Rhode Island College
School of Education and Human Development
Department of Special Education
Fall 2010

Course: Administration of Special Education 606-01 (3 credits)

Class Meetings/Location: Thursdays 4:00-6:50 Adams Library 405

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Course Information/Description

This course is one of three (3) required courses to obtain a State Certificate for Administrator of Special Education in Rhode Island. All required areas of Special Education Administration will be covered. Successful completion of this course will prepare the individual for the challenges facing an Administrator of Special Education.

As a graduate course, this course builds upon the foundation knowledge the student has acquired in their prior professional sequences in elementary/secondary and special education.

Relationship to Professional Program

This course is one of three (3) required courses to obtain a State Certificate for Administrator of Special Education in Rhode Island.

Course Text & Materials

Required Text: Bateman,D.F, Bright, K.L., O'Shea, D.J.,O'Shea, L.J., & Algozzine, B (2007)The Special Education Program -Administrators Handbook

Rhode Island Board of Regents Regulations for Special Education

Federal Section 504 Regulations and statute, ADA statute, Selected RI General Laws

Council for Exceptional Children (CEC) Standards:

The CEC standards of focus for SPED 606 are:

CEC Standard #9: Professional and Ethical Practice

CEC Standard #7: Collaboration

Course Objectives

1. Participants will examine administrative requirements and arrangements of programs for exceptional children. (KNOWLEDGE: Domain Specific Knowledge); CEC: Professional Practice, **RIPTS 11-Professional Ethics**

2. Participants will understand PAR model and relate the elements of special education practice, ie., identification, assessment, planning, planning, instructing and evaluating to the model. (PRACTICE: Evidence based Decision Making) CEC: Professional and Ethical Practice, **RIPTS 11-Professional Ethics**

3. Participants will know the federal and state laws and regulations which govern the education of children with disabilities and emerging emphasis on the sensitivity to and needs of the culturally and linguistically diverse. (KNOWLEDGE: Professional Awareness, Contextual Perspective) CEC: Professional and Ethical Practice, **RIPTS 11-Professional Ethics**

4. Participants will develop and understanding of the shared instructional responsibilities of classroom and special educators and collaborative models associated with inclusive education. (KNOWLEDGE: Domain Specific Knowledge, Professional Awareness) CEC: Collaboration, **RIPTS 7-Collaboration**

5. Participants will demonstrate awareness of current issues in special education and the role of special educators in school reform. (KNOWLEDGE: Domain Specific Knowledge, Professional Awareness) CEC: Professional Practice, **RIPTS 10-Reflection, 11-Professional Ethics.**

6. Participants will accurately analyze instructional programming for students with disabilities. (PRACTICE: Evidence-based Decision Making): CEC: Assessment, Instructional Planning, **RIPTS 9- Assessment**

7. Participants will understand issues related to financing special education programs. (KNOWLEDGE: Domain-Specific Knowledge) : Professional and Ethical Practice, **RIPTS 11-Professional Ethics**

8. Participants will understand four theories for making sense of organizations: 1. structures; 2. human resources; 3. political; and 4. symbolic. (KNOWLEDGE:Professional Awareness) CEC: Professional and Ethical Practice, **RIPTS 11- Professional Ethics**

9. Participants will analyze administrative issues in special education from four theoretical frames of reference: 1. structured; 2. human resources; 3. political; and 4. symbolic. (KNOWLEDGE: Domain-Specific Knowledge) CEC: Professional and Ethical Practice, **RIPTS 11-Professional Ethics**

10. Participants will identify alternative responses to administrative issues in special education consistent with four theoretical frames of reference. (KNOWLEDGE: Domain-Specific Knowledge) CEC: Professional and Ethical Practice, **RIPTS 11- Professional Ethics**

Course Outline

Class # 1 September 2, 2010

- Introduction
- Course Overview
- Review Text
- Review of Special Education Process
- Timelines for Referral, Evaluation/Eligibility, and Reevaluation, 60 Day Chart

Class # 2 September 9, 2010

- Disabilities
- Related Services
- Evaluation Team Summary
- IEP Team Review-Reevaluation (Referral/Parent Consent)
- Department of Education Questions & Answers on IEP's, Evaluation, and Reevaluations
- Procedural Safeguards: Resolution Meetings and Due Process Hearings

Class # 3 September 16, 2010

<u>Ch. 1 Understanding the Law</u>

- IDEA 2004
- Disabilities
- FAPE
- LRE
- Related Services
- Evaluation Procedures
- FERPA
- ADA 19070

<u>Ch.2 504 Accommodation Plans</u>

- 504 Regulations & Definitions
- Evaluation & Reevaluation
- Procedural Safeguards
- 504 versus IDEA

Class # 4 September 23, 2010

<u>Ch. 3 Preparing for Due Process Hearings and Mediation</u>

- Regulations/Procedural Safeguards

<u>Ch. 4 Dealing with Discipline</u>

- IAES

- Manifestation Determination Review

Class# 5 September 30, 2010

Ch. 5 Dealing Effectively with Child Find

- Child Find Requirements
- Community & Outside Agencies

Ch. 6 The Referral and Evaluation Process

- The Referral Process
- Pre-referral Strategies The Evaluation Process
- Reevaluation Process
- Eligibility
- Consent
- Timelines
- Assessments

Class #6 October 7, 2010

Ch. 7 Monitoring Students in Special Education and Related Services

- Overview
- Regulations

Ch. 8 Understanding Placement Issues

- Overview
- IEPs
- IEP Attendance
- Amending the IEP
- Placement Models/Programs

Class# 7 October 14, 2010

Ch. 9 Dealing Effectively with Transition Services in the IEP

- Regulations
- Plans
- Services
- SSOP
- Transition Data Collection

Ch. 10 Dealing Effectively with Parent Groups

- Overview
- Organizing

- Resources in RI-RIPN

Class # 8 October 21, 2010

Ch. 11 Effectively Supporting Within District Transitions

- Transferring Affects on Students
- Critical Elements

Ch. 12 Managing Federal Funds

- IDEA Funding
- CRP
- UCOA
- Preschool Grants

Class# 9 October 28, 2010

Ch. 13 Managing Special Education Budgets

- Budget Cycle
- Business Manager
- Accounting

Ch. 14 Independent Educational Evaluations

- Approval Letters
- Approved Vendors List

Class# 10 November 4, 2010

Ch. 15 Contracting with Outside Service Providers

- Roles of Service Providers
- Resources
- Sherlock Center

Ch. 16 Navigating the Mental Health System

- Regulations
- Student Mental Health Issues

Class# 11 November 9, 2010 (Wednesday)

Ch. 17 Running Efficient and Effective Staff Meetings

Ch. 18 Building Relationships with Special Education Staff

- Managing Special Education
- Competing Priorities

Class# 12 November 18, 2010

Ch. 19 Educating Special Education Staff

Ch. 20 Working with Other Administrators

- School Committee
- Principals
- Central Administration

Class# 13 December 2, 2010

- TBD

Class# 14 December 9, 2010

- Presentation of Student Projects

Course Requirements

Class attendance, participation, and assignments are recorded and will contribute to your final grade. Reflection papers may be assigned throughout the semester to gauge student understanding and application of course content. This information subjectively influences final grade determination.

Completing the reading assignments *before each class* is essential to a more thorough understanding of the content.

1. **Reading-**Articles, Handouts, Chapters in text, and suggested related material.

2. **Class Participation/Attendance (20%)**

3. **Job Shadow Special Education Administrator (20%)-**10 hours accompanying a local special education administrator**.** A brief paper (3-5 pages) will summarize observations and interview. **Due November 18, 2010.**

4. **Project in Special Education Administration (60%)**

   Identify a specific problem area (weakness/need) in your district and develop comprehensive training product or resource that can be utilized for professional development, which will result in the improvement in the delivery of special education services and supports for students with disabilities.

   This problem area could be a district initiative, policy, procedure, process, new regulation, issue,

or topic in Special Education. Research and Develop a comprehensive "product "that can be utilized for professional development for a variety of different populations (teachers, parents, students, administrators, school committee members, etc.

Examples: Effectively Managing Teacher Assistants, Developing Effective Transition IEPs, Disability Training Modules/Manuals for General Educators, Developing New Programs in District to Reduce Number of Students Placed in Out of District Programs, Education of Parochial School Staff on the RTI and Special Education Process, Develop an Accommodation and Modifications Resource Manual, Developing an Active and Effective Local Advisory Council, Developing an IAES Program, Alternative Program Development, Informational Pamphlet Series, Transition Activities and Services, Develop a Frequently Asked Questions Resource Document for Staff, Effectively Supporting Within District Transitions, Assistive Technology, etc.

Each student must present his/her project to the class during one of the last two sessions. Beginning September 23, 2010, a brief portion of each class will be devoted to project identification and discussion. Course grades will be determined through level of participation in class discussions and quality of project and project presentation. **Due December 9, 2010**

Guidelines

1.0 Statement of the problem or issue.

1.1 Either describe or operationally define the problem or issue.
1.2 Identify the contextual factors which influence the presence of the problem or issue.
1.3 Identify the contextual factors which would provide potential for solution.

2.0 State the solution to the problem.

2.1 Describe or define the state or condition of individuals, events, or actions which would signify that the problem is soluble.
2.2 Identify the kinds of data or other information required to move toward a solution of the problem or understanding of the issue.
2.3 Indicate how progress toward solution will be determined.

3.0 Describe the solution strategy and/or alternative strategies you would recommend toward solution of the problem or understanding of the issue.

3.1 When people must change in order to solve the administrative problem, describe the strategy to be used.

3.2 When professional practice must change, indicate the methods to be used in altering professional practice.

3.3 When organizational structures and mechanisms require change indicate the process you'll employ to promote the desired change.

Performance	CEC Standards	RIPTS	Advanced Competencies
Job Shadow Special Education Administrator	11-Professional and Ethical Practice 10-Collaboration	*RIPTS 11-Professional Ethics* *RIPTS 10-Reflection* *RIPTS 7-Collaboration*	**KNOWLEDGE: Domain-Specific Knowledge** **KNOWLEDGE: Professional Awareness** **PRACTICE: Professional Identity Development**
Project in Special Education Administration	11-Professional and Ethical Practice 8-Assessment	*RIPTS 11-Professional Ethics* *RIPTS 9- Assessment*	**KNOWLEDGE: Domain-Specific Knowledge** **PRACTICE: Evidence-Based Decision Making** **KNOWLEDGE: Professional Awareness**