	Identifies one primary article or chapter and a reference list of less than three other articles, books or chapters. Research is weak / not clear and lacks ties to instructional design and / or finance. Posted on BB.	Identifies fewer than three articles or chapter and a reference list of other articles, books or chapters. Research lacks a tie to instructional design and finance. Not posted on BB.
<b>Mechanics and accuracy</b>	The assignment is <b>free</b> of errors—both verbal and numerical. Students use standard English and avoid grammar and punctuation errors. All data is accurately and consistently presented.	The assignment has one or two errors. Students use standard English and avoid grammar and punctuation errors. All data is accurately and consistently presented.	The assignment has several errors.	The assignment has numerous errors.
<b>Presentation</b>	Thorough, well thought out, easy to follow and inclusive of all major points of study.	Well thought out, some difficulty in following; inclusive of at least two major points of study	Presented with not a lot of thought; only one major point presented	This presentation had little thought and did not present any major points of the study

## Other Assignments.

none

## Schedule

Date	Topic	Readings and Assignments
Aug 27	Leadership in Administration, Legal Review Powerpoint; Access, Quality and Equity	
Sept 3	Models of Special Education Administration and Organization of Schools; Powerpoint	Bateman Chapters 1-2; Baker article; Kealy article, Bateman Chapters 3-4
Sept 10	Building a Community with Vision and Mission; Referral and Evaluation Process	Bateman Chapters 5-6; ; Find for your selected school the profile data for enrollment, population, SOL results; Vision and Mission; Find the FCPS Vision, Mission, Goals (School Board Priorities)  Quiz on IDEA/504, Access, Quality and Equity
Sept 17	Online class	Online materials
Sept 24	Budgeting	Brigham article; Crockett Article <b>Interview due</b>
Oct 1	More on Budgeting  Special Education Funding	Bateman Chapters 12, 13  Read, take notes, reflect and apply (copy URL into the browser): <a href="http://epaa.asu.edu/ojs/oldepaa/redirect/?v=8&amp;n=1">Teacher Quality and Student Achievement</a> at: <a href="http://epaa.asu.edu/ojs/oldepaa/redirect/?v=8&amp;n=1">epaa.asu.edu/ojs/oldepaa/redirect/?v=8&amp;n=1</a>
Oct 8	Personnel and Resources;	Bateman Chapters 17-18; Boe article;
Oct 15	Supervision of Instruction and Personnel;	Bateman Chapter 19; Bills article <b>Budget Allocation Due</b>
Oct 22	Special Education Programming	Bateman Chapter 7, 8
Oct 29	Collaboration with Stakeholders	Bateman Chapter 14-16 <b>Staffing Allocation Due</b>
Nov 5	Service Delivery Plan	Tying the pieces together
Nov 12	Curriculum Integration	Bateman Chapter 20
Nov 19	High Stakes Testing and Student Outcomes Integration of Research to Practice	RTI article; USDOE Materials
Nov 28	Thanksgiving Break	
Dec 3	Service Delivery Plans Presented	<b>Service Delivery Plan Due</b>

## Appendix