

**George Mason University
Graduate School of Education**

Course Syllabus, Spring 2011

**Syllabus for EDSE 702: Managing Resources for Special Education Programs
(3 credits)
Spring, 2010 Section 6E5**

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Course Times: 4:30 – 8:30 p.m.

Course Dates: March 24, 2011 – June 2, 2011

Course Location: Fairfax

COURSE DESCRIPTION:

EDSE 702: Managing Resources for Special Education Programs. 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.

Evidenced-Based Practices

This course will incorporate the evidence-based practices (EBPs) relevant to developing and delivering specialized programs for exceptional learners. These EBPs are indicated with an asterisk (*) in this syllabus. Evidence for the selected research-based practices is informed by meta-analysis, literature reviews/synthesis, the technical assistance networks which provide web-based resources, and the national organizations whose mission is to support students with disabilities. We address both promising and emerging practices in the field of special education. This course will provide opportunities for students to take an active, decision-making role to thoughtfully select, modify, apply, and evaluate EBPs in order to improve outcomes for students with disabilities.

NATURE OF COURSE DELIVERY

Learning activities include the following:

- Discussion of material read in preparation for course sessions.
- Student participation in small group and cooperative learning activities, including analysis of readings as applied to case-based scenarios.
- Student self-assessment of progress throughout the course.
- Access and analyze materials and resources using a variety of medium, including Blackboard, web-based resources, and professional peer-reviewed journal articles.
- Application activities in support of course concepts.
- Instructor-student dialogue and interactions during and outside of class sessions that bring relevance and heightened skills, knowledge, and insights to the students and Instructor, with a focus on strengthening lifelong learning skills in the professional and ethical practice of special education.

LEARNER OUTCOMES

This course is designed to enable students to:

1. Identify current issues in special education administration by analyzing and synthesizing the integral elements of effective policies in special education, including the role of economics, families, federal and state agencies, and professional organizations and legislative/regulatory action.
2. Display an awareness of and apply best practices to facilitate the development, implementation and evaluation of special education programs in the context of curriculum and instruction. *
3. Create a school site budget that promotes the school vision and mission and supports exceptional learners.
4. Allocate human resources efficiently and effectively and support exceptional learners in the process.
5. Demonstrate the ability to utilize a variety of problem solving, conflict resolution and decision-making processes. *
6. Understand development and management of special education budgets
7. Understand how to engage in activities that result in acquisition of federal, state and local grant monies and management of facilities, equipment and services necessary for effective special education service delivery.
8. Articulate a plan for managing a system-wide program for learner's with special needs.*

PROFESSIONAL STANDARDS

Course's Relationship to Program Goals and Professional Organization

This course is part of the George Mason University, Graduate School of Education (GSE), Special Education Program. This program complies with the standards for special educators established by the Council for Exceptional Children (CEC), the major special education professional organization. The CEC Standards are listed on the following web site: <http://www.cec.sped.org> . Look in the second column on the left, and click on "Professional Standards." On this page, to the right, there is a red book PDF document titled "What Every Special Educator Must Know." The CEC Standards for all beginning special education administrators are located in this document. The primary CEC standards that will be addressed in this class are Standards 3, 7 and 8, which are stated as follows:

Special Education Content Standard 3: Individual Learning Differences

Special educators understand the effects that an exceptional condition can have on an individual's learning in school and throughout life. Special educators understand that the beliefs, traditions, and values across and within cultures can affect relationships among and between students, their families, and the school community. Moreover, special educators are active and resourceful in seeking to understand how primary language, culture, and familial backgrounds interact with the individual's exceptional condition to impact the individual's academic and social abilities, attitudes, values, interests, and career options. The understanding of these learning differences and their possible interactions provides the foundation upon which special educators individualize instruction to provide meaningful and challenging learning for individuals with ELN.

Special Education Content Standard 7: Instructional Planning

Individualized decision-making and instruction is at the center of special education practice. Special educators develop long-range individualized instructional plans anchored in both general and special curricula. In addition, special educators systematically translate these individualized plans into carefully selected shorter-range goals and objectives taking into consideration an individual's abilities and needs, the learning environment, and a myriad of cultural and linguistic factors. Individualized instructional plans emphasize explicit modeling and efficient guided practice to assure acquisition and fluency through maintenance and generalization. Understanding of these factors as well as the implications of an individual's exceptional condition, guides the special educator's selection, adaptation, and creation of materials, and the use of powerful instructional variables. Instructional plans are modified based on ongoing analysis of the individual's learning progress. Moreover, special educators facilitate this instructional planning in a collaborative context including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate. Special educators also develop a variety of individualized transition plans, such as transitions from preschool to elementary school and from secondary settings to a variety of postsecondary work and learning contexts. Special educators are comfortable using appropriate technologies to support instructional planning and individualized instruction.

Special Education Content Standard 8: Assessment

Assessment is integral to the decision-making and teaching of special educators and special educators use multiple types of assessment information for a variety of educational decisions. Special educators use the results of assessments to help identify exceptional learning needs and to develop and implement individualized instructional programs, as well as to adjust instruction in response to ongoing learning progress. Special educators understand the legal policies and ethical principles of measurement and assessment related to referral, eligibility, program planning, instruction, and placement for individuals with ELN, including those from culturally and linguistically diverse backgrounds. Special educators understand measurement theory and practices for addressing issues of validity, reliability, norms, bias, and interpretation of assessment results. In addition, special educators understand the appropriate use and limitations of various types of assessments. Special educators collaborate with families and other colleagues to assure non-biased, meaningful

assessments and decision-making. Special educators conduct formal and informal assessments of behavior, learning, achievement, and environments to design learning experiences that support the growth and development of individuals with ELN. Special educators use assessment information to identify supports and adaptations required for individuals with ELN to access the general curriculum and to participate in school, system, and statewide assessment programs.

COURSE TEXTS AND MATERIALS

Required Texts:

Bateman, D., Bright, K. L., O'Shea, D.J., & Algozzine, B. (2007) *The special education program administrator's handbook*. Boston: Pearson, Allyn and Bacon.

American Psychological Association (2001). *Publication manual (5th ed.)*. Washington DC: Author.

Supplemental Readings:

Baker, P. H. (2005). Managing student behavior: How ready are teachers to meet the challenge? *American Secondary Education, 33*(3), 51-64.

Crockett, J. B. (2002). Special education's role in preparing responsive leaders for inclusive schools. *Remedial and Special Education, 23*(3), 157-168.

Bills, D. B. (2003). Credentials, signals, and screens: Explaining the relationship between schooling and job assignment. *Review of Educational Research, 73*(4), 441-469.

Boe, E. E., & Cook, L. H. (2006). The chronic and increasing shortage of fully certified teachers in special and general education. *Exceptional Children, 72*(4), 443-460.

Brigham, F. J., Gustashaw, W. E., III, & Brigham, M. S. (2004). Scientific practice and the tradition of advocacy in special education. *Journal of Learning Disabilities, 37*(3), 200-206.

Elmore, R. F. (2002). *Bridging the gap between standards and achievement*. Washington, DC: The Albert Shanker Institute.

Required Access to Course Blackboard Site: GSE Blackboard will be used to post important information for this course. Plan to access the Bb site several times per week; announcements and resources are posted on the Bb site in between class sessions (e.g., in response to queries or information requested by students). There will also be materials and websites on the Bb site for supplemental resources (choices for these resources may vary from student to student, depending on interest and focus during the semester).

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].

- 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/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- 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.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

Campus Resources

- 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/>].
- 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/>].

GSE faculty may add at the conclusion:

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

RHT faculty may add at the conclusion:

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

Keep Products from This Course for Future Use in Your Professional Portfolio!

Retain electronic copies of all course products to document their progress through the GSE Special Education program. Products from this class can become part of your individual professional portfolio used in your portfolio classes that document your satisfactory progress through the GSE program and the CEC performance based standards. As the program moves towards electronic portfolios, it will be even more important to have artifacts (i.e., scored assignments) saved electronically.

George Mason Blackboard: <http://blackboard.gmu.edu> GSE Blackboard will be used to post important information for this course (and others) and in completing some course assignments. Materials, resources, dialogues, notes, and other types of information will be housed on this course's Blackboard web site.

George Mason Patriot Web: <https://patriotweb.gmu.edu/>

This is a self-service website for students, faculty, and staff of George Mason University. There is a wealth of useful links, information, and online forms on this website including program of studies details, application for graduation, request for transfer of credit, and internship application.

Advising:

While there are no *required* prerequisites for this course, it is strongly recommended that students seeking either the Certificate in Special Education Leadership or the M.Ed. in Education Leadership with a Concentration in Special Education Leadership complete courses in a specific order. Please contact your program advisor for the recommended sequence of courses and to monitor your progress throughout your program. You may wish to contact Jancy Templeton, GMU Special Education Advisor, at jtemple1@gmu.edu. Please be prepared with your G number when you contact her.

APA Formatting Guidelines are also available at <http://www.psywww.com/resource/apacrib.htm>

This website is offered as a companion to the APA style manual. *However, it should not be considered a substitute for directly consulting the APA manual, 5th edition for standard of procedures for applying APA style.* Additional APA help URLs are available on the GSE library URL and may be available on the course Blackboard site. Caution with using web sites or resources other than the APA manual because some may have erroneous information on them.

Absences:

Understanding you are individuals with full and active lives, who have made the intellectual and financial commitment to regularly attend class, there may be an instance when you are not able to

attend. If this unlikely event should occur, it is your responsibility to make arrangements to obtain notes, handouts, and lecture details from another student (it is recommended that you have two colleagues in the course for this). Students who are absent are held responsible for the material covered and assignments due as if in attendance. Please be sure to notify the classmate(s) in sufficient time for them to be of assistance for you. Recommended, but not required, is that you notify the Instructor about absences in advance or within 24 hours after an absence. Be aware any points earned for participation in class activities, during a time of absence, will not be earned and cannot be made up.

Assignments and Readings and Due Dates:

For a satisfactory grade in the course, students are expected to attend all classes, arrive on time, be prepared for class, demonstrate professional behavior (see *Professional Disposition Criteria* at <http://www.gse.gmu.edu> for a listing of these dispositions), and complete all assignments with professional quality in a timely manner.

COURSE REQUIREMENTS, PERFORMANCE-BASED ASSESSMENT, AND EVALUATION CRITERIA

Grades: A=94-100 A-=90-93 B+=86-89 B=80-85 C=79-70 F=<70

Attendance and Participation	20 points	
Budget / Staffing Allocation memo	10 points	
Budget / Staffing Report	20 points	
PowerPoint Presentation	10 points	
Oral Presentation accompanying PowerPoint	20 points	
Completion of Annual Plan	20 points	
	Total	100 points

TASKSTREAM SUBMISSION: Electronic Portfolios

This assignment is the “signature” assignment for the student portfolio and must be submitted digitally to Taskstream, your electronic portfolio. ***You should enter it as the signature assignment for CEC standard 7.*** If you’ve never submitted to TaskStream before, you will need to self-enroll into TaskStream. You can access the Special Education website for information on TaskStream and other GMU-specific information: <http://gse.gmu.edu/programs/sped/taskstream/>. Every class you take in this program will have a signature assignment that must be submitted. In addition, you will be submitting other documents from your courses to complete your portfolio electronically. Always save electronic copies of your work!!

*Note: Every student registered for any EDSE course is required to submit signature assignments to TaskStream (regardless of whether a course is an elective, a one time course or part of an undergraduate minor). Failure to submit the assignment to TaskStream will result in reporting the course grade as Incomplete (IN). Unless this grade is changed, upon completion of the required submission, the IN will convert to an “F” nine weeks into the following semester.

SIGNATURE ASSIGNMENT # 1—BUDGET ALLOCATION (Required Performance for EDSE 702)

15 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 written statement, in detail using numbers, and orally to multiple constituents. (Note: The oral portion is not part of this assignment sheet, but will occur during class.)

Product:

Students are required to submit two written pieces for this assignment:

1. A brief, verbal overview of the budget that includes a clear rationale for the allocation of funds—this may not be longer than one single-spaced page and **must be in memo format**. It serves as a cover memo for #2 below. There will be one cover memo for each school.
2. A spreadsheet that shows the dollar amount allocated to each relevant budget category and the fact that the budget balances

Suggestions:

1. Your cover memo should be as brief as possible, but it also needs to be clear. It 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 memo has a clear thesis—“My rationale for this budget allocation is because .” Support your thesis with strong reasoning in the rest of the statement.
3. Your spreadsheet should be simple enough for your grandmother to be able to understand it. Teachers are most concerned about who gets what relative to their own budgets, so you need to make certain that comparisons are easily made.
4. Remember, this is a group project. Before you begin, be certain to get clear agreements and understanding regarding the following:
 - How and when will you communicate and/or meet with one another while working on the project?
 - What work will be divided up and how?
 - What work requires approval from the whole group before going forward?
 - What deadlines will you need to meet along the way to insure that your assignment is ready on time?

**BUDGET ALLOCATION
ASSESSMENT**

RUBRIC 4 Exceeds Expectations	3 Meets Expectations	2 Approaching Expectations	1 Falls Below Expectations	
Cover Memo— School Factors (ELCC 3.1) (20%) The cover memo communicates the rationale for and highlights of the budget. It communicates a connection to student achievement.	The cover memo conveys a clear, persuasive, and comprehensive plan of action for an efficient and effective allocation of resources. It persuades the reader that this particular allocation of resources has a high probability of improving student achievement.	The cover memo conveys a plan of action for efficient allocation of resources. Effectiveness may not be as compelling. The cover memo clearly communicates the rationale behind resource allocation to improve student achievement.	The cover memo leaves open questions of effectiveness and efficiency, but intent is communicated. The connection to student achievement is ambiguous.	The cover memo lacks a clear direction and the rationale for resource allocation is not clear. No connection between the budget and student achievement is evident.
Cover Memo—	The cover memo	The cover memo	The cover memo	The cover memo

<p>Context (ELCC 6.1) (5%)</p> <p>The cover memo communicates the larger context in which the budget was developed.</p>	<p>provides clear and persuasive analysis about economic factors impacting the site budget.</p>	<p>discusses important factors impacting the site budget.</p>	<p>mentions one or two economic factors in the general school environment, but does not relate them directly to the site budget.</p>	<p>fails to mention anything about economic factors impacting the site.</p>
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<p>4 Exceeds Expectations</p>	<p>3 Meets Expectations</p>	<p>2 Approaching Expectations</p>	<p>1 Falls Below Expectations</p>
<p>Spreadsheet (ELCC 3.1) (65%) The spreadsheet contains all pertinent budget information and demonstrates equity, effectiveness, and efficiency.</p>	<p>The spreadsheet persuasively supports the cover memo and demonstrates an equitable, effective, and efficient allocation of resources. It is clearly laid out in a way that allows the reader to understand it quickly. Formatting is used effectively to convey meaning.</p>	<p>The spreadsheet is consistent with the cover memo and all required data can be easily understood. The deficit or surplus is clearly indicated. Equity, effectiveness, and efficiency may not all be readily apparent.</p>	<p>The spreadsheet has some positive features, but it does not indicate an equitable, effective, and/or efficient allocation of resources. Inconsistencies are apparent and formatting may impede understanding.</p>
<p>Mechanics and accuracy (10%) Students use standard English and avoid grammar and punctuation errors. All data is accurately and consistently presented.</p>	<p>The assignment is free of errors—both verbal and numerical.</p>	<p>The assignment has one or two errors.</p>	<p>The assignment has several errors.</p>

SIGNATURE ASSIGNMENT # 2—STAFFING ALLOCATION (Required Performance for EDSE 702)

15 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. The focus, however, is very different and more complex.

Product:

Students are required to submit two written pieces for this assignment:

1. A brief, verbal overview of the staffing allocation that includes a clear rationale explaining how the staffing allocation serves the vision, mission, and goals of the school
2. A spreadsheet that shows staff FTE allocated to each course or grade level and the fact that the school has not exceeded its staffing allotment (any “understaffing” must be indicated)

Suggestions:

1. See the budget allocation assignment

Week 1

- Introductions
- Review/Discussion of Syllabus, Framework of Course and assignments
- Chapter Reporters-read/discuss
- Create Teams for Budget/Staffing assignments-time to identify school with team partner

For Next class

- Chapter 20, Bateman
- For your selected school, examine your its profile data for enrollment, population, SOL results from the school’s web site. Bring all data to class and be ready to share.
- Search the web for ideas on “Education as a Public Good” and be ready to share.
- Go VDOE website and download SOQ
- Team #1 – read Chapter 1, 3, Bateman and be ready to report to class next session

Week 2

- Team #1 – Report on Ch. 1,3

Lecture/Class Activities

- Establishing Vision, Mission and Goals-links to staffing and budgeting-elements
- Build VMG in teams
- Education as a “Public

For Next Class

- **Locate and bring to next class the FCPS Board Vision, Mission and Goals (priorities)**
- **Locate other places where they are stated, posted, etc.)**
- **Identify the VMG of the school your team has targeted**
- **Go VDOE website and download SOA**

Good”

- Examine SOQ for Budget-Staff-related items
- Funding Sources/Budgeting
- Role Play Budget Issues

- **Team #2 – read Ch. 12, 13, Bateman and report to class next session**
- **Come to class prepared to discuss UDL, RtI**

Week 3

- **Team #2 – Report on Ch. 12, 13**

Lecture / Class Activities

- Examine SOA for Budget/ items
- State sped. ratios-handout
- Special Education Program (categorical, non-categorical UDL, RtI, etc.)
- Personnel and Resources

Teams develop interview questions for school administrator

For Next Class

- **Begin planning for school administrator interviews and budget work**
- **Obtain School Report Card and all related data on VDOE website**
- **Locate/obtain the Annual Imp. Plan for the school**
- **Schedule appointment with school administrator and interview regarding budget and staffing issues.**
- **Team #3 – read Ch. 2, 6, Bateman**

Week 4	<p>Team #3- Report on Ch. 2 and 6 Discuss Annual Imp. Plan Discuss School Report Card</p>	<p>For Next Class • Be prepared to present the salient points of your interview to class • Team #4 – read Ch. 4, 5, Bateman Download School Performance Plan from VDOE website for school division from 2005 to 2008</p>
Week 6	<p>• Team #5 – Report of Ch. 7,8</p> <p>Lecture / Class Activities</p> <p>• SPP and Monitoring- examine indicators in class</p> <p>Develop interview questions for Special Education Administrator Interview</p>	<p>For Next Class • Team #6 – Read Ch. 15, 16, Bateman Interview Special Education Administrator</p>
Week 7	<p>• Team #6 – Report on Ch. 15, 16</p> <p>TBA</p>	<p>For Next Class • Team #7 – Read Ch. 9, 11</p>
Week 8	<p>Team #7 – Report on Ch. 9, 11 For Next Class Team #8 – Read Ch. 10, 14</p>	

Week 9
3/4/2010

Team #8 – Report on Ch.
10, 14
Budget/Staffing
Presentations

Wrap up Course