University of New Hampshire
Education Department
Special Education Program

SYLLABUS

ED 954: Leadership and Systems Change in Inclusive Education  
Spring 2011 - 2 credits

Instructor: Cheryl M. Jorgensen, Ph.D.

Course Description

This course will introduce the critical issues involved in leadership for changing educational systems to fully include students with disabilities and promote their achievement of knowledge and skills in core academic subjects as well as functional skills necessary for full participation in home, school, and community. Scholars will learn a model of systems change that includes (a) assessment of one’s own leadership dispositions and skills, (b) strategies for engaging individuals to support inclusive education, and (c) models of school-wide change based on research on 30 years of research on systems change in inclusive education and newer lessons from implementation science. Particular emphasis will be placed on transformative coaching by inclusion facilitators.

Teaching and Learning Styles

Learning experiences in this class will include:

• reading the professional literature in the field
• class discussion
• viewing pre-recorded webinars
• in-class practice of coaching skills
• engaging other members of scholars’ school communities within the context of an inclusive education implementation team

If you have a formal accommodation plan developed in conjunction with UNH’s Disability Services for Students Office or would like to discuss with me the supports that you need in order to learn well in this class, please make an appointment to discuss with me prior to the beginning of the course.

Prerequisites

This is the capstone course in the IDD teacher certification/Inclusion Facilitator program at UNH. Scholars will have completed all prior coursework but not necessarily their supervised internship. Others wishing to enroll in the course may do with the permission of the instructor.
Course Requirements

- Complete the assigned readings. 10 points.
- Participate in class discussions. 15 points.
- Complete a 5 page paper synthesizing and reflecting on the results of your self- and others’ assessment of your leadership competencies. 15 points.
- Complete a two-part Transforming Hearts & Minds assignment. 20 points.
- Hold 3 coaching conversations and complete the summary template in preparation for in class discussion. 15 points (5 points each).
- Prepare and present a PowerPoint presentation on select course material to a group of school colleagues. Write a 2 page reflection paper on the discussion that ensued, your effectiveness in doing the presentation, and anticipated next steps. 25 points.

With the exception of the leadership competencies assessments (which you should turn in a hard copy during class), please email all assignments to cheryl.jorgensen@unh.edu

Books and Other Media:


NIRN website: http://www.fpg.unc.edu/~nirn/ - selected sections

NIRN and NIUSI-Leadscape archived webinars.


GRADING

The graduate school allows the following grades to be given: A, A-, B+, B, B-, C+, C, C-, D+, D, D-, and F. Each instructor may construct his or her own grading system, using all or some of these grading points.

GPA’s are not formally calculated for graduate students. Auditing students receive AU audit credit, not grades. Only under special circumstances may a grade below a B- be counted towards
a graduate degree. Scholars in the IDD program must obtain a grade of B- or higher to get credit for this course towards their IDD certification.

Correspondence between total points earned and the grade are presented below.

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<tr>
<th>Grade</th>
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<tr>
<td>A</td>
<td>97-100</td>
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<td>A-</td>
<td>93-96</td>
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<td>B+</td>
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<td>B</td>
<td>85-88</td>
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<td>C+</td>
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<td>C</td>
<td>73-76</td>
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<td>C-</td>
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<td>D+</td>
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<td>D</td>
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<td>D-</td>
<td>59-63</td>
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Refer to the graduate catalog or your program advisor for more information on grading policy at UNH.

**PARTICIPATION IN DISCUSSIONS – 15 points**

Everyone learns differently, expresses their growing understandings at a different pace, and uses conversation and dialogue in a unique way. A professional educator must be a highly skilled communicator who can express ideas and opinions clearly, engage in reflective dialogue when differing viewpoints are held, and use effective leadership skills to support others to adopt positive attitudes towards and exemplary education programs for students with disabilities. Class participation offers valuable practice for the development of these skills. Scholars are fully engaged in discussions and take responsibility for their own learning. They encourage participation from their colleagues, ask questions, make comments, question what they have read, and draw connections between the literature and their own professional experiences.

**READINGS (self-assessment only) – 10 points**

Scholars show their commitment to ongoing learning by conscientiously completing assigned readings. As they read they think deeply about the viewpoints of the authors, those of other scholars, and their own professional experiences. They integrate what they have read into class discussions and into their practice. They share what they have read with other colleagues. Assessment of whether scholars have done the course readings will be done by the scholars themselves.

**SELF AND OTHERS’ ASSESSMENT OF YOUR LEADERSHIP COMPETENCIES – 15 points**

Complete the leadership competency assessment. Ask two trusted colleagues to complete
it about you. Write a 5 page paper summarizing your own view of your strengths and areas needing improvement and compare and contrast your assessment to that done by your colleagues.

**TRANSFORMING HEARTS AND MINDS – 20 points**

**Part I:** The first part of this assignment focusing on strategies for balancing advocacy and inquiry stances as a way of gaining understanding of an individual’s objections and/or concerns with inclusive education.

After reading Chapter 3 from The Inclusion Facilitator’s guide and the chapter from Garmston and Wellman on Balancing Advocacy and Inquiry, create a scenario from you own experience in which another educator approaches you with a comment or question that might ordinarily provoke you to *advocate* for your own viewpoint. The scenario should consist of the initial comment or question from the other person, followed by a series of *advocacy-based* statements or arguments that you would typically present. Next, using the same comment or question, generate several *inquiry-based* statements that will help you better understand the perspective of the person asking the question.

In class we’ll discuss how to balance both inquiry and advocacy approaches.

**Part II:** In the second part of this assignment consists of you writing and reflecting on a multi-dimensional scenario involving four team members, each with his or her own *identity* comprised of unique values, concerns, and personalities.

After reading Chapter 3, create another scenario based on your professional experience, taking care to protect the identities of the individuals who are part of the scenario. The scenario should include:

- A sentence or two about the scenario/challenge.
- Description of each member of the scenario – see pages 86 and 87 for a guide.
- A table like that in figure 3.4 that depicts each person’s values, concerns, and personality type.
- A description of how you might approach each team member to change his or her “heart & mind” based on an understanding of his or her identity.

We will reflect on this assignment in class.

**COACHING CONVERSATIONS – 15 points (5 points)**

The handbook on culturally responsive coaching describes three different types of coaching conversations that might be engaged by an inclusion facilitator in his/her role as a team and school leader. For this assignment, you will conduct all three kinds of conversations with
others in your school or community: critical, contextual, and technical. You may have all three conversations with the same person or each with a different person.

After having the conversations, complete the coaching conversation summary form depicted in Appendix D of the handbook – also depicted on slide X in the archived PowerPoint presentation. We will discuss this assignment in class.

PRESENTATION TO SCHOOL COLLEAGUES AND REFLECTION – 25 points

Based on all the information presented in this class, develop and present a PowerPoint presentation to a group of at least five colleagues from your school and/or community. The goal of the presentation is to develop support for the establishment of an Inclusive Education Implementation Team, facilitated by you, beginning in the fall. Submit the PP presentation and a 2 page reflection paper that answers these questions:

• Who attended?
• What kinds of questions were asked during the presentation and how you answered them?
• How was the idea of establishing an IEIP received?
• Did the administrator/s at the meeting make a commitment to establish the team?
• What leadership dispositions and skills did you use to make the presentation effective and where do you think you could have improved?