A. COURSE DESCRIPTION:

Foundational grounding for prospective teacher leaders to function as highly facilitative special educators who demonstrate leadership necessary to effectively interact with diverse populations including students, teachers, administrators, and parents.

B. PREREQUISITE/CO-REQUISITE:

N/A

C. RELATIONSHIP OF THIS COURSE TO THE PROGRAM KNOWLEDGE BASE:

The faculty of the School of Special Education believes:

- Students with exceptionalities are part of a larger community of diverse learners;
- All students can learn when provided with effective instruction, advocacy, and supports;
- Learners with exceptionalities excel when they are held to the same high standards and expectations as all other students; and
- The larger mission of education is best served when special educators collaborate with families, general educators, and related services professionals.
The School of Special Education emphasizes the development of professional dispositions that form the foundation of teaching excellence. As a result of their successful completion of the Intervention Specialist Program, learners will demonstrate dispositions in the following areas:

- Professional Commitment and Responsibility
- Intra/Inter personal skills
- Attitude Towards Learners

For a detailed description of these dispositions refer to the School of Special Education website at [http://www.unco.edu/cebs/sped/](http://www.unco.edu/cebs/sped/)

This course provides the fundamental teacher leadership and management content that supports the development of effective roles and responsibilities for intervention specialists. The research and professional literature on effective leadership and management practices, strategies for building and sustaining collaborative partnerships, strategic thinking and organizational change approaches, and considerations to promote systems of accountability provide the foundational information for highly effective intervention specialists who can work in the role of instructional coach, mentor teacher, home/school relationship specialist, and interagency liaison.

**D. PROFESSIONAL STANDARDS MET:**

**Colorado Department of Education (CDE) Standards for the Special Education Specialist Teacher:**
9.01 (1) (b)(c) (d) (e) (f) (g) (h) (i) (j) (k) (l); (2) (b) (c); (3) (a) (f); (6) (d) (e); (7) (c)(g) (h) (j).

**E. GOALS AND OBJECTIVES OF THE COURSE:**

1. Develop a basic comprehension of teacher leader and intervention specialist roles in Special Education.
   a. Distinguish advocacy and inquiry roles.
   b. Identify leadership approaches without formal authority.
   c. Delineate transactional, transitional, and transformational leadership roles.
   d. Determine instructional coaching, facilitating, and consensus building skills.
2. Understand the development of the "self" as it relates to the education of students with exceptionalities, including how we interact and relate with others and intrapersonal development to understand and foster personal development.
   a. Identify epistemological perspectives including hermeneutics, critical theory, logical empiricism, and feminist theory.
   b. Demonstrate an understanding of the factors that contribute to personal resiliency through personal and professional balance.
   c. Develop an understanding of personal cultural values and beliefs that inform effective practices with learners and their families.
   d. Increase awareness of personal assumptions, values, and biases.
3. Delineate the concepts of culturally responsive leadership at the micro, mezzo, and macro levels of impact.
   a. Identify current trends in the education of racial and ethnic minority learners.
   b. Delineate the influence of culture, language, and philosophy of learning on educational opportunities and outcomes for learners with disabilities.
   c. Provide evidence of culturally responsive practices at the classroom, school, district, and community levels of impact.

4. Identify local, state, regional, and national networks/resources that enhance the potential for learning and results for all learners.
   a. Locate national centers, clearinghouses, and technical assistance projects that serve as resources for building local capacity.
   b. Apply resources to problems of practice at the team, school, and system level of impact.

5. Determine the types of leadership and management support essential to initiate, implement, and sustain educational innovation and change.
   a. Examine the research on effective leadership and management to facilitate organizational change.
   b. Determine strategies for promoting deep change at the micro, mezzo, and macro levels.
   c. Scan the environment within the school community to diagnose adaptive challenges versus technical problems to be addressed.
   d. Identify first order and second order changes.
   e. Apply the tenets of the concerns-based adoption model.

6. Gain awareness and understanding of strategic thinking and its relationship to decision-making that supports systems change.
   a. Provide examples of traditional versus strategic thinking in a variety of organizational and team-oriented situations.
   b. Identify and apply research on implementation of innovations.
   c. Apply data driven decision making approaches to complex problems.

7. Analyze and discuss the leadership skills necessary for interpersonal development for use in the field of education of students with exceptionalities.
   a. Identify interactive leadership frameworks based on shared vision, team learning, mental models, personal mastery and systems thinking.
   b. Coach professionals, parents, and colleagues through applications of cognitive coaching and co-active coaching models.
   c. Delineate the differences between type I, II, and III adaptive challenges.

8. Delineate and be able to implement the key elements of the teacher mentoring process.
   a. Draw distinctions between collaborating, supporting, and challenging to support individual, organization, and system vision.
   b. Communicate in a variety of contexts that support instructional coaching processes.
   c. Apply research-based strategies with individuals and teams by providing skills in the areas of mentoring, facilitating, challenging, and consulting for instructional improvement.

9. Identify the concepts, skills, and activities of group process which are necessary for the development of professionals in the field of education.
a. Delineate and apply the tenets of generative dialogue and reflective dialogue as alternatives to talking nice and talking tough.
b. Identify the roles and responsibilities of supporting, linking, and implementing partners engaged in group processes.
c. Facilitate effective teams and teamwork through application of research on successful groups with different purposes including strategic, creative, problem-solving, and tactical teams.

F. CONTENT OF THE COURSE:

1. Literature reviews and search of data bases required to access the research and knowledge bases that support leadership in the school and community.
2. Development of the theories of “self” as they relate to exceptional learners and special educators from the perspectives of teacher leadership applied to the intellectual, emotional, social and physical domains of performance.
3. Interpersonal skills including communication skills, interviewing skills, problem solving skills and their relationship to teachers, special service providers, and administrators serving students with exceptionalities.
4. Personal roles and repertoire as an educator, including the roles of teacher leader, facilitator, consultant, collaborator, instructional coach, and intervention specialist.
5. Group processes and interactions and the role of educators in a variety of settings.
6. Various aspects and dimensions of leadership at micro, mezzo, and macro levels of impact.
7. Leadership frameworks and problems of practice that require leadership without formal authority.
8. Models of change including applications at the team, building, organization, and system levels of impact.
9. Culturally responsive leadership and practices for ethical leadership.
10. Resources to address adaptive challenges at different levels of impact including intra-agency networks, inter-agency networks, and communities of practice.

G. COURSE REQUIREMENTS:

Participation:

Participation is a critical part of the way course content is delivered. The student is expected to fulfill all unit requirements by attending classes, participating in discussions, contributing to group activities, completing projects, and responding to email requests. All unit-specific work is due before a respective unit ends, unless otherwise indicated. Missed classes are subject to make-up assignments that are designed to address missed content and experiences.

Projects:

1. Development of a professional platform for leadership effectiveness utilizing a conceptual framework provided in class.
2. Development and presentation of an in-depth case study within the context of organizational challenges at the team, building, and/or local school district levels of impact.

3. Write a synthesis paper on an identified problem of practice, employing APA format, to study carefully the material from readings, research searches, class discussions & activities, and personal life experiences. The topical problem of practice is decided by the learner and shared with the professor prior to beginning the project.

4. Complete a variety of learning activities including web contacts with various representatives located in state, regional, and national networks; identify problems of practice and tie to roles/responsibilities through a Communities of Practice framework; practice using Dialogue Guides to address problems of practice; practice the process of clinical supervision data collection and analysis; etc.

   a. **A Note on Activities Credit:** There are some submissions required for activities (for instance, week one requires a submission), but for other weeks the activities credit is simply for the completion of assigned reading, supplemental surveys or forms, etc. and no submission is required. The way that you will demonstrate your use of these resources and your mastery of the concepts they include is by citing them in your written submissions/discussions and referring to your learning. As long as there is evidence of this, you will receive the full credit for Activities.

   The concept is that you can work independently and use these resources for your own benefit without having to submit products for each component – it is required only that you attempt to include them and reflect on them as relevant when you do make your formal submissions for the course. It is not required that you include evidence of activity completion in every submission, but only that you attempt to include the material/learning when possible/applicable.

**H. GRADING CRITERIA:**

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<thead>
<tr>
<th>ACTIVITY</th>
<th>POSSIBLE POINTS</th>
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</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>100</td>
</tr>
<tr>
<td>Leadership Platform</td>
<td>100</td>
</tr>
<tr>
<td>Case Study</td>
<td>100</td>
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<tr>
<td>Synthesis Paper</td>
<td>100</td>
</tr>
<tr>
<td>Learning Activities</td>
<td>100</td>
</tr>
</tbody>
</table>

The total number of possible points is 500 from which final class percentages are determined. The following are the guidelines for determining final grades:

- A = 94-100%
- A- = 92-93
- B+ = 90-91
- B = 85-89
- B- = 82-84
<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>C+</td>
<td>80-81</td>
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<tr>
<td>C</td>
<td>76-79</td>
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<tr>
<td>C-</td>
<td>73-75</td>
</tr>
<tr>
<td>F</td>
<td>0-72</td>
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</tbody>
</table>

A (92-100% of points): A final grade of A means that the student has performed all or most in-class assignments and projects at an advanced and/or exceptional level and has done so in a timely manner and he/she is well prepared for class with notes about reading topic and participates in class discussions. He or she has missed no more than 1 class.

B(- or +) (82-91% of points): A final grade of B means that the student has shown "good graduate work" in his or her performance by being prepared to complete in-class assignments and discussions. He/she also has turning in required projects on time and met most of the grading criteria. He or she has missed no more than 2 classes.

C (- or +) (73-81% of points): A final grade of C means that the student has completed all or most course assignments and projects but has not always met criteria. A grade of C is assigned when a student (a) completes required projects and is sometimes prepared for class but often does not participate in class discussions; (b) turns in projects that are inadequate based on documented grading criteria; and/or (c) is absent from class more than twice.

F (less than 72% of points): A grade of F means that the student has not satisfactorily completed the course assignments, completed required readings, or participated in class discussions. A grade of F is assigned when the student loses a significant amount of points (a) through excessive absenteeism, (b) by not coming to class prepared or (c) by not completing projects.

Policy on Incompletes: An "I" is assigned due to unanticipated circumstances the last week of the term that make the student unable to complete course requirements within the allotted time (e.g. he/she missed the final examination due to sickness, an emergency in the family). The instructor must submit to the school director, a written notice of the specific coursework to be completed before the final grade is determined; a copy is kept in the school and one is provided to the student. To amend a grade of "I" with an earned grade on a student's transcript, the student must complete all incomplete course work by the last day of the next semester, including summer term. If the course requirements are not completed within the time limitation and the grade received in the Registrar's Office, the grade will be recorded on the academic record as a failing or unsatisfactory grade.

Policy on Plagiarism: Plagiarism is the act of appropriating the written, artistic, or musical composition of another, or portions thereof; or the ideas, language, or symbols of same and passing them off as the product of one's own mind. Plagiarism includes not only the exact duplication of another's work but also the lifting of a substantial or essential portion thereof (UNC definition). Regarding written work in particular, direct quotations, statements which are a result of paraphrasing or summarizing the work of another, and other information which is not considered common knowledge must be cited or acknowledged, usually in the form of a footnote. Quotation marks or a proper form of
indentation shall be used to indicate all direct quotes. Regarding class projects, you are not to use as your entire presentation the completed works of faculty members, fully imported websites, or any other body of work in which you are not the author. Of course, with proper referencing, you can import portions of such works and websites to enhance and illustrate your presentation, and you can provide references to these other works for students who have an interest in pursuing a topic further.

**Policy on Originality of Products:** You are encouraged to build on your own previous work from other classes and programs, and to integrate material and ideas that you have learned in other classes into this class, with appropriate referencing. But projects from other classes are not to be duplicated and turned in to fulfill EDSE 672 requirements, nor can you take work that you completed in another class and simply re-configure it, or enhance it, for this class. In other words, you are expected to do original work for each project and assignment that you complete in this class.

**I. REQUIRED READINGS:**


**J. SUGGESTED READINGS:**


**K. DISABILITY ACCESS:**

Students with disabilities who believe they may need accommodations in this class are encouraged to contact the Disability Support Services office (970-351-2289) as soon as possible to ensure that accommodations are implemented in a timely fashion.