



Special Education Administrative Leadership Program (SEAL)



Delaware
Department of Education



Why the SEAL Program?

- Participants will be prepared with the knowledge and skills necessary to be leaders in special education
- Program is Department of Education approved as a route to Special Education Director certification





U.S. Department of Education

5 year Federal Grant from OSERS

Personnel Development To Improve Services and Results for Children With Disabilities-Leadership Development Programs:

Increasing the Capacity of Leaders to Improve Systems Serving Children with Disabilities.



SEAL Goals

- Goal 1

to design a special education leadership program that affords participants opportunities to deepen their knowledge and skills relative to both leadership and special education issues and administration.

- Goal 2

to implement the program with four successive cohorts (55 participants total).

- Goal 3

to support program completers in providing leadership in special education contexts.

- Goal 4

to measure the impact of the program on program participants, students and families, and educational systems.



SEAL Collaborations



Delaware
Department of Education



Center for Research in
Education & Social Policy



Benefits of SEAL Program

- Experienced special education leaders serve as mentors and instructors
- Collaboration with DASL to build on successful Principal Preparation Program
- Access to University of Delaware resources and researchers
- Participation with a cohort
- Post program completion coaching support provided when serving in leadership position



Foundation

Content for Special Education Leaders
is a combination of Special Education
and Leadership topics.



Foundation

Learning Experiences Based Upon Standards

- Standards for Special Education Administrators (CEC)
- Professional Standards for Educational Leaders adopted by the National Policy Board for Education Administration

CEC Advanced Special Education Administrator Specialist Standards

1. Assessment
2. Curricular Content Knowledge
3. Programs, Services, and Outcomes
4. Research and Inquiry
5. Leadership and Policy
6. Professional and Ethical Practices
7. Collaboration

Professional Standards for Educational Administration (PSEL)

1. Mission, Vision, and Core Values
2. Ethics and Professional Norms
3. Equity and Cultural Responsiveness
4. Curriculum, Instruction, and Assessment
5. Community of Care and Support for Students
6. Professional Capacity of School Personnel
7. Professional Community for Teachers and Staff
8. Meaningful Engagement of Families and Community
9. Operations and Management
10. School Improvement





Foundation

DPAS-II for Administration

Component I: Leadership for Purpose and Improvement

Component II: Leadership for Self and Others

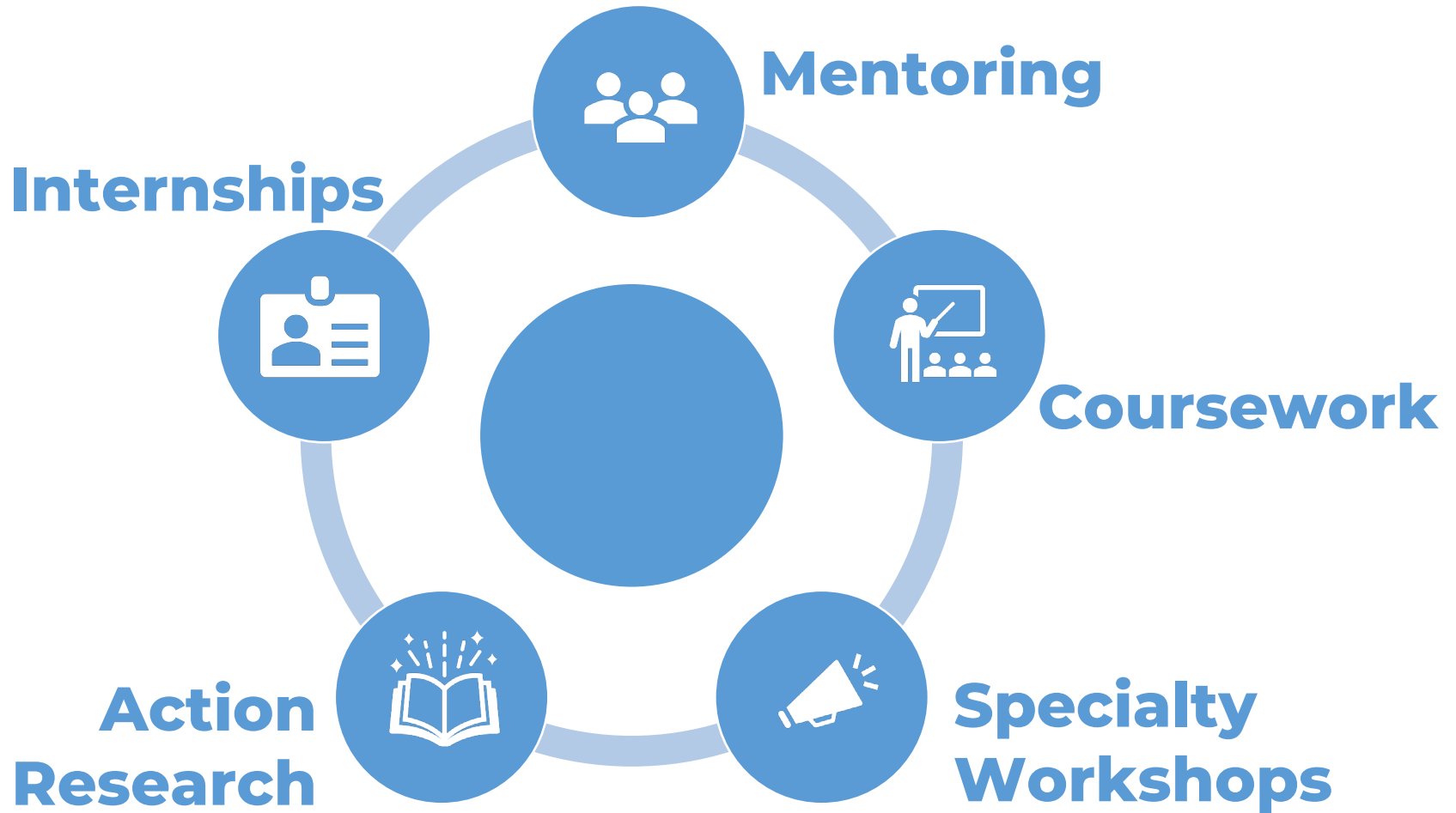
Component III: Leadership for Student Success

Component IV: Leadership for the Learning Community

Component V: Student Improvement



Program Components





SEAL COURSEWORK



SEAL Coursework

Goal: Thorough grounding in key elements of special education administrative leadership, with emphasis on opportunities for safe and open dialogue, application and reflection



COURSE #1

Leadership for Today's Student and Schools

This course is the first in a sequence of four required Courses of Study for those students enrolled in the University of Delaware's SEAL Program leading to certification as a director of special education. This course is an introduction to special education leadership, focusing on the many requirements, expectations and demands required for a successful district special education administrator.

Direct instruction will be provided on topics identified as essential for district/school leadership as defined by the SEAL Competencies. Class time will also be devoted to case studies, role plays and discussions of required readings. A designated amount of time will be used for students to discuss and further their action research problem of practice.



Course #2

Leadership in Implementation of Policies, Laws and Regulations

This course examines the impact of legislation and litigation on the education of special populations emphasizing ESSA, IDEA and Section 504, as well as Delaware-specific laws and regulations impacting students with exceptionalities, many of whom interface with multiple agencies and jurisdictions. The course covers emerging trends in special education based on interpretations of landmark court cases related to disability, legal updates on policies and procedures for exceptional learners, and discussion of the guiding principles of special education law when addressing the needs of special populations



Course #3

Leadership for People, Systems and Operations in Special Education

Topics will include but not be limited to: financing special education and related services, the role and development of the Consolidated Application, the relationship between the Delaware Department of Education and the LEA, the relationship between LEA Central Office and school buildings, administrative services, policies and protocols interviewing/hiring/supporting staff, the acquisition of specialized services and supports, school/district safety planning, communication, use of time, and data collection and analysis issues specific to special education. With an orientation toward Multi-tiered Systems of Support (MTSS) for both academics and behavior, the course reviews the deployment of evidence-based interventions suitable for general education populations and those with exceptionalities, and how differentiation is implemented in inclusive settings to build comprehensive systems of needs-based services for the student population.



Course #4

Leadership in Curriculum and Instruction for Inclusive Education

Examines the development and delivery of programming for exceptional learners. This course builds upon the implementation of MTSS to address the specific needs and exceptionalities of students with disabilities. The course will address instruction and assessment principles and methodologies, the implementation of the alternate assessment, and principles and mechanisms for accommodations and modifications. The course also covers principles and strategies related to the workforce, including the design and implementation of professional development, coaching staff to solve problems, empowering staff, facilitating a positive educational climate, data-based decision-making, and the use of technology. Special education management issues to be covered include service delivery models; vision, planning and goal setting; human resource allocation and management, IEP design, implementation and student outcome documentation.



SEAL Coursework

- Courses are non-credit bearing
- Courses will be held in Fall 2022, Spring 2023, Summer 2023 and Fall 2023
- Typically meet one evening per week
- Held via Zoom at this time



SEAL SPECIALTY SESSIONS



Specialty Sessions

Specialty workshops serve as a venue to address critical special education-specific content

Program faculty and guest experts from the field present and facilitate

A total of 12 sessions delivered on Saturdays and summer “mini-retreat” format during week

The format will be conducive to learning, sharing and reflection throughout the program



Specialty Sessions - Topics

Session 1: Examining Disability & Identity in Special Education

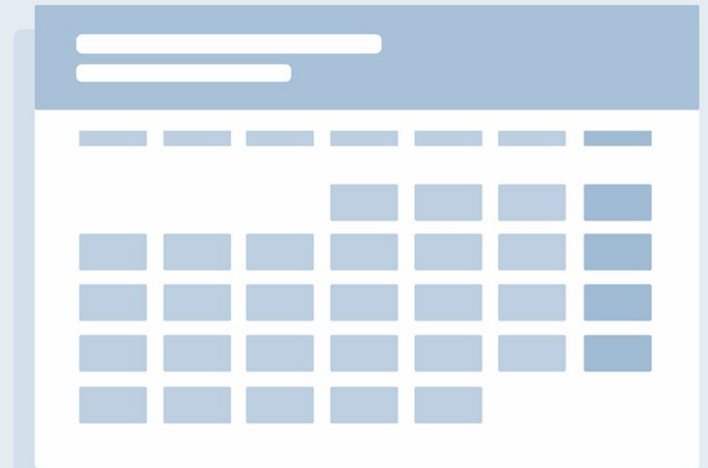
- September 2022

Session 2: Launching Your Action Research

- October 2022

Session 3: Turning Conflict into Collaboration

- December 2022





SEAL INTERNSHIPS



Internships

Goal: Prepare participants for the role and responsibilities of a special education administrator with relevant, standards-based experiences in a public school district setting.

Total Required Hours - 240: a minimum 240 hours that develops the requisite knowledge, skills, and dispositions to be an effective Director of Special Education.

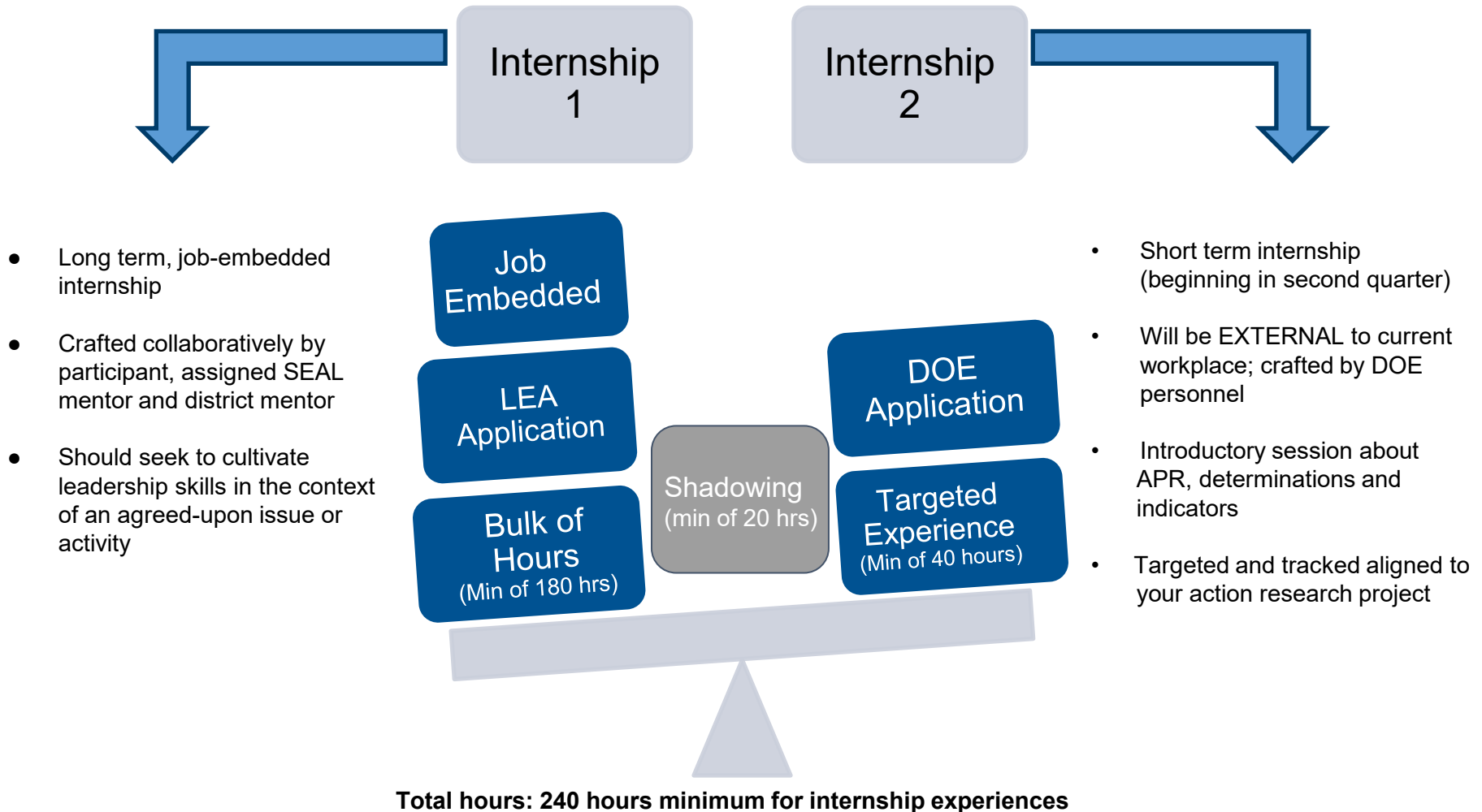


Internships

Expectations:

The internship will be completed in conjunction with the SEAL Coursework. Scholars are expected to demonstrate the ability to accept responsibility for leading, facilitating and for decision-making typical of effective school district and charter school leaders of special education.

Internship Experiences





Internships

A minimum of two internship assignments:

Internship 1: September 2022-May 2023

- Long term, job-embedded internship
- Crafted collaboratively by participant, assigned SEAL mentor and district mentor
- Should seek to cultivate leadership skills in the context of an agreed-upon issue or activity

Internship 2: January 2023-December 2023

- Short term internship (10-30 hours)
- Must be EXTERNAL to current workplace
- May include accompanying DDOE personnel on monitoring visits; engaging in training or parent support activities with PIC; shadowing a credentialed special education administrator during summer programming.

Total for Internship 1 & 2: 220 hours



Shadowing



- Short term shadowing assignment
- External to your LEA
- Designed to broaden internship experiences (big vs. small district)
- 20 hours



SEAL ACTION RESEARCH



Action Research

Goal: Experience generating knowledge and producing action driven by practical outcomes



Action Research

- The project spans the entire duration of the program and the four core courses.
- Participants are required to identify, research and recommend a course of action related to a real-world challenge associated with their school or district using the following overarching question to guide their work:

“How do special education leaders effectively address the challenges associated with maximizing student outcomes?”

- At the conclusion of the program, students will develop a 15-20 minute presentation to highlight the work and findings of their action research in a Research Symposium.



SEAL Symposium

- Action Research Symposium & Graduation will be held in January, 2024
- Currently, the first two cohorts are operating on an 18 month schedule, but we are gathering data to make a final program decision about whether to extend the program to 23 months



SEAL MENTORING



Mentoring





Mentoring

In conjunction with the course instructors, mentors will provide, reinforce and ensure that information and references of the program's competencies are addressed throughout the 18-month internship experience.

The SEAL program mentor will....



- Meet at least monthly with each student to discuss progress and provide support meeting the requirements and challenges of the internship experience
- Support the development of action research project that continues over the four core courses
- Provide regular feedback and insights to student
- Submit four SEAL Progress Reports during the internship in collaboration with the district/LEA mentor about the performance of the student

FEEDBACK FROM PARTICIPANTS





**“I am excited and honored to be part of this program,
thanks for all of your time and efforts to coordinate it!”**

**“I am optimistic especially after this survey that the topics
we will delve into will be relevant and beneficial
to broadening and expanding my knowledge and confidence
within all service areas of special education.”**



“I loved this session. The morning laid a great framework for the panel discussion and I loved ending with collaboration and ideas between cohort members. It's the first time in a long time I feel like I'm leaving a professional development with things I can really implement to start to make a change, along with some long-term goals and resources.”

“The information presented and the utilization of the panel was excellent! I believe this presentation should be shared to not just with special education staff but to administrators and general education staff. Creating a district climate and culture of inclusivity and acceptance requires the buy in of all stakeholders.”



SEAL REQUIREMENTS



Application Requirements

1. Education related Master's Degree
2. One of the following:
 - *Undergraduate degree in a special education related field
 - *Master's degree in a special education related field
 - *Special education related certification in Delaware with 5 successful years of special education related direct services to students in Delaware public schools
 - *Supervising staff who teach special education students
3. Transcripts – Minimum of a 3.0 in masters program
4. Application with a writing sample and resume with evidence of leadership in current role
5. Three professional references (including one from a LEA administrator, preferably special education director and one from current supervisor)
6. Copy of most recent evaluation
7. Qualified applicants will be invited to participate in an interview, performance task, and role play activity.



Important Dates

- Applications Open: 2/1/2022
- Application Deadline: 3/15/2022
- Interview Period: 4/2022
- Program Begins: 8/2022
- Cohort 3 Graduation: 1/2024



Program Costs

Cost for the program are subsidized by the federal grant and state support

Program Costs: \$2,000 per semester

- Includes courses, specialty sessions, mentoring, and internship support
- Payment plan available



QUESTIONS??

