I. Course Description:
This online course will examine the organization and administration of special services such as career, technical-vocational, special education, reading and other programs in the public schools. Many of these programs are funded under Titles I, II, III, VIII, Special Education, Bilingual Education (BE)/English as a Second Language (ESL), and other state and federal programs.

EDLE 5313 “Administration of Special Services” (3 credits; fully online) spans 8 weeks. The course contains extensive written content that includes the same information if presented in a face-to-face lecture course, requiring students to engage the online modules for at least 6 hours per week. Primary source readings are woven into the content to support key concepts or provide perspective on historical events. In addition, students are required to read at multiple short texts during the semester, complete quizzes/discussions over the course content, and complete multiple writing assignments that evaluate their ability to think critically, interpret scenarios, and respond to a variety of situations. For every hour a student spends engaging with the content, he/she spends at least two hours completing associated activities and assessments.

James I. Perkins College of Education Diversity Statement is found at the following link:
http://coe.sfasu.edu/about-us/

II. Intended Learning Outcomes/Goals/Objectives:

Program Learning Outcomes:

1. The student will apply skills, content knowledge, and knowledge of necessary dispositions regarding the role of an effective school leader
2. The student will demonstrate an understanding of basic principles and foundations of school leadership.
3. The student will demonstrate instructional leadership skills in working with faculty on issues of instruction, curriculum, culture, and professional development.
4. The student will demonstrate and apply leadership skills through school-level practicum experiences.
5. The student will demonstrate building level leadership skills in supporting P-12 student learning within a school.
6. The student will exhibit school leadership skills in organizational management and community relations developing effective school-based management and resource systems and school-community partnerships

Student Learning Outcomes:

1. Students will understand the legal aspects and requirement of providing service to students in special populations including SPED, ESL, 504, CTE, counseling and extra-curriculars.
2. Students will understand the sources of, and uses for, funding related to Title programs, compensatory education, and other state and federal programs.
3. Students will demonstrate their knowledge of the use of title funds, compensatory funs, and other state and federal funds.
4. Students will describe the processes of special services functions such as ARDs, MDRs, LPACs, 504s, and other.
5. Students will be able to understand and apply their knowledge of the role of the principal in the various special services including CTE, counseling, SPED, extra-curriculars, ESL and 504.
6. Students will demonstrate their knowledge of special services through variety of assessments including real-world scenarios, discussions, papers, and quizzes.
7. Students will understand how involvement in special services programs impacts the educational process as it relates to discipline, instruction, and assessment.
8. Students will use the create a resource bank related to the administration of the various special service presented in this course.

ELCC Standards that guide this course and all courses taught include:

Standard 1.0: A building-level education leader applies knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school-based stakeholders.

Standard 2.0: A building-level education leader applies knowledge that promotes the success of every student by sustaining a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school program; developing and supervising the instructional and leadership capacity of school staff; and promoting the most effective and appropriate technologies to support teaching and learning within a school environment.

Standard 3.0: A building-level education leader applies knowledge that promotes the success of every student by ensuring the management of the school organization, operation, and resources through monitoring and evaluating the school management and operational systems; efficiently using human,
fiscal, and technological resources in a school environment; promoting and protecting the welfare and safety of school students and staff; developing school capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high-quality instruction and student learning.

**Standard 4.0:** A building-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the school by collecting and analyzing information pertinent to improvement of the school’s educational environment; promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community; building and sustaining positive school relationships with families and caregivers; and cultivating productive school relationships with community partners.

**Standard 5.0:** A building-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a school system of accountability for every student’s academic and social success by modeling school principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school; safeguarding the values of democracy, equity, and diversity within the school; evaluating the potential moral and legal consequences of decision making in the school; and promoting social justice within the school to ensure that individual student needs inform all aspects of schooling.

**Standard 6.0:** A building-level education leader applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies.

**Standard 7.0:** A building-level education leader applies knowledge that promotes the success of every student through a substantial and sustained educational leadership internship experience that has school-based field experiences and clinical internship practice within a school setting and is monitored by a qualified, on-site mentor.

**Principal Standards TAC 241.15**

(a) Principal Certificate Standards. The knowledge and skills identified in this section must be used by an educator preparation program in the development of curricula and coursework and by the State Board for Educator Certification as the basis for developing the examinations required to obtain the standard Principal Certificate. The standards also serve as the foundation for the individual assessment, professional growth plan, and continuing professional education activities required by §241.30 of this title (relating to Requirements to Renew the Standard Principal Certificate).

(b) School Culture. The principal:
   (1) ensures that a positive, collaborative, and collegial school culture facilitates and enhances the implementation of campus initiatives and the achievement of campus goals;
(2) uses emerging issues, recent research, demographic data, knowledge of systems, campus climate inventories, student learning data, and other information to collaboratively develop a shared campus vision;
(3) facilitates the collaborative development of a plan in which objectives and strategies to implement the campus vision are clearly articulated;
(4) supports the implementation of the campus vision by aligning financial, human, and material resources;
(5) establishes processes to assess and modify the plan of implementation to ensure achievement of the campus vision;
(6) acknowledges, recognizes, and celebrates the contributions of students, staff, parents, and community members toward the realization of the campus vision;
(7) models and promotes the continuous and appropriate development of all learners, including faculty and staff, in the campus community;
(8) uses strategies to ensure the development of collegial relationships and effective collaboration of campus staff;
(9) develops and uses effective conflict-management and consensus-building skills;
(10) establishes and communicates consistent expectations for staff and students, providing supportive feedback to ensure a positive campus environment;
(11) implements effective strategies to systematically gather input from all campus stakeholders, supporting innovative thinking and an inclusive culture;
(12) creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students; and
(13) ensures that parents and other members of the community are an integral part of the campus culture.

(c) Leading Learning. The principal:
(1) creates a campus culture that sets high expectations, promotes learning, and provides intellectual stimulation for self, students, and staff;
(2) prioritizes instruction and student achievement by understanding, sharing, and promoting a clear definition of high-quality instruction based on best practices from recent research;
(3) routinely monitors and improves instruction by visiting classrooms, engaging in formative, evidence-based appraisal processes and conferences with teachers, and attending grade or team meetings;
(4) facilitates the use of sound research-based practice in the development and implementation of campus curricular, co-curricular, and extracurricular programs to fulfill academic, developmental, social, and cultural needs;
(5) facilitates campus participation in collaborative school district planning, implementation, monitoring, and curriculum revision to ensure appropriate scope, sequence, content, and alignment;
(6) implements a rigorous curriculum aligned with state standards, including college and career readiness standards;
(7) analyzes the curriculum to ensure that teachers align content across grades and that curricular scopes and sequences meet the particular needs of their diverse student populations;
(8) monitors and ensures staff uses multiple forms of student data to inform instruction and intervention decisions to maximize instructional effectiveness and student achievement;
(9) ensures that effective instruction maximizes growth of individual students and student groups, supports equity, and eliminates the achievement gap;
(10) ensures staff have the capacity and time to collaboratively and individually use classroom formative and summative assessment data to inform effective instructional practices and interventions; and
(11) facilitates the use and integration of technology, telecommunications, and information systems that enhance learning.

(d) Human Capital. The principal:
(1) invests and manages time to prioritize the development, support, and supervision of the staff to enhance student outcomes;
(2) ensures all staff have clear expectations that guide them and by which they are assessed, including the use of and familiarity with evidence-based appraisal rubrics, where applicable;
(3) uses data from multiple points of the year to complete accurate appraisals of all staff, using evidence from regular observations, student data, and other sources to evaluate the effectiveness of teachers and staff;
(4) coaches and develops educators by conducting conferences, giving individualized feedback, and supporting individualized professional growth opportunities;
(5) facilitates the campus’s professional learning community to review data, processes, and policies in order to improve teaching and learning in the school;
(6) creates opportunities for effective staff to take on a variety of leadership roles and appropriately delegates responsibilities to staff and administrators on the leadership team;
(7) collaboratively develops, implements, and revises a comprehensive and on-going plan for professional development of campus staff that addresses staff needs based on staff appraisal trends, goals, and student information;
(8) ensures the effective implementation of a continuum of professional development by the appropriate allocation of time, funding, and other needed resources;
(9) implements effective, legal, and appropriate strategies for the recruitment, selection, assignment, and induction of campus staff; and
(10) plans for and adopts early hiring practices.

(e) Executive Leadership. The principal:
(1) reflects on his or her practice, seeks and acts on feedback, and strives to continually improve, learn, and grow;
(2) engages in ongoing and meaningful professional growth activities to further develop knowledge and skills and to model lifelong learning;
(3) uses strong communication skills, understands how to communicate a message in different ways to meet the needs of various audiences, and develops and implements strategies for effective internal and external communications;
(4) develops and implements a comprehensive program of community relations, which uses strategies that will effectively involve and inform multiple constituencies;
(5) establishes partnerships with parents, businesses, and other groups in the community to strengthen programs and support campus goals;
(6) demonstrates awareness of social and economic issues that exist within the school and community that could impact campus operations and student learning;
(7) gathers and organizes information from a variety of sources for use in creative and effective campus decision making;
frames, analyzes, and creatively resolves campus problems using effective problem-solving techniques to make timely, high-quality decisions;
(9) develops, implements, and evaluates change processes for organizational effectiveness;
(10) uses effective planning, time management, and organization of work to maximize attainment of school district and campus goals; and
(11) keeps staff inspired and focused on the campus vision while supporting effective change management.

(f) Strategic Operations. The principal:
(1) assesses current campus needs, reviewing a wide set of evidence to determine the campus's priorities, and sets ambitious and measurable school goals, targets, and strategies that form the campus's strategic plan;
(2) outlines and tracks meaningful goals, targets, and strategies aligned to a school vision that continuously improves teacher effectiveness and student outcomes;
(3) allocates resources effectively (e.g., staff time, dollars, and tools), aligning them to the school priorities and goals, and works to access additional resources as needed to support learning;
(4) establishes structures to regularly monitor multiple data points with leadership teams to evaluate progress toward goals, adjusting strategies to improve effectiveness;
(5) implements appropriate management techniques and group processes to define roles, assign functions, delegate authority, and determine accountability for campus goal attainment;
(6) implements strategies that enable the physical plant, equipment, and support systems to operate safely, efficiently, and effectively to maintain a conducive learning environment;
(7) applies local, state, and federal laws and policies to support sound decisions while considering implications related to all school operations and programs;
(8) collaboratively plans and effectively manages the campus budget;
(9) uses technology to enhance school management;
(10) facilitates the effective coordination of campus curricular, co-curricular, and extracurricular programs in relation to each other and other school district programs; and
(11) collaborates with district staff to implement district policies and advocates for the needs of district students and staff.

(g) Ethics, Equity, and Diversity. The principal:
(1) implements policies and procedures that encourage all campus personnel to comply with Chapter 247 of this title (relating to Educators' Code of Ethics);
(2) models and promotes the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors;
(3) ensures that reports of educator misconduct, including inappropriate relationships between educators and students, are properly reported so appropriate investigations can be conducted;
(4) models and promotes the continuous and appropriate development of all learners in the campus community;
(5) ensures all students have access to effective educators and continuous learning opportunities;
(6) promotes awareness and appreciation of diversity throughout the campus community;
(7) implements special campus programs to ensure that all students are provided quality, flexible instructional programs and services to meet individual student needs;
(8) articulates the importance of education in creating engaged citizens in a free democratic society;
(9) communicates productively with all audiences through strong communication skills and understands how to communicate a message in different ways to meet the needs of various audiences; and

(10) treats all members of the community with respect and develops strong, positive relationships with them.

III. Course Assignments, Activities, Instructional Strategies and Use of Technology:

Assignments
Assignments are embedded into the content of the course within each module. Specific due dates and points for each assignment can be found in this sections below. As a principal, you will need to organize your time and plan your activities. In this course you will be expected to organize your work and develop timelines to complete all activities and other requirements by the assigned due dates and prior to the end of the course.

Please refer to dropbox for exact details about the assignments below.

IV. Evaluation/Grading:

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Assignment</th>
<th>Where is it?</th>
<th>Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/30</td>
<td>Compensatory Education Discussion Responses Due</td>
<td>Discussion</td>
<td>20</td>
</tr>
<tr>
<td>9/1</td>
<td>Compensatory Education Quiz</td>
<td>Quizzes</td>
<td>10</td>
</tr>
<tr>
<td>9/3</td>
<td>Compensatory Ed/HB 1416 Assignment</td>
<td>Dropbox</td>
<td>50</td>
</tr>
<tr>
<td>9/8</td>
<td>CTE Assignment</td>
<td>Dropbox</td>
<td>50</td>
</tr>
<tr>
<td>9/13</td>
<td>Side by Side Assignment</td>
<td>Dropbox</td>
<td>50</td>
</tr>
<tr>
<td>9/18</td>
<td>Dispute Resolution Assignment</td>
<td>Dropbox</td>
<td>50</td>
</tr>
<tr>
<td>9/20</td>
<td>Common Sense Guide Discussion Responses Due</td>
<td>Discussion</td>
<td>20</td>
</tr>
<tr>
<td>9/22</td>
<td>Special Education Quiz</td>
<td>Quizzes</td>
<td>10</td>
</tr>
<tr>
<td>9/26</td>
<td>504 Assignment</td>
<td>Dropbox</td>
<td>50</td>
</tr>
<tr>
<td>9/30</td>
<td>Literacy Discussion Responses Due</td>
<td>Discussion</td>
<td>20</td>
</tr>
<tr>
<td>10/5</td>
<td>Dyslexia Assignment</td>
<td>Dropbox</td>
<td>50</td>
</tr>
</tbody>
</table>
A 500-448  B 447-398  C 397-348  F-below 348

All assignments must be completed in order to receive an A in the course.

Assignments not completed by the due date may only receive up to 80% of the total grade. For example, if you would have otherwise made a 100 on a late assignment, then you will receive an 80. Had you made a 90, then you will receive a 72.

V. Tentative Course Outline/Calendar:

The course outline is found in the D2L material.

A. Each student in this course is expected to take an active part in the discussion pieces as well as complete all assignments in a timely manner.

B. Participation-Should a medical emergency or death in the family occur, it is the responsibility of the student to immediately notify the professor.

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VI. Readings:

Required Texts:

**QClassroom Statement:** (only add if you have QClassroom assignments or TimeLog Hours) This course uses the QClassroom data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Support emails will come from qclassroom@sfasu.edu.

**VII. Course Evaluations:**

Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including:

1) Course and program improvement, planning, and accreditation;
2) Instruction evaluation purposes;
3) Making decisions on faculty tenure, promotion, pay, and retention.

As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

**VIII. Student Ethics and Policy**

**Important course related policies:**

- [Course Grades (Including WH), Policy 5.5](#)
- [Final Course Grade Appeals by Students, Policy 6.3](#)
- [Academic Accommodation for Students with Disabilities, Policy 6.1](#)
- [Appeal Procedure Relating to the Provision of accommodations for students with Disabilities, Policy 6.6](#)
- [Class Attendance, Policy 6.7](#)
- [Code of Student Conduct and Academic Integrity, Policy 10.4](#)

***Other other SFA Policy Information***

**IX: Resources**

On-campus Resources:
X. Additional Information Specific to Educator Preparation

Code of Ethics for the Texas Educator:

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.

Please go to TAC 247.2 – Code of Ethics and Standard Practices for Texas Educators.

To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual’s self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a non-refundable fee. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification. You are eligible to request a Preliminary Criminal History Evaluation if:
• You enrolled or planning to enroll in an educator preparation program or
• You are planning to take a certification exam for initial educator certification, and
• You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation.

2. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams. YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFA.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFA.

For further information, contact the Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu.