THE ADMINISTRATOR AS PROFESSIONAL EDUCATOR

I. Catalog Description and Credit Hours of Course:
   This course is designed for persons seeking special education administration certification and for administrators responsible for supervising directors of special education. (3)

II. Prerequisite(s);
   Candidates must be admitted to the educational leadership program.

III. Purposes or Objectives of the Course:

   Upon completion of the Course, the Candidate will:


   B. Identify and analyze applicable state and federal court decisions pertaining to the operation of programs for students with disabilities.

   C. Locate sources of funding, budgeting processes, and procedures for programs for students with disabilities.

   D. Analyze the administrator’s role in the Individual Education Program (IEP) process, screening, evaluation, and placement procedures, and possible application of technology to these processes.

   E. Define the administrator’s role in due process as it pertains to the screening, evaluation, and placement of students with disabilities.
F. Synthesize the unique aspects of recruiting, hiring, supervising, monitoring, and evaluating faculty and staff of programs for students with disabilities.

G. Synthesize the unique aspects of evaluation and placement of culturally and ethnically diverse students populations.

H. Identify the factors that lead to an environment which supports collaboration, instructional improvement, builds an appropriate curriculum, and endorses best practice.

I. Compose an inclusive educational philosophy that centers on the belief that “Every student can learn.”

J. Identify the concepts and critical attributes of “Transition,” “World of work,” and lifelong learning for students with disabilities.

K. Describe how the utilization of technology assists students with disabilities.

IV. Expectations of Candidates:

A. Candidates are expected to demonstrate an appropriate professional posture in matters such as class attendance, participation, quality of performance, presentation of materials, and methods of inquiry.

B. Candidates are expected to participate in a variety of activities such as oral reports, panels and other individual or group projects.

C. Candidates will be expected to meet acceptable examination requirements as set by the instructor.

V. Course Content or Outline:

Topics to be addressed during the Course:

A. The Role of the Administrator in the area of Special Education and Compliance Issues

B. Legal issues

C. Data Collection and Funding

D. The Process of Special Education

E. Review of Handicapping Conditions

F. Supervising, Monitoring, and Evaluating Personnel

G. Evaluation and Placement of Diverse Student Populations

H. Instructional Improvement and Best Practices

I. Development of Philosophy/Beliefs/Dispositions

J. Transition and the “World of Work”

K. Use of Technology in Special Education
VI. **Textbook(s):**
*Missouri State Plan for part B of the Education of the Handicapped Act (as amended).*
Missouri Department of Elementary and Secondary Education.

VII. **Basis for Candidate Evaluation and Performance Outcomes:**
Candidate performance will be based on a reflective journal, examinations, research regarding case law and classroom/online discussion activities.

VIII. **Grading Scale**
The instructor will assign credit on the basis of student performance.

IX. **Academic Policy Statement:**
Students will be expected to abide by the University Policy for Academic Honesty regarding plagiarism and academic honesty. Refer to:
http://www6.semo.edu/judaffairs/code.html

X. **Student with Disabilities Statement:**
If a student has a special need addressed by the Americans with Disabilities Act (ADA) and requires materials in an alternative format, please notify the instructor at the beginning of the course. Reasonable efforts will be made to accommodate special needs.

XI. **Harassment and Civility**
The University strives to offer learning experiences and opportunities designed to help candidates think effectively, develop the capacity to communicate, discriminate among values, and make relevant judgments. A major determinant of a successful educational experience is a shared sense of respect among and between the candidates and their instructor. Mutual respect for all as well as a no tolerance policy on harassment of any kind is expected. Every candidate at Southeast is obligated at all times to assume responsibility for his/her actions, to respect constituted authority, to be truthful, and to respect the rights of others, as well as to respect private and public property.

XII. **Dispositions**
*Professional Dispositions for Educational Leadership*
The Dispositions, as assessed within Educational Leadership are guided by the central core of the Conceptual Framework. The beliefs and attitudes related to the areas of competence, reflection and caring, were the guiding force in establishing the dispositions assessed at the beginning and end of coursework. These dispositions continue to be validated by P-12 personnel, faculty and the candidates themselves as the evaluation process evolves. In 2007, an Improvement Disposition Plan (IDP) form was created to inform and remediate the candidates who did not meet or exceed the expectations of the unit. The IDP form is available for faculty to utilize during supervision of field experiences, as well as in the classroom setting.
The following assessed dispositions are listed under the applicable Conceptual Framework Term.

**Competent:**
- Committed to the development of a quality learning environment
- Willingly shares ideas and materials with others
- Prefers being part of a team
- Maintains high ethical and professional standards
- Is aware of program policies and professional practices
- Responds to program guidelines positively
- Maintains a professional appearance
- Recognizes the variety of ideas, values and cultures in the larger political, social, economic, legal and cultural context.
- Receptive to change for continuous improvement of learning environments
- Displays a results-oriented (professional program assessment) mentality
- Quality of oral expression is good and effective with a variety of audiences
- Exhibits effective written expression with proper mechanics and spelling

**Reflective:**
- Makes decisions that enhance learning and instruction
- Is willing to take risks to improve student achievement (learning)
- Is creative and resourceful and independently implements plans
- Demonstrates the ability to distinguish between relevant and irrelevant information
- Poses probing questions and identifies problems regarding educational issues
- Demonstrates appropriate analysis, synthesis and evaluation of data and information
- Solicits input and feedback from others
- Properly channels constructive criticism to the improvement of programs and learning

**Caring:**
- Believes that all students can learn
- Sees education as a key to opportunity and social mobility
- Maintains a high rate of attendance
- A self-starter who identifies needs and attends to them immediately
- Displays good judgment regarding the maintenance of good relationships
- Is diplomatic and sensitive to others’ feelings and opinions
- Appears to be deeply committed to a career in administration
- Displays enthusiasm for the profession
### XIII. Alignment of Standards to Course Objectives

#### Alignment of Standards

<table>
<thead>
<tr>
<th>Objective</th>
<th>Conceptual Framework Unit Standard Met</th>
<th>ELLC/ISLLC/CEC Standard Met</th>
<th>MOSTEP Standard Met</th>
<th>Assessment Assuring that the Objective has been met</th>
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<tbody>
<tr>
<td>A. Summarize federal and state laws and regulations pertaining to the education of students with disabilities with in-depth examination of P.L. 108-446, P.L. 101-476, H.B. 474, Section 504 of the Vocational Rehabilitation Act of 1973, and other applicable legislative acts.</td>
<td>1.2, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 3.1, 2, 3.2, 3.3, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 5.1, 5.2, 5.3, 5.4, 5.5, 6.1, 6.2, 6.3</td>
<td>Standard 1,2,3,4,5,6 CEC 1.6</td>
<td>1.3.1, 1.3.2, 1.3.3, 1.3.4, 1.3.5, 1.3.6</td>
<td>*Journal *Forum Responses *Midterm Examination *Final Examination *Final Reflections</td>
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<td>B. Identify and analyze applicable state and federal court decisions pertaining to the operation of programs for students with disabilities.</td>
<td>1.2, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 3.1, 2, 3.2, 3.3, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 5.1, 5.2, 5.3, 5.4, 5.5, 6.1, 6.2, 6.3</td>
<td>Standards 1,2,3,4,5,6 CEC 1.3,6</td>
<td>1.3.1, 1.3.2, 1.3.3, 1.3.4, 1.3.5, 1.3.6</td>
<td>*Court Briefs</td>
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<td>C. Locate sources of funding, budgeting processes, and procedures for programs for students with disabilities.</td>
<td>1.2, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 3.1, 2, 3.2, 3.3, 5.1, 5.2, 5.3</td>
<td>Standards 1, 2, 3, 5 CEC 3.6</td>
<td>1.3.1, 1.3.2, 1.3.3, 1.3.5</td>
<td>*Journal *Forum Responses *Final Examination</td>
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<td>D. Analyze the administrator’s role in the Individual Education Program (IEP) process, screening, evaluation, and placement procedures and possible application of technology to these processes.</td>
<td>1.2, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 3.1, 2, 3.2, 3.3, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 5.1, 5.2, 5.3, 5.4, 5.5, 6.1, 6.2, 6.3</td>
<td>Standards 1,2,3,4,5,6 CEC 2.3, 4, 5</td>
<td>1.3.1, 1.3.2, 1.3.3, 1.3.4, 1.3.5, 1.3.6</td>
<td>*Journal *In class jigsaw readings/discussion/role playing</td>
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<td>E. Define the administrator’s role in due process as it pertains to the screening, evaluation and placement of students with disabilities.</td>
<td>1.2, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 3.1, 2, 3.2, 3.3, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 5.1, 5.2, 5.3, 5.4, 5.5, 6.1, 6.2, 6.3</td>
<td>Standards 1,2,3,4,5,6 CEC 1.2,3,4,5</td>
<td>1.3.1, 1.3.2, 1.3.3, 1.3.4, 1.3.5, 1.3.6</td>
<td>*Journal *Forum Responses</td>
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<td>F. Synthesize the unique aspects of supervising.</td>
<td>1.2, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 3.1, 2, 3.2, 3.3, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 5.1, 5.2, 5.3, 5.4, 5.5, 6.1, 6.2, 6.3</td>
<td>Standards 1,2,3,5</td>
<td>1.3.1, 1.3.2, 1.3.3, 1.3.5</td>
<td>*Journal *Forum</td>
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<td>Monitoring, and evaluating faculty and staff of programs for candidates with disabilities.</td>
<td>2.2, 3.1, 2, 3.2, 3.3, 5.1, 5.2, 5.3</td>
<td>CEC 1.2,3,4,5</td>
<td>Responses *In class activity with PBTE *Midterm Examination *Final Examination</td>
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<td>G. Synthesize the unique aspects of evaluation and placement of culturally and ethnically diverse student populations.</td>
<td>1.2, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 3.1, 2, 3.2, 3.3, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 5.1, 5.2, 5.3, 5.4, 5.5, 6.1, 6.2, 6.3</td>
<td>Standards 1.2,3,4,5,6</td>
<td>1.3.1, 1.3.2, 1.3.3, 1.3.4, 1.3.5, 1.3.6</td>
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<tr>
<td>*In class activity with PBTE *Midterm Examination *Final Examination</td>
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<td>H. Identify the factors that lead to an environment which supports collaboration, instructional improvement, builds an appropriate curriculum, and endorses best practice.</td>
<td>1.2, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 3.1, 2, 3.2, 3.3, 5.1, 5.2, 5.3, 5.4, 5.5, 6.1, 6.2, 6.3</td>
<td>Standards 1.2,3, 5</td>
<td>*Journal *Forum Responses</td>
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<td>*In class activity regarding the “Missouri Profile of Candidates Identified in need of Special Education” *Midterm Examination *Final Examination</td>
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<td>I. Compose an inclusive educational philosophy that centers on the belief that “Every student can learn.”</td>
<td>1.2, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 3.1, 2, 3.2, 3.3, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 5.1, 5.2, 5.3, 5.4, 5.5, 6.1, 6.2, 6.3</td>
<td>Standards 1.2,3,4,5,6</td>
<td>*Journal *Forum Responses</td>
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<td>*Midterm Examination *Final Examination *Final Reflections</td>
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<td>J. Identify the concepts and critical attributes of “Transition,” “World of work,” and life long learning for students with disabilities.</td>
<td>1.2, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 3.1, 2, 3.2, 3.3, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 5.1, 5.2, 5.3, 5.4, 5.5, 6.1, 6.2, 6.3</td>
<td>Standards 1.2,3,4,5</td>
<td>*Journal *Forum Responses</td>
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<td>*Midterm Examination *Final Examination *Final Reflections</td>
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<td>K. Describe the utilization of technology for students with disabilities.</td>
<td>1.2, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 3.1, 2, 3.2, 3.3, 5.1, 5.2, 5.3</td>
<td>Standards 1.2,3,5</td>
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<td>CEC 1.2,3,</td>
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XIV. Relationship of the Conceptual Framework to Standards

The increasing emphasis on professional standards for educators that focus on resultant *dispositions* and School Leaders Licensure Assessment (SLLA) and the School Superintendent Assessment (SSA) results of program graduates has reinforced the relevance of the College’s emphasis on a synergistic meld of the themes of *competent, reflective, and caring* as the foundation of its *conceptual framework*. As the lists of expected achievement indicators, competencies, and *dispositions* issued by government and professional groups become more extensive, only a *competent* professional who assiduously *reflects* on his/her teaching, while maintaining a *caring* attitude, is and/or will be capable of meeting the intent of those standards. For a unit the size of the College of Education at Southeast Missouri State University, the broad applicability of *competencies, reflective learning, and caring* supports its utility as a purposeful conceptual framework that all constituents apply to their work. Specific instances of how the conceptual framework influences work within programs will be found in evidence provided by the programs.

It is the collaborative belief of the faculty of the College of Education at Southeast Missouri State University and the professional community of educators who work with the College to prepare future educators at all levels that any overarching statement or theme must encompass a vision for the entire College and its constituent parts. That vision, encapsulated within a theme statement, is to prepare pre-service professionals and to encourage and support the teacher, the administrator and the counselor in their efforts to at all times be, act and believe as competent, reflective and caring professionals in their support of all learners.

Given that such a vision arises from divergent constituencies, in diverse fields within education, it is important for us to be clear on what constitutes the foundational pieces on which this vision rests. While the primary tenets of this vision are our collective belief that to be professional educators, one must be *competent, reflective and caring* in both the personal and professional senses, equally important are the many components that we believe are both required and evoked by those three attributes. These components are to be found in the collegially derived descriptions for teacher education, administrator education and counselor education. We have developed visions for each of these areas as separate descriptions because we felt that while intertwined in the College and in the field, each approaches the task through curricular and pedagogical means unique to that field.

The general theme of the vision, as noted above, is that each of these areas strives to nurture and prepare the pre-service candidate, and challenge and stimulate the continuing professional to be a *competent, reflective and caring* professional, so they can meet the needs of diverse learners. These efforts include continuous endeavors to creatively incorporate *technology* throughout their individual subject area fields, to promote understanding and appreciation for *diversity*, and to support the development of *literacy* skills needed in an increasingly complex society. This *Conceptual Framework model, with the six centrally located terms of competent, caring, reflective, diversity, technology and literacy*, provide guidance for all programs in the College of Education in a continuous effort to develop, utilize and *assess* proficiencies according to standards evidenced in college, state and national standards.
XV. **Knowledge Base References:**
