



**College of Education and Human Development Program  
Division of Special Education and disability Research**

**EDSE 743 6E8: *Leadership in Special Education Administration***  
**CRN: 80917, 3 credits**  
Fall 2012

<b>Instructor:</b> Dr. Mary V. Kealy	<b>Meeting Dates:</b> 08/30/12 - 10/25/12
<b>Phone:</b> 571 252-1022	<b>Meeting Day(s):</b> Thursday
<b>E-Mail:</b> Mary.Kealy@lcps.org	<b>Meeting Times:</b> 4:30 pm - 9:00 pm
<b>Office Hours:</b> before class and by appointment	<b>Meeting Location:</b> OCL

**Course Description:**

Examines leadership issues and applies them to the administration of special education programs. Explores current challenges in the delivery of services for exceptional children through case studies and projects.

**Prerequisite(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. For assistance contact the Special Education Advising Office at (703) 993-3145.

**Nature of Course Delivery**

Learning activities include the following:

Learning activities include the following:

1. Class lecture and discussion
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:**

This course is designed to enable students to:

- Define leadership.
- Describe the general behavioral and affective elements that define good leaders.
- Identify specific forms/styles of leadership and explain how the behaviors relate to specific organizational goals.
- Articulate their core beliefs about teaching, learning, and leadership, and relate these to their vision of effective school leadership.
- Connect major leadership and organizational theories, and apply these to the understanding of real-world puzzles associated with leadership practice.
- Describe the general manner in which policies are made including:
  - types of policy decisions
  - various constituent groups affected by each type of decision
  - goals that are often sought in policy-making
  - political and rhetorical tools used in policy-making
  - factors that contribute to uncertainty in policy-making
  - types of errors that affect policy making
  - tools for reducing uncertainty and error in policy making
- Illustrate reform movements and how they gain momentum by providing examples of the political and rhetorical tools relative to selected reform movements that affect special education.
- Analyze educational policy-making discussions and describe the elements of policy-making.
- Analyze current change initiatives in the context of historical education reform proposals/policies considering the following:
  - fidelity of the reform outcome with the intended purpose
  - internal consistency of logic in the arguments for or against the reform
  - the efficacy of the reform in meeting the stated goals of the policy-makers
  - unintended consequences of the reform
- Explain how special education laws and policies conform or fail to conform to expectations for genuine change using frameworks for analyzing organizational behavior and outcomes.
- Articulate the leadership role(s) they aspire to take at the conclusion of their program of study.
- Begin to articulate how they plan to develop their leadership capabilities in the near future.

**Required Textbooks:**

American Psychological Association. (2010). *Publication manual* (6<sup>th</sup> ed.). Washington, DC: Author.

Bolman, L. G., & Deal, T. E. (2010). *Reframing the path to school leadership: A guide for teachers and principals* (2<sup>nd</sup> ed.). San Francisco, CA: Corwin Press.

Bolman, L., & Deal, T. (2008). *Reframing organizations: Artistry, choice, and leadership* (4th ed.). San Francisco, CA: Jossey-Bass.

Crockett, J. B., Billingsley, B. S., & Boscardin, M. L. (2012). *Handbook of leadership and administration for special education*. New York, NY: Routledge.

Fullan, M. (2008). *The six secrets of change: What the best leaders do to help their organizations survive and thrive*. San Francisco, CA: Jossey-Bass.

**Recommended Textbooks:**

Hehir, T. (2006). *New directions in special education: Eliminating ableism in policy and practice*. Cambridge, MA: Harvard Education Press.

Suggested textbooks may be recommended as related reading in the context of the class sessions.

**Required Access to Blackboard (Bb) Course Site:** 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).

**Additional Readings:**

Supplemental readings include policy briefs and reports and articles related to leadership, special education policy and issues (available on Blackboard). Students will need to check weekly for additional articles and resources.

**Writing Resources:**

The official web site for the APA style manual, 6<sup>th</sup> edition, is <http://www.apastyle.org/>. 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, 6<sup>th</sup> edition for standard of procedures for applying APA style.* Caution with using web sites or resources other than the APA manual because some may have erroneous information on them.

**TaskStream Submission Requirement**

The signature assignment required for this course must be submitted electronically to Mason's NCATE management system, TaskStream: (<https://www.taskstream.com>).

Note: Every student registered for any EDSE course is required to begin submitting signature assignments to TaskStream (regardless of whether a course is an elective or part of an undergraduate minor). TaskStream information is available at <http://gse.gmu.edu/programs/sped/>. Failure to submit the assignment to TaskStream may result in reporting the course grade as Incomplete (IN).

**Course's Relationship 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 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/Content/NavigationMenu/ProfessionalDevelopment/ProfessionalStandards/>. The CEC standard that will be addressed in this class is Standard 1: Foundations and Standard 9: Professional and Ethical Practice. \*NOTE: NCATE Assessments (in many but not all courses) may address additional CEC standards.

**Policies:***Attendance Policy:*

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 due to unforeseen circumstances. However, since the cohort only meets for 9 sessions, the expectation is for students to attend all 9 sessions. If an emergency situation 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. Additionally, please 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, 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. To successfully complete this course, students need to adhere to the due dates for specific readings and assignments to be completed.

*Late Work Policy:*

Late assignments will not be accepted by the instructor unless discussed in advance. If an emergency occurs, please notify the instructor in advance.

**Grading Scale:**

95 - 100% = A

90 - 94% = A-

80 - 89% = B

70 - 79% = C

<70% = F

**COURSE REQUIREMENTS, PERFORMANCE-BASED ASSESSMENT, AND EVALUATION CRITERIA:**

It is expected that each student will:

- (1) Read all assigned materials for the course.
- (2) Participate in classroom activities that reflect critical reading of materials.
- (3) Research a specific policy initiative or decision and write an in-depth analysis of the decisions made relative to the initial problem that the policy-makers were addressing.

**OR**

- (3) Make a visit to conduct an observation of a policy-making body, such as the School Board, or a community organization, such as a School Board appointed advisory committee, while they are addressing a topic pertaining to or applicable to the education of students with disabilities and write a summary of the discussion that you observed.
- (4) Work individually or in a small group to present a summary of selected readings.
- (5) Collaborate with a designated team of class colleagues on developing and conducting a presentation on one of the four frames identified by Bolman and Deal.
- (6) Complete a reflective paper describing a Personal Best situation in a leadership role.
- (7) Based on analysis of a change situation, prepare a "Reframing Paper" using at least two frames to re-examine the case.
- (8) Attend each class session.

Participate as required in class and on Blackboard	10 points
Personal Best Reflection Paper	10 points
Observation Paper re Policymaking Group or Community Organization OR Policy Case Analysis	30 points
Reframing Paper - Presentation & Discussion	30 points
Team Presentation of Assigned Frame	20 points
<b>Total</b>	100 points

### Participation – 10%

Students are expected to attend class and actively participate in all assignments, group activities, and class discussions. Active participation includes the asking of questions and the presentation of one's own understanding with regard to the readings and lectures as well as interactive discussion and participation in activities with other class members. Active participation also includes listening and respectful consideration of the comments of others. This will require all students to complete the required readings, activities, and assignments for that specific class meeting. Additionally, during each class meeting there will be the opportunity to earn point(s) for successful completion of graded in-class activities. If students are not in attendance, thus not able to participate and contribute to class when these activities occur, assigned points can not be earned.

### ASSIGNMENTS:

#### 1. Personal Best Reflection Paper – 10% Due Date: September 13

For your first assignment, we will borrow an exercise from James Kouzes and Barry Posner's book, *The Leadership Challenge*. As a part of their studies of leaders and followers, they asked leaders to write a **personal best case**, which they then discussed to discover themes about leader behavior. This should be a short paper (4-5 pages), which should be typewritten using APA parameters. See rubric on page 6.

For this paper, think back over your own leadership experiences and choose one that you consider to be a "personal best" -- a time when you performed at your peak as a leader. Review the experience in your mind, and ask yourself:

- What characterized the situation? Who was involved, where and when did it take place, and who initiated the situation?
- What motivated you to get involved? How did you challenge yourselves and others?
- How did you build enthusiasm and excitement? How did you involve others and foster collaboration? How did you build trust and respect?
- What principles and values guided you and others? How did you set an example?

The above helps you describe your leadership best situation. To complete the paper, examine the leadership model Fullan presents in his book. Using this model as an analytic tool, in what ways did you excel as a leader in the situation you described above? What might you have done differently to enhance your performance? What lessons did you learn about leadership from the experience? How will you apply this knowledge in the future?

# EDSE 743 Personal Best Paper

created with  
**TaskStream**  
 Tools of Engagement

<i>Levels:</i>	<b>4 exceeds expectations</b>	<b>3 meets expectations</b>	<b>2 approaching expectations</b>	<b>1 falls below expectations</b>	<b>Score</b>
<i>Criteria:</i>					
<b>Thesis &amp; introduction (10%)</b>	The paper starts with a clear and concise statement of purpose and an introduction that provides a clear roadmap for the reader, foreshadowing what the paper is intended to cover.	Paper starts with a brief introduction that alludes to the purpose of the paper and provides a general foreshadowing of what is to be included.	The introduction provides the barest hint of the purpose of the paper and the information to be shared.	There is no clear introduction or purpose.	
<b>Description of personal best case (20%)</b>	The case is described thoroughly, including an accounting of the "personal best" situation and why it was selected as a "personal best."	The case is described thoroughly, but detail is lacking on why the case represents a "personal best"	Description of the case is incomplete or poorly constructed	Description of the case is largely missing or wholly inadequate.	
<b>Case analysis (25%)</b>	Fullan's model is summarized and then used to thoroughly assess how the case exemplifies effective leadership.	Fullan's model is used adequately to assess how the case exemplifies effective leadership.	Analysis is weak or incomplete, or superficially considers the Fullan model.	Analysis is unrelated to the case, is largely missing or wholly inadequate.	
<b>Implications for leadership development (25%)</b>	Lessons are derived from the case relating the candidate's experiences and need to develop specific leadership dispositions or proficiencies	General lessons are presented relating to the candidate's experiences and leadership development	Lessons relating to the candidate's experiences and future leadership development are superficial	Lessons learned and implications of the case are largely missing or wholly inadequate.	
<b>Organization of paper (10%)</b>	Paper is powerfully organized and fully developed	Paper includes logical progression of ideas aided by clear transitions	Paper includes brief skeleton (introduction, body, conclusion) but lacks transitions	Paper lacks logical progression of ideas	
<b>Mechanics (10%)</b>	Nearly error-free which reflects clear understanding and thorough proofreading	Occasional grammatical errors and questionable word choice	Errors in grammar and punctuation, but spelling has been proofread	Frequent errors in spelling, grammar, and punctuation	

## **2. Policy Case Analysis – 30% Due Date: October 4**

The case analysis paper includes an in-depth investigation of a significant local, state or national issue related to special education and an analysis of that policy in terms of the standards and leadership frames discussed in the course. The analysis will enable you to apply the leadership standards and frames to your work situation and help you reflect on your own personal practice. In the analysis you have an opportunity to interpret your case with in-depth insights and relate that to your work setting. You will use the analyses to develop your policy recommendations, implementation strategies and summary of leadership lessons learned.

Select a significant policy issue of interest in special education, preferably related to policy articles or class discussion topics, and conduct an in-depth policy analysis.

Construct a 5-8 page paper describing the:

- selected policy or issue to be addressed by the policy
- review of related research literature
- situation when the application of special education policy raises controversy
- types of evidence presented on each side of the controversy
- interviews with stakeholders, if appropriate
- nature of the decision being made as a result of the policy initiative
- policy recommendations synthesizing structural, political, human resource, and symbolic perspectives
- strategies for implementing policy recommendations
- implications for practical application in a school or district setting
- summary of leadership lessons learned from your analysis

**OR**

## **2. Observation Paper of a Policymaking Group or Community Organization: Due Date: October 4**

Construct a 5-8 page paper describing the:

- policymaking group or community organization--it's function, responsibilities, and authority
- nature of the decision being made
- historical context of the discussion
- types evidence presented in the discussion
- outcome of the discussion (if any)
- ways that the discussion observed conformed to or violated the ideas of the authors included in the class.

The paper should be typed in APA form and include at least 8 references.

## **3. Team Presentation based on one of the frames identified by Bolman and Deal: 20%**

This assignment provides you with an opportunity to join a team of class colleagues to further investigate one of the frames and to identify ways in which the particular frame may be applied in situations requiring leadership. Teams will be configured based on a sign-up list, and your team will be scheduled for a one-hour class presentation. Your team's presentation should engage the class and seek to deepen our understanding of the frames and ways to make them applicable in our current and future work. Be creative – presentation may include, but is not limited to, case studies, discussion questions, use of media, and/or role playing!!

**Due Dates:**

<b>Team 1 - The Structural Frame</b>	<b>September 13</b>
<b>Team 2 - The Human Resources Frame</b>	<b>September 20</b>
<b>Team 3 - The Political Frame</b>	<b>September 27</b>
<b>Team 4 - The Symbolic Frame</b>	<b>October 4</b>

**4. Reframing Paper – 30% Due Date: October 18****(MAJOR REQUIRED ASSIGNMENT-SEE RUBRIC)**

Bolman and Deal say that the essence of reframing is examining the same situation from different perspectives to develop a more holistic picture. For this paper, reconsider a school improvement project you've experienced in the last year or two at your school. In this paper, you are going to **analyze the case using multiple frames** to see what we can learn about the situation.

- Briefly describe the improvement or change:**
  - What was the performance or achievement gap being addressed by the change?
  - What was the specific the goal?
  - What strategy or action was used to promote improvement? (What was the objective of the school improvement project?)
  - What was the rationale for using this strategy to promote improvement? (Why did any one thing implementing the action plan would bring about the specific improvement you sought?)
  - What happened, and what did you learn from implementation of this project?
- Step back and consider the basis for your description – what frame are you using when you describe and analyze the change? Discuss your conclusions explicitly in terms of the use of the frame. What does the use of this conceptual lens help you understand about the case?
- Then, select **one or more other frames** to examine the case. What else can you learn by analyzing this case through the lens of this frame? Do you see different opportunities, challenges, or outcomes from an alternative perspective?
- Share your case as part of a class session and provide feedback to other class members as part of the process.

**HINT:** It seems likely that you were most likely to select the structural or human resources frames instinctively. As a comparison, try to select the political or symbolic frames – these may provide you with the best opportunities to see different things in the same case.

In your paper, be sure to be very clear about which frames you are using, what you believe to be the primary features of the frame (be brief, but let me know that *you know* what's unique and valuable about the frame as a way of seeing), and what you learn about the case by using the frame. **Students will be expected to share their case as part of a class session and provide feedback to other class members as part of the process.**

The paper should be 8-10 pages, typewritten, following APA form and standards.



# EDSE 743 Reframing: Program Rubric

Levels:	4 exceeds expectations	3 Meets expectations	2 approaching expectations	1 falls below expectations	Score
<i>Criteria:</i>					
<b>Thesis &amp; introduction (10%)</b>	The paper starts with a clear and concise statement of purpose and an introduction that provides a clear roadmap for the reader, foreshadowing what the paper is intended to cover.	Paper starts with a brief introduction that alludes to the purpose of the paper and provides a general foreshadowing of what is to be included.	The introduction provides the barest hint of the purpose of the paper and the information to be shared.	There is no clear introduction or purpose.	
<b>Description of school improvement case (15%)</b>	The case is described thoroughly, with clear delineation of the critical events relating to the SIP project	The case is described thoroughly	Description of the case is incomplete or poorly constructed	Description of the case is largely missing or wholly inadequate	
<b>Case analysis - Framing: Applies appropriate models of organizational management (ELCC 3.1.a) (20%)</b>	The model of organizational management (frame) used to initially describe the case is accurately identified, characteristics of the frame are clearly described, and the frame is used as a conceptual lens to gain an understanding of the case	The model of organizational management (frame) used to initially present the case is identified, discussed, and applied as a conceptual lens for understanding the case	Analysis is weak or incomplete, or superficially considers the application of a model of organizational management (frame) to the analysis	Analysis is unrelated to the case, is largely missing or wholly inadequate	
<b>Case re-analysis - Reframing: Applies appropriate models of organizational management (ELCC 3.1.a)(20%)</b>	At least one additional theoretical frame is clearly and thoroughly described, and the frame is used as a conceptual lens for re-analyzing the case and highlighting additional insights to explain the case	At least one additional theoretical frame is briefly described and used as a conceptual lens for re-analyzing the case	Re-analysis is weak or incomplete, or superficially considers the application of at least one additional theoretical frame	Re-analysis is unrelated to the case, is largely missing or wholly inadequate	
<b>Reflection: Explains &amp; applies various theories of change (ELCC 6.1.h) (15%)</b>	Specific lessons are presented relating to the process and value of reframing for school leaders, and the insights gained by using reframing to describe and explain educational change in this case	General lessons are presented relating to the process and value of reframing for school leaders, and the insights gained by using reframing to describe and explain educational change in this case	Superficial conclusions are offered relating to the process and value of reframing, and the insights gained by using reframing to describe and explain educational change in this case	Conclusion and implications are largely missing or wholly inadequate	
<b>Support: Acts as informed consumer of educational theory and concepts (ELCC 6.1.a) (10%)</b>	Specific, developed ideas and/or evidence from theory or research are used to support analysis	Supporting theory or research used to support analysis lacks specificity or is loosely developed	Uses some supporting ideas and/or evidence in analysis of case	Few to no solid supporting ideas or evidence	
<b>Organization of paper (5%)</b>	Paper is powerfully organized and fully developed	Paper includes logical progression of ideas aided by clear transitions	Paper includes brief skeleton (introduction, body, conclusion) but lacks transitions	Paper lacks logical progression of ideas	
<b>Mechanics (5%)</b>	Nearly error-free which reflects clear understanding and thorough proofreading	Occasional grammatical errors and questionable word choice	Errors in grammar and punctuation, but spelling has been proofread	Frequent errors in spelling, grammar, and punctuation	

**George Mason University**  
**Tentative Course Organization and Class Schedule: EDSE 743 Fall 2012**

Meeting	Topic	Assignments (for next class)
Week 1 8/30/12	Course Overview Introduction to Leadership Models and Organizational Change <b>Standards for School Leaders &amp; Special Education Administrators</b>	B & D, Part 1 B & D: <i>Reframing the Path to School Leadership</i> Fullan, Chapters 1-7 <b>HLASE</b> , Section I
Week 2 9/6/12	<b>Context and Development of Leadership in Special Education</b> Leadership for Student Performance Developing Leaders for the 21 <sup>st</sup> Century	<b>HLASE</b> , Section II B & D, Part 2, Chapters 3-5 <b>Fullan Discussion Group: Chapters 1 &amp; 2</b> Assigned Reading in Blackboard
Week 3 9/13/12	<b>Leadership, Policy and School Reform</b> Current Policy and Legislation Issues Special Education and School Choice Leadership for Creating Change <b>Team 1 Presentation: The Structural Frame</b>	<b>HLASE</b> , Section III <b>Fullan Discussion Group: Chapters 3 &amp; 4</b> Assigned Reading in Blackboard <b>Personal Best Paper Due</b>
Week 4 9/20/12	<b>Collaborative Leadership: Models for Creating Inclusive and Effective Educational Services for All</b> Inclusive School Reform Leadership for Culturally –Responsive Education <b>Team 2 Presentation: The Human Resource Frame</b>	<b>HLASE</b> , Section IV <b>Fullan Discussion Group: Chapters 5 &amp; 6</b> Read B & D, Part 3, Chapters 6-8 Assigned Reading in Blackboard
Week 5 9/27/12	<b>Instructional Leadership &amp; the Evaluation of Educational Outcomes</b> Leading to Improve Teacher Effectiveness Leadership and Instruction: Evidence-Based Practices <b>Team 3 Presentation: The Political Frame</b>	<b>HLASE</b> , Section IV B & D: Part 4, Chapters 9-11 Assigned Reading in Blackboard
Week 6 10/4/12	<b>Teacher Quality &amp; Effectiveness</b> Human Capital: Teacher Supply & Demand in Special Education-Preparation, Recruitment, Retention Issues School-Wide Leadership Responsive Instructional Leadership <b>Team 4 Presentation: The Symbolic Frame</b>	B&D, Part 5, Chapters 12-14 Assigned Reading in Blackboard <b>Policy / Case Analysis OR Observation of Policymaking Group Paper Due</b>
Week 7 10/11/12	<b>VCASE Conference</b>	<b>HLASE</b> , Section V B & D: Part 6, Chapters 15-17 Assigned Reading in Blackboard <b>VCASE Reflection Paper</b>
Week 8 10/18/12	<b>Challenges for Educational Leaders</b>	B & D: Part 6, Chapters 17, 18, 20 Assigned Reading in Blackboard <b>Case Presentations</b> <b>Reframing Paper Due</b>
Week 9 10/25/12	<b>Reframing and Leading for Change: Your Personal Goals</b> Reflections and Celebration!	<b>Case Presentations</b>

## **GMU POLICIES AND RESOURCES FOR STUDENTS**

- a.* Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>]
- b.* Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>]
- 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. [http://cehd.gmu.edu/values/Revised 06/25/12](http://cehd.gmu.edu/values/Revised%2006/25/12)

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

**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.