Synergetic Harmonic Eudemonia between General Ed and Special Education Teachers:
Presentation One
Annotated Bibliography

Biggs, E. E., Gilson, C. B., & Carter, E. W. (2018). "Developing that balance": Preparing and supporting special education teachers to work with paraprofessionals. *Teacher Education and Special Education: The Journal of the Teacher Education Division of the Council for Exceptional Children*, *42*(2), 117–131. https://doi.org/10.1177/0888406418765611
Special education teachers must provide effective supervision and support for paraeducators. This article describes in-depth individual interviews with members of nine educational teams for a total of 22 teachers and paraprofessionals to identify (a) the competencies they consider important for special education teachers to work effectively with paraprofessionals, along with their recommendations for equipping teachers to develop these competencies.

Bolman, L. G Bolman, L. G., & Deal, T. E. (2017) *Reframing Organizations.* John Wiley &Sons.
Reframing Organizations is the 6th edition book discussing Bolman and Deal's four-frame model for more effective organizational leadership. This latest edition is an updated discussion of the four-frame model, first developed in 1984, with updated insight into current problematic areas of cross-sector collaboration, general differences, virtual environments, globalization,

Bolman, L. G Bolman, L. G., & Deal, T. E. (2021) *Reframing Organizations.* John Wiley &Sons.
Reframing Organizations is the 7th edition of the best-selling book of Bowman and Deal, which discusses organizational theory and behavior. This updated version includes discussions regarding globalization, changing workforce, multicultural and virtual workforces, and communication and sustainability.

Donohoo, J. (2017). *Collective efficacy how educators' beliefs impact student learning*. Corwin, at Sage Publishing Company.
Collective efficacy is teachers working together to influence the learning of students. Educators with high efficacy show more effort and persistence, willingness to try new teaching approaches, and attend more closely to struggling students' needs. This book presents practical strategies and tools for increasing student achievement by sharing: a rationale and sources for establishing CE, conditions, and leadership practices for CE to flourish, along with professional learning structures/protocols.

Friend, F., & Cook, L. (1992). The New Mainstreaming. How it Really Works. *Instructor*, *101*, 30–36.
This article explains the concept of coteaching in the mainstream, which involves a special education and a regular education teacher teaming in the classroom. The article notes that co-teaching creates a dynamic, high-energy classroom situation that promotes increased learning for students and teachers. In addition, two teachers discuss their experiences with teaming.

Heumann, J. E., & Warlick, K. R. (2000, August 24). *Questions and answers about provisions in the Individuals with Disabilities Education Act amendments of 1997 related to students with disabilities and state and district-wide assessments. Memorandum.* ERIC. https://eric.ed.gov/?id=ED450521
This memo from the federal Office of Special Education Programs (OSEP) to state directors of

special education offers questions and answers related to the inclusion of students with disabilities in state and district-wide assessments under the Individuals with Disabilities Education Act Amendments of 1997. There are 26 questions and answers that address accountability, individualized education program (IEP) processes, parental permission, accommodations and modifications, alternate assessments, out-of-level testing, reporting, and monitoring. Among specific topics covered are the following: requirements for performance goals and indicators, use of assessment results, the role of the IEP team, parental permission under various state standards, the definitions of "accommodations" and" modifications," alternate assessments for students unable to participate in general assessments, requirements concerning the establishment of participation guidelines, requirements of local education agencies concerning alternate assessments, difficulties with use of out-of-level tests, required reports on assessment, requirements for aggregation and disaggregation of data, and monitoring by OSEP of compliance.

Learning Forward Professional Services. (2023, May 11). *Assessing professional learning*. Learning Forward Professional Services. https://services.learningforward.org/services/standards-assessment-inventory/?_ga=2.255553409.882355333.1690140490-1426883929.gl=1%2 Ateno4l%2A_ga%2AMTQyNjg4MzkyOS4xNjkwMTQwNDkw%2A_ga_CB53GJWDM1%2A MTY5MDE0MDQ5MC4xLjEuMTY5MDE0MTE3NC4zMC4wLjA.%2A_ga_4MQ7P0JS18%2 AMTY5MDE0MDQ4OS4xLjEuMTY5MDE0MTE1MC4wLjAuMA..
This website provides information about the Learning Forward Professional Standards for learning. These 11 standards outline a system for professional learning. The three categories within the framework are rigorous content for each learner, transformational processes, and conditions for success.

NEA. (2020, June). *The standards for professional learning*. NEA. https://www.nea.org/resource-library/standards-professional-learning#:~:text=The%20standards%20explicitly%20state%20that,students%20perform%20at%20higher%20levels.
This report by the National Education Association provides a brief overview of the professional standards for learning. This report explains that increasing educator effectiveness through quality and effective professional learning will help students to perform at higher levels. The National Education Association assisted in developing the standards for professional learning for educators.

NH Department of Education. (2018, April). *Procedural safeguards*. Department of Education. https://www.education.nh.gov/who-we-are/division-of-learner-support/bureau-of-student-support/special-education/procedural-safeguards
The NH Procedural Safeguards Handbook is based on the Individuals with Disabilities Education Act of 2004 and the New Hampshire Standards for the Education of Children with Disabilities adopted March 23, 2017. This handbook has been developed to provide information about parents' and children's rights in the special education process.

Parent Information Center on Special Education. (2020, May 1). *Guide to the NH standards for the education of children with disabilities.* https://www.education.nh.gov/sites /g/files/ehbemt326/ files/inline-documents/2020-04/pic_guide_ed1100.pdf

This Guide to the NH Standards for the Education of Children with Disabilities includes the text of Chapter Ed 1100, Standards for the Education of Children with Disabilities that were adopted by the State Board of Education on March 23, 2017, and amended on August 8, 2018 and April 10, 2020. It also includes supplemental text for each reference cited in the NH Standards (formerly referred to as the NH Rules). Supplemental text is included in a textbox following each reference. This Guide is not an official document; it is offered as a resource for parents, educators, and others through a partnership between the NH Department of Education, the Bureau of Special Education, and the Parent Information Center.

Rapp, A. C., & Corral-Granados, A. (2021). Understanding inclusive education – a theoretical contribution from system theory and the constructionist perspective. *International Journal of Inclusive Education*, 1–17. https://doi.org/10.1080/13603116.2021.1946725
The Social system theory, developed by Niklas Luhmann as well as the theory of constitutionalism, is the lens inclusion is viewed for this article. The authors outline the underlying mechanisms that create inclusion and exclusion in schools at different institutional levels.

Snyder, R. R. (2018). Show Me the Resources: Teachers' Perceptions of Educational Leader Responsibilities. *International Journal of Educational Leadership Preparation*, *13*(1), 1–13. https://doi.org/https://ncpeapublications.org/attachments/article/746/Show%20Me%20the%20Resources-%20%20Teachers%E2%80%99%20Perceptions%20of%20Educational%20Leader%20Responsibilities%20.pdf
This study discusses two sets of teacher interviews addressing the relevance of Bowman and Deal's leadership and organizational frames. Teachers overwhelmingly leaned towards the human resource frame as a pathway for effective communication between education leaders and teachers to enhance student achievement.

Stainback, W., & Stainback, S. (1984). A rationale for the merger of special and regular education. *Exceptional Children*, *51*(2), 102–111. https://doi.org/10.1177/001440298405100201
Stainbeck and Stainbeck propose special and regular education merge into one unified system developing a consistent structure to meet the unique needs of all students in the classroom. They discuss how the two approaches are highly inefficient and, at times, can work against each other, ultimately not meeting the needs of any students.

Özyildirim, G. (2021). How teachers in elementary schools evaluate their classroom environments: An evaluation of functions of the classroom through an environmental approach. *Journal on Efficiency and Responsibility in Education and Science*, *14*(3), 180–194. https://doi.org/10.7160/eriesj.2021.140305
This study explored the educational environment of 12 classrooms from the teachers' point of view. Through a semi-structured interview, 12 teachers were observed and asked questions about their classroom environment. Results reveal that although classrooms showed social, symbolic identity and task instrumentality functions in a limited fashion, teachers were uncertain about how to make the classroom better.