

**University of North Carolina at Chapel Hill  
School of Education  
Syllabus**

<b>Program Course Information</b>	<p><b>PROGRAM:</b> Educational Leadership <b>EDUC 631 SECTION 961</b> <b>COURSE TITLE:</b> PROGRAM DEVELOPMENT FOR SPECIAL POPULATIONS</p>
	<p><b>INSTRUCTOR NAME and CONTACT INFORMATION:</b></p> <p>Latish Reed, Ph.D. latish_reed@unc.edu 919-962-2510 Office hours – Tuesday, 6-7 p.m. Available for appointments, via email or phone conference.</p> <p><b>DATE SYLLABUS REVISED:</b> January, 2009</p> <p><b>COURSE DESCRIPTION:</b> In this course, we will examine the various facets and features of leadership for inclusive schooling and leadership for social justice. The number of students who qualify for a label of some sort is growing (Ysseldyke, 2001). Unfortunately, these students often spend the largest part of their day leaving their classroom to receive special instruction, resulting in a disconnected and fragmented day (Capper, Frattura, Keyes, 2000) or are tracked into lower ability classes. Moreover these special programs or tracked classes have failed to result in high student achievement as measured by post school outcomes or standardized scores. To overcome these dismal outcomes of segregated programs, school leaders (i.e., principals, school-based steering committees, site-councils, etc.) need clear guidance on how to bring the concept of integrated services to fruition in practice. This course will begin to address this.</p> <p>Through this course, we will consider learners who have been labeled with a disability, we will contextualize our conversation and you will need to couch your project and paper in the context of whole school and whole district reform as they intersect with other student differences. We cannot change one piece of the system without changing other pieces as well. We are not trying to make special education “better,” but using our position in the system to leverage change to the benefit of all learners.</p> <p>We will also engage in deep analyses of ourselves as leaders and of the education settings where we currently work in terms of its current status and future prospects for meeting the needs of all students in integrated environments. For the former, we will critically examine ourselves as leaders through various epistemological lenses, assessing our strengths and areas we would like to develop. We will consider how and in what ways we can sustain ourselves as leaders over the long haul.</p> <p>As such, we will engage in the course autobiographically. That is, in the reading, course assignments, and class activities, we will critically reflect on own current or future leadership situation.</p> <p>The course will include readings that are applicable to practice and review the current empirical and theoretical scholarship in this area. The course is presented from the changing role of the student service director and school principal in the support of integrated comprehensive services for all learners. A range of perspectives will be used to address the political, structural, and functional constructs within the system that inhibit and promote comprehensive services for each learner. Students will complete a district or school wide analysis and make recommendations to diminish if not completely remove practices that marginalize and promote societal oppression. In addition, students will review the latest empirical and theoretical</p>

	<p>literature in this area as a means to bolster and support evidence-based practices in schools.</p> <p>This course is appropriate for building administrators, student service administrators and district administrators enrolled in an administrative certification program, as well as doctorate students who wish to further their research interests that are related to the course.</p>
<p><b>UNC-CH School of Education Conceptual Framework</b></p>	<p><b>Preparing Leaders in Education</b></p> <p>The School of Education is committed to the preparation of candidates who can assume leadership roles in the field of education. Such preparation is accomplished through the coherent integration of the abilities and predispositions of candidates, the knowledge and abilities of faculty, and the contextual elements of academic and field settings. Candidates accept their professional responsibilities and focus their expertise and energy on supporting Birth-12 student development and learning. They must work to maintain a meaningful involvement in activities within schools and in partnership with parents and the community.</p> <p>The growth and development of candidates is promoted through curriculum, instruction, research, field experiences, clinical practice, assessments, evaluations, and interactions with faculty and peers. All of these elements work together to build a solid foundation for exemplary practice in education, creating educational practitioners who are prepared to better serve children, families and schools, as well as business and agencies of government within North Carolina, across the nation and throughout the world.</p> <p><b>For Equity and Excellence</b></p> <p>Preparation of educational leaders for today's society is based in values of equity and excellence that assure our candidates' and their students' future success. Attending to the challenge of promoting both equity and excellence is imperative. To address only one of these goals would, on the one hand, sacrifice those put at risk by social and cultural hierarchies in society or would, on the other hand, fail to press for the highest possible levels of accomplishment. Equity and excellence must be pursued concurrently to assure that all students are well served and that all are encouraged to perform at their highest level.</p> <p>Within the School of Education, equity is seen as the state, quality, or ideal of social justice and fairness. It begins with the recognition that there is individual and cultural achievement among all social groups and that this achievement benefits all students and educators. Equity acknowledges that ignorance of the richness of diversity limits human potential. A perspective of equity also acknowledges the unequal treatment of those who have been historically discriminated against based on their ability, parents' income, race, gender, ethnicity, culture, neighborhood, sexuality, or home language, and supports the closure of gaps in academic achievement. Decisions grounded in equity must establish that a wide range of learners have access to high quality education in order to release the excellence of culture and character which can be utilized by all citizens of a democratic society.</p> <p>Within the School of Education, excellence is seen as striving for optimal development, high levels of achievement and performance for all and in all that is done. In preparatory programs across grade levels, curriculum and instruction furthers excellence when it moves a learner as effectively as possible toward expertise as a thinker, problem solver and creator of knowledge. Excellence entails a commitment to fully developing candidates, not only academically but also in moral and political senses.</p>

### **In a Democratic Society**

The preparation of exemplary practitioners in education to meet the challenges of equity and excellence is best accomplished through preparation for a democratic society. Democracy around the globe is an ideal, one with the potential to meet the needs, recognize the interests and establish the rights of all citizens. Education is a necessary foundation for this ideal, and both must be subscribed to and participated in by all.

### **School of Education Conceptual Framework Principles**

The School of Education is committed to diverse, equitable, democratic learning communities. As a result, candidates are expected to acquire and apply the knowledge, skills and dispositions that prepare them to support the development and education of all students.

The School of Education uses the following unit principles, applicable at all program levels, to identify the knowledge and skills that are central to preparation of candidates. It is the School of Education 19s goal that candidates will become leaders supporting and promoting the development, teaching and learning of all students in multiple contexts.

1. Candidates possess the necessary content knowledge to support and enhance student development and learning.
2. Candidates possess the necessary professional knowledge to support and enhance student development and learning, including meeting student needs across physical, social, psychological, and intellectual contexts. Candidates incorporate a variety of strategies, such as technology, to enhance student learning.
3. Candidates possess the necessary knowledge and skills to conduct and interpret appropriate assessments.
4. Candidates view and conduct themselves as professionals, providing leadership in their chosen field, including effective communication and collaboration with students and stakeholders.

### **SOE Conceptual Framework Dispositions**

Certain dispositions are essential to prepare leaders who support equity and excellence in education within a democratic society. Dispositions are beliefs that foster commitments, leading to actions within educational environments with students, colleagues, families, and communities. Candidates strengthen these dispositions as they think deeply, reflect critically and act responsibly in their professional practice. These dispositions are interconnected with knowledge and skills; specific dispositions connect to and exemplify unit principles, facilitating their enactment in particular programs.

1. Candidates will exhibit behavior that demonstrates a belief that all individuals can develop, learn, and make positive contributions to society.
2. Candidates will exhibit behavior that demonstrates a belief that continuous inquiry and reflection can improve professional practice.

### **THE MISSION OF THE EDUCATIONAL LEADERSHIP PROGRAM:**

*Leadership for equity, social justice, and academic excellence* is the conceptual framework for the educational leadership program at the University of North Carolina at Chapel Hill. While we believe that school leaders must be proficient in a wide variety of technical skills and tasks to be successful educational administrators, we are first and foremost concerned with the agenda of constructing democratic learning communities which are positioned in the larger society to

	support an agenda of social action which removes all forms of injustice. To this end we are committed to fashioning and infusing our courses with critically reflective curricula and methodologies which stimulate students to think beyond current behavioral and conceptual boundaries in order to study, research, and implement leadership practices that will fundamentally and holistically change schools in ways and in manners which are consistent with this vision.
<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>1. Students will explore the Integrated Comprehensive Services (ICS) model developed by Frattura and Capper (2007).</li> <li>2. Students will gain a general understanding of laws related to programming for Exceptional Children.</li> <li>3. Students will conduct a mini-empirical research study about an issue related to ICS at a school site.</li> </ol>
<b>Course Standards (Addressed)</b>	<p><u>ELCC/ISLLC Standard 1:</u> A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.</p> <p><u>ELCC/ISLLC Standard 2:</u> A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.</p>
<b>Course Standards (Assessed)</b>	This course does not assess any of the ELCC/ISLLC standards.
<b>Textbooks &amp; Resources</b>	<p><b>Required Texts:</b></p> <p>Capper, C.A., Keyes, M.W. &amp; Frattura, E. (2000). <i>Meeting the needs of students of ALL abilities: How leaders go beyond inclusion</i>. Thousand Oaks, CA: SAGE Publications.</p> <p>Frattura, E. &amp; Capper, C. A. (2007). <i>Leading for social justice: Transforming schools for all learners</i>. Newbury Park, CA: Corwin Press.</p> <p>Huefner, D. (2006). <i>Getting comfortable with special education law: A frame for working with child disabilities</i>. Norwood, MA: Christopher-Gordon Publishers.</p> <p>** Students are encouraged to search outside sources to support their class projects. One way to search for outside sources is to examine the references of the course's required readings.</p> <p><b>Recommended Texts:</b></p> <p>McLeskey, J. &amp; Waldron, N. (2001). <i>Inclusive schools in action: Making differences ordinary</i>. Assoc. for Supervision &amp; Curr. Development (ASCD).</p> <p>Scheurich, J. &amp; Skrla, L. (2003). <i>Leadership for equity &amp; excellence: Creating high achievement classrooms, schools and districts</i>. Thousand Oaks, CA: Corwin Press.</p> <p><b><u>Places to search for additional research to support your work</u></b></p> <p><b>Selected Research Journals on the Topic:</b>  Exceptional Children  Educational Administration Quarterly  Remedial and Special Education  Harvard Education Review  Learning Disabilities Quarterly  Teacher's College Record  Urban Review</p>

	<p>Journal of School Leadership  Educational Policy  Educational Evaluation and Policy Analysis  American Educational Research Journal  Review of Educational Research  Educational Researcher  International Journal of Qualitative Studies in Education  Journal of Special Education Administration</p> <p><b>Relevant Research Organizations:</b>  American Educational Research Association  Council for Exceptional Children  University Council for Educational Administration</p> <p><b>Relevant Practitioner Publications/Organizations:</b>  Educational Leadership  Association of Supervision Curriculum and Development (ASCD)  Teaching Exceptional Children</p>
<b>Requirements:</b>	<p><b>The following constitutes the grading structure:</b></p> <p>Participation: 90 points</p> <ul style="list-style-type: none"> <li>- 60 pts. for Blackboard Postings Assignments (10 pts. per posting session)</li> <li>- 10 pts. for Group Special Law Presentation</li> <li>- 20 pts. for Face to Face Attendance (5 pts. per class)</li> </ul> <p>Paper/Project: 40 points</p> <p>Presentation: 20 points</p> <p><b>Total: 150 points</b></p> <p><b>H – 150-135 points</b>  <b>P – 134-119 points</b>  <b>L – 118-103 points</b>  <b>F – 102 points or below</b></p> <p><b>PLEASE NOTE: The professor reserves the right to make adjustments to the syllabus coursework. Any changes will be provided in writing.</b></p> <hr/> <p style="text-align: center;"><b>Participation (90 Points)</b></p> <hr/> <p><b>Attendance/Tardiness (5 points per class)</b>  Given the importance of class discussions and activities, it is imperative that you attend all class sessions, arrive on time, stay the entire class, and return promptly from breaks. Points will be deducted for tardiness. If an <i>emergency</i> situation occurs when you must miss part of a class, you will need to inform me as soon as possible. Please arrange your schedules and responsibilities to allow you to arrive at class on time and attend all classes. Your participation score will be affected by attendance and tardiness.</p> <p><b>Reading Responses (60 points – 10 points per posting session)</b>  You will have two on-line course discussions with your classmates and instructor based on assigned readings. On the indicated weeks, you will be required to do the following:</p>

- Post a 300 (minimum) word response about the readings for the week.
- Read the posts from your classmates and instructor
- Respond to at least two posts (responses must be a minimum of 100 words per post).

**Group Special Education Law Share (10 points)**

You will be asked to do a group presentation of a section in *Getting Comfortable with Special Education Law* book. The presentation should be no more than 15-minutes highlighting the significance of the section. You are required to provide the following:

- CREATIVITY – Since this is very “dry” information, please use your creativity to keep class interest high☺
- A handout(s) – Your handout should contain the key points with references to specific information with page numbers so that your classmates can compile a condensed version of the content of this book.

**Incomplete/Late Work**

A notation of an “incomplete” will only be given in lieu of a final grade to a student who has carried a subject successfully until the end of the semester but who, because of illness or other unusual and substantiated cause beyond the student’s control, has been unable to take or complete the course requirements. A more detailed description of the Incomplete Policy is available on the registrar’s web site.

<http://regweb.unc.edu/resources/rpm24.php>

**Questions, comments or concerns**

At the end of each class, you will have an opportunity to offer questions, comments or concerns through an informal evaluation process. If you have further questions or comments, regarding this course or the assignments, please direct your questions or concerns to the professor.

**Research Project/Paper Grading (40 points)**

As a student at one of this country’s premier public research universities, you will be required to conduct a mini-research project. This project is designed to encourage you as a future leader to critically examine a site to determine if the most socially just practices are in place for all students. It is very important that you get an early start on this project by picking your research topic and question ASAP. You will be guided through the project. Some previous topics investigated in this class include:

- The readiness of a school to implement ICS based on leadership disposition about principles
- The perception of teachers and students about inclusion
- The numbers of discipline referrals based on race/gender/social class
- Teacher capacity to teach a wide range of students
- Family involvement perspectives
- ELL practices in a school/district
- Comparing the PLC model with ICS
- Funding of segregated programming
- Principal perceptions of eliminating pullout programming
- The equity of year-round schooling

Your **17-20 pages** (cover page, abstract and references are included) paper will include the following sections:

**Guidelines for 631 Final Research Paper**

- I. Title Page – per APA, include contact information
- II. Abstract – per APA
- III. Introduction. (1-2 paragraphs, setting up the problem, supported with lots of literature). Do not write Introduction at the top, per APA.
- IV. Literature Review. The literature review should relate to your problem and research question (s). This section highlights a few pieces of literature related to your study. You should discuss gaps in the literature. Tell the reader how your study exactly contributes to the literature. You may use any of the course textbooks and at least 2 outside articles. (2-3 paragraphs with lots of citations)
- V. Research Questions
- VI. Methods (1 big, solid paragraph, 2 at most)
  - a. Participants
  - b. Procedures
  - c. Instrumentation
  - d. Analysis
  - e. Limitations
- VII. Findings for each research question. Use quotes and data to support the findings. This section should constitute the bulk of the paper.
- VIII. Discussion – Compare your findings to the literature. Did what you find agree with the literature? Extend the literature? Disagree with the literature?
- IX. Conclusions/Implications – for practice, leadership preparation, future research.
- X. References

**APA**

Be sure spacing (double space the whole thing), headers, page numbers (upper right corner), font size (12) the use of bold/italics, all conform to APA. No bullets. Use only one space after each period.

Useful websites:

[www.wisc.edu/writing/Handbook/index.html](http://www.wisc.edu/writing/Handbook/index.html)

<http://apastyle.apa.org/>

<http://www.unc.edu/depts/wcweb/>

**IMPORTANT NOTE:** Students have the opportunity to offer drafts prior to the final paper deadline. I will provide feedback within three days of submission. This is not a required activity, but it is suggested to make sure that you are on the right track. Students who submit drafts prior to the end of the semester are more likely to receive a better grade on the final paper.

**Presentation (20 Points)**

You will present a 10-12 minute role play presentation on your research project. You are a consultant for a school/district who has been hired to research a topic related to Exceptional Children, ELL or other issues related to ICS.

Your Power Point Presentation should include the following slides.

- Problem (1 Slide) Your problem should be clear and concise.
- Literature Review (1 Slide)
- Research question (1 slide) Your question should be clear, concise, understandable.
- Methods (1-2 Slides) How did you conduct the study? Is your “recipe” clear? How did you analyze your findings? What were the limitations? What were hindrances in your research? How could you have done this differently?
- Findings (3-6 slides) This section should be the major portion of the presentation. Are the findings organized in an understandable fashion? Did you use the data to support your findings?
- Discussion (1 Slide) Compare your findings to the literature? Did you find agreement with the literature? Extend the literature? Disagree with the literature?
- Implications (1 Slide) This section will practice, leadership preparation and future research?
- Significance (1 slide.) What do your findings mean to “special populations” or the ICS model?
- Confidence/Knowledgeable/Presentation Style

**Course Schedule & Assignments**

<b>Week Of</b>	<b>Theme</b>	<b>Assignments</b>	<b>Due dates</b>
<b>January 4-10, 2009</b>  <b>CLASS ON Wednesday, January 7, 2009</b>  <b>5:00-9:00 p.m.</b>	Introduction to ICS, course expectations, and final research project and presentation	Read: <i>Leading</i> : Preface, About the Authors, Introduction, Chapters 1 & 2 <i>Meeting</i> : Chapters 1 & 2  Post (1) 300 word response to the readings  Post (2) 100 word responses to classmates posts  Pick your research question	The first post is due by Wednesday, January 14 <sup>th</sup> at Midnight.  The second TWO posts are due by Friday, January 16 <sup>th</sup> at Midnight.  Post on Blackboard by Sunday, January 20 <sup>th</sup>
<b>January 11-17, 2009</b>	Cornerstone 1. Focusing on Equity	Read: <i>Leading</i> : Chapter 3 & 4  <i>Meeting</i> : Chapter 2 & 10	The first post is due by Wednesday, January 21 <sup>st</sup> at Midnight.

				The second TWO posts are due by Friday, January 23 <sup>RS</sup> at Midnight.
<b>January 18-24</b>  <b>CLASS ON Saturday, January 24, 2009</b>  <b>9a.m.-4:00 p.m.</b>	Cornerstone 2. Establishing Equitable Structures: Location and Arrangement of Educational Services  Developing an Introduction, Literature Review & Methods  Special Ed. Law Groups: 1, 2, 3	Read: <i>Leading:</i> Chapters 5, 6 & 7 <i>Meeting:</i> Chapters 3 & 11  DRAFT of Research Paper Introduction, Literature Review & Methods		The first post is due by Wednesday, January 28 <sup>th</sup> at Midnight.  The second TWO posts are due by Friday, January 30 <sup>th</sup> at Midnight.  Sunday, February 1st
<b>January 25-31</b>	Cornerstone 3. Providing Access to High-Quality Teaching and Learning: Building Teacher Capacity and Curriculum and Instruction	Read: <i>Leading:</i> Chapters 8 & 9 <i>Meeting:</i> Chapters 7, 8 & 9  Post (1) 300 word response to the readings  Post (2) 100 word responses to classmates /professor posts		The first post is due by Wednesday, February 4 <sup>th</sup> at Midnight.  The second TWO posts are due by Friday, February 6 <sup>th</sup> at Midnight.
<b>February 1-7</b>  <b>CLASS ON Wednesday February 4, 2009</b>  <b>5:00-9:00 p.m.</b>	Cont. Cornerstone 3. Cornerstone 4. Implementing Change: Funding and Policy  Analyze findings, conclusion, implications and significance	Read: <i>Leading:</i> Chapters 10, 11 12 & 13 <i>Meeting:</i> Chapters 4, 5 & 6  Post (1) 300 word response to the readings  Post (2) 100 word responses to classmates posts		The first post is due by Wednesday, February 11 <sup>th</sup> at Midnight.  The second TWO posts are due by Friday, February 13 <sup>th</sup> at Midnight.

			<p><b>A DRAFT of Findings, Discussion, Limitations and Significance. Don't worry if it is not done:)</b>  <i>This draft is developmental so you can make sure you are on the right track.</i></p>	Sunday, February 15 <sup>th</sup>
	<b>February 8-14</b>	<p>Cont. Cornerstone 3.           Cornerstone 4.          Implementing Change: Funding and Policy</p>	<p>Read:  <i>Leading:</i> Chapters 14 &amp; 15  <i>Meeting:</i> Chapter 14</p> <p>Post (1) 300 word response to the readings</p> <p>Post (2) 100 word responses to classmates posts</p>	<p>The first post is due by Wednesday, February 18<sup>th</sup> at Midnight.</p> <p>The second TWO posts are due by Friday, February 20<sup>th</sup> at Midnight.</p>
	<p><b>February 15-21</b>   <b>FINAL CLASS</b>  <b>Saturday, February 21, 2009</b>   <b>9 a.m.-4:00 p.m.</b></p>	<p>Class Presentations           Special Education Law Group: 4 &amp; 5</p>		<p><b>Final Paper must be emailed no later than Midnight on Sunday, March 1<sup>st</sup>.</b></p>