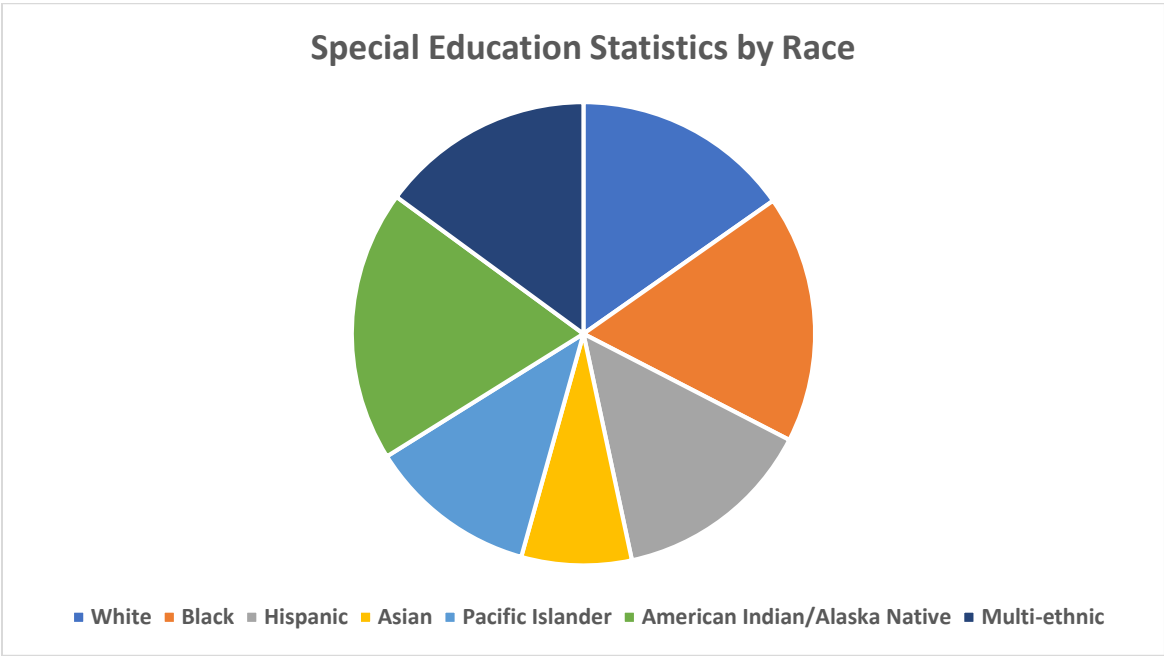


Table 1

Special Education Statistics by Race (2017-18)



Source: Education Week, 2019

Table 2

Four-Framework Approach (Leader Behaviors)

Structural	Human Resource
The structural leader designs and implements process or structure that is appropriate to a particular problem or circumstances to identify goals, delineate authoritarian boundaries and complete tasks. Structural leaders are able to recognize and articulate the consequences of tasks that are unaccomplished or goals that are not well defined. An example of school counseling structural leadership may occur during the process of identifying school counseling program foci of goals and adhering to program competencies (ASCA, 2019). Structural leadership skills are also demonstrated during the data assessment process of analyzing formative and summative program assessments with the goal of continual program improvement.	The human resource leader views people as the heart of the organization and attempts to be responsive to the needs of individuals to gain commitment and loyalty. Human resources leaders are active listeners who believe in their people, use empathic communication and stress member support and empowerment. This leader empowers people through engagement and securing resources needed to perform the job well. However, human resource leaders ae willing to confront challenges when deemed necessary by using supportive techniques. This approach is appropriate when morale is low or declining, but resources are relatively abundant. School counselor leaders exhibit human resources leadership within the context of the ASCA National Model when the leader articulates and

	publicizes the alignment of school counseling program goals to stakeholders. Publishing the school counseling calendar electronically in newsletters can be the conduit to share scheduled activities and programs.
Political	Symbolic
The political leader understands the political realities of the organization and can overcome challenges while sustaining stakeholder interest. This leader operates within the distribution of power and is often able to succeed with limited resources. Conflict is managed by grounding and building power bases with stakeholders. Political leaders initiate situations to negotiate differences, seek reasonable compromise and use their persuasiveness while finding commonalities among groups. The political leader is present and actively engages in schoolwide and districtwide decisions and brings together the necessary stakeholders to ensure success for all students. An example is actively advocating for equitable school counseling resources at school board meetings.	The symbolic leader is visible and views vision as critical because people respond when they believe in something. Symbolism becomes an important aspect when communicating the organization's mission. These leaders often rely on organizational traditions and values as a base for building a common vision and culture providing cohesiveness and meaning. School counselor leadership examples are presenting results data, initiating activities that promote student achievement and adhering to the ASCA Ethical Standards for School Counselors (ASCA, 2016)

Table 3

21 Responsibilities for School Leaders

Responsibility	How it is Defined
Focus	Establish clear goals and keep those goals in the forefront of the school's attention by communicating and operating from strong ideals and beliefs about education.
Outreach	Advocate and serve as a spokesperson for the school to all stakeholders.
Situational Awareness	Aware of the details and undercurrent regarding the functioning of the school and use this information to address current and potential problems.
Involvement in Curriculum, Instruction & Assessment	Direct involvement in the design and implementation of curriculum, instruction and assessment practices.
Monitoring/Evaluating	Monitor the effectiveness of school practices and their impact on student learning.
Change Agent	Maintain a disposition to challenge the status quo.

Source: *School Leadership That Works, Chapter 4: 21 Responsibilities for School Leaders* (Marzano, Waters, & McNulty, 2005)

Table 4

Special Topics Course: Introduction to School Counseling & Special Education

Course Topic	Course Activity
Students will be introduced to understanding the role of the school counselor as related to professional ethics and standards of practice, the laws protecting students with disabilities, as well as the legal context for school counselors working with students with disabilities.	Students will conduct a website review (ASCA, ACA, CACREP & US Department of Education, Office of Special Education)
Students will discuss the differences between IDEA and Section 504.	Students will review two cases to determine eligibility.
Students will review and discuss the categories of disabilities under IDEA.	Students will conduct a website review (US Department of Education, Office of Special Education)
Students will define and discuss disproportionality and review related research, using leadership, advocacy and systemic change, and a social justice context.	Review the research; examine data from course case study (school's special education data & identified student); students will disaggregate data to determine if disproportionality is an issue at partner school.
Students will be introduced to the Child Study process and how to define their role in supporting referred students through leadership and advocacy.	Students will participate in a mock Child Study Team meeting with school staff (child study chair designee/Administrator; general education teacher, school psychologist; school social worker & learning disabilities teacher/consultant) and parent(s) (student trainee).
Students will be introduced to the Eligibility process and how to define their role through leadership, advocacy and collaboration.	Students will participate in mock Eligibility meeting with school staff (Special Education Chair, special education teacher; school psychologist; school social worker; speech-language therapist (if appropriate); physical therapist (if appropriate); occupational therapist (if appropriate); parent(s) and student (if appropriate)
Students will be introduced to the IEP process and how to define their role and participation through leadership, advocacy and collaboration; students will also be introduced to	Students will participate in mock IEP meeting with school staff (Administrator or designee; special education teacher; general education teacher; school psychologist; school social worker; speech-

	language therapist (if appropriate); physical therapist (if appropriate); occupational therapist (if appropriate); parent(s) and student (if appropriate).
Students will define social justice advocacy, using leadership, advocacy, and collaboration to effect systemic change for students of color with disabilities.	Students will develop an advocacy plan to address issues of overrepresentation of students of color in special education.
Students will evaluate their level of knowledge, skills and preparedness in using leadership, advocacy, collaboration, systemic change, and social justice to support inclusion, equity, and access to the general education curriculum for students of color with disabilities.	Students will complete a survey of their experiences with school counselor practices that support inclusion, equity, and access for students of color and complete a reflection paper.