

## **School Leadership for Students with Disabilities**

**Course #**

**Semester Year**

**Instructor:**

**Department:**

**Office:**

**Phone:**

**Email Address:**

**Office Hours:**

### **Course Description**

The purpose of this course is to provide practicing principals or those in a principal preparation program with a framework for leading for all students, with a focus on students with disabilities. Course content is based on what is known about effective leadership for inclusive schools, student learning, logic, current practices and basic legal requirements. Emphasis will be placed on principals' work in creating a collective culture so that all staff take collective responsibility for students with disabilities.

### **Course Goals and Objectives**

Identify basic disability terms and life goals for individuals with disabilities.

- Review what is meant by disability & special education

- Consider school and life goals for individuals with disabilities

Consider dimensions of leadership for principals as they lead for all students, including those with disabilities

- Review terms disability & special education

- Consider current accountability context for students with disabilities

- Describe importance of school leaders for all students

- Introduce dimensions of leadership with a focus on students with disability

- Review Professional Standards and their implications for principals as they lead for the success of students with disabilities (PSEL-2015)

Describe meanings of inclusion and how to develop inclusive schools.

- Discuss what is meant by inclusion and its relationship to federal law.

- Describe the extent to which students with disabilities are included in general education classrooms.

- Identify qualities of effective inclusive schools.

Describe change processes in developing inclusive schools.  
Identify what can be learned from teacher beliefs about inclusive schools

Identify dimensions of leadership linked to positive student outcomes

Identify the importance of high expectations for students with disabilities  
Explain key dimensions of instructional leadership that are related to improved student outcomes, including (1) setting high expectations for students with disabilities, (2) promoting a positive disciplinary climate through School Wide Positive Behavioral Supports (SWPBS), (3) facilitating high quality instruction and progress monitoring, and (4) supporting teacher effectiveness.  
Describe the relevance of collective and distributed forms of leadership for students with disabilities.

Describe the relevance of developing a collaborative culture to student and teacher success

Explain the importance of a collaborative culture for student and teacher success.  
Describe characteristics of collaborative work by school professionals.  
Describe key leadership practices for principals to promote and sustain collaboration.  
Identify major structures that enable teachers and specialists to collaborate in support of inclusive education.

Review considerations for developing productive partnerships with parents of students with disabilities.

Consider the impact of IDEA on parental rights  
Identify benefits of parent/professional partnering  
Compare the traditional family involvement model to the parent/professional partnership model?  
Pinpoint key professional behaviors that facilitate successful collaborative relationships  
Explore ways parents support student achievement in special education

Introduce dimensions of district leadership and importance to students with disabilities

Help connect school leaders to district priorities  
Identify strategies to connect students with disabilities in district priorities  
Provide cohesive and inclusive leadership for all learners

### **State Certification Standards Addressed**

*Add your state standards*

*Relate to PSEL-15 standards*

## Possible Course Text(s) and Readings

Select texts and additional readings from those listed in speaker notes.

## Assignments

**1. Readings, Homework, and Class Participation.** Students are expected to participate in class activities and discussions. Class attendance is necessary to earn credit for in-class activities. In addition, students will complete all readings and homework prior to class so they will be able to participate in discussion groups and activities during class.

**2. Leadership Paper.** Students will complete an in-depth leadership project related to one of the key goals of this course. This project will include a field experience that involves systematic data collection and analysis. A prospectus for the project must be approved by the instructor by week four and will include project goals, questions to be addressed, methods to be used to address questions, resources to be used, timeline, and rubric for evaluation. The final report is due by the last class session and must be in the APA 6<sup>th</sup> edition format.

**3. Final Exam.** A take-home final exam will be given two weeks prior to the last class. The exam will consist of short-answer, essay and case studies.

## Evaluation

### Evaluation will be based on

<b>Class Participation</b>	25%
<b>Homework</b>	25%
<b>Leadership Project</b>	25%
<b>Take-Home Final Exam</b>	25%
<b>TOTAL</b>	

*Add your institution's grading scale*

## University Statements

*Add applicable policies for your institution.*

- Diversity
- Disability Accommodations
- Student Confidentiality

Week	TOPIC	READING/ACTIVITY
1	Introduction to Course and School Leadership for Students with Disabilities Professional Standards for Educational Leaders (PSEL-15) and Relationship to Inclusive Schools and the CCSSO and CEEDAR guidance document	National Policy Board for Educational Administration (2015). <i>Professional Standards for Educational Leaders (PSEL 2015)</i> . Reston, VA: Author.  Council of Chief State School Officers, & Collaboration for Effective Educator Evaluation, Development, and Reform. (2017). <i>PSEL 2015 and promoting principal leadership for the success of students with disabilities</i> .
2	Understanding Inclusion	
3	Developing Inclusive Schools	
4	Instructional Leadership and Students with Disabilities Supporting Teacher Effectiveness	
5	Teacher Collaboration	
6	Understanding the work of Special Educators' and Related services personnel Evaluating Special Education Teachers	
7	Systems that Support Students with Disabilities Universal Design for Learning	
8	Multi-Tiered Systems of Support (MTSS)	
9	MTSS (continued)	
10	Research-based Practices	
11	Research-based Practices (continued)	
12	School-Wide Positive Behavioral Support (SWPBS)	
13	SWPBS (continued)	
14	Productive Partnerships with Parents	
15	Dimensions of District leadership and Students with Disabilities	

Selected Readings (Additional readings may be selected from Parts 1-7 of the CEM)

Billingsley, B., McLeskey, J., & Crockett, J. B. (2017). *Principal leadership for Effective and Inclusive Schools* (Document No. IC-8). Retrieved from University of Florida, Collaboration for Effective Educator Development, Accountability, and Reform Center website (Read section: Principal leadership for inclusive schools)

Council of Chief State School Officers, & Collaboration for Effective Educator Evaluation, Development, and Reform. (2017). *PSEL 2015 and promoting principal leadership for the success of students with disabilities*. Retrieved on March 17, 2017 from <http://www.ccsso.org/Documents/2017/PSELforSWDs01252017.pdf>

National Policy Board for Educational Administration (2015). Professional Standards for Educational Leaders (PSEL 2015). Reston, VA: Author.