

Supporting Students

Carlee Escue Simon (University of Cincinnati)

Description: Lesson will be embedded in School Law course

This online learning experience is designed for pre-service school leaders focusing on support structures for students, specifically those with a special education designation in schools. Candidates gain knowledge, experience and resources to support students and families including those with disabilities through readings, videos, presentations, and case studies. Candidates explore and share their personal experiences with children with disabilities expanding the knowledge and skills needed through reading, reflective writing, dialogue, and problem-based learning. Candidates will work through a case study focused on a student with special needs that is approaching concerns with a needed manifestation hearing and the needed resources and services that will be discussed within the lesson. This case study will address the internal and external supports for students and families, legal and fiscal concerns, and disciplinary policies advantages and disadvantages (i.e. Zero Tolerance).

Course Objectives:

During this learning experience candidates . . .	Assessments
Collect and review the building's past 5 years of student behavior data (detentions, demerits, in/out school suspensions, and expulsions. Look for patterns and trends with regards to race, gender, disabilities (IEP's), and teachers who refer children. Review current policies, practices, and plans regarding student behavior and discipline at the building level, grade levels, and individual classrooms.	Activity 1 Activity 4
Review research and case law addressing such areas as Zero Tolerance Policy, IDEA laws regarding student discipline, effective and constructive student discipline, and constructive communication with families.	Activity 2 Activity 3
Analyze a student concern of a case study and create a plan of action that addresses key issues and identifies research and policies that support the created plan of action. This assignment will emphasize the <i>problem</i> dimension of student behavior, school safety, family support, and legal standing in school administration- including how to effectively support the student, family, and faculty while paying particular attention to the importance of integrity, fairness, and ethical decision-making.	Activity 5

Resources:

Some examples of research used

- Cornell, D. G., & Mayer, M. J. (2010). Why do school order and safety matter? *Educational Researcher*, 39(1), 7-15.
- Gonsoulin, S., Zablocki, M., & Leone, P. E. (2012). Safe schools, staff development, and the school-to-prison pipeline. *Teacher Education and Special Education: The Journal of the Teacher Education Division of the Council for Exceptional Children*, 35(4), 309-319.
- Hall, E., & Karanxha, Z. (2012). School Today, Jail Tomorrow: The Impact of Zero Tolerance on the Over-Representation of Minority Youth in the Juvenile System. *PowerPlay: A Journal of Educational Justice*, 4(1), 1-30.
- McNeal, L., & Dunbar, C. (2010). In the eyes of the beholder: Urban student perceptions of zero tolerance policy. *Urban Education*, 45(3), 293-311.
- Skiba, R., Trachok, M., Chung, C. G., Baker, T., Sheya, A., & Hughes, R. (2013). Where should we intervene? Contributions of behavior, student, and school characteristics to suspension and expulsion. In *UCLA Center for Civil Rights*

Case Studies

Activities

1. Candidates will collect and review the building's past 5 years of student behavior data (detentions, demerits, in/out school suspensions, and expulsions). Look for patterns and trends with regards to race, gender, disabilities (IEP's), and teachers who refer children. Review current policies, practices, and plans regarding student behavior and discipline at the building level, grade levels, and individual classrooms.
2. Review research and case law addressing such areas as Zero Tolerance Policy, IDEA laws regarding student discipline, effective and constructive student discipline, and constructive communication with families.
3. Candidates respond to writing prompts based on readings.
 - Sample writing prompts...
 - Zero Tolerance Policy was developed to draw a hard line for punishing students that break school rules. This policy was intended to be a tough approach to dissuade individuals from considering breaking rules because the punishment was usually harsh and had little flexibility. However, students do break rules and punishments can be harsh. Explain why Zero Tolerance Policy may have negative ramifications that were not intended when the policy was initially developed. Use the existing research and case law to support your argument.
 - Zero Tolerance Policy was developed to draw a hard line for punishing students that break school rules. This policy was intended to be a tough approach to dissuade individuals from considering breaking rules because the punishment was usually harsh and had little flexibility. However, students do break rules and punishments can be harsh. Students with special needs may have disabilities that conflict more than average with Zero Tolerance Policy and push the policy to extremes. Explain why Zero Tolerance Policy may have more than average negative ramifications beyond the typical that were not intended when the policy was initially developed. Use the existing research and case law to support your argument.
 - Zero Tolerance Policy was developed to draw a hard line for punishing students that break school rules. This policy was intended to be a tough approach to dissuade individuals from considering breaking rules because the punishment was usually harsh and had little flexibility. However, students do break rules and punishments can be harsh. Students from high poverty tend to have over-representation in the disciplined populations. Explain why Zero Tolerance Policy may have more than average negative ramifications beyond the typical that were not intended when the policy was initially developed. Use the existing research and case law to support your argument.
4. Candidates respond to one another through discussion questions.
 - Sample discussion questions...
 - Do you see certain inequities in discipline outcomes in your school data?
 - Do you feel your school's discipline procedures have the change in behavior that are intended? Do certain students respond better than others?
 - Do you think discipline could be differentiated similarly to that of teaching instruction for students?
 - Do you think discipline should be punitive or formative?

5. Candidates engage in problem based learning.

-Samples...

- See Case Study #1

Case Study

Begin with watching video (Note: It would be great if we could make an Ohio video that is similar)

<https://www.youtube.com/watch?v=pcvMzXqP17g>

Case Study #1

Michael is an eight-year-old boy living in Cincinnati with his mother and two brothers. Michael's father passed away two years ago after an 18-month battle with cancer. Michael struggled with school during the time his father was dying. He had behavioral problems in class. Although his behavior was always addressed and redirected most of his teachers and support staff felt it was associated with his personal family concerns.

In the second grade Michael was still exhibiting behavioral concerns and was also showing significant delay in reading. Michael's mother was contacted by the school psychologist to do an evaluation to determine if an Individual Education Plan (IEP) was needed. Michael was evaluated and the IEP team determined that Michael did need a plan. The team worked together to develop a plan that incorporated reading interventions and behavioral approaches to help with Michael's frustration and behavioral problems.

Michael's mother is struggling to balance her life as a single parent. She also has been grappling with holding onto a steady job and keeping up with her son at school. Michael's teacher, Ms. Smith, has grown more and more frustrated with Michael's mother and has been heard in the teachers' lounge complaining about parents that "just don't care." Ms. Smith loves teaching. However, her principal has indicated in her evaluations that she tends to favor students that appear to be more eager to learn and appears to ignore students that may need more convincing.

Michael is now in third grade. He has been given a waiver for the "Third Grade Guarantee" but he still is required to take the state assessments. Michael is self-conscious about his reading problems. He can get defensive at times and can become aggressive. Michael seems to respond well to his intervention specialist but has more aggressive moments with Ms. Smith.

In class this week Michael became very upset about a practice test for the state assessment. Ms. Smith was administering the test. Because she was in a hurry she chose to administer the test to all the students in her class the same way. She chose to not apply the IEP protocol for Michael. She also decided to give enormous praise to her high performing students and required Michael to stay in from recess to finish the practice test. Michael became very upset and yelled at Ms. Smith. He threw his chair and kicked the trashcan that hit Ms. Smith.

The principal was called to remove Michael from the class. Ms. Smith insisted that Michael needed to be suspended. Michael has some previous suspensions that would make the days of suspension close to ten. The school contacted Michael's mother to arrange a meeting to discuss the IEP and the discipline concerns. Michael's mother has one child that is not old enough to go to school. When she needs to arrange childcare she usually needs about 48 hours, sometimes more. The principal and Ms. Smith insisted that the meeting needed to occur before Michael could return to school.

Respond to the two-part case study that highlights a variety of student support issues in educational leadership.

- A. Analyze the main student concerns in the case study and create a plan of action that addresses the key issues. The concerns should address school safety, equity, appropriate discipline and communication.

- B. The second part of the case study will be to identify the research and policies that support the created plan of action. This assignment will emphasize the *problem* dimension of student behavior, school safety, family support, and legal standing in school administration- including how to effectively support the student, family, and faculty while paying particular attention to the importance of integrity, fairness, and ethical decision-making.

Alignment with OLAC, CEC, and OPS/ELCC

Standard/Focus Area 4: Professionalism and Collaboration

Assessment #5: Leadership and Policy

CEC Advanced Preparation Standard 5: Leadership and Policy

5.0 Special education specialists provide leadership to formulate goals, set and meet high professional expectations, advocate for effective policies and evidence-based practices and create positive and productive work environments.

Key Elements:

- 5.1 Special education specialists model respect for and ethical practice for all individuals and encourage challenging expectations for individuals with exceptionalities.
- 5.2 Special education specialists support and use linguistically and culturally responsive practices.
- 5.3 Special education specialists create and maintain collegial and productive work environments that respect and safeguard the rights of individuals with exceptionalities and their families.
- 5.4 Special education specialists advocate for policies and practices that improve programs, services, and outcomes for individuals with exceptionalities.
- 5.5 Special education specialists advocate for the allocation of appropriate resources for the preparation and professional development of all personnel who serve individuals with exceptionalities.

ELCC

ELLC Standards of Focus

3.3: Candidates understand and can promote school-based policies and procedures that protect the welfare and safety of students and staff within the school.

5.1: Candidates understand and can act with integrity and fairness to ensure a school system of accountability for every student's academic and social success.

5.2: Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school.

5.3: Candidates understand and can safeguard the values of democracy, equity, and diversity within the school.

5.4: Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school.

5.5: Candidates understand and can promote social justice within the school to ensure that individual student needs inform all aspects of schooling.

6.1: Candidates understand and can advocate for school students, families, and caregivers.

Related ELCC Standards

3.1 Candidates understand and can monitor and evaluate school management and operational systems.

3.2 Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations

4.1: Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment.

4.2: Candidates understand and can mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school community.

4.3: Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers.

4.4: Candidates understand and can respond to community interests and needs by building and sustaining productive school relationships with community partners.

6.2: Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment

6.3: Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.

7.1: Substantial Field and Clinical Internship Experience: The program provides significant field experiences and clinical internship practice for candidates within a school environment to synthesize and apply the content knowledge and develop professional skills identified in the other Educational Leadership Building-Level Program Standards through authentic, school-based leadership experiences.

7.2: Sustained Internship Experience: Candidates are provided a six-month, concentrated (9–12 hours per week) internship that includes field experiences within a school-based environment.

7.3: Qualified On-Site Mentor: An on-site school mentor who has demonstrated experience as an educational leader within a school and is selected collaboratively by the intern and program faculty with training by the supervising institution