College of Education and Human Development
Division of Special Education and disAbility Research

Spring 2017
EDSE 702 629: Managing Resources for Special Education Programs
CRN: 21153, 3 – Credits

Instructor: Dr. Jill Jakulski	**Meeting Dates**: March 16, 2017 – May 18, 2017
Phone: 703-624-3345	**Meeting Day(s)**: Thursdays
E-Mail: jjakulsk@gmu.edu	**Meeting Time(s)**:4:30pm – 9:00pm
Office Hours: by appointment	**Meeting Location**: Off-Campus Westfield High School, R122
Office Location: contact to schedule	**Other Phone**: n/a

Note: This syllabus may change according to class needs. Teacher Candidates/Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.

Prerequisite(s) None
Co-requisite(s) None

Course Description
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.

Advising Contact Information
Please make sure that you are being advised on a regular basis as to your status and progress through your program. Mason M.Ed. and Certificate teacher candidates/students should contact the Special Education Advising Office at (703) 993-3670 for assistance. All other teacher candidates/students should refer to their faculty advisor.

Course Delivery Method
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

Upon completion of this course, students will be able 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.

Course Relationship to Program Goals and Professional Organizations

This course is part of the George Mason University, College of Education and Human Development (CEHD), Graduate School of Education, Special Education Leadership Graduate Certificate and Education Leadership, M.Ed. Concentration in Special Education Leadership. These programs comply with university and program standards.

Required Textbooks

Bateman, David F. et al., (2007). *The Special Education Program Administrator's Handbook*. Pearson.

Recommended Textbooks

American Psychological Association*. (2010). Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

Tk20 Performance-Based Assessment Submission Requirement

It is critical for the special education program to collect data on how our students are meeting accreditation standards. Every teacher candidate/student registered for an EDSE course with a required Performance-based Assessment (PBA) is required to upload the PBA to Tk20 (regardless of whether a course is an elective, a one-time course or part of an undergraduate minor). A PBA is a specific assignment, presentation, or project that best demonstrates one or more CEC, InTASC or other standard connected to the course. A PBA is evaluated in two ways. The first is for a grade, based on the instructor's grading rubric. The second is for program accreditation purposes. Your instructor will provide directions as to how to upload the PBA to Tk20.

For EDSE 744, the required PBA is Budget and Staff Allocations, (2 separate assignments). Failure to submit the assignment to Tk20 will result in reporting the course grade as Incomplete (IN). Teacher candidates/students have until five days prior to the University-stated grade change deadline to upload the required PBA in order to change the course grade. When the PBA is uploaded, the teacher candidate/student is required to notify the instructor so that the "IN" can be changed to a grade. If the required PBA is not uploaded five days prior to the University-stated grade change deadline and, therefore, the grade not changed, it will become an F. Please check to verify your ability to upload items to Tk20 before the PBA due date.

ASSIGNMENTS

Performance-based Assessment (Tk20 submission required)

1. **Budget Allocation** *(15 pts)*
   Rationale:
   Budget allocations must be prepared in a way 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 present orally to multiple constituents (class presentation).

   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.
   2. A spreadsheet that shows the dollar amount allocated to each relevant budget category and the fact that the budget balances.

2. **Staffing Allocation** *(15 pts)*
   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 way that others can easily understand. The focus, however, is very different and more complex. The group presentation includes the service delivery plan reflecting how a continuum of services and supports will be provided using the staffing allocation in inclusive settings to the maximum extent possible.

   Product:
   Students are required to submit two written pieces for this assignment:
   1. A brief, written 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 full-time equivalency (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).

*** *Note: Additional instructions, suggestions and guidelines are available on Blackboard****

Other Assignments

1. **Special Education Administrator Interview** *(20 pts)*
   Using a pool of questions developed collaboratively in class, you will interview a principal or assistant principal who is designated as the primary administrator for special education in the school in which he/she works, <u>or</u> an administrator at the district/central office whose primary role is directly related to the support and supervision of special education programming. Following the interview, you will write a 3-5 page reflective response, which includes a summary of the information provided by the administrator, a detailed reflection of what was learned, and insights about how the learning and reflection will be applied to your work in the future. A rubric for this assignment is provided in the appendix of this syllabus and on Blackboard.

2. **Point/Counter Point Reflection Papers** (*20 pts*)
   The purpose of these exercise is to facilitate thinking and discussion as a way to deepen understanding and explore beliefs about questions of relevance to leaders in the field of special education. On four occasions throughout the semester, a question will be presented to the class for consideration. Each student will then be provided a published article specific to the topic. One article leads understanding and thinking in affirmative of the question; the other article will lead understanding and thinking contrary to the affirmative perspective. The week following, students in each group will engage in a guided activity/discussion designed to explore each side of the issue. Students

will then write reflective papers to be turned in the next week, based on the guidelines outlined in the rubric provided (see Blackboard).

3. **Engagement** *(20 pts)*
   Each student is a valuable and contributing member of the learning environment and, therefore, is expected to be actively engaged in class sessions and activities. To that end, one component of student evaluation in this course is engagement. To earn engagement points, EDSE 702 students are expected to attend class (arriving on time and staying until the end), arrive prepared, and demonstrate professional dispositions throughout. Engagement credit is achieved through active, thoughtful, deliberate involvement in and completion of course activities conducting oneself professionally, and treating all respectfully. If you do not attend a class session, you will not be able to earn participation credit. However, it is understood that, in real life, issues come up that may prevent you from attending. Missing one class session will not sink your grade. Missing several class sessions will.

Course Policies and Expectations
Attendance/Participation
See above.

The George Mason University College of Education and Human Development Professional Dispositions serve as a minimum standard (http://cehd.gmu.edu/teacher/professional-disposition).

Late Work
- Late work will not be accepted unless I confirm with you in advance, via email, an alternate due date and time. Except in unusual/extenuating circumstances, requests for the submission of late assignments will not be approved.

- If you are not in class on the day an assignment is due, it remains your responsibility for submitting the assignment on or before the due date and time, and in the manner in which it is supposed to be submitted. Assignments which are to be posted to Blackboard are due no later than 9:00 p.m. on the dates they are due.

- A student who verifies *extenuating* circumstances preventing the completion of course requirements must make arrangements *no later than 7 calendar days prior to the last day of class.* Any exams must be taken no later than the last class.

Grading Scale
95 – 100 = A
90 – 94 = A-
80 – 89 = B
70 – 79 = C
< 70 = F

Note: The George Mason University Honor Code will be strictly enforced. Students are responsible for reading and understanding the Code. "To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work." Work submitted must be your own or with proper citations (see http://oai.gmu.edu/the-mason-honor-code/).

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times.

Core Values Commitment

The College of Education and 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/

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see http://oai.gmu.edu/the-mason-honor-code/).
- Students must follow the university policy for Responsible Use of Computing (see http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).
- Students are responsible for the content of university communications sent to their Mason 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 with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see http://ods.gmu.edu/).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/api/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.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/).
- 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 Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to http://studentsupport.gmu.edu/, and the OSS staff will follow up with the student.

For additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu/.

Class Schedule
Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

DATE	TOPIC	READINGS PRIOR to Class	ASSIGMENTS DUE
March 16	• Administrative Leadership • Legal Issues • develop questions for interview assignment	• Ch 1, 2, 5, 6, 7, 8	
March 23	• Discipline	• Ch 4 • P/CP #1: Disproportional Representation in Special Education	
March 30	• IEP Compliance and Placement	• Ch 8 • P/CP # 2: Inclusive Classroom Model	*P/CP #1 Reflection*
April 6	• Climate and Culture • Mission, Vision, and Values	• P/CP #3: School Reform and Discipline	*P/CP #2 Reflection*
April 13	no class ~ ~ spring break ~ ~ no class ~ ~ spring break		
April 20	• Staffing • Budgeting	• Ch 12, 13,	*P/CP #3*
April 27	• Due Process and Mediation • Student Accountability	• Ch 3, 14 &?	Interview Assignment
May 04	• Supervision and Evaluation of Staff	• Ch 19 • P/CP: Teacher Readiness for Inclusive Settings	
May 11	• Collaboration w/ Key Stakeholders	• Ch 10 15, 16, 18	P/CP # 4
May 18	• Presentations	•	Budget & Staffing Presentations Budgeting Allocation Assignment Staffing Allocation Assignment

Appendix: TK20 Rubrics

Budget Allocation Assessment Rubric

	Exceeds Expectations 4	Meets Expectations 3	Approaching Expectations 2	Falls Below Expectations 1
Cover Memo— Develop, articulate, and steward a vision (10%) (ELCC 1.1)	The cover memo specifies the participatory role of school stakeholders in helping to achieve the school vision through active development and implementation of budget.	The cover memo explains how the budget was developed so that stakeholders will understand its rationale.	The cover memo is vague with respect to rationale and/or stakeholder participation.	The cover memo is silent on the issues of rationale and stakeholder participation.
Cover Memo— Efficient use of human, fiscal, and technological resources (10%) (ELCC 3.2)	The cover memo communicates a clear, persuasive, and comprehensive explanation for why this particular allocation of resources has a high probability of improving student achievement.	The cover memo communicates a clear explanation for why this resource allocation will help improve student achievement.	The explanation in the cover memo is not entirely clear and the connection to student achievement is ambiguous.	No connection between the budget and student achievement is in evidence.
Cover Memo— Monitor and evaluate school management and operational systems (10%) (ELCC 3.1)	The memo provides a persuasive plan of action for efficient and effective allocation of resources focused on school improvement.	The memo provides a clear plan of action for efficient and effective allocation of resources focused on school improvement.	The cover memo leaves open questions of effectiveness and/or efficiency, but intent is communicated.	The cover memo does not communicate how criteria of efficiency and effectiveness are met.
Cover Memo— Understand, anticipate, and assess emerging trends (10%) (ELCC 6.3)	The cover memo provides clear and persuasive analysis of emerging trends and how they are addressed in the budget.	The cover memo provides some discussion about how the budget addresses emerging trends.	The cover memo mentions one or two contextual factors, but does not correlate them with the development of the budget.	The cover memo fails to mention anything about how the budget addresses emerging trends.
Spreadsheet— Understand, collect, and use data (10%) (ELCC 1.2)	The spreadsheet clearly and persuasively demonstrates how the budget will help the school to achieve strategic and tactical goals.	The spreadsheet presents a budget that logically follows from the school's strategic and tactical goals.	It is unclear how the budget presented in the spreadsheet supports the school's strategic and tactical goals.	No apparent connections between the school's strategic and tactical goals and the budget presented in the spreadsheet.
Spreadsheet—Act with integrity and fairness to ensure students' success (15%) (ELCC 5.1)	The spreadsheet demonstrates equitable decision making that is clearly consistent with students' priority needs.	The spreadsheet demonstrates equitable decision making, however selected allocations appear inconsistent with students' priority needs.	The spreadsheet demonstrates limited evidence of equity in decision making and/or the allocations are inconsistent with students' priority needs.	The spreadsheet is confusing and/or is not consistent with the cover memo.
Spreadsheet— Promotes social justice (15%) (ELCC 5.5)	The spreadsheet clearly and persuasively demonstrates how resources are allocated to special needs students in a manner that addresses their particular teaching and learning challenges within district guidelines and legal boundaries.	The spreadsheet acknowledges the importance of addressing the special needs of specific student populations, but may not be entirely persuasive with respect to adequacy.	Special needs students are represented in the spreadsheet, but resource allocation appears inadequate. There may also be some indication of violation of district procedures and/or legal boundaries.	Special needs students are not represented in the spreadsheet or are inadequately addressed.
Mechanics and Accuracy (10%) Students use standard English and avoid grammar and punctuation errors. All data is accurately and consistently presented.	The assignment is **free** of errors—both verbal and numerical.	The assignment has a few errors.	The assignment has some errors.	The assignment has numerous errors.

Staffing Allocation Assessment Rubric

	Exceeds Expectations 4	Meets Expectations 3	Approaching Expectations 2	Falls Below Expectations 1
Cover Memo— Develop, articulate, and steward a vision (10%) (ELCC 1.1)	The cover memo specifies the participatory role of school stakeholders in helping to achieve the school vision through their active development and implementation of the staffing allocation.	The cover memo explains how the staffing allocation was developed so that stakeholders will understand its rationale.	The cover memo is vague with respect to rationale and/or stakeholder participation.	The cover memo is silent on the issues of rationale and stakeholder participation.
Cover Memo— Collaboration, trust, and a personalized learning environment with high expectations (10%) (ELCC 2.1)	The cover memo communicates a clear, persuasive, and comprehensive explanation for why this particular staffing allocation has a high probability of improving student achievement.	The cover memo communicates a clear explanation for why this staffing allocation will help improve student achievement.	The explanation in the cover memo is not entirely clear and the connection to student achievement is ambiguous.	No connection between the staffing allocation and student achievement is evident.
Cover Memo— Understand, anticipate, and assess emerging trends (10%) (ELCC 6.3)	The cover memo provides clear and persuasive analysis of emerging trends and how they are addressed in the staffing allocation.	The cover memo provides some discussion about how the staffing allocation addresses emerging trends.	The cover memo mentions one or two contextual factors, but does not correlate them with the development of the staffing allocation.	The cover memo fails to mention anything about how the staffing allocation addresses emerging trends.
Spreadsheet— Develop, articulate, and steward a vision (15%) (ELCC 1.1)	The spreadsheet clearly and persuasively demonstrates how the staffing allocation will help the school to achieve its vision.	The spreadsheet presents a staffing allocation that logically follows from the vision.	It is difficult to see how the staffing allocation presented in the spreadsheet supports the vision articulated in the cover memo.	There are no apparent connections between the school vision and the staffing allocation.
Spreadsheet— Monitor and evaluate school management and operational systems (15%) (ELCC 3.1)	The spreadsheet persuasively supports cover memo and demonstrates creative and effective use of district allocation of human resources.	The spreadsheet is consistent with the cover memo and shows that all district-allocated human resources are put to good use.	The spreadsheet has some positive features, but it either does not fully utilize the district staffing allotment and/or it contains questionable staffing choices.	The spreadsheet does not adequately allocate district-allotted human resources.
Spreadsheet—Act with integrity and fairness to ensure students' success (15%) (ELCC 5.1)	The spreadsheet demonstrates equitable decision making that is clearly consistent with students' priority needs.	The spreadsheet demonstrates equitable decision making, however selected allocations appear inconsistent with students' priority needs.	The spreadsheet demonstrates limited evidence of equity in decision making and/or the allocations are inconsistent with students' priority needs.	The spreadsheet is confusing and/or is not consistent with the cover memo.
Spreadsheet— Promotes social justice (15%) (ELCC 5.5)	The spreadsheet clearly and persuasively demonstrates how staffing is allocated to special needs students in a manner that addresses their particular teaching and learning challenges within district guidelines and legal boundaries.	The spreadsheet acknowledges the importance of addressing the special needs of specific student populations, but may not be entirely persuasive with respect to adequacy.	Special needs students are represented in the spreadsheet, but staffing allocation appears inadequate. There may also be some indication of violation of district procedures and/or legal boundaries.	Special needs students are not represented in the spreadsheet or are inadequately addressed.
Mechanics and Accuracy (10%) Students use standard English and avoid grammar and punctuation errors. All data is accurately and consistently presented.	The assignment is **free** of errors—both verbal and numerical.	The assignment has a few errors.	The assignment has some errors.	The assignment has numerous errors.