

University of Wisconsin-Eau Claire
 Department of Special Education
 Eau Claire, WI 54702
 Fall

Course: SPED 787 – Leadership in Pupil Services – ONLINE – 3 credits

Schedule: TBA

Instructor: Dr. Stephen D. Dempsey
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Online Office Hours: by appointment



Prerequisite: Graduate Status and completion of SPED 782.

Required Documents:

1. **Pupil Services: A Resource and Planning Guide** (1995 Wisconsin Department of Public Instruction)
2. **Special Education in Plain Language** (Summer 2002 – Revised 2nd ed. – Wisconsin Department of Public Instruction) (may be downloaded)

The schedule and the procedures in this course are subject to change in the event of extenuating circumstances.

Course Description:

This course addresses leadership and administration of PK-12 pupil services programs. Operational responsibilities will be analyzed.

Course Objectives:

The course objectives were developed utilizing the Wisconsin Administrator Standards (WAS) and the Wisconsin Content Guidelines (CG) for Director of Special Education and Pupil Services.

Course Objective	WAS	CG	Artifacts	Criteria
1. Models, theories and philosophies that provide the basis for general and special educational systems.	3	1.2	<ul style="list-style-type: none"> · Reflection · Written Response · Discussion · Research · Analysis · Comprehensive Examination 	1= Does not meet criteria 2= Progressing 3= Meets Expectations 4= Exemplary 5= Not Observed

Course Objective	WAS	CG	Artifacts	Criteria
2. Federal, state, and local education reform initiatives and their requirements for both general and special education.	3	1.4		
3. Legal responsibility with regard to school-based counseling, psychological, social work, and nursing services including the children's code under Wis. Stats., Chapter 48.	4	1.5		
4. Theories of child and adolescent development and principles of learning and how they relate to children at risk and children with disabilities.	3	2.1		
5. Differential learning characteristics of students with and without disabilities and the implications for development of programs and services.	3	2.2		
6. Current legal and policy issues surrounding assessment and accountability related to children at risk and children with disabilities.	7	3.1		
7. Characteristics, appropriate use, and interpretation of various types of education-related assessments, including but not limited to norm-referenced, informal, and performance-based portfolio.	3	3.2		
8. General education curriculum theory, instruction, and how special education and related services support student access to the general education curriculum.	3	4.2		
9. Coordination of curriculum and instructional programs and practice strategies that facilitate the seamless movement of students from early childhood into K-12 environments and from school to post-secondary settings.	2	5.2		
10. Organization, development and management of collaborative and mutually supportive pupil services and special education programs within educational settings.	4	5.3		

Course Objective	WAS	CG	Artifacts	Criteria
11. Program evaluation models, processes and accountability systems.	4	5.4		
12. Leadership and human resources management including recruitment, personnel assistance and development, on-going supervision and evaluation of personnel, sites and district services related to learning outcomes for all students.	4	5.5		
13. Federal, state and local fiscal and taxation policies related to education and other social and health agencies.	4	5.6		
14. The educator standards under s. PI 34.02.	1	5.7		
15. Minority group relations under s. PI 34.15(4)(c).	3	5.8		
16. Knowledge of legal and ethical issues surrounding use of various forms of behavior and social skills management procedures for children at risk and children with disabilities.	7	6.2		
17. Approaches for involving parents, family, and community members in educational planning, implementation, and evaluation.	5	7.2		

Detail of Criteria:

- 1 = Does Not Meet Expectations:** The candidate is operating below average for successful school leaders.
- There is little or no evidence that the candidate models and applies the expectations.
 - The evidence presented is vague and/or irrelevant.
 - The candidate is operating **significantly below average** for successful school leaders. Candidate may be removed from the practicum.
- 2 = Progressing:** The candidate is progressing to being a successful school leader.
- There is limited or incomplete evidence that the candidate models and applies the expectations.
 - The evidence presented is lacking in breath, lacking in depth, lacking in complexity, lacking consistency.
 - The candidate is operating **below average** for successful school leaders.
- 3 = Meets Expectations:** The candidate is operating about average for successful school leaders.
- There is clear and consistent evidence that the candidate models and applies the expectations.

- The evidence presented is developed, effective, applicable, reasonable, complete.
- The candidate is operating **about average** for successful school leaders.

4 = Exceeds expectations: The candidate is operating above average for successful school leaders.

- There is comprehensive and convincing evidence that the candidate models and applies the expectations.
- The evidence presented is integrated, thoughtful, complex, conclusive.
- The candidate is operating **above average** for successful school leaders.

N = Not Observed

Instructional Methods:

This course will utilize Desire2Learn (D2L).

This is an online 700 level course with rigor, weekly assignments and scheduled dates and times. As such, it is not a “correspondence course” or “independent study” which typically have vague deadlines and in some cases, very little rigor.

The Wisconsin Administrator Standards (WAS) PI 34.03:

Wisconsin Administrator Standard 1 – The administrator has an understanding of and demonstrates competence in the Wisconsin teacher standards.

Wisconsin Administrator Standard 2 – The administrator leads by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared by the school and community.

Wisconsin Administrator Standard 3 – The administrator manages by advocating, nurturing and sustaining a school culture and instructional program conducive to pupil learning and staff professional growth.

Wisconsin Administrator Standard 4 – The administrator ensures management of the organization, operations, finances, and resources for a safe, efficient, and effective learning environment.

Wisconsin Administrator Standard 5 – The administrator models collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Wisconsin Administrator Standard 6 – The administrator acts with integrity, fairness, and in an ethical manner.

Wisconsin Administrator Standard 7 – The administrator understands, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling.

Content Guidelines for Director of Special Education and Pupil Services:

1. Historical, theoretical and legal foundations of special education and pupil services including:

- 1.1 Historical and evolving special education laws, regulations, and policies and procedures that effect the lives of children with disabilities and their families.
- 1.2 Models, theories and philosophies that provide the basis for general and special educational systems.
- 1.3 Organizational and systems theory including political and economic issues that effect policy development within state and local education agencies and across other service systems.
- 1.4 Federal, state, and local education reform initiatives and their requirements for both general and special education.
- 1.5 Legal responsibility with regard to school-based counseling, psychological, social work, and nursing services including the children's code under Wis. Stats., Chapter 48.

2. The characteristics of learners including:

- 2.1 Theories of child and adolescent development and principles of learning and how they relate to children at risk and children with disabilities.
- 2.2 Differential learning characteristics of students with and without disabilities and the implications for development of programs and services.

3. Assessment and diagnosis practices including:

- 3.1 Current legal and policy issues surrounding assessment and accountability related to children at risk and children with disabilities.
- 3.2 Characteristics, appropriate use, and interpretation of various types of education-related assessments, including but not limited to norm-referenced, informal, and performance-based portfolio.

4. Instructional content and practice including:

- 4.1 General education curriculum theory, models, and implications for children at risk and children with disabilities.
- 4.2 General education curriculum theory, instruction, and how special education and related services support student access to the general education curriculum.

5. Planning and managing the educator and learning environment including:

- 5.1 Research methods and knowledge about issues and trends to improve practice in schools and classrooms.
- 5.2 Coordination of curriculum and instructional programs and practice strategies that facilitate the seamless movement of students from early childhood into K-12 environments and from school to post-secondary settings.
- 5.3 Organization, development and management of collaborative and mutually supportive pupil services and special education programs within educational settings.
- 5.4 Program evaluation models, processes and accountability systems.
- 5.5 Leadership and human resources management including recruitment, personnel assistance and development, on-going supervision and evaluation of personnel, sites and district services related to learning outcomes for all students.
- 5.6 Federal, state and local fiscal and taxation policies related to education and other social and health agencies.
- 5.7 The educator standards under s. PI 34.02.
- 5.8 Minority group relations under s. PI 34.15(4)(c).

6. Managing student behavior and social skills/interactions including:

- 6.1 Federal, state and local policies and procedures governing the discipline of all students and the implications for children at risk and children with disabilities.
- 6.2 Knowledge of legal and ethical issues surrounding use of various forms of behavior and social skills management procedures for children at risk and children with disabilities.

7. Communication and collaboration partnerships including:

- 7.1 Interacting successfully with students, parents, educators, employers, and community support systems such as juvenile justice, public health, vocational rehabilitation, human services, and early childhood and adult education.
- 7.2 Approaches for involving parents, family, and community members in educational planning, implementation, and evaluation.
- 7.3 The roles of parents and various advocacy organizations as they support children at risk and children with disabilities and their families.

8. Professional and ethical practices including:

- 8.1 The professional ethics and social behaviors appropriate for school and community.
- 8.2 Interpersonal communication, intergroup communication, and public communication both oral and written.

Wisconsin Teaching Standards:

1. The teacher understands the central concepts, tools of inquiry, and structures of the disciplines he or she teaches and can create learning experiences that make these aspects of **subject matter** meaningful for pupils.
2. The teacher understands how children with **broad ranges of ability** learn and provides instruction that supports their intellectual, social, and personal development.
3. The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can **adapt instruction to meet the diverse needs of pupils**, including those with disabilities and exceptionalities.
4. The teacher understands and uses a **variety of instructional strategies**, including the use of technology to encourage children's development of critical thinking, problem solving, and performance skills.
5. The teacher uses an understanding of **individual and group motivation** and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
6. The teacher uses effective **verbal and nonverbal communication** techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.
7. The teacher **organizes and plans systematic instruction** based upon knowledge of subject matter, pupils, the community, and curriculum goals.
8. The teacher understands and uses **formal and informal assessment** strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.
9. The teacher is a **reflective practitioner** who continually evaluates the effect of his or her choices and actions on pupils, parents, professionals in the learning community and others who actively seeks out opportunities to grow professionally.
10. The teacher **fosters relationships** with school colleagues, parents, and agencies in the larger community to support pupil learning and well being and who acts with integrity, fairness, and in an ethical manner.

Course Information:

1. **Daily Reflection** (13 @ 10 points each)
Candidates will write a one page minimum double spaced weekly reflection related to the weekly reading assignments.
2. **Discussion/Participation** (14 @ 20 points each)
As a 700-level graduate course, it is expected that students at this level actively, professionally, and consistently participate in discussions on a weekly basis.
3. **Current Issues Papers** (2 @ 50 points each)
Candidates will select two current leadership issues directly impacting related or pupil services. The two issues must relate to state and/or national issues. Candidates will write a five page minimum, APA format, double spaced paper on **each** issue. Additionally, the candidates will discuss the information on D2L with other candidates on specified dates.
4. **Examination** (100 total points)
A comprehensive final examination will be taken the day and time it is scheduled. **NO MAKEUPS**. Unless otherwise specified, the examination will be short answer/essay, based on application. The examination will include material from assigned reading, class discussion, and other specified information. There are no study guides provided for this course.
5. **Course Assignment Information**
 - Students are expected to be current on assigned reading.
 - Assignments not fulfilling stated requirements will not be accepted.
 - All assignments must be typed and proofread prior to being submitted.
 - All assignments are due on the specified day.
 - Late assignments will be lowered by one letter grade for each day they are late.
 - Keep a copy of all assignments.
6. **Academic Misconduct Policy**
All candidates are subject to the University rules and regulations as written in the UW-Eau Claire Student Services and Standards Handbook under “Academic Misconduct Policy.”

UWS 14.03 Academic Misconduct Subject to Disciplinary Action

- (1) Academic misconduct is an act in which a student:
 - (a) Seeks to claim credit for the work or efforts of another without authorization or citation;
 - (b) Uses unauthorized material or fabricated data in any academic exercise;
 - (c) Forges or falsifies academic documents or records;
 - (d) Intentionally impedes or damages the academic work of others;
 - (e) Engages in conduct aimed at making false representation of a student’s academic performance; or
 - (f) Assists other students in any of these acts.
- (2) Examples of academic misconduct include, but are not limited to: cheating on an examination; collaborating with others in work to be presented, contrary to the stated

rules of the course; submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another; submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas; stealing examinations or course materials; submitting, if contrary to the rules of a course, work previously presented in another course; tampering with the laboratory experiment or computer program of another student; knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

UWS 14.04 Disciplinary Sanctions

- (1) The following are the disciplinary sanctions that may be imposed for academic misconduct in accordance with the procedures of UWS 14.05, 14.06, or 14.07:
- (a) An oral reprimand;
 - (b) A written reprimand presented only to the student
 - (c) An assignment to repeat the work, to be graded on its merits;
 - (d) A lower or failing grade on the particular assignment or test;
 - (e) A lower grade in the course;
 - (f) A failing grade in the course;
 - (g) Removal of the student from the course in progress;
 - (h) A written reprimand to be included in the student's disciplinary file;
 - (i) Disciplinary probation; or
 - (j) Suspension or expulsion from the university.
- (2) One or more of the disciplinary sanctions listed in Sub. (1) may be imposed for an incident of academic misconduct.

7. There is no "extra credit" accepted in this course.
8. If you are having difficulty with aspects of the course, do not wait until the end of the term. Arrange an appointment with Dr. Dempsey as soon as you suspect difficulty.
9. *Any student who has a disability and is in need of accommodations should contact the instructor and the Services for Students with Disabilities Office (715-836-4542).*
10. **Course Grading** – 610 total points (estimated)
 Grades will be determined by total points on the following percent scale.
 A = 94% = 573 points
B = 87% = 530 points
 C = 76% = 464 points
 F = 69% and below = 426 points

Candidates who earn below a grade of B will not be recommended for licensure

It is the candidate's responsibility to keep a current record of your total points

		<u>TOTAL POINTS</u>	<u>MY POINTS</u>	<u>GRADE</u>
1. Daily Reflection				
	<u>Date</u>	<u>Class #</u>		
		1.	10	_____
		2.	10	_____
		3.	10	_____
		4.	10	_____
		5.	10	_____
		6.	10	_____
		7.	10	_____
		8.	10	_____
		9.	10	_____
		10.	10	_____
		11.	10	_____
		12.	10	_____
		13.	10	_____
2. Daily Online Discussion/Participation				
	<u>Date</u>	<u>Class #</u>		
		1.	20	_____
		2.	20	_____
		3.	20	_____
		4.	20	_____
		5.	20	_____
		6.	20	_____
		7.	20	_____
		8.	20	_____
		9.	20	_____
		10.	20	_____
		11.	20	_____
		12.	20	_____
		13.	20	_____
		14.	20	_____
3. Current Issues Papers				
		1.	50	_____
		2.	50	_____
3. EXAMINATION				
	Comprehensive Final		100	_____
TOTAL (estimated)			610	_____

Expectations for Contributing to an Online Discussion

- Post your information on a daily basis.
- Post your discussion in one to two short paragraphs.
- Utilize proper grammar and sentence structure.
- Specifically address the assigned topic.
- Utilize quotes and legal terms to support your statements.
- Utilize abbreviated document title, numerical legal reference cites and/or page numbers when possible.
- Utilize prior experiences or knowledge as part of your discussion and build on other's discussion statements.
- In your posts avoid terms such as "good idea" or "I agree." When using such statements substantiate your "comments."

Daily Discussion Grading Rubric
20 total points per day possible

Category	1	2	3	4
Promptness and Initiative	Does not respond to most postings; rarely participates freely	Responds to most postings several days after initial discussion; limited initiative	Responds to most postings within a 24 hour period; requires occasional prompting to post	Consistently responds to postings in less than 24 hours; demonstrates good self-initiative
Delivery of Post	Utilizes poor spelling and grammar in most posts; posts appear "hasty"	Errors in spelling and grammar evidenced in several posts	Few grammatical or spelling errors are noted in posts	Consistently uses grammatically correct posts with rare misspellings
Relevance of Post	Posts topics which do not relate to the discussion content; makes short or irrelevant remarks	Occasionally posts off topic; most posts are short in length and offer no further insight into the topic	Frequently posts topics that are related to discussion content; prompts further discussion of topic	Consistently posts topics related to discussion topic; cites additional references related to topic
Expression within the post	Does not express opinions or ideas clearly; no connection to topic	Unclear connection to topic evidenced in minimal expression of opinions or ideas	Opinions and ideas are stated clearly with occasional lack of connection to topic	Expresses opinions and ideas in a clear and concise manner with obvious connection to topic
Contribution to the Learning Community	Does not make effort to participate in learning community as it develops; seems indifferent	Occasionally makes meaningful reflection on group's efforts; marginal effort to become involved with group	Frequently attempts to direct the discussion and to present relevant viewpoints for consideration by group; interacts freely	Aware of needs of community; frequently attempts to motivate the group discussion; presents creative approaches to topic

California State University at Hayward: Assessing Effectiveness of Student Participation in Online Discussions

SPED 787 - Leadership in Pupil Services
Course Outline
Subject to change in the event of extenuating circumstances.

Date	Topic	Assignment
Class #1	<ol style="list-style-type: none"> 1. Introduction 2. Review the Syllabus 3. Related Services NICHCY News Digest 2nd Ed. September 2001 4. What Do We Know and What Do We Want to Know About Related Services Personnel? 5. Related Service Personnel Are Important Education Team Members 	<ul style="list-style-type: none"> • Read for understanding • Read : pp 1-20 • Read: pp 3-6 • Read: pp 62-63
Class #2	<ul style="list-style-type: none"> • Current Issues in Pupil Service Leadership <ol style="list-style-type: none"> 1. Chapters PI 11 Children With Disabilities PI-11.24 Related Service: Physical and Occupational Therapy 2. Bulletin 98.05 Special Education and Related Services Reporting 3. Professional Development for Pupil Service Teams 4. Collaborative Pupil Services Initiatives 5. Wisconsin Licenses-Pupil Services 6. Frequently Asked Questions about PI 34 	<ul style="list-style-type: none"> • Read: pp 3-7 • Read: pp 1-5 • Read: pp 1-5 • Read: pp 1-3 • Read: pp 1-10 • Read: pp 1-8
Class #3	<ul style="list-style-type: none"> • School Psychological Services <ol style="list-style-type: none"> 1. School Psychology Programs 2. What is a School Psychologist? 	<ul style="list-style-type: none"> • Read: pp 1-2 • Read: pp 1-4

Date	Topic	Assignment
	3. National Association of School Psychologists	<ul style="list-style-type: none"> • Professional Conduct Manual, Read: p. 1-50
Class #4	<ul style="list-style-type: none"> • School Social Work Services 1. School Social Work in Wisconsin 	<ul style="list-style-type: none"> • Read: pp 1-7
Class #5	<ul style="list-style-type: none"> • Counseling Services-Parent Counseling-Rehabilitation Counseling Services 1. Ethical Standards for School Counselors 2. Frequently Asked Questions School Counselor Licensing 	<ul style="list-style-type: none"> • Read: pp 1-4 • Read: 1 page
Class #6	<ul style="list-style-type: none"> • Speech-Language Services 1. Bulletin 03.02 Speech and Language Special Education and Related Services 2. Bulletin 04.05 The Case of Special Education Program Aids in Speech and Language Programs 3. Personnel Preparation and Credentialing in Speech-Language Pathology 	<ul style="list-style-type: none"> • Read: pp 1-4 • Read: pp 1-2 • Read: pp 26-32
Class #7	<ul style="list-style-type: none"> • Audiology Services and Educational Interpreting 1. Bulletin 94.12 License of School Audiologists 2. Bulletin 03.03 Frequently Asked Questions Regarding the Implementation of Deaf/Hard of Hearing Disability Eligibility Criteria 3. Bulletin 92.13 U.S. Department of Education Notice of Policy Guidance Regarding the Provision of Appropriate Education Services to Children Who are Deaf 	<ul style="list-style-type: none"> • Read: pp 1-2 • Read: pp 1-5 • Read: pp 1-2

Date	Topic	Assignment
	<p>4. Bulletin 92.10 The Provisions of Wearable Assistance Listening Devices by Local Education Agencies</p> <p>5. Bulletin 99.04 The Role of Educational Interpreters</p> <p>6. Audiology Services in the Schools</p>	<ul style="list-style-type: none"> • Read: pp 1-4 • Read: pp 1-9 • Read: pp 33-45
Class #8	<ul style="list-style-type: none"> • School of Nursing and Health Services and Medical Services 1. School of Nursing and Health Services 2. Code of Behavior for Nurses With Interpretive Statements 	<ul style="list-style-type: none"> • Read: 1 page • Read:
Class #9	<ul style="list-style-type: none"> • Occupational and Physical Therapy 1. School Based Occupational Therapy 2. Bulletin 03.01 Occupational Therapy Licensing Rules 3. Bulletin 04.03 Physical Therapy Practice Act and Licensing Rules 4. Bulletin 00.05 Changes in State Law 5. Bulletin 97.07 Systems Change Involving Occupational Therapy and Physical Therapy 	<ul style="list-style-type: none"> • Read: 1 page • Read: pp. 1-3 • Read: pp. 1-3 • Read: Physician Referral for School Occupational Therapy pp 2 State Licensure for Occupational Therapists and Occupational Therapy Assistants pp 2-3 • Read: pp 1-3

Date	Topic	Assignment
	<ul style="list-style-type: none"> 6. Occupational Therapy in School-Based Settings 7. Personnel Issues in School-Based Physical Therapy 8. Bulletin 02.02 Physical Education for Students with Disabilities 	<ul style="list-style-type: none"> • Read: pp 16-25 • Read: pp 7-15 • Read: pp 1-4
Class #10	<ul style="list-style-type: none"> • Transportation 1. Bulletin 03.06 Transportation Questions and Answers 2. An Overview of Special Education Transportation a Primer for Parents and Educators 	<ul style="list-style-type: none"> • Read: pp 1-7 • Read: pp 1-18
Class #11	<ul style="list-style-type: none"> • Assistive Technology and Orientation and Mobility Services 1. Assistive Technology Services 2. About the Wisconsin Assistive Technology Initiative (WATI) • Regional AT Consultants • Loan Library 	<ul style="list-style-type: none"> 1. Read: pp 1-2 2. Read: pp 1-4 3. Read: 1 page 4. Read: pp1-2
Class #12	<ul style="list-style-type: none"> 1. English Language Learners 2. Title Programs 3. Gifted and Talented 	<ul style="list-style-type: none"> Review Wisconsin DPI Website • Bilingual/English as a Second Language ESL program • Title 1 Guidelines • Gifted and Talented Resource Guide for Educators, Coordinators and Administration

Date	Topic	Assignment
Class #13	Current Issues in Pupil Services/ Related Services Leadership	Issue Papers due/ discussion
Class #14	Comprehensive Course Review	Discussion
Class #15	Final Comprehensive Examination	

SPED 787 Bibliography

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- Additional current literature will be generated by the candidates as part of the two Current Issues Papers identified on page 4 of the course syllabus.