Welcome to ELPS 472: School Administration of Special Education & Pupil Services. ELPS is an online course. We will have four Zoom meetings throughout the semester to connect and learn together. I am excited to collaborate and learn from each other this semester. I have worked as a special education teacher and administrator for 20 years. I believe in a student centered syllabus, so I welcome any feedback. “Do the best you can until you know better. Then when you know better, do better” (Maya Angelou).

Office Hours
This course is divided into 4 modules. Each module focuses on a different topic aligned to our course outcomes. Sometimes we need a little help from one another regarding an upcoming assignment or project or a reading. Please feel free to join office hours which will be held every Wednesday online during individually scheduled appointments between 4 pm and 5 pm. Please email me to schedule an appointment. I am also always available by phone and email. If these hours do not work with your schedule, please let me know and I will try to work out a time that works for you. My “door” is always open, so please reach out. I also allow opportunities to revise and redo assignments if they are handed in on time and received a grade lower than 70% except for the final project.

Course Description
This course is designed for candidates whose goals are district-level leadership positions such as the Director of Special Education. The administration of special education and pupil services in public and private schools is a significant component to a district administrator’s practice. All public districts in Illinois must provide a continuum of special education services to all children who are eligible for special education services. All schools must also provide services to children who are eligible for Section 504 of the American with Disabilities Act. Issues often arise in the course of schools’ efforts to implement these laws and provide these services. This course will identify the diversity and complexity of roles and responsibilities when managing the administration of special
education and pupil services.

**Method of Instruction**

ELPS is an online course. Students should expect to dedicate 7-8 hours per week on average completing work for this course virtually and 7 hours for their internship. This course will be taught using an online platform called Sakai that will include assigned readings to inform online discussions and reflection papers. The course is divided into four consecutive modules and each module is designed for students to complete at their own pace with respect to the due date for each module. Module two is dependent on the completion of module one, module three requires completion of modules one and two, and so on. Therefore, modules must be completed consecutively. Students are also expected to meet at four points in the semester via Zoom in order to explore course content and connect with each other over new learning. These meetings are mandatory and attendance will be monitored. The dates for class-wide meetings are (all meetings will be held at 5pm CST and last approximately 2 hours).

January 19, 2021, February 16, 2021, and March 16, 2021 will be Zoom meetings. We will also have a cross curricular Zoom meeting with CIIP 510 on April 7th.

**School of Education Commitment-COVID-19**

School of Education Commitment - COVID-19: Loyola’s School of Education (SOE) recognizes that this is an unprecedented time. We understand that moving into the 2020-2021 academic year while living in the context of the COVID-19 pandemic may stir feelings of uncertainty, fear, or anxiousness. We want you to know that your safety, health, and well-being, as well as that of our faculty and staff, remain our primary concern. We want to be able to support you in any way that we can. We ask you to embody the Jesuit value of Cura Personalis, or care for the whole person, as we prepare to learn together. We ask that you consider your way of being in this community, to act with care, and treat all with dignity to keep yourself and others safe.

The University understands that you may encounter obstacles that make reaching academic goals more difficult. We strongly encourage you to access the Student Resources on Loyola’s COVID-19 Response webpage for information, supports, and resources on basic needs such as housing, food, financial aid, and medical and mental health. This web page also offers information on official University communications, access to technology, and student services. All Loyola University Chicago administrators, faculty, and advisors are also here for you.

The SOE is committed to working with all students to address any challenges that may arise during the semester. Please reach out to your professor as early as possible to discuss any accommodations you think may be necessary in order for you to successfully complete your
coursework. We know this will be a semester like none other, but through collaboration, communication, and shared responsibility, we will not only get through this difficult time; we will thrive.

KEY COVID-19 Resources for your Spring – 2021 Return
Spring 2021 RETURN to CAMPUS Checklist
Spring 2021 RETURN to CAMPUS Guidance
Required Personal Safety Practices
COVID-19 Testing and Reporting Protocol
COVID-19 Campus Updates

Communication
Email and Sakai will be the primary methods of communication with students enrolled in this course. Because Sakai uses your Loyola computer account, students are responsible for making sure that their account is in good working order. Also, students are responsible for checking their account for emails related to this class on a regular basis. If you have a personal email that you would rather use, you may forward emails from your Loyola student account to the personal account. Emails will only be sent to Loyola email accounts.

SOE Vision
The School of Education of Loyola University Chicago is a community that seeks to transform members to impact local and global communities through the principles of social justice.

School of Education Mission
The School of Education at Loyola University Chicago, a Jesuit Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision, the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. We fulfill this mission by preparing professionals to serve as teachers, administrators, psychologists, and researchers who work across the developmental continuum, and by conducting research on issues of professional practice and social justice.

Conceptual Framework
“Social Action through Education” represents the foundation upon which this course has been developed. In support of this fundamental tenet of leadership development, this course explores various facets of special education administration in educational organizations at the district/macro level. Special education administration and leadership, as it specifically relates to promoting district vision and mission, will be researched and simulated to develop preferred professional practice that promotes integrity and social justice for the entire educational community.

Course Standards
Loyola University Chicago School of Education Conceptual Framework Standards
CF4: Candidates demonstrate skills that will enable them to work effectively with diverse clients.
CF7: Candidates demonstrate how moral and ethical decisions shape actions directed toward service of others.

**Interstate Leadership Licensure Consortium (ISLLC 2008)**

ISLLC 1: An educational leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders (Functions A-E).

ISLLC 2: An educational leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth (Functions A-I).

ISLLC 4: An educational leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community

**Educational Leadership Constituent Council (ELCC Standards 2011)**

ELCC 1.1: Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a district.

ELCC 1.2: Candidates understand and collect and use data to identify district goals, assess organizational effectiveness, and implement district plans to achieve district goals.

ELCC 1.3: Candidates understand and can promote continual and sustainable district improvement.

ELCC 1.4: Candidates understand and can evaluate district progress and revise district plans supported by district stakeholders.

ELCC 2.1: Candidates understand and can advocate, nurture, and sustain a district culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.

ELCC 2.2: Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional district program.

ELCC 2.3: Candidates understand and can develop and supervise the instructional and leadership capacity across the district.

ELCC 2.4: Candidates understand and can promote the most effective and appropriate district technologies to support teaching and learning within the district.

ELCC 3.2: Candidates understand and can efficiently use human, fiscal, and technological resources within the district.

ELCC 3.5: Candidates understand and can ensure that district time focuses on supporting high-quality school instruction and student learning.

**SOE Conceptual Framework Standards (CFS)**

CFS1: Candidates critically evaluate current bodies of knowledge in their field.
CFS2: Candidates apply culturally responsive practices that engage diverse communities.
CFS3: Candidates demonstrate knowledge of ethics and social justice.
CFS4: Candidates engage with local and/or global communities in an ethical and socially just practices.

**Course Objectives**

As a result of this course, the candidate will:
1. Understand and apply federal, state, and local statutory and regulatory provisions and judicial decisions governing special education and Section 504 & American with Disabilities Act (ADA).
2. Comprehend parents’ rights, including the right to an independent evaluation and use of that evaluation by special education individualized education planning teams.
3. Interpret and apply state and federal requirements regarding special education for children ages 3-21 years.
4. Identify and implement Multi-Tiered Systems of Support in your schools to ensure all students are challenged to learn with the appropriate supports.
5. Identify district systems and practices that foster inclusive practices.
6. Learning how to find, evaluate and use resources to explore a topic in depth.

Key Topics
1. Individual with Disabilities Education Improvement Act (IDEIA)
2. Section 504 & American with Disabilities Act (ADA)
3. Equity Based MTSS
4. Free Appropriate Public Education (FAPE)
5. Specialized programs/researched based programs
6. Child find: identification, evaluation, and eligibility
7. In-school and independent evaluations
8. Individualized education plans (IEP) and individual service plans (ISP)
9. Placement and stay put provisions
10. Discipline
11. Due process hearings, mediation
12. Inclusive Practices

Smart Evaluation
Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness reminding them to provide feedback on the course. They will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once you have completed the evaluation.

The evaluation is completely anonymous. When the results are released, instructors and departments will not be able to tell which student provided the individual feedback. Because it is anonymous and the results are not released to faculty or departments until after grades have been.

Student Support
Students are urged to contact me should they have questions concerning course materials and procedures. If you have any special circumstance that may have some impact on your course work, please let me know so we can establish a plan for assignment completion. If you require assignment
accommodations, please contact me early in the semester so that arrangements can be made with Student Accessibility Center (SAC) (http://www.luc.edu/sac/).

Center for Student Access and Assistance (CSAA)
Should you encounter an unexpected crisis during the semester (e.g., securing food or housing, addressing mental health concerns, managing a financial crisis, and/or dealing with a family emergency, etc.), I strongly encourage you to contact the Office of the Dean of Students by submitting a CARE Referral for yourself or a peer in need of support: www.LUC.edu/csaa. If you are uncomfortable doing so on your own, please know that I can submit a referral on your behalf.

School of Education Syllabus
Please click on the link below to access the School of Education Syllabus at https://www.luc.edu/education/studentlife/resources/syllabi/
This link directs students to statements on essential policies regarding academic honesty, accessibility, ethics line reporting and electronic communication policies and guidelines. We ask that you read each policy carefully. This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – Social Action through Education.

Guidelines for Recording Online Courses
In this class, software may be used to record live class discussions. As a student in this class, your participation in live class discussions will be recorded. These recordings will be made available only to students enrolled in the class, to assist those who cannot attend the live session or to serve as a resource for those who would like to review content that was presented. All recordings will become unavailable to students in the class when the Sakai course is unpublished (i.e. shortly after the course ends, per the Sakai administrative schedule). Students who prefer to participate via audio only will be allowed to disable their video camera so only audio will be captured. Please discuss this option with me if you wish to disable your video.

The use of all video recordings will be in keeping with the University Privacy Statement shown below:

Privacy Statement
Assuring privacy among faculty and students engaged in online and face-to-face instructional activities helps promote open and robust conversations and mitigates concerns that comments made within the context of the class will be shared beyond the classroom. As such, recordings of instructional activities occurring in online or face-to-face classes may be used solely for internal class purposes by the faculty member and students registered for the course, and only during the period in which the course is offered. Students will be informed of such recordings by a statement in the syllabus for the course in which they will be recorded. Instructors who wish to make subsequent use of recordings that include student activity may do so only with informed written consent of the students involved or if all student activity is removed from the recording. Recordings including student activity that have been initiated by the instructor may be retained by the instructor only for individual
use.

**Required Texts:**


**Relevant Course Websites:**
1. Illinois State Board of Education: www.isbe.net
2. U.S. Office of Education Website: www.ed.gov/
4. Illinois Association of School Boards: www.iasb.com
7. Supportive School Discipline Communities of Practice (SSDCOP): http://ssdcop.neglected-delinquent.org/
8. Maryland Coalition of Inclusive Education http://www.mcie.org/
10. Evidence for Essa https://www.evidenceforessa.org/
12. Safe and Civil Schools http://www.safeandcivilschools.com
13. Vaughn Gross Center https://www.meadowscenter.org/vgc
15. Swift Education Center

**Evaluation: Total 100 points**
1. Zoom Participation, Forum Discussions, Preparation, Dispositions (100 points)
   - Each forum is worth 10 points (4)
   - Each group activity is worth 10 points (1)
   - Each Zoom session is worth 10 points (4)
• Dispositions are worth 10 points

2. Special Education Student Demographic Research and Analysis (25 points)

3. Researched-Based Intervention Presentation (20) Points)

4. Due Process Case Analysis (25 points)

5. Reaction papers on class readings (30 points)

6. Internship Requirements: Hours and Reflection Papers (40 points)

7. 3-Year Special Education Strategic Plan (60 points)

**Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
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<tbody>
<tr>
<td>A+</td>
<td>97-100</td>
</tr>
<tr>
<td>A</td>
<td>94-96</td>
</tr>
<tr>
<td>A-</td>
<td>90-93</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>84-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-83</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>74-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-73</td>
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</tbody>
</table>

All out of class written assignments are to be typed and double-spaced. It is the expectation that assignments are written at a professional level using correct English grammar and syntax, organized thought, and higher level thinking skills. All references must be cited using APA style 6th edition. An explanation for each assignment is provided below.

**Forum Participation, Preparation, Professional Dispositions 100 points**

Your participation score will be based upon your discussion and feedback to your colleagues via forums, as well as your contributions to class discussions and activities and group work. Attendance for all in-person class sessions are required.

**Forum Discussions:** During this course there will be Forum discussions on Sakai. You need to participate in the discussions, and I will be monitoring your written responses. I will post discussion questions for the module based on the chapter(s) and topics assigned. Each student in the class will provide one thoughtful initial response to each discussion question and two responses to peers.
Your responses to each of these questions should be brief (2-3 paragraphs) but thoughtful, providing evidence that you have read the required reading and thought about the material. It is a good practice to cite the reading to support your argument. Note that the forum discussion section is not where you ask me questions; it is where you discuss the material with the class.

In addition, each student must provide a brief response to two posts by peers. These responses should be 3-5 sentences in length, and provide a thoughtful analysis of the discussion thread. Posting a message saying “I agree with person X” with no additional elaboration or logical thought is not an acceptable message.

**Please spread out your initial response and response to peers so that all conversations include a thoughtful analysis.** I will be monitoring the discussion threads and clarify content throughout the discussion, as well as provide feedback at the end of the discussion.

**Professional Dispositions**

All students are assessed on one or more dispositional areas of growth across our programs: Professionalism, Inquiry, and Social Justice. The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. For those students in non-degree programs, the rubric for dispositions may be available through Sakai, TaskStream or another platform. Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

The rubric for dispositions for this course can be found below:
<table>
<thead>
<tr>
<th>Professionalism</th>
<th>Target (1)</th>
<th>Acceptable (0.5)</th>
<th>Unacceptable (0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate meets all course deadlines</td>
<td>Candidate meets all deadlines consistently</td>
<td>Candidate meets all deadlines, with a few exceptions</td>
<td>Candidate frequently does not meet deadlines</td>
</tr>
<tr>
<td>Candidate is able to work with peers on assignments</td>
<td>Candidate consistently works with peers in a positive manner</td>
<td>Candidate works with peers in a positive manner, most of the time</td>
<td>Candidate is unable to work with peers causing disruption to the group</td>
</tr>
<tr>
<td>Candidate attends class and is punctual to class</td>
<td>Candidate consistently attends class and is always punctual</td>
<td>Candidate attends class and is always punctual, with few exceptions</td>
<td>Candidate frequently misses class and/or is often tardy.</td>
</tr>
<tr>
<td>Candidate honestly and accurately cites other’s work</td>
<td>Candidate honestly and accurately cites other’s work in a consistent manner</td>
<td>Candidate honestly and accurately cites other’s work, but is not accurate with the exact citation</td>
<td>Candidate misrepresents other’s work as his or her own</td>
</tr>
<tr>
<td>Candidate communicates promptly with faculty</td>
<td>Candidate consistently communicates in a prompt manner (either by e-mail or phone) with faculty</td>
<td>Candidate usually communicates in a prompt manner (either by e-mail or phone) with faculty</td>
<td>Candidate does not communicate in a prompt manner causing much disruption to the implementation of the candidate’s program</td>
</tr>
<tr>
<td>Candidate uses technology in the classroom for academic purposes</td>
<td>Candidate consistently uses technology in the classroom only for academic purposes</td>
<td>Candidate consistently uses technology in the classroom only for academic purposes, with few exceptions</td>
<td>Candidate consistently uses technology inappropriately often checking personal e-mail and/or web surfing in the classroom</td>
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</table>
For this assignment, you complete a demographic review of the diverse learners within your district or school including the percentage of students with IEPs by race, the percentage of students with various special education eligibility categories and the percentage of students with IEPS in the least restrictive environment by examining your School Report Card and IStar data special data. Based upon your district’s most recent district data, you are to display the district’s student demographics in a table such as the ones below and answer the following analysis questions in a typed 4-5 page paper and should be uploaded to Sakai on the due date.

Now that you have collected all of this data, analyze it, and answer the following questions with appropriate APA in-cite citations and reference list as appropriate.

1. From a district perspective, what demographic trends did you notice? Be specific. What generalizations can be made in regard to the data?
2. Discuss specifically the data trends you observe for each IEP student demographic and by each specific special education eligibility category and general education environment percentage. After analyzing the data, what generalizations can be made in regard to your IEP student population and disability category subgroups? What strengths might you infer based on this data? What weaknesses might you infer based on this data?

3. As a future special education administrator, what would be some areas you would want to address to improve services for students with disabilities? What possible recommendations would you make? How do these recommendations align with the current goals?

<table>
<thead>
<tr>
<th>% Students with IEPs and without IEPs - 2020</th>
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<tbody>
<tr>
<td>Demographics of the School District</td>
</tr>
<tr>
<td>--------------------------------------------</td>
</tr>
<tr>
<td>White</td>
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<tr>
<td>Black</td>
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<tr>
<td>Hispanic</td>
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<tr>
<td>Asian</td>
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<tr>
<td>American Indian</td>
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<td>Pacific Islander</td>
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<tr>
<td>2 or more Races</td>
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<tr>
<td>Low Income</td>
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<tr>
<td>Homeless</td>
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<tr>
<td>ELL</td>
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<table>
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<tr>
<th>% Students with IEPs by eligibility category for 2020, 2019, 2018</th>
</tr>
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<tbody>
<tr>
<td>Disability Categories</td>
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<tr>
<td>--------------------------------</td>
</tr>
<tr>
<td>Autism</td>
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<tr>
<td>Speech and Language Impairment</td>
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<tr>
<td>Specific Learning</td>
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<tr>
<td>Disability</td>
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<td>----------------------------</td>
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<tr>
<td>Emotional Disability</td>
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<tr>
<td>Traumatic Brain Injury</td>
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<tr>
<td>Hearing Impairment</td>
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<tr>
<td>Developmental Delay</td>
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<tr>
<td>Multiple Disabilities</td>
</tr>
<tr>
<td>Intellectual Disability</td>
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<tr>
<td>Other Health Impairment</td>
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<tr>
<td>Visual Impairment</td>
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<tr>
<td>including Blindness</td>
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<tr>
<td>Orthopedic Impairment</td>
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<tr>
<td>Deaf Blindness</td>
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<td>Deafness</td>
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**% Students by Classroom Environment - 2020**

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<tr>
<th>Race</th>
<th>&gt;80% of their day in Gen Ed</th>
<th>79% - 41% of their day in Gen Ed</th>
<th>&lt; 40% of their day in Gen Ed</th>
<th>Separate Facility</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
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<tr>
<td>2 or more Races</td>
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**Researched-based Intervention Presentation (20 points)**

**Grading Checklist and Feedback**

You are to present (Prezi, Google Slides, Video) with voice narrated text at least two researched-based or evidence based interventions being used in your district, preferably for those students identified as requiring special education or students engaging in MTSS supports. You are to provide a quick overview of the
effectiveness of each intervention as well as any potential limitations of the intervention. If such information is not available, you will need to identify what data you would require for collection and evaluation, if you were the district-level administrator. You should also indicate how, when and how often the intervention is implemented and who receives the intervention. Additionally, you will need to provide a description of each intervention as well as a quick overview of what each intervention aims to address. You should also review any data you have to demonstrate the impact of the intervention. The completed presentation should be uploaded to Sakai by the start of class on the due date. You will be expected to engage and participate in a discussion for at least 3 presentations by the due date.

Due Process Case Analysis (25 points)

**Grading Checklist and Feedback**

Visit [ISBE Due Process Decision Site](#) and choose a recent (last 5 years) IL due process case to analyze. In your presentation, discuss how the themes of IDEA are addressed. Create a Google Slide, Prezi or other video presentation of at least 10 slides using voice narrated text. Your presentation should be between 20-25 minutes and have at least one slide to address the following areas:

1. Overview of the Case
2. Discuss how the themes of IDEA are addressed in the case
3. Strengths and Weaknesses of the School District
4. Strengths and Weaknesses of the Parents/Students Case
5. Outcome of the Case
6. Identify any strategies that the LEA could have used to resolve the conflict with the family rather than using legal means
7. What you learned that might/will inform your practices?

The completed presentation should be uploaded to Sakai by the start of class on the due date.

Reaction Papers (30 Points)

Reaction Papers are no more than 3 pages in length and should include your reactions and "thoughts" to the readings, activities, and discussion board conversations. The goal is to give me as the instructor an idea of what you're learning by providing me with evidence of critical thinking and linkages of big ideas and concepts. These papers will be graded on a 1-10 point scale with 7 being the expected score. To earn scores greater than 7, strong linkages of concepts, practice, experience, and critical thinking must be provided. A good reaction paper tells me "why" versus just "what" or "how." I would expect that this paper would take no more than 1 hour to produce. You will be required to complete 3 reaction papers throughout the semester.

Reaction Paper 1 Topic: Equity Based MTSS
Reaction Paper 2 Topic: Special Education laws, policies, and guidance, due process, history of the law

**Grading Checklist and Feedback**

The completed reflection papers should be uploaded to Sakai on the due date.

**Internship:**

The Internship requires that the candidate work under the supervision of a practicing administrator for one
semester on an average of twelve (7) hours per week (100 total hours required). The candidate will need to observe and engage in a wide range of administrative duties and responsibilities with corresponding authority. Opportunities for the candidate to assume a leadership role or to participate/observe in the decision making process are encouraged. Candidates are expected to take the initiative to broaden their professional experiences. They must be willing to put forth additional time and effort that is not required of other staff members, which often means arriving early and leaving late from their school site. As a part of this course you are required to complete 100 hours of internship hours in the following categories:

1. Teaching and Learning: Teacher and Support Staff Supervision and/or evaluation on instructional strategies, scaffolds and modifications in the general education setting, inclusion, curriculum development
2. Student Support: Problem Solving meetings, MTSS interventions, data collection and evaluation, progress monitoring
3. Special Education Procedures and Practices: IEP and Eligibility Meetings, domain meetings, serving as the LEA, Timely Meaningful Process, monitoring data, understanding the claims process
4. Board Policy: Policy meetings, board meetings, district level meetings
5. Budget: Budget process, IDEA grant, TMC

You will be expected to obtain at least 20 hours from each category over the semester and document the hours via the linked Google document. Your supervisor will need to approve the hours. Log Template

**Internship Logs (15) and Final Reflection Paper (25)**

**Internship Requirements**

Each week, candidates will maintain a word-processed log for all internship activities using the log template. This log will be submitted electronically via Sakai on a weekly basis. Logged hours may include time that candidates spent in on-site work on required projects, but not research or writing/typing of those projects. Logged hours may not include meetings, parent conferences, or other activities the candidate would normally engage in during his/her regular teaching (or other work) assignment. Candidates may not use bus duty, playground duty, or other supervisory assignments for any of their 100 total hours. Workshop/Conference attendance may be used for a maximum of 4 hours, exclusive of travel time.

You will also be expected to write a 5-8 page final reflection paper documenting your learning during the internship specifically on the ELCC standards of this course. You will describe, analyze, and synthesize the Internship experience through the lens of the conceptual framework of Loyola’s School of Education—Professionalism in the Service of Social Justice. This is a reflective analysis, written in the first person, in which you reflect on your learning, personal and professional outcomes and benefits, and understandings of the application of leadership theories, course reading and discussions and research. You should also reflect upon your learning related to the ELCC/ISLLC standards. The paper should be word processed, spell checked, and grammatically correct. In particular, please focus on the following:

**ELCC 1.1:** Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a district.

**ELCC 1.2:** Candidates understand and collect and use data to identify district goals, assess organizational effectiveness, and implement district plans to achieve district goals.

**ELCC 1.3:** Candidates understand and can promote continual and sustainable district improvement.

**ELCC 1.4:** Candidates understand and can evaluate district progress and revise district plans supported by district stakeholders.

**ELCC 2.1:** Candidates understand and can advocate, nurture, and sustain a district culture and instructional
program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.

**ELCC 2.2**: Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional district program.

**ELCC 2.3**: Candidates understand and can develop and supervise the instructional and leadership capacity across the district.

**ELCC 2.4**: Candidates understand and can promote the most effective and appropriate district technologies to support teaching and learning within the district.

**ELCC 3.2**: Candidates understand and can efficiently use human, fiscal, and technological resources within the district.

**ELCC 3.5**: Candidates understand and can ensure that district time focuses on supporting high-quality school instruction and student learning.

**Special Education Strategic Plan (60 points)**

The final provides the opportunity to reflect upon the work we have done together this semester. This is the candidate’s opportunity to synthesize and apply the case law, regulations, and special education best practices presented in the class to a simulated “real life” situation pertaining to special education administration. For your final exam /project, you will need to pretend you have just been hired by your school district as the Director of Special Education. During your goal setting meeting with your Superintendent, he/she reviews your district’s special education data, including IEP compliance data, AYP data, special education category data, special education ethnicity data, researched based interventions, the MTSS pyramid, and the process for determining LD criteria. He/she informs you that the Board of Education and the community have a strong focus on special education and are demanding better programs and achievement for your special education students. He sets a student growth goal for you noting an expected increase of 5% in overall special education achievement. He/she also sets a goal for you to develop an action plan, based on the data from your school, that will support and increase special education student achievement. The action plan must work within a time frame of 3 years and include next steps identified for following years. Using all the data collected for your district (special education data, including IEP compliance data, AYP data, special education category data, special education ethnicity data, researched based interventions, the RtI/MTSS pyramid, and the process for determining LD criteria), write a 8-12 page action plan within a time frame of three years with the ultimate goal being improved special education student achievement. Use case law, regulations, special education best practices, and information from our classroom discussions to assist with your action plan.

The completed Strategic Plan should be uploaded to Sakai by the start of class on the due date.

**Final Project Rubric**

**Course Calendar:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Synchronous or Asynchronous</th>
<th>Reading to be Done in Advance of this class date</th>
<th>Assignment Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1</td>
<td>Equity Based MTSS</td>
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<tr>
<td>Session 1</td>
<td>-Welcome and</td>
<td>Synchronous via</td>
<td></td>
<td>Send profile</td>
</tr>
<tr>
<td>Date</td>
<td>Time</td>
<td>Session</td>
<td>Topic</td>
<td>Resources</td>
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<tr>
<td>January 19, 2020</td>
<td>5:00 pm to 7:00 PM</td>
<td>Introductions</td>
<td>- Trios Activity</td>
<td>Zoom</td>
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<td></td>
<td></td>
<td>- Review course syllabus, course</td>
<td>- Review course syllabus, course calendar, assignments and expectations</td>
<td>Presentation</td>
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<td>calendar, assignments and</td>
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<td>expectations</td>
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<td>- Internship Hours</td>
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<td>- Cooperative Group Activity</td>
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<td>- Role of a Special Education</td>
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<td>Director</td>
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<td>- Creating an Inclusive School</td>
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<tr>
<td>Week 1</td>
<td>Presentation</td>
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<tr>
<td>Session 2</td>
<td>Week of January 25th</td>
<td>Effective MTSS</td>
<td>- Effective MTSS</td>
<td>Asynchronous Video Summary for Module 1</td>
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<td></td>
<td>- Foundations of MTSS</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>- Structuring your MTSS</td>
<td></td>
<td>Read Pgs 1-78 McCart and Miller</td>
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<td></td>
<td>Post Forum 1</td>
<td></td>
<td>1. Describe your school's MTSS model and its strengths and areas for growth specific to equity based MTSS?</td>
<td>Post Forum 1 Responses by February 9th at 11 pm.</td>
</tr>
<tr>
<td></td>
<td>Responses by</td>
<td></td>
<td>2. What are other analogies (besides sundae) that help us make sense of MTSS? Explain your analogy.</td>
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<td>February 9th at</td>
<td></td>
<td>3. What is your “why” for doing this work?</td>
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<tr>
<td></td>
<td>11 pm</td>
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<td>4. Share whether you have equity for a variety of student groups at your school?</td>
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<td>5. What are the strengths of your universal supports (Tier 1 supports)?</td>
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</tbody>
</table>
| Session 3  | -Engineering MTSS -Making It Your Own -Conclusion | Asynchronous | Read Pages 79-132 in McCart and Miller  
- Yell 365-370
- Read the following Guidance Documents:
  - Illinois Special Education Eligibility and Entitlement Procedures and Criteria within a Response to Intervention (RTI) Framework
  - Frequently Asked Questions about Special Education Eligibility and Entitlement within a Response to Intervention (RtI) Framework
- INSTRUCTIONS FOR INDIVIDUALIZED EDUCATION PROGRAM (IEP) FORMS (pgs 11-17)
  - 37-54 IEP Form Templates (pgs. 4-7). | Group Activity: In a trio, using the guidance documents, complete the following activity: Classroom Activity and submit by February 9th via Sakai
FIELD EXPERIENCE APPLICATION/AGREEMENT due by February 1st |

| Session 4  | Finish Course Reading and Assignments for Module 1 | Asynchronous | Reaction Paper 1 due
- Research Based Intervention Presentation
- Forum 1 Discussion Responses are due
Group Activity Due |
<table>
<thead>
<tr>
<th>Module 2</th>
<th>Special Education Laws, policies, and guidance</th>
<th></th>
<th>All Module 1 assignments due by February 9th at 11 pm.</th>
</tr>
</thead>
</table>
| Session 5  
February 17, 2021  
5:00 pm to 7:30 pm | Guest Speaker (Jennifer Smith from Franczek Radelet)  
- History of the Law and Children with Disabilities  
-- Individuals with Disabilities Education Act  
- The Every Student Succeeds Act of 2015  
- Free and Appropriate Education | Synchronous via Zoom | Yell Chapters 1, 2, 3, 7 and 8  
Forum 2: Respond to guided questions for at least 2 Research Based Intervention presentations by February 16th. |
| Session 6  
Week of February 22nd | - Identification, Assessment and Evaluation | Asynchronous | Yell Chapter 9 |
| Session 7  
Week of March 1st | - The Americans with Disabilities Act  
- Section 504 of the Rehabilitation Act of 1973 | Asynchronous | Yell 5 and 6  
Demographic Data Analysis and Paper Reaction Paper 2 due  
All Module 2 assignments due by March 2nd at 11 pm except Forum 2 is due by February 16th. |
<p>| Week of March 8th | Loyola’s Spring Break | No Class |  |</p>
<table>
<thead>
<tr>
<th>Module 3</th>
<th>IEP Process</th>
</tr>
</thead>
</table>
| Session 8 | -Guest Speaker  
-LEA  
-Note Taking in IEP meetings | Synchronous via Zoom |
| Session 9 | -Individualized Education Program  
-Least Restrictive Environment  
-Procedural Safeguards | Asynchronous  
Yell Chapters 10, 11, 12 | Forum 3 |
| Session 10 | -Week 9  
-Suspension and Expulsion  
-MDR | Asynchronous  
Yell Chapter 13 and 14 | Discipline Case Study |
| Session 11 | Finish all assignments | Asynchronous | -Due Process Assignment due  
-Discipline Case Analysis  
-Forum 3 Due  
 - [Reaction Paper 3 Due](#)  
All module 3 work is due by April 7th at midnight |
| ***April 7, 2021, ELPS 472 and CIEP 510 Cross Curricular class 5:00 pm to 7:00 pm | ELPS 472 and CIEP 510 Cross Curricular class On Inclusive IEPs | Zoom Class |
| Module 4 | Special Education Funding and Reporting |
| Session 12 | -Special Education Funding | Asynchronous  
Yell Chapter 4  
-Additional Readings |
| Session 13 | -Special Education Funding and Reporting | Asynchronous  
-Videos on the Claims Process  
-Read assigned Handouts |
<table>
<thead>
<tr>
<th>Session 14</th>
<th>Next Steps as a future special educator administrator or district leader - Smart Evaluation Rubric</th>
<th>Asynchronous</th>
<th>Final Strategic Plan Due by April 27th at 6 pm</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week of April 26th</td>
<td></td>
<td></td>
<td>Final Log of Internship Hours Due by April 27th at 6 pm</td>
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<td>Final Internship Reflection Paper due by April 27 at 6 pm</td>
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<td>Forum 4 due</td>
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</tbody>
</table>