



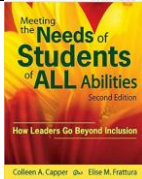
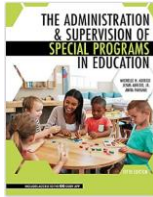
University of North Texas at Dallas  
EDLE 5620: Leadership for Student Educational Services

**Fall 2024 SEMESTER**

**Thursday 5:30 PM- 8:20 PM**

3 Semester Hours

**SYLLABUS**

|                             |  |                                  |
|-----------------------------|--|----------------------------------|
| UNT School of Education     | Teacher Education and Administration   | Master of Educational Leadership |
| Instructor Name:            | Dr. Janet Hanson   |                                  |
| Email Address:              | Janet.Hanson@untDallas.edu   |                                  |
| Course Catalog Description: | Designed to investigate the values, theoretical bases, best practices and challenges for leaders who administer student educational services at the school or district levels including a review of federal laws, rules, regulations and expectations for students who are educationally disadvantaged because of poverty, language differences, disabilities, interests and academic performance or lack thereof.   |                                  |
| Prerequisites:              | EDLE 5300 Recommended  |                                  |
| Required Text:              |  <p>Capper, C. &amp; Frattura, E. (2009). <i>Meeting the needs of students of all abilities</i>, 2nd Ed. Thousand Oaks, CA: Corwin Press</p><br> <p>Pankake, A, Littleton, M, &amp; Schroth, G (2012) <i>The administration and supervision of special programs in education</i>, 5th Ed.: Kendall/Hunt Pub Co</p> |                                  |
| Recommended:                | <a href="#">Hanson, J. L. (2017). <i>Manage your mindset: Maximize your power of personal choice</i>. Lanham, MD: Rowman &amp; Littlefield.</a>  |                                  |

Learning Objectives/Outcomes: At the end of this course, students will be able to:

| Number | Learning Objective   | Domain                              |
|--------|--|-------------------------------------|
| 1      | respond appropriately to diverse needs in shaping the campus culture and ensure that all students have an equal opportunity for educational success.   | DOMAIN I –Competency 001, 003 & 004 |
| 2      | respond to pertinent political, social, and economic issues in the internal and external environment.  | DOMAIN IV–Competency 007 & 008      |
| 3      | apply legal guidelines (e.g., in relation to students with disabilities, bilingual education, confidentiality, discrimination) to advocate and protect the rights of students and staff and to improve learning opportunities. | DOMAIN V –Competency 009, 010 & 011 |
| 4      | apply knowledge of ethical issues affecting education and promote continuous development of all learners.  | DOMAIN VI –Competency 011           |

Texas Principal Competencies for this Course:

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| DOMAIN I – Competency 001, 003, &004<br>DOMAIN IV– Competency 008<br>DOMAIN V– Competency 009 & 011<br>DOMAIN VI – Competency 011<br><a href="#">Texas Education Authority - Principal Framework</a> |
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| Timeline           | Topics  | Readings   |
|--------------------|---|--|
| Week 1<br>Aug 26   | <a href="#">Effective Behavior Criteria for Different Grade Levels</a><br>Introductions, course overview, requirements, and class norms |  |
| Week 2<br>Sept 2   | Project PASL Prep   | PASL TASK 1 - ETS and TEA documentation  |
| Weeks 3<br>Sept 9  | Programs to Services G & T  | <ul style="list-style-type: none"> <li>Capper Chapter 1</li> <li>Pankake Chapter 6 Programs for Gifted and Talented Students</li> </ul>  |
| Week 4<br>Sept 16  | Overview of Title programs  | <ul style="list-style-type: none"> <li>Pankake, Chapter 5 Title I and Every Student Succeeds (Previously Chapter 3)</li> <li>Capper Chapter 4 Physical and Emotional Safety</li> </ul> |
| Weeks 5<br>Sept 23 | Special Education   | Pankake Chapter 2 Special Ed and Brief 2A  |
| Week 6<br>Sept 30  | Section 504   | <ul style="list-style-type: none"> <li>Pankake Chapter 3 - Section 504 (Previously Chapter 1) and</li> <li>Brief 3A End the Pipeline School to Prison</li> </ul>                       |
| Weeks 7<br>Oct 7   | Bilingual Education   | <ul style="list-style-type: none"> <li>Pankake Chapter 10 Bilingual and ESL</li> <li>Chapter 1 Strengthening Diverse Families engagement in schools (Previously Chpt 7)</li> </ul>     |
| Timeline           | Topics  | Readings   |
| Week 8<br>Oct 14   | Career Readiness Education  | Pankake Chapter 8 - College and Career Readiness (Prev Chpt 6)   |
| Week 9<br>Oct 21   | Early Childhood   | Pankake Chapter 4 - Early Childhood  |
| Weeks 10<br>Oct 28 | Teacher Leaders   | Pankake Chapter 12 Teacher Leaders (Previously Academic Activities)  |

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|--------------------|--|---|
| Week 11<br>Nov 4   | Alternative Education Programs   | Pankake Chapter 9<br>Alternative Education Programs (Previously Chapter 11)                   |
| Week 12<br>Nov 11  | Counseling Programs  | Pankake Chapter 11 - Counseling Programs (Previously Chapter 10)                              |
| Weeks 13<br>Nov 18 | Academic Preparation, Enhancement, and Intervention<br>Expert Participant: SMW | Pankake Chapter 7- Academic Preparation, Enhancement, and Intervention (Previously Chapter 5) |
| Week 14<br>Nov 25  | Thanksgiving Break is Nov 28-29  |   |
| Weeks 15<br>Dec 2  | PASL Task Plan Implementation and Reflection                                   | Project presentations   |
| Week 16<br>Dec 9   | Final project upload   |   |

#### Classroom Format

We will have class each week during the Fall semester, but most of the classes will be asynchronous learning opportunities. During the classes, you will read, listen, and watch information about the challenges of leading special populations, current educational trends, school leadership, and your outside assignments. Students will be expected to review all the materials provided as well as completing independent work related to the topics.

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|--|-----|
| Attendance and participation (10 points)<br>You must participate in all class activities to receive full credit for the course. Absences will result in lost points.   | 10% |
| <b>Strategic Planning Instructional Plan Gifted and Talented Discussion (15 pts)</b>   | 15% |
| <b>Article Reviews ( 3 ea x 5 pts)</b><br><br>Note: Each student will be filling their individual shared folder with data, artifacts, and research articles relevant to issues at their school. You will use this folder when you begin doing your PASL exam.  | 15% |
| <b>Field Experience (15 points)</b><br>In conjunction with their school principal or supervisor, students will select <b>three of the identified special populations</b> and participate in campus or district level work related to these groups that is not a part of their standard day to day work.  | 15% |
| <b>Problem Solving in The Field (PASL TASK ONE correlation) (30 points)</b><br>Students will identify a significant problem or challenge in their school (related to a special population) that influences instructional practice and student learning. Subsequently, students will research and develop a plan for resolving this challenge. Students will present the reflection of their Task 1 Steps 1 -4 to the class or in video embedded PPT. | 20% |
| <b>Final Project (30 points)</b><br>Throughout the course, students will be creating a database of information about the special populations we are studying.  | 25% |