

Exploration of Perceived Value of a Special Education Laws and Ethics' Course Impact on Administrator Capacity

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Abstract : In the United States, research continues to show school administrators do not view themselves as adequately prepared in the area of special education. Often, special education is an omitted topic of study for school administrator preparation programs. The majority of special education teachers do not view their principals as well-prepared to support them in the educational context. Administrator preparation in the area of special education may begin at the foundational levels of understanding but is fundamentally an equity issue when serving individuals from marginalized populations with an urgent need to increase inclusionary practices. Special education and building-level administrators have a direct impact on teacher quality, instructional practices, inclusion, and equity with the opportunity to shape positive school culture. The current study was situated within an innovative IHE/LEA partnership pathway implemented with current K-12 administrators earning a Mild/Moderate Education Specialist Credential or coursework equivalent. Specifically, the study examined administrator's perception of the Special Education Laws and Ethics' course value and impact on the capacity to serve children with exceptionalities within the comprehensive school site context.

Keywords : special education laws and ethics, school administrator perspectives, school administrator training, inclusive practices

Conference Title : ICISE 2022 : International Conference on Inclusive and Special Education

Conference Location : Lisbon, Portugal

Conference Dates : October 27-28, 2022