



COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
Department of Educator and Leadership Preparation

COURSE NUMBER AND TITLE: EDAD 5315, Administration of Various Special Programs

PREREQUISITES BEFORE YOU CAN TAKE THIS COURSE: Acceptance into the Leadership Program

Class LINK via Zoom: <https://tamusa.zoom.us/j/86423664655>

COURSE DESCRIPTION: This course is designed to develop the leadership skills and competencies needed in the administration of the various special programs, staff and pupil personnel services offered in the public schools, including guidance, health, attendance, reading, career education, bilingual, ESL, gifted talented, vocational technical administration and special education. (Domain 5. Strategic Operations: Alignment and Resource Allocation).

COURSE CREDIT: Three hours graduate credit

TERM OFFERED: Fall 2016

Instructional Objectives

As a result of activities, course readings, and experiences, students will be invited to:

- 1.) Investigate the needs of special student populations and programs and identify the best instructional practices for students in these programs
- 2.) Demonstrate increased knowledge and experience in the supervision of special programs
- 3.) Understand the ethics of social justice and equity regarding special programs.

Student Learning Outcomes

19 TAC §228.10(a)(1)(J)...as required under Texas Education Code (TEC), §21.0443(b)(1) and (2), proactive instructional planning techniques throughout the coursework for candidates and across content areas and inclusive practices for all students, including students with disabilities, throughout coursework and clinical experience for candidates.

As a result of successful participation in this class, students should be able to:

- Relate special program concepts to TExES competencies for the Principal Standards and Expectations
- Make informed decisions regarding school finance and supervision of staff in the management and administration of special programs
- Make informed decisions regarding the CIP and annual budget for special programming
- Lead collaborative groups toward shared decision making, community and parent involvement, and goal setting
- Understand the political and philosophical environment in which educational administration practices are carried out.
- Demonstrate mastery in graduate level written and oral communication, using APA style standards. American Psychological Association manual style will be emphasized in the completion of assignments.

WEBSITE LOCATION: Texas A&M University San Antonio Home Page at <http://www.tamusa.tamus.edu> and click on the Blackboard link <http://tamusa.blackboard.com/>

INSTRUCTOR'S NAME: Juan A. Jasso, Ed.D.
Adjunct Professor
Phone: 210-823-0697
Email: jjasso@tamusa.edu

Office Hours: Thursdays, 4:00 p.m. – 6:00 p.m.
or by appointment.

REQUIRED TEXTBOOKS: Beyer, M. & Johnson, E. (2005). *Special Programs & Services in Schools: Creating Options, Meeting Needs*. Pro>Active Publications. 439 North Duke Street, Lancaster, PA 17602.
ISBN: 1-885432-33-X

Required Research: TEA Website - Summary of Finances, Program Compliance Indicators, and Guide Handbooks

Suggested Readings: Educational Organizations as Loosely Coupled Systems

Karl E. Weick. (1976) . Educational Organizations as Loosely Coupled Systems. *Administrative Science Quarterly* Vol. 21, No. 1 (Mar., 1976), pp. 1-19 (19 pages) Published By: SAGE Publications, Inc.

Lezotte, Lawrence W. and Mckee Snyder Kathleen. (2011). *The Correlates of Effective Schools*. (October 2011). The Horace Mann League.

Phillips, Donald T. (1992). *Lincoln on Leadership, Executive Strategies for Tough Times*.

Assigned Articles: School District Board Policy and District and Campus Improvement Plans

Student Roles and Responsibilities

Throughout the course students will be required to complete written assignments, participate in class discussion, and prepare oral presentations. Student performance will be evaluated by various written and/or Oral assessments as well as class participation. Because this course is student -centered, you will be expected to participate and contribute to class discussions. Students are expected to read all assigned readings, prepare for oral presentations, and complete assignments. If a class session must be missed for personal or professional reasons please contact the instructor prior to the session and make arrangements with a classmate for notes and materials to be collected. Final grades will be assigned based on points earned that correlate with a letter grade. Assignments will be evaluated using the following criteria:

1. Written assignments should:

- a. Posted on Blackboard before or by the due date
- b. Be completed on time
- c. Be free grammatical errors
- d. Be well written and organized
- e. Reflect all aspects of the assignment
- f. Be typed, double spaced, using 12 point Times Roman fonts; unless otherwise indicated by the instructor.

2. Attendance, Late Assignments, and Make-Up Work

- a. This graduate level course relies heavily on student participation and contributions. Online and face-to-face participation is considered. Class attendance is expected throughout the course, and it is the student's professional responsibility to be part of discussions. In a face-to-face class, absence from class means that the student did not participate in a given discussion in class. Each student is allowed one excused absence. After this, each absence will result in a deduction of 10 points from the overall course grade. Two tardies (15 minutes or more), or leaving class early twice equals one absence.
- b. **ALL ASSIGNMENTS WILL BE DUE BEFORE CLASS ON THE ASSIGNED DUE DATE.**
- c. **All assignments will need to be in APA format, which includes a title page, associative research (where applicable), APA citations (where applicable), and a reference page if citations are given.**

- d. All assignments are due at the beginning of class. Post your document online before class. Late assignments will result in point grade reduction.
 - e. Assignments are not accepted after one week from the original due date if no previous agreement has been reached with the professor. If you are absent from a class session, it is still your responsibility to submit assignments on the dates that they are due or earlier.
3. Class participation should be active and relevant to the topic of discussion, which includes:
- a. Attending and being prepared to class by having completed assignments
 - b. Asking insightful questions and being respectful to others in online discussions
 - c. Remaining focused on the topic
 - d. Being respectful to other peoples' ideas
 - e. Actively listening to comments and building on others' ideas
 - f. Challenging ideas in a constructive and professional manner
 - g. Providing leadership in group work
 - h. Accepting responsibility for completing make-up work
4. Team Presentations should:
- a. Be well organized
 - b. Be clearly and creatively presented
 - c. Address all aspects of the assignment
 - d. If there is an argument to be made, it must be based on both research and practice. The team should be able to engage the audience, invite for participation and be open to feedback and constructive criticism from colleagues. Contributions to the class topics is an expectation. Opportunities to contribute will be throughout the presentations and especially after we are at the point to close the class session.
5. **Online Discussions:** Blackboard Hybrid Activities. All students enrolled in this course will have access to relevant course information and materials through Blackboard. Online discussions may be posted to extend to class discussion. It is very important you participate in every class discussion and add to the body of information or support their findings by sharing your own experiences.
6. How to log into Blackboard:
- a. Go to <http://tamusa.blackboard.com>
 - b. On the Computing and Information Services page click on the link entitled, "Email".
 - c. On the Email Connection Link please click on the Account Management Link and continue.
 - d. Please enter your Username or K number and the password is your DOB as MMDDYY after this you will see your information to log into Blackboard
 - e. Username = is your upper case k information, which is your user name to log into Blackboard.
 - f. Password = is your date of birth entered as MMDDYY
 - g. After logging in, you will see your Blackboard Learning. If you do not see any courses, or the wrong courses, then check your registration in the Blue and Gold Connection. Please contact the help desk if you do not see any of your courses
 - h. Help Desk Hours: 8:00 am to 5:00 pm Monday through Saturday, phone: (210) 784-4357
7. Forms of Academic Dishonesty:
- a. Cheating: deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.
 - b. Academic misconduct: tampering with grades or taking part in obtaining or distributing any part of a scheduled test.
 - c. Fabrication: use of invented information or falsified research.

d. Plagiarism: unacknowledged quotation and/or paraphrase of someone else's word, ideas, or data, as one's own work, submitted for credit. Failure to identify information or essays from the Internet and submitting them as one's own work also constitutes plagiarism. The American Heritage Dictionary defines plagiarism as "to steal and use (the writings of another) as one's own." In standard academic practice, this means if a student copies any more than three consecutive words written or spoken by another, he or she must acknowledge the source of these words by using the proper notation as indicated in the Publication Manual of the American Psychological Association (7th ed.).

8. Non-Academic Misconduct:

The university respects the rights of instructors to teach and the students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either:

- a. the instructor's ability to conduct the class
- b. the ability of other students to profit from the instructional program, or
- c. campus behavior that interferes with the rights of others will not be tolerated

An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under nonacademic procedures.

9. Sexual Misconduct

Sexual harassment of students and employers at Texas A&M University- San Antonio is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.

10. Special Accommodations

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disability. If you believe you have a disability that may require accommodations, please contact Disability Support Services for the coordination of services. DSS is located on the 1st floor of the Main Campus building in room 127 and on the Brooks City-Base Campus in room 149. The phone number for DSS is (210) 784-1335.

11. Student Services

The Student Academic Success Center takes a developmental approach to help students complete their academic goals from orientation through graduation. The Center offers academic and skills workshops, one-on-one appointments, and online resources to help retention efforts at Texas A&M University-San Antonio. The goal of the Center is to help students discover, self-reflect, and become independent learners. Student Academic Success is located in the Madla Building, Suite 336. To contact the Center, please call 210-784-1352 or email at Student.Success@tamusa.edu.

*The spirit of an "Incomplete" is to give a student an opportunity to complete a course after the end of the semester. An "Incomplete" will only be considered under specific circumstances:

1. 70% of the class has been completed and student is passing with a "C" or better.
2. The circumstance for which the "I" is requested is supported with documentation.
3. Student has been attending class on a regular basis.

12. Grading Requirements

Incompletes are not to be used to remedy excessive missed classes. The unforeseen circumstances precipitating The request for an "I" should occur near the end of the semester. Students who may be experiencing difficulties at the beginning or midway through the course should contact their professor immediately to discuss options. options. When a professor agrees to grant an "I", a contract between the student and professor that outlines a specific timeline for completion of the courses will be generated. Topic such as highest possible grade will also be outlined. If contract is not fulfilled, the professor will submit a change grade form with earned letter grade. All "I"s will be automatically revert to an "F" after one year.

13. Dropping this Course: Each student is responsible for knowing the drop dates for any given semester. Professors are not responsible, under any circumstances, for “dropping” a student from a course. Please be aware that if you do not formally drop a course and failed to fulfill the academic requirements, the professor will submit the earned grade.

Course Grade	Points Earned
A	95-105
B	85-94
C	74-84
D	64-73
F	Below 64
I*	Incomplete ,95

INSTRUCTIONAL PROCESS OR DELIVERY:

Students will successfully complete, with the review and guidance of the instructor, a series of assignments that will require them to research topics, reflect on the content, chart the content, support with theory/research how special programs are of benefit to targeted populations, prepare presentations, write summaries of TEC statutes, Board Policies, and TEA regulations. Instructional strategies will empower the student to gain practical experience in applying administrative skills, techniques, and theory by working with a professional administrator. Performance activities linked to the TExES standards provide the students the opportunity to experience the realities of educational administration by applying classroom knowledge and theory to actual administrative situations.

EVALUATION POLICY:

Documentation of performance activities should convey an understanding of the experience, the contribution and involvement required in the performance of the activity by student, linkage to the TExES Competencies and reflections and responsive comments of insight or knowledge which might have been gained through participation in the activity. Clarity of thought, originality, and quality of written responses will be important. Success of the field-based component will be determined by the quality of the various activities, the appropriate supportive documents provided in the Internship Portfolio, and evaluations of the candidate’s performance. The final grade and determination of successful completion of the independent study will be assessed by grading using a rubric on activities and percentage scales, and will be made by the university professor.

Administration of Various Special Programs

EDAD 5317

On-line Mondays 5:30 – 8:15

Assignments and Student Presentations: The Special Programs & Services Book will be extremely helpful as well as the TEA website. I would highly recommend that you work with your presentation partner to work on these assignments.

Dyslexia Assignment: Assignment #1 TEA Dyslexia Learn Modules (Details on Blackboard)

Since Dyslexia is a special program that many administrators will supervise, as well as always needing to support the needs of this student population of Dyslexia students, a requirement of this course is that students complete the TEA Learn Dyslexia Training. Once completed, please upload the certificate in Blackboard. Due 12/10

Committee Functions

- A 1 The school administration performs much of its work using committees. Please identify 10 committees in your school district and describe their main function and the policy that requires it. You may need to access your district's website to research the board policy that makes the committee a requirement. Due 10/25 5 pts

Common Attributes of Special Programs

- A 2 All special programs have common attributes. Please research and find those attributes by providing the information on the table provided and see how these attributes make these programs special.

Due 10/25 5 pts



EDAD 5315 Special
Program Descriptions

- A 3 **Student Presentation: LPAC Committee-** Parents of special language needs children often face tension with schools. This tension includes not agreeing with proper accommodation, dealing with poor communication from staff, and managing the emotional and financial toll of advocating for their child. Each committee in the school has the opportunity to minimize tension/conflict with parents by following effective processes at the very beginning of the school experience. What is the legal and legislative background of this Program? Take us through the chronological process steps that the LPAC committee takes to process a student and places students in the Program.

(Nicole Abrevaya and Brenda Alexander)

Due 10/26 10 pts

- A 4 **Student Presentation: PLC's** – Discuss what a PLC is and the (5) major functions of effective PLC sessions at the elementary school and who leads these critical scheduled meetings. Provide two of the most recent PLC meeting agendas to see the content of their work. Are these meetings listed in the Campus Improvement Plan?

(Melissa Amaya and Johnathon Batson)

Due 10/26 10 pts

Case Study: Changing Demographics at Newbrook Elementary

- A 5 Case Study: Changing Demographics at Newbrook Elementary School Beyer, Johnson Book, page 100-102
Parents of special needs children often face tension with schools. This tension may result from not agreeing with proper accommodation, dealing with poor communication with staff, or language proficiency issues. Each school committee has the opportunity to maximize collaboration with parents by following effective processes at the very beginning of the school experience and during the monitoring of the student's progress. Be guided by the Questions for Consideration to respond but what steps should a Principal take to serve the best interest of the student. Has Ms. Criner and the teacher, explored other options before recommending the student for a special education evaluation? As Principal what would be your approach?

Due 11/1 5 pts

Analysis of the Campus Improvement Plan (CIP)

- A 6 Analyze your campus' Campus Improvement Plan and identify 4 special programs listed in the document. What are the goals for that program? Give 2 examples of activities for each program. If not listed on the CIP, where can the plan to address this population be found? How are those students enrolled in the program served? Explain.

Due 11/1 5 pts

- A 7 **Student Presentation: Effective CIP Meetings** – By district board policy each school must have a Campus Improvement Plan Committee that has roles established by this policy. What is the policy and what are the (5) main responsibilities of the CIP committee. By analyzing the last 2 meeting agendas, are their actions aligned with policy? What would you as a Principal keep doing or do different? (Leslie Buntin and Shannon Caballero)

Due 11/2 10 pts

- A 8 **Student Presentation: ARD Committee**– Parents of special needs children often face tension with schools. This tension includes not agreeing with proper accommodation, dealing with poor communication from staff, and managing the emotional and financial toll of advocating for their child. Each committee in the school has the opportunity to minimize tension/conflict with parents by following effective processes at the very beginning of the school experience. What is the legal and legislative background of this Program? Take us through the chronological process steps that the ARD committee takes to process a student and places students in the Program. Discuss the (5) major functions of effective ARD meetings at the middle school, who attends, who leads these critical scheduled meetings, and what are 2 compliance indicators. Are these meetings listed in the Campus Improvement Plan? (Joseph Daxon and Tylor Doege)

Due 11/2 10 pts

Comprehensive Needs Assessment (CNA)

- A 9 Using your school's campus improvement plan, identify 5 needs identified on the Comprehensive Needs Assessment (CNA), submit a copy of the document's table of contents, and identify the special programs that are included in the document's planning.

Due 11/8 5 pts

Supplemental (Federal) Funds

- A 10 Supplemental (Federal) funds are distributed to Districts and then the district distributes these monies to schools. Provide the information on the table. This assignment aims to identify who generates these funds and how they are suppose to be used to supplement local funds already used to support teaching and learning.

Due 11/8 5 pts



EDAD 5315 Federal
Funding to support Sc

NO ONLINE CLASS on Monday, Nov. 2 for our regular online class due to our annual November 4th Best of Both Worlds Seminar at TAMUSA at around 6:30 pm. in the CAB Bldg. This does not change assignments due date. The presentations will not be presented but will be uploaded. This seminar is presented by the Department of Educational Leadership for all our graduate students and other professionals, and it gives an opportunity to professionals and students to network while learning about challenges, trends, and innovation in the field of education. Your attendance will give you credit for the missed Monday class. Feel free to text me at 210-823-0697 or email me at jjasso@tamusa.edu to seek clarification on assignments, student presentations, or absences.

- A 11 **Student Presentation: Counseling Program** Being that schools are not as safe as they use to be, an effective counseling program at each school plays a prominent role in the overall delivery of services to students and community. What are the legal and legislative backgrounds of this program? What are the characteristics of an effective counseling program that addresses the physical, intellectual, and emotional needs of students ?

(Tina Kurup and Leticia Garcia)

Due 11/9 10 pts

- A 12 **Student Presentation: TTESS** - Some skeptics will argue that the TTESS does not accurately assess the skills of special program teachers. From the perspective of the Principal, what 5 parts of the TPESS can be used to accurately assess the instructional effectiveness of a teacher assigned to a special program and how is this done ? Why these 5 parts? (Melanie Gonzales and Evelyn Ramblas)

Due 11/9 10 pts

Case Study: Tragedy at Holly Heights High School

- A 13 Case Study: Tragedy at Holly Heights High School, Beyer, Johnson Book, page 204-205
According to Head Counselor Tim Reynolds, as the event progressed the number of mistakes seemed to mount. What were some of the mistakes and what should have been done? Be guided by the Questions for Consideration For an analysis of this case study.

Due 11/15 5 pts

Summary of Finances District Comparison

- A 14 Visit the TEA website and look for your district's Summary of Finances (SOF). You will be performing a comparison of your district's data/ allocations with two other districts, analyzing the data and drawing conclusions. The purpose of this assignment is for you to see the amount of state money generated by students in each of the programs.



EDAD 5315
Summary of Finances

Due 11/15 5 pts

- A 15 **Student Presentation: G/T Committee**- Parents of gifted and talented children often face tension with schools. This tension includes not agreeing with proper accommodation being made, dealing with poor communication from staff, and engaging the student in a curriculum that is not addressing his talents. Every school has the opportunity to minimize tension/conflict with parents by following effective processes at the very beginning of the school year. What is the legal and legislative background of this Program? Take us through a chronology of steps that the G/T committee takes to process a student and places students in a program model. Discuss the (5) major functions of effective ARD meetings at the middle school, who attends, who leads these critical scheduled meetings, and what are 2 compliance indicators. Are these meetings listed in the Campus Improvement Plan?

(Anthony Limon and Kyle Mata)

Due 11/16 10 pts

- A 16 **Student Presentation: ESL Program Committee** - Parents of students who speak other languages other than English often face tension with schools. This tension includes not agreeing with proper accommodation being made, dealing with poor communication from staff, bullying, and engaging the student in a curriculum that is not addressing his language needs. Every school has the opportunity to minimize tension/conflict with parents by following effective processes at the very beginning of the school year. What is the legal and legislative background of this Program? Take us through a chronology of steps that the LPAC/ESL committee takes to process a student and places students in a program model. Discuss the (5) major functions of effective LPAC/ESL committee meetings at the middle school, who attends, who leads these critical scheduled meetings, and what are 2 compliance indicators. Are these meetings listed in the Campus Improvement Plan?

(Kassandra Noriega and Kimberly Rakay)

Due 11/16 10 pts

TAPR Analysis

- A 17 Analyze your school's TAPR scores and based on the scores from one year to the next, determine the status of the Hispanic, African American, Economically Disadvantaged, dual language / bilingual programs in your school. What would be your first steps in addressing the trend ?

Due 11/22 5 pts

Compliance Indicators

- A 18 Visit the TEA website and look for the 1.) Bilingual Education, 2.) English as a Second Language, 3.) Gifted and Talented, 4.) Special Education, and 5.) CATE and provide 3 compliance indicators for each program. What can you highlight about your findings?

Due 11/22 5 pts

- A 19 **Student Presentation: Dual Language Programs** in Tx are common approaches in addressing linguistic needs of English Language Learners. What are the attributes of an effective Dual Language Program and how does it differ from the mandated State bilingual program? Does your school's CIP include the goal, objectives, activities/strategies to be used in the program? How are teachers in the Program assessed with the TTESS? What is the contribution of these teachers in the PLC? Do student scores show improvement in comparison to other students?

(Briana Jimenez and Stephanie Juarez)

Due 11/23 10

pts

- A 20 **Student Presentation: 504 Program Committee-** Parents of students who suffer accidents or medical emergencies are often not able to perform normal tasks for a period of time and parents may feel misunderstood by the schools. This misunderstanding / tension includes not agreeing with proper accommodation being made, dealing with poor communication from staff, bullying, and engaging the student in a curriculum that is not addressing his physical/intellectual/emotional needs. Every school could minimize tension/conflict with parents by following effective processes at the very beginning of the school year. What is the legal and legislative background of this Program? Take us through a chronology of steps that the 504 committee takes to process a student and places students in a program model that includes potential accommodations. Discuss the (5) major functions of effective 504 committee meetings, who attends, who leads these critical scheduled meetings, and what are 2 compliance indicators. Are these meetings listed in the Campus Improvement Plan? Follow a chronological set of steps to best describe the actions of this committee to process a student and assign the student into an environment that meets his/her needs.

(Andy Rocha, and Aimee Smith)

Due 11/23 10 pts

Theories and Research supporting Special Programs

- A 21 As we have already learned, special programs have common attributes. Provide the information on the table provided and continue learning about the history and the process that emerged to meet the physical, intellectual and emotional needs of students.

Due 11/29 5 pts



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Prog Structures.docx

Case Study: Parental and Student Rights vs. School Responsibility

- A 22 Case Study: Parental and Student Rights vs. School Responsibility Beyer, Johnson Book, page 66-67
Parents of special needs children often face tension with schools. This tension may result from not agreeing with proper accommodation, dealing with poor communication with staff. Each school committee has the opportunity to maximize collaboration with parents by following effective processes at the very beginning of the school experience and during the monitoring of the student's progress. Identify the legal issues involved in this case, what is your opinion regarding the parent's position, what are the steps that the administrator should take and what should the IEP team consider?

Due 11/29 5 pts

- A 23 **Student Presentation: TPESS Components.** What 5 artifacts can the Principal show the Administration to provide receipts that there is instructional focus in the special programs implemented at the school? What data gathered as part of the TPESS evaluation process can serve as evidence that the administration is addressing the academic needs of special program students? Why these 5 parts?

(Priscilla Herrera and Lyndsey Horton)

Due 11/30 10 pts

A 24 Final Exercise on an Issue to solve from a Principal's Perspective.

Respond to a scenario that involves a special program.

Construct a special program brochure that explains the goals of the program and specifics about eligibility, instructional delivery, and exit etc. Formulate an accompanying Frequently Asked Questions (FAQ) document for a special program of your choice. Be sure to identify the policy that mandates a particular process, service, or action.

Due 12/10 20 pts

A 25 Dyslexia Assignment: Assignment #1 TEA Dyslexia Learn Modules (Details on Blackboard)

Since Dyslexia is a special program that many administrators will supervise, as well as always needing to support the needs of this student population of Dyslexia students, a TEA requirement of this course is that students complete the TEA Learn Dyslexia Training. Once completed, please upload the certificate in Blackboard.

Due 12/10 15 pts.