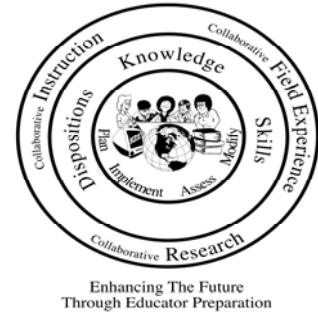


**ASE 586 IS A REQUIRED COURSE FOR THE EDUCATIONAL LEADERSHIP PROGRAM AND
THE PRINCIPAL CERTIFICATION**
College of Education
Department of Educational Leadership and Counseling



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A. Texts

Pankake, A., Schroth, G., & Littleton, M. (2005). *The administration and supervision of special programs in education*. (2nd ed.). Dubuque, IA: Kendall/Hunt

Brown, G., & Irby, B. J. (2001). *The principal portfolio* (3rd ed.). Thousand Oaks, CA: Corwin Press.

Additional readings supplied or identified by the instructor and posted on Blackboard.

B. Course Description

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

The curricula for this course includes: (a) knowledge of the literature of the discipline and (b) ongoing student engagement in research and/or appropriate professional practice and training experiences.

Study is made of special programs offered in public schools including special and compensatory education, bilingual and ESL education, adult and continuing education, and vocational and technical education.

C. Course Rationale

This course is consistent with the mission of Sam Houston State University, the College of Education and Applied Science, and the Department of Educational Leadership and Counseling. This course introduces students to the theory and practice of special programs provided in the schools. These programs usually have special or categorical funds. Furthermore, such programs have common characteristics regarding the receipt, application, and accountability of funds as well as the specifying of eligibility criteria and services for students

D. Course Performance Standards, Knowledge and Skills

While completing an approved preparation program, all candidates for the principal certification in Texas must demonstrate general knowledge and skill competency related to the 7 proficiency areas established by the State Board of Educator Certification (SBEC).

These seven proficiency areas are:

1. Learner-Centered Values and Ethics of Leadership
2. Learner-Centered Leadership and Campus Culture
3. Learner-Centered Human Resources Leadership and Management
4. Learner-Centered Communications and Community Relations
5. Learner-Centered Organizational Leadership and Management
6. Learner-Centered Curriculum Planning and Development
7. Learner-Centered Instructional Leadership and Management

Each proficiency area above has several objectives associated with defined knowledge and skills.

- TP 1.4 The history of special programs in public education.
- TP 6.1 The relationship between the regular curricular offerings, special programs, and site-based management.
- TP 7.3 The special programs currently offered in public school including those within his or her own district.
- TP 5.1 The local school administrative problems, such as time demands on administration and staff.
- TP 7.7 The management functions of planning, organizing, staffing, implementing, and evaluating as basic tools in administering special programs.
- TP 5.6 The state and federal requirements for the operation of special programs.
- TP 4.6 The special programs and their impact on community relations.
- TP 5.8 The special programs budgets and their relationship to the regular budget processes and procedures.
- TP 5.6 The process to correctly complete state and federal proposals commonly found in public schools.
- TP 2.4 The cultural aspects of special programs.
- TP 7.2 The factors involved in identifying, evaluating and placing special needs students.

E. Learner Objectives

In this course, the major emphasis is placed on the following objectives:

IDEA Essential Objectives:

1. Gaining factual knowledge (terminology, classifications, methods, trends)
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.

IDEA Important Objectives:

3. Learning to apply course material (to improve thinking, problem solving, and decisions)
9. Learning how to find and use resources for answering questions or solving problems.

F. Performance and Assessment

The candidate's demonstration of the knowledge and the skills as set forth in this syllabus must be at an 80% level or better to assure successful completion of the course.

G. Measurement Code: These are possible codes. Some may not be used this semester.

P/D	Participation/Discussions	R	Reading
CLT	Cooperative Learning Team	S	Speaker
I	Interview	SP	Student Presentation
CS	Case Study	SU	Survey
E	Exam	L	Lecture (mini)
RR	Reflection on Reading	RP	Research Paper
CSE	Certification Standards Exercise	Q	TEExES Question Development

H. **Student Code of Conduct**

1. Graduate students are governed by the Sam Houston State University student code of conduct. Any student with questions about grievances, ethical behavior, etc. should review the Graduate Catalogue and student code of conduct. Particular attention should be paid to the sections on plagiarism, the use of the Internet as a tool, and theft or mutilation of library materials. Academic honesty is expected.
2. Students should practice self-discipline in discussions. Courtesy should be extended to all graduate students. Discussions will be more enjoyable and beneficial to all involved if graduate students conduct themselves as conscientious professionals. Discussions held in class must directly impact the expected learning.

I. **Attendance and Late Work**

1. Attendance is considered important in all classes. One absence is all that will be accepted without penalty. Any absence beyond one will be penalized at 10% of final average per absence beyond the first absence. For example, a student with 3 absences would have a 20% deduction from their grade. All decisions will be made on a case-by-case basis.
2. Late work will not be accepted without penalty.
 - a. 1 day late 10% deduction
 - b. 2 days late 20 % deduction
 - c. 3 days late not accepted

J. **Disability Notice**

Students with a disability that affects their academic performance are expected to arrange for a conference with the instructor in order that appropriate strategies can be considered to ensure that participation and achievement opportunities are not impaired. The physically impaired may contact the Director of the Counseling Center or chair of the Committee for Continuing Assistance for Disabled Students by telephone (extension 1720).

K. Course Matrix (adjustments may be made as the semester progresses)

For each topic in the course, the Texas Knowledge and Skills Proficiencies for the Principal (TP), the Texas Examinations of Educator Standards (TExES) and the National Council for the Accreditation of Teacher Education proficiencies (NCATE/ELCC) are listed under Knowledge and Skills.

Date	Topic/Proficiencies	Activity Assignment Due	Assess
8/23	Introductions•Syllabus•Blackboard•Portfolio•Internship •Characteristics of special programs TExES I.2.f, I.3.f, I.3.g, II.6.g, I.3.h, I.3.i I.1.a, I.1.e, I.2.f, III.9.d, II.4.a, II.4.e, II.4.d, II.5.d, II.5.c, I.1.c, I.1.d, III.9.a, III.9.b, III.9.c, III.9.d•TP-1.3, 1.4, 1.5, TP-5.6, 7.3, 7.7, 7.8	Reading Team Assignment	P/D L CLT
8/30	NCLB• Consolidated Programs TExES I.3.h, I.3.i I.1.a, I.1.e, II.5.f, II.6.g, I.2.f, III.9.a, III.9.b, III.9.c, III.9.d, II.4.a, II.4.e, II.4.d, II.5.d, II.5.c, I.1.c, I.1.d, TP-7.3, 7.7, 7.8	Pankake, Schroth & Littleton Chapter 3, 4 & 16 (read <u>before</u> class)	P/D RR L CLT
9/6	1. Critique the <u>process</u> for adapting and/or modifying curriculum and/or instruction to met the needs of various types of students (i.e., regular, vocational, special education, gifted and talented, bilingual, lower socio-economic.	Internship Project #5	Submit on Blackboard By 9/6 Discuss on 9/9
9/13	CATE TExES I.3.h, I.3.i I.1.a, II.6.g, III.9.d, II.4.a, II.5.d, II.5.c, I.1.c, I.1.d TP-7.3, 7.7, 7.8 McKinney-Vento•Title X, Part C•Adult Basic Education TExES I.3.h, I.1.a, II.6.g, I.2.f, II.4.a, III.9.d, II.5.d, II.5.c, II.5.i, II.5.j, II.5.k I.1.c, I.1.d TP-5.6, 7.3, 7.8	Pankake, Schroth,& Littleton Chapter 6 (read <u>before</u> class)	P/D RR L CLT SP
9/20	2. Critique the <u>procedures</u> being used in student placement (grouping, promotion, and retention) at the campus. Reflection on Experiences with Special Populations and Programs	Internship Project #3 Reflection	Submit on Blackboard By 9/23 Discuss on 9/27
9/27	Section 504•Dyslexia TExES I.3.h, I.3.i I.1.a, II.6.g, III.9.a, III.9.b, III.9.c, III.9.d, II.4.a, II.4.e, II.4.d, II.5.d, II.5.c, I.1.c, I.1.d TP-7.3, 7.7, 7.8	Pankake, Schroth & Littleton Chapter 2 (read <u>before</u> class)	P/D RR L CLT SP
10/4	3. Conduct a space needs assessment (utilization study by periods, grouping, and effect on instructional program) and report your findings. Article Critique	Internship Project #4 Article provided on Blackboard	Submit on Blackboard By 10/7 Discuss on 10/11
10/11	Early Childhood•Head Start•Even Start TExES I.3.h, I.1.a, II.6.g, I.2.f, II.5.c, II.5.i, II.5.j, II.5.k I.1.c, I.1.d TP-5.6, 7.3, 7.7, 7.8 Private Education•Parochial Schools•Home schooling•Charter Schools TP-5.6, 7.3, 7.7, 7.8, 3.5, 9.1, 3.7, 3.7	Pankake, Schroth & Littleton Chapter 8 & 11 (read <u>before</u> class)	P/D RR L CLT SP

Date	Topic/Proficiencies	Activity Assignment Due	Assess
10/18	Mid-Term	Complete by 10/21	E Submit on Blackboard
10/25	Gifted and Talented Education TEExES I.3.h, I.1.a, II.6.g, I.2.f, II.4.a, III.9.d, II.5.d, II.5.c, II.5.i, II.5.j, II.5.k I.1.c, I.1.d TP-5.6, 7.3, 7.7, 7.8 Review Mid-Term results	Pankake, Schroth & Littleton Chapter 9 (read <u>before</u> class)	P/D RR L CLT SP
11/1	4. Describe procedures used to verify the certificate status of professional employees. Address how the principal uses certificate status to make professional decisions for scheduling instruction. 5. Participate in and critique an Admission, Review, and Dismissal meeting as to compliance with the Commissioner's Rules.	Internship Projects #1 & #2	Submit on Blackboard By 11/4 Discuss on 11/8
11/8	Special education –ARD• meetings•timelines•LRE•continuum of services• monitoring•Managing and Supervising. TEExES I.3.h, I.3.i I.1.a, I.1.e, II.6.g, I.2.f, III.9.a, III.9.b, III.9.c, III.9.d, II.4.a, II.4.e, II.4.d, II.5.d, II.5.c, I.1.c, I.1.d, TP-7.3, 7.7, 7.8	Pankake, Schroth & Littleton Chapter 1(read <u>before</u> class)	P/D RR L CLT SP
11/15	6. Interview a principal who has experienced a change in student demographics. Describe how the principal has made the transition. Article Critique	Internship Project #6 Article provided on Blackboard	Submit on Blackboard By 11/18 Discuss on 11/22
11/22	THANKSGIVING HOLIDAY	NO CLASS	
11/29	Bilingual• ESL• TEExES I.3.h, I.1.a, II.6.g, I.2.f, II.4.a, III.9.d, II.5.d, II.5.c, II.5.i, II.5.j, II.5.k I.1.c, I.1.d TP-5.6, 7.3, 7.7, 7.8	Pankake, Schroth,& Littleton Chapter 7 (read <u>before</u> class)	P/D RR L CLT SP
12/6	Introduction to Performance-Based Monitoring Analysis System (PBMAS) TEExES I.3.h, I.3.i I.1.a, I.1.e, II.6.g, I.2.f, III.9.a, III.9.b, III.9.c, III.9.d, II.4.a, II.4.e, II.4.d, II.5.d, II.5.c, I.1.c, I.1.d, TP-7.3, 7.7, 7.8	Pankake, Schroth,& Littleton ChapterS 13 & 15 (read <u>before</u> class)	P/D RR L CLT SP
12/13	Final Exam	Available 12/7 Complete by 12/11	E Submit on Blackboard

L. **Course Evaluation**

The grade for this course will be based on the following distribution of points:

2 Exams - 35 points each	70
1 Team Presentation	90
6 Internship activities with reflections 15 pt/each	90
1 Reflection on special programs	20
2 Critique Blackboard Articles 10 pts/each	20
Ongoing "active" class participation	10
Total	300
A=270 or more; B=240; C=210; F=209 or lower	

Assignments

Reflection on Experiences with Special Populations and Programs

Use the Brown and Irby Reflection Cycle to reflect on your experience with special populations and programs. There is no “artifact” in this reflection—your experience is the artifact. Just start by describing the particular experience then follow the remainder of the steps of the cycle. Your Brown and Irby text describes the Reflection Cycle. Two single-space pages **MAXIMUM** without the cover sheet.

Special Programs and Special Populations Presentation

Each team will submit a comprehensive PowerPoint overview of the special program/population assigned to them. Each presentation should highlight the following aspects as they apply to that particular program:

Points	Feel free to invite a guest speaker for your presentation.
5	History (brief) of the special program
20	Current laws, court decisions, guidelines, and regulations of governmental agencies for the special program
10	Procedures for acquiring support from local, state, and federal sources for the special program
15	Management functions of planning, organizing, staffing, implementing, and evaluating the special program
10	Strategies for making changes within the special program while insuring that such strategies are appropriate for the community and in context with state laws and local policies
15	Characteristics of the population being served by the program, including cultural factors that should be considered in the management of the special program, eligibility criteria
10	Impact of program on “general” education. What does the program look like when it is implemented in the classroom?
5	References are included, in APA 5 th edition format. Sources for further information are included. PowerPoint is neat, well organized, well-edited, and useful to fellow students as a future reference.

Article Critiques

During the semester, you will be assigned readings via Blackboard. Your task is to read the articles and write a critique using the following guidelines:

1. Full APA Reference Citation for the article.
2. What was the gist of the article?
3. With what in the article do you agree?
4. With what, if anything, do you take issue?
5. What, if anything, do you think was missing from the discussion?
6. What questions do you have after reading the article?

Each critique should be no more than 2 double-spaced pages. Critiques will be submitted via Blackboard.

Embedded Internship Activities for the Principal Internship

YOU ARE TO REPORT, CRITIQUE, AND Reflect.

	<i>Embedded Internship Activity</i>	<i>Educational Leadership Constituent Council (ELCC) Standard(s)</i>	<i>TExES Competencies</i>	<i>Due Date</i>	
1	Describe procedures used to verify the certificate status of professional employees. Address how the principal uses certificate status to make professional decisions for scheduling instruction	6.3 Influence Legal, Political, Social, Economic Context	3.4 Legal—Protect Student Rights 3.9 Promote Awareness of Multicultural/Ethnic/Learning Differences		2-3 pages 1-2 pg reflection 20 points
2	Participate in and critique an Admission, Review, and Dismissal meeting as to compliance with the Commissioner's Rules.	6.3 Influence Legal, Political, Social, Economic Context	3.4 Legal—Protect Student Rights 3.9 Promote Awareness of Multicultural/Ethnic/Learning Differences		2 pages 1 pg reflection 15 points
3	Critique the <u>procedures</u> being used in student placement (grouping, promotion, and retention) at the campus.	2.2 Provide Effective Instructional Programs	3.9 Promote Awareness of Multicultural/Ethnic/Learning Differences 5.4 Ensure Quality Programs for Students		2 pages 1 page reflection 15 points
4	Conduct a space needs assessment (utilization study by periods, grouping, and effect on instructional program) and report your findings.	3.2 Manage Resources	9.1 Implement Operations of School Plant/Systems 9.4 Apply laws to Support School Programs		2 pages 1 page reflection 15 points
5	Critique the <u>process</u> for adapting and/or modifying curriculum and/or instruction to met the needs of various types of students (i.e., regular, vocational, special education, gifted and talented, bilingual, lower socio-economic.	2.1 Promote Positive School Culture 2.2 Provide Effective Instructional Programs	4.1 Facilitate Curriculum Planning 5.1 Research Best Practices for Instruction		2 pages 1 page reflection 15 points
6	Interview a principal who has experienced a change in student demographics. Describe how the principal has made the transition.	2.1 Promote Positive School Culture 2.2 Provide Effective Instructional Programs	4.1 Facilitate Curriculum Planning 5.1 Research Best Practices for Instruction		1 page 1 page reflection 15 points
Total Points					90 points

Embedded Internship Activity Guidelines

You are a potential school leader. Your paper should reflect what you think must be presented to clearly critique the phenomena being studied. However, there are a few pieces of information you should include in all papers.

1. Who has the majority of the responsibility for implementing or monitoring the phenomena?
2. What is the role of campus administration in administering or supervising the processes?
3. What changes, if any, would you suggest?

NOTE: Each of these must be mentioned in your paper. For example, if you do not think any changes are necessary you would write that in your paper.

Reflections: Reflections must follow the Brown and Irby reflection cycle, and the required reflection must be added at the end of the document; it should be single-spaced. Please do not submit reflections as separate documents.

Additional Resources

Gilbreath, P. (2006). Career and technical education in Texas. In J. A. Vornberg (ed.) *Texas public school organization and administration: 2006* (pp. 551-584). Dubuque, IA: Kendall-Hunt Publishing Company.

McGhee, M. W. (2006). Meeting the needs of diverse student populations: Federal and state perspectives. In J. A. Vornberg (ed.) *Texas public school organization and administration: 2006* (pp. 517-550). Dubuque, IA: Kendall-Hunt Publishing Company.