

Murray State University

COURSE SYLLABUS

Revised 10/08

DEPARTMENT: Educational Studies, Leadership & Counseling CREDIT HOURS: 3

COURSE NUMBER: ADM 675

- I. TITLE: Introduction to Alternative Education Settings
- II. CATALOG DESCRIPTION: Kentucky school districts are required to provide alternative education settings for students removed from the traditional school setting, yet many teachers and administrators have little, if any, experience in this area, complicating the development of effective programs and practice in alternative settings. This course, a state-wide, on-line curriculum delivered by the Education Professional Standards Board through the Kentucky Virtual University, serves as an overview to effective teaching and administrative practice in the alternative education settings. Students enrolled in the course must maintain a portfolio of course assignments and documentation of field experiences for evaluation for university credit. (Field hours required)
- III. PURPOSES: To provide administrators and teachers with an understanding of best practices in effective alternative education settings, specific to the domains of academic performance, behavior management, and social/legal issues.

Principles, dispositions and skills consistent with the Interstate School Leader Licensure Standards (ISLLC), the Technology Standards for School Administrators (TSSA), and the professional Code of Ethics for Kentucky School Certified Staff are incorporated into this course in ways consistent with the purpose of the course and individual student readiness. The unit's theme of the reflective decision-maker is emphasized, as students are required to reflect upon course experiences as part of the learning process and the unit's conceptual framework of teacher as leader is addressed as course experiences and the program as a whole are focused upon the development of leaders. NCATE expectations with regard to KERA Initiatives and EPSB themes are incorporated through courses as consistent with the scope of each course. KERA Initiatives: Core Content and the Program of Studies; EPSB Themes: Diversity is explored through the examination of the needs of diverse learners. Technology is emphasized, as students explore instructional uses of technology. The development of appropriate assessments is central to the course. Student dispositions are discussed in reference to the needs of student in alternative settings.

- IV. COURSE OBJECTIVES: The objectives indicated below are reflective of the Kentucky Safety Educator Standards, Experienced Teacher Standards, and the Interstate School Leader Licensure Consortium [ISLLC] Standards for Administrators.

- A. To model effective school climate and culture for teachers and administrators in alternative settings. Safety Educator Standards (1.1); Experience Teacher Standards (4.9); ISLLC Standards (I)
- B. To model best practice in the use of the Kentucky Core Content and Kentucky Program of Studies in the design and implementation of curriculum for the alternative setting. Safety Educator Standards (N/A); Experienced Teacher Standards (1.6, 1.8, 2.5, 2.6, 2.9, 3.1, 3.2, 3.4, 3.10, 4.4, 6.2); ISLLC Standards (I, II)
- C. To model best practice regarding the use of multiple and continuous assessment in the intake and instructional process in the alternative settings. Safety Educator Standards (N/A); Experience Teacher Standards (3.9, 5.14, 6.1, 6.2, 6.3, 6.5, 6.6); ISLLC Standards (I, II)
- D. To model best practice regarding the establishment school-wide and classroom behavior plans. Safety Educator Standards (1.1, 1.2, 1.6, 1.9, 2.1, 3.1, 3.2); Experienced Teacher Standards (4.2, 4.7, 5.8, 5.9); ISLLC Standards (I, II)
- E. To model best practice regarding school safety and related legal issues for teachers and administrators. Safety Educator Standards (1.1, 1.7, 1.8, 1.10, 4.8, 5.3); Experience Teacher Standards (N/A); ISLLC Standards (II, III, VI)
- F. To develop understanding model best practice in the development of social competence in alternative settings. Safety Educator Standards (1.1, 1.2, 1.3, 1.5, 2.1, 2.2, 5.1); Experienced Teacher Standards (3.6, 4.3, 5.5, 5.8, 5.9); ISLLC Standards (II, III)
- G. To model best practice in conflict management and conflict de-escalation. Safety Educator Standards (1.1, 1.2, 1.3, 1.4, 1.5); Experience Teacher Standards (1.9); ISLLC Standards (III)
- H. To orient teachers and administrators to critical elements of special education law and procedure applicable to the alternative setting. Safety Educator Standards (5.2, 5.3); Experience Teacher Standards (N/A); ISLLC Standards (II, VI)
- I. To model best practice in the coordination of community and district resources for alternative school teachers and principals. Safety Educator Standards (2.1, 2.2, 2.3); Experience Teacher Standards (3.10, 8.1, 8.7); ISLLC Standards (IV)
- J. To orient teachers and administrators in the alternative school with the organization and function of the juvenile system in Kentucky. Safety Educator Standards & Indicators (5.3, 5.6); Experienced Teacher Standards (N/A); ISLLC Standards (VI)

The graduate student is prepared through coursework with reflection to integrate this ongoing preparation into personal and professional leadership positions and/or activities. The themes of diversity, assessment, and closing the gap are explored through research on and consideration of the community, district and school, in the development of activities and policies that promote a safe school environment.

- V. CONTENT OUTLINE: Content is divided into three domains with an introductory unit addressing school culture and school climate issues. Each domain has multiple units, which are described in more detail below:
- A. Introduction: Climate, Culture and Dimensions of Best Practice  
*Overview:* Provides a historical background of alternative schools, differentiating between the different types. It is stressed that Kentucky alternative schools are “discipline schools”, which research shows to have limited effectiveness. Suggestions are made with regard to the use of a positive culture and climate to compensate for the inherent weaknesses of this model.
- B. Domain I: Academic Performance
- I.1: Curriculum and Instruction  
*Overview:* The issue of designing a curriculum to facilitate the instruction of students of multiple ages and ability levels is addressed. The best practice presented entails the use of the Kentucky Core Content and Implementation Manual to design student-centered, standards-driven activities for students. Authentic, integrated curriculum is stressed, with the extensions for diverse learners pointed to as a source for ways to differentiate instruction.
- I.2: Assessment and Instruction  
*Overview:* The use of continuous and multiple assessments is a key indicator on the SISI, yet in reality not all alternative schools meet that requirement. This unit provides an overview of types of assessments (formal and informal) that might be used as part of the intake process and then intermittently for formative purposes. The connection between assessment results and instructional approaches is stressed; specifically authentic assessments.
- C. Domain II: Behavior Management
- II.1: Universal, Targeted and Intensive Interventions  
*Overview:* The purpose of this unit is to provide a holistic view of school-wide implementation of research-based behavioral intervention models. Characteristics of schools with effective discipline practices as well as the theory underlying the research-based approaches are utilized. Students are directed to an on-line training for intensive behavioral intervention (Functional Behavior Assessment) as part of this lesson.
- II.2: Safety and Related Leadership/Legal Issues  
*Overview:* The purpose of this unit is to reinforce what is presented in earlier units with regard to protocol concerning the supervision of common areas, the maintenance of a safe the classroom environment, and the influence of student rights on safety procedures. Emphasis will be placed on practical issues, such as environmental scanning, the legal ramifications of conducting searches of students, and model codes of conduct or related policy/procedure (e.g., point systems, routine searches, etc).

### II.3: Social Competence

*Overview:* The purpose of this unit is to reinforce material presented in earlier lessons with regard to school-wide behavior management, while focusing on issues specific to social competence. Bullying and aggressive behaviors will be discussed, along with educational approaches to teaching social competence such as skill streaming, empathy training, anger management and communication skills.

### II.4: Conflict Management and De-escalation

*Overview:* The purpose of this unit is to provide teachers and administrators with a framework within which to act as conflict occurs in the alternative school. The causes and characteristics of conflict as well as strategies for de-escalating conflict will be discussed.

## D. Domain III: Social and Legal Issues

### III.1: Special Education in Alternative Settings

*Overview:* Data indicates that approximately 50% of students served by Kentucky's alternative school in 2001 had IEPs, while approximately 33% of alternative school teachers had special education certification. An understanding of basic special education procedures with regard to instruction and discipline, as well as specifics related to students identified as EBD is essential.

### III.2: Home, Community and District Resources

*Overview:* The use of resources from outside the school for instructional, and guidance purposes is important. This lesson will address parent and community partnerships and district issues relating to transition back to the regular school.

### III.3: The Courts and Related Services

*Overview:* Research indicates that alternative school teachers often by necessity must counsel students who are either adjudicated, in the process of being adjudicated, or are otherwise in the "system". To effectively do this, dealing with some of the more "hard core" students assigned to the alternative setting, teachers need to have background and understanding of the basics of these systems in Kentucky.

VI. INSTRUCTIONAL ACTIVITIES: The instructional activities for all units will be compiled in a portfolio format, and will be organized by domain. Instructional activities will include the following:

## A. Domain I: Academic Performance

1. Students will develop a unit of study that incorporates differentiated instruction, as guided by the Extensions for Diverse Learners from the Program of Study Implementation Manual.
2. Students will inventory the formal and informal assessment techniques utilized by their respective schools. Based on this inventory, students will reflect on areas of strength and weakness.

3. Students will develop an authentic assessment and rubric for a standards-based unit of study.
- B. Domain II: Behavioral Management
1. Students will evaluate the school-wide behavior plan of their respective schools using a provided rubric. Based on the results of this evaluation, students will reflect on areas of improvement (Field Experience).
  2. Students will develop a PowerPoint presentation that outlines the school and classroom behavioral expectations for students entering the alternative setting.
  3. Students will review a Behavior Intervention Plan and will write the instructional component.
  4. Students will complete a questionnaire assessing their own respective conflict styles. Based on the results of this questionnaire, students will reflect on their strengths and weaknesses in approaching conflict.
- C. Domain III: Social and Legal Issues
1. Students will prepare a one page overview of the special education evaluation process to be provided to parents.
  2. Students will respond to case studies regarding special education situations.
  3. Students will develop a listing of persons/businesses/agencies in the community that can provide academic and/or behavioral support for students in the alternative schools. The contact person and service to be provided will be specified.
  4. Students will identify key persons that work with adjudicated youth and will interview them (Field Experience).
  5. Students will either interview a district judge or will attend a juvenile hearing (Field Experience).
- VII. FIELD, CLINICAL AND/OR LABORATORY EXPERIENCES: Students will complete and document 10 hours of field experience.
- VIII. RESOURCES: The Internet will be used as the primary instructional resource.
- IX. GRADING PROCEDURES: Rubrics will be developed for the evaluation of the course portfolio.
- A: 92% to 100%
  - B: 80% to 91%
  - C: 70% to 79%
  - E\*: 0% to 69%
- \*- Grades below C do not meet current MSU graduate program requirements.
- X. ATTENDANCE POLICY: This course will abide by the current policy of the *MSU Graduate Bulletin*.

- XI. ACADEMIC HONESTY POLICY: Refer to the current *Murray State University Graduate Bulletin*.
- XII. TEXT AND REFERENCES: None required.
- XIII. PREREQUISITES: None.