

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

**Course:** **SPED 789 – Practicum: Leadership in Special Education and Pupil Services**  
ON LINE – 3 credits

**Schedule:** TBA

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

**Prerequisite:** Graduate Status, SPED 782, 786, 787 and consent of instructor

**Required Documents:** (may be downloaded)

1. **Pupil Services: A Resource and Planning Guide** (1995) – Wisconsin Department of Public Instruction
2. **Special Education in Plain Language** (Summer 2002) – Revised 2<sup>nd</sup> ed. – Wisconsin Department of Public Instruction
3. **NICHCY Connections... to Resources on IDEA 2004** (July 2004)

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

**Course Description:**

This field-based/seminar-based course is designed as the culminating experience for Special Education Director and/or Director of Pupil Services licensure. The course will also address current issues encountered by Directors of Special Education and/or Pupil Services in seminar based discussions.

**Course Objectives:**

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



| Course Objective   | WAS | CG  | Artifacts   | Criteria  |
|--|-----|-----|---|---|
| 1. Organizational and systems theory including political and economic issues that effect policy development within state and local education agencies and across other service systems.                                    | 4   | 1.3 | <ul style="list-style-type: none"> <li>· Reflection</li> <li>· Written Response</li> <li>· Discussion</li> <li>· Research</li> <li>· Analysis</li> <li>· Comprehensive Examination</li> </ul> | 1= Does not meet criteria<br>2= Progressing<br>3= Meets Expectations<br>4= Exemplary<br>5= Not Observed |
| 2. Federal, state, and local education reform initiatives and their requirements for both general and special education.   | 2   | 1.4 |   |   |
| 3. Legal responsibility with regard to school-based counseling, psychological, social work, and nursing services including the children's code under Wis. Stats., Chapter 48.  | 7   | 1.5 |   |   |
| 4. Current legal and policy issues surrounding assessment and accountability related to children at risk and children with disabilities.   | 7   | 3.1 |   |   |
| 5. Characteristics, appropriate use, and interpretation of various types of education-related assessments, including but not limited to norm-referenced, informal, and performance-based portfolio.                        | 3   | 3.2 |   |   |
| 6. General education curriculum theory, models, and implications for children at risk and children with disabilities.  | 3   | 4.1 |   |   |
| 7. General education curriculum theory, instruction, and how special education and related services support student access to the general education curriculum.  | 3   | 4.2 |   |   |
| 8. Coordination of curriculum and instructional programs and practice strategies that facilitate the seamless movement of students from early childhood into K-12 environments and from school to post-secondary settings. | 3   | 5.2 |   |   |

| Course Objective  | WAS | CG  | Artifacts | Criteria |
|---|-----|-----|-----------|----------|
| 9. Organization, development and management of collaborative and mutually supportive pupil services and special education programs within educational settings.   | 4   | 5.3 |           |          |
| 10. Program evaluation models, processes and accountability systems.  | 4   | 5.4 |           |          |
| 11. Leadership and human resources management including recruitment, personnel assistance and development, on-going supervision and evaluation of personnel, sites and district services related to learning outcomes for all students. | 4   | 5.5 |           |          |
| 12. Federal, state and local fiscal and taxation policies related to education and other social and health agencies.  | 4   | 5.6 |           |          |
| 13. Federal, state and local policies and procedures governing the discipline of all students and the implications for children at risk and children with disabilities.   | 7   | 6.1 |           |          |
| 14. Knowledge of legal and ethical issues surrounding use of various forms of behavior and social skills management procedures for children at risk and children with disabilities.   | 7   | 6.2 |           |          |
| 15. Interacting successfully with students, parents, educators, employers, and community support systems such as juvenile justice, public health, vocational rehabilitation, human services, and early childhood and adult education.   | 5   | 7.1 |           |          |
| 16. Approaches for involving parents, family, and community members in educational planning, implementation, and evaluation.  | 5   | 7.2 |           |          |
| 17. The roles of parents and various advocacy organizations as they support children at risk and children with disabilities and their families.   | 5   | 7.3 |           |          |
| 18. The professional ethics and social behaviors appropriate for school and community.  | 6   | 8.1 |           |          |

| Course Objective   | WAS | CG  | Artifacts | Criteria |
|--|-----|-----|-----------|----------|
| 19. Interpersonal communication, intergroup communication, and public communication both oral and written. | 6   | 8.2 |           |          |

**Detail of Criteria:**

**1 = Does Not Meet Expectations:** The candidate is operating below average for successful school leaders.

- There is little or no evidence that the candidate models and applies the expectations.
- The evidence presented is vague and/or irrelevant.
- The candidate is operating **significantly below average** for successful school leaders. Candidate may be removed from the practicum.

**2 = Progressing:** The candidate is progressing to being a successful school leader.

- There is limited or incomplete evidence that the candidate models and applies the expectations.
- The evidence presented is lacking in breath, lacking in depth, lacking in complexity, lacking consistency.
- The candidate is operating **below average** for successful school leaders.

**3 = Meets Expectations:** The candidate is operating about average for successful school leaders.

- There is clear and consistent evidence that the candidate models and applies the expectations.
- The evidence presented is developed, effective, applicable, reasonable, complete.
- The candidate is operating **about average** for successful school leaders.

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

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

**N = Not Observed**

**Instructional Methods:**

This course will utilize Desire2Learn (D2L), supervision, and a portfolio defense.

**The Wisconsin Administrator Standards (WAS) PI 34.03:**

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

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

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

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

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

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

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

### **Content Guidelines for Director of Special Education and Pupil Services:**

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

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

#### **2. The characteristics of learners including:**

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

#### **3. Assessment and diagnosis practices including:**

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

#### **4. Instructional content and practice including:**

- 4.1 General education curriculum theory, models, and implications for children at risk and children with disabilities.

4.2 General education curriculum theory, instruction, and how special education and related services support student access to the general education curriculum.

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

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

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

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

**7. Communication and collaboration partnerships including:**

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

**8. Professional and ethical practices including:**

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

**Wisconsin Teaching Standards:**

- 1. The teacher understands the central concepts, tools of inquiry, and structures of the disciplines he or she teaches and can create learning experiences that make these aspects of **subject matter** meaningful for pupils.
- 2. The teacher understands how children with **broad ranges of ability** learn and provides instruction that supports their intellectual, social, and personal development.
- 3. The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can **adapt instruction to meet the diverse needs of pupils**, including those with disabilities and exceptionalities.

4. The teacher understands and uses a **variety of instructional strategies**, including the use of technology to encourage children's development of critical thinking, problem solving, and performance skills.
5. The teacher uses an understanding of **individual and group motivation** and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
6. The teacher uses effective **verbal and nonverbal communication** techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.
7. The teacher **organizes and plans systematic instruction** based upon knowledge of subject matter, pupils, the community, and curriculum goals.
8. The teacher understands and uses **formal and informal assessment** strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.
9. The teacher is a **reflective practitioner** who continually evaluates the effect of his or her choices and actions on pupils, parents, professionals in the learning community and others who actively seeks out opportunities to grow professionally.
10. The teacher **fosters relationships** with school colleagues, parents, and agencies in the larger community to support pupil learning and well being and who acts with integrity, fairness, and in an ethical manner.

### Course Requirements:

#### Practicum:

A 150 hour practicum will be required of the candidate over the course of the semester. The candidate will shadow a special education director/pupil service director during the directors regular daily schedule. Eight to ten hours of shadowing per week are expected during the semester. Additionally, the candidate will develop a practicum portfolio which will include but not be limited to all course assignments and supervision evaluation. The candidate will be observed/evaluated by a field supervisor and a university evaluator a minimum of two times.

#### Discussion/Participation

As a 700-level graduate course, it is expected that students at this level actively, professionally, and consistently participate in discussions on a regular basis.

### Course Assignments:

1. **Weekly Reflection/Portfolio Journal and Discussion:** (15 @ 30 per journal and 20 points per D2L Discussion)  
The candidate will write a weekly journal entry describing, discussing and reflecting on experiences encountered during each week of the practicum. The assignment will be part of a weekly discussion on D2L. This section is due no later than Sunday of each week.
2. **Meeting Attendance:** (3 @ 10 points)  
The candidate will attend at least one school board meeting (which includes special education/pupil services issues), one district administrative meeting and one other meeting above the building level addressing a budget issue. The candidate will analyze the actions of the meeting, discuss what was learned and reflect on the outcome of the meeting. Write a

summary (two page minimum) of each meeting and submit it to the discussion page of D2L. Meeting attendance is included in the 150 hour practicum requirement.

3. **Current Issues Papers:** (2 @50 points each)  
Candidates will select two current issues directly impacting special education directors/pupil services directors. The two issues must relate to local, state and/or national issues. Candidates will write a five-page minimum, APA format, double spaced paper on **each** issue. Additionally, the candidate will discuss the information on D2L with other candidates on specific dates.
4. **Issue/Problem Solving Plan** (100 points)  
Identify a problem/issue in the school district you are experiencing your practicum which impacts special education/pupil services. Discuss specific steps you would use to improve the situation and develop a plan for improvement. The plan must be detailed from how/why you selected the issue, what strategies you developed, completion, and what was the outcome of the plan. Also include any other pertinent information. APA format is required. Notify the instructor no later than the end of Week #3 of the Issue. The instructor must approve the Issue selected by the candidate.
5. **Calendar:** (20 points)  
The candidate will develop a yearly calendar of tasks, events, timelines, budget information and other pertinent information related to the job responsibilities of a special education director/pupil services director. Begin the calendar on July 1 and end on June 30. The calendar will be submitted on D2L.
6. **Field Supervision Evaluation** (150 points)  
The field supervisor will evaluate the candidate utilizing a standards-based/competency rubric. A minimum of two supervisions are required. **Candidates who do not successfully complete this activity will not be recommended for licensure.**
7. **University Supervision Evaluation** (150 points)  
The University Supervisor will evaluate the candidate utilizing a standards-based/competency rubric. A minimum of two supervision visits are required. **Candidates who do not successfully complete this activity will not be recommended for licensure.**
8. **Portfolio Evaluation/Defense:** (150 points)  
The culminating assessment activity of the practicum experience will be an in-person evaluation and defense of the completed practicum portfolio of all completed assignments. At least one special education faculty member and one field-based administrator will examine the completed portfolio and evaluate the candidate's portfolio contents and the context in which the activities represented in the portfolio were completed. **Candidates who do not successfully complete this activity will not be recommended for licensure.**
9. **Course Assignment Information**
  - Students are expected to be current on assigned reading.
  - Assignments not fulfilling stated requirements will not be accepted.
  - All assignments must be typed and proofread prior to being submitted.
  - All assignments are due on the specified day.

- Late assignments will be lowered by one letter grade for each day they are late.
- Keep a copy of all assignments.

#### 10. Academic Misconduct Policy

All candidates are subject to the University rules and regulations as written in the UW-Eau Claire Student Services and Standards Handbook under “Academic Misconduct Policy.”

##### UWS 14.03 Academic Misconduct Subject to Disciplinary Action

- (1) Academic misconduct is an act in which a student:
  - (a) Seeks to claim credit for the work or efforts of another without authorization or citation;
  - (b) Uses unauthorized material or fabricated data in any academic exercise;
  - (c) Forges or falsifies academic documents or records;
  - (d) Intentionally impedes or damages the academic work of others;
  - (e) Engages in conduct aimed at making false representation of a student’s academic performance; or
  - (f) Assists other students in any of these acts.
- (2) Examples of academic misconduct include, but are not limited to: cheating on an examination; collaborating with others in work to be presented, contrary to the stated rules of the course; submitting a paper or assignment as one’s own work when a part or all of the paper or assignment is the work of another; submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas; stealing examinations or course materials; submitting, if contrary to the rules of a course, work previously presented in another course; tampering with the laboratory experiment or computer program of another student; knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

##### UWS 14.04 Disciplinary Sanctions

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

11. There is no “extra credit” accepted in this course.

12. If you are having difficulty with aspects of the course, do not wait until the end of the term. Arrange an appointment with Dr. Dempsey as soon as you suspect difficulty.
13. *Any student who has a disability and is in need of accommodations should contact the instructor and the Services for Students with Disabilities Office (715 836-4542).*
14. **Course Grading** – 1,450 total points (estimated)  
Grades will be determined by total points on the following percent scale.  
A = 94% = 1,363 points  
B = 87% = 1,261 points  
C = 76% = 1,102 points  
F = 69% = 1,014 points and below

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

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

|   |                | <u>TOTALPOINTS</u> | <u>MY POINTS</u>      | <u>GRADE</u> |
|---|----------------|--------------------|-----------------------|--------------|
| <b>1. Weekly Reflection/Discussion</b>  |                |                    |                       |              |
|   | <u>Week</u>    | <u>Reflection</u>  | <u>D2L Discussion</u> |              |
|   | 1              | 30                 | 20                    | ___/___      |
|   | 2              | 30                 | 20                    | ___/___      |
|   | 3              | 30                 | 20                    | ___/___      |
|   | 4              | 30                 | 20                    | ___/___      |
|   | 5              | 30                 | 20                    | ___/___      |
|   | 6              | 30                 | 20                    | ___/___      |
|   | 7              | 30                 | 20                    | ___/___      |
|   | 8              | 30                 | 20                    | ___/___      |
|   | 9              | 30                 | 20                    | ___/___      |
|   | 10             | 30                 | 20                    | ___/___      |
|   | 11             | 30                 | 20                    | ___/___      |
|   | 12             | 30                 | 20                    | ___/___      |
|   | 13             | 30                 | 20                    | ___/___      |
|   | 14             | 30                 | 20                    | ___/___      |
|   | 15             | 30                 | 20                    | ___/___      |
| <b>2. Meeting Attendance</b>            |                |                    |                       |              |
|   | <u>Meeting</u> |                    |                       |              |
|   | 1              |                    | 10                    | _____        |
|   | 2              |                    | 10                    | _____        |
|   | 3              |                    | 10                    | _____        |
| <b>3. Current Issue Papers</b>          |                |                    |                       |              |
|   | <u>Paper</u>   |                    |                       |              |
|   | 1              |                    | 50                    | _____        |
|   | 2              |                    | 50                    | _____        |
| <b>4. Issue/Problem Solving Plan</b>    |                |                    |                       |              |
|   |                |                    | 100                   | _____        |
| <b>5. Calendar</b>                      |                |                    |                       |              |
|   |                |                    | 20                    | _____        |
| <b>6. Field Experience Points</b>       |                |                    |                       |              |
|   |                |                    | 150                   | _____        |
| <b>7. University Supervision Points</b> |                |                    |                       |              |
|   |                |                    | 150                   | _____        |
| <b>8. Portfolio Evaluation/Defense</b>  |                |                    |                       |              |
|   |                |                    | 150                   | _____        |
| <b>TOTAL (estimated)</b>                |                |                    | <b>1,450</b>          | _____        |

### **Expectations for Contributing to a D2L Online Discussion**

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

**D2L Discussion Grading Rubric**  
**20 total points per week possible**

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

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

**SPED 789 Practicum: Leadership in Special Education and Pupil Services  
Course Outline**

**Subject to change in the event of extenuating circumstances.**

| <b>Date</b>     | <b>Assignment</b>  |
|-----------------|--|
| <b>Week #1</b>  | <ul style="list-style-type: none"> <li>• Read Syllabus for understanding</li> <li>• Weekly Journal Entry Due/Discussion</li> </ul>   |
| <b>Week #2</b>  | <ul style="list-style-type: none"> <li>• Weekly Journal Entry Due/Discussion</li> </ul>  |
| <b>Week #3</b>  | <ul style="list-style-type: none"> <li>• Selection of Issue/Problem Solving Assignment Due</li> <li>• Weekly Journal Entry Due/Discussion</li> </ul>   |
| <b>Week #4</b>  | <ul style="list-style-type: none"> <li>• Meeting Attendance Reflection #1 Due/Discussion</li> <li>• Weekly Journal Entry Due/Discussion</li> </ul>   |
| <b>Week #5</b>  | <ul style="list-style-type: none"> <li>• Weekly Journal Entry Due/Discussion</li> </ul>  |
| <b>Week #6</b>  | <ul style="list-style-type: none"> <li>• Current Issue Paper #1 Due/Discussion</li> <li>• Weekly Journal Entry Due/Discussion</li> </ul>   |
| <b>Week #7</b>  | <ul style="list-style-type: none"> <li>• Weekly Journal Entry Due/Discussion</li> </ul>  |
| <b>Week #8</b>  | <ul style="list-style-type: none"> <li>• Meeting Attendance Reflection #2 Due/Discussion</li> <li>• Weekly Journal Entry Due/Discussion</li> </ul>   |
| <b>Week #9</b>  | <ul style="list-style-type: none"> <li>• Weekly Journal Entry Due/Discussion</li> </ul>  |
| <b>Week #10</b> | <ul style="list-style-type: none"> <li>• Yearly Calendar Due/Discussion</li> <li>• Weekly Journal Entry Due/Discussion</li> </ul>  |
| <b>Week #11</b> | <ul style="list-style-type: none"> <li>• Meeting Attendance Reflection #3 Due/Discussion</li> <li>• Weekly Journal Entry Due/Discussion</li> </ul>   |
| <b>Week #12</b> | <ul style="list-style-type: none"> <li>• Current Issue Paper #2 Due/Discussion</li> <li>• Weekly Journal Entry Due/Discussion</li> </ul>   |
| <b>Week #13</b> | <ul style="list-style-type: none"> <li>• Weekly Journal Entry Due/Discussion</li> </ul>  |
| <b>Week #14</b> | <ul style="list-style-type: none"> <li>• Issue/Problem Solving Plan Due/Discussion</li> <li>• Issues/situations you did/did not expect to encounter during the practicum/online discussion</li> <li>• Weekly Journal Entry Due/Discussion</li> </ul> |
| <b>Week #15</b> | <ul style="list-style-type: none"> <li>• Portfolio Evaluation/Defense</li> <li>• Weekly Journal Entry Due/Discussion</li> </ul>  |

**SPED 789**  
**Bibliography**

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Smith, S.C & Piele, P.K. (Eds.) (2006). *School Leadership: Handbook for Excellence in Student Learning* (4<sup>th</sup> ed.). Thousand Oaks: CA.

Wisconsin Department of Public Instruction (2002). *Special education in plain language: User-friendly handbook on special education laws, policies, and practices in Wisconsin* (Revised 2<sup>nd</sup> ed.). Retrieved from:  
<http://www.cesa7.k12.wi.us/sped/Parents/SpecEd%20plainlang02.pdf>

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<http://www.nichcy.org/resources/IDEA2004resources.asp>

Wisconsin Department of Public Instruction (1995). *Pupil services: A resource and planning guide*. Madison, WI: Wisconsin Department of Public Instruction

- Additional current literature will be generated by the candidates as part of the two Current Issues Papers and an Issue/Problem Solving Plan identified on page 4 of the course syllabus.