PULSE - Principals Understanding Leadership in Special Education:

2027 Save the Date

Note: The Winter series will be offered virtually via Zoom. Participants are required to log in to Zoom and remain online for the duration of each training day (see schedule on page 2).

This 30-hour non-PIL ACT 45 approved course aims to build upon the working knowledge and skill set a principal needs to successfully innovate and program for students with disabilities.

The growing field of research at the intersection of principal and special education yields evidence-based practices that support outcomes for students with disabilities. PULSE coursework incorporates a variety of essential topics throughout the three instructional days, such as the use of data practices, instructional strategies, innovations to improve student achievement, legal literacy, and implementation of and sustaining evidence-based practices. Through retrieval and analysis of data related to special education to understanding programming options for inclusive systems and individual student supports, participants will increase their abilities to lead and impact student and systems growth. Other experiences that encourage knowledge and skills around special education include self-assessment, lectures, review of literature, videos, scenarios, discourse, and action research design.

OBJECTIVES

Upon completion, participants will be able to:

- Identify key principles of IDEA and Chapter 14 regulations
- Identify the roles and responsibilities of a Local Education Agency (LEA) representative
- Assess Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE)
- Analyze and implement the use of data to guide instructional decision-making
- Identify instructional and behavioral practices that impact all students
- Identify organizational culture and core values to strengthen relationships with stakeholders

1 Day 1 - The Essentials of Special Education

Day one of the course will focus on introductions to key concepts foundational to special education. This includes a historical overview and a conceptual understanding of special education practices, followed by a deep dive into the Individualized Education Program (IEP) process. Attendees will also explore the role of the Local Education Agency (LEA) representative and the importance of Least Restrictive Environment (LRE) in ensuring students are educated in settings that best meet their needs. Additionally, the session will cover Specially Designed Instruction (SDI), related services, Supplementary Aids and Services (SaS), and Assistive Technology (AT), as well as address considerations for secondary transition planning.

2 Day 2 - Supporting Effective Behavioral Systems

Day two of the course will focus on addressing dropout and graduation rates through the lens of the State Systemic Improvement Plan (SSIP), Multi-Tiered System of Support (MTSS), and Positive Behavior Interventions and Supports (PBIS). The session will also explore a multi-tiered approach to school discipline, emphasizing proactive strategies. Key topics include conducting Functional Behavioral Analyses (FBA) and developing Positive Behavior Support Plans (PBSP), understanding the process of manifestation determination, and the use of restraints. The day will conclude with discussions on addressing mental health needs, available resources, and recommended supports for students.

3 Day 3 – Leading Effective Instruction

Day three of the course will focus on systems change and the critical role of family engagement in supporting students with disabilities. Participants will explore Universal Design for Learning (UDL) and Multi-Tiered System of Supports (MTSS) as frameworks for inclusive education. The session will cover high-leverage practices for effective teaching, strategies for supporting students with significant cognitive disabilities, and how to empower all staff working with students with disabilities. The day will conclude with discussions on utilizing data and effective design in project planning to drive meaningful improvements in special education services.

4 Day 4 - Final Project

Day four of the course will allow participants to present their culminating learning project. PaTTAN instructors and cohort participants will be allotted time to ask questions and provide feedback on individual presentations.

Please note: As part of the 30 hours of non-PIL ACT 45 each instructional day requires additional prereading/ instructional activities. Participants are expected to complete the prereading activities as outlined on the course syllabus prior to each instructional day.

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WINTER 2027 - VIRTUAL

Day 1 - January 27, 2027
8:30 AM - 4:00 PM

Day 2 - February 10, 2027
8:30 AM - 4:00 PM

Day 3 - March 3, 2027
8:30 AM - 4:00 PM

Day 4 - April 7, 2027
8:30 AM-12:30 PM

How to Complete an Application:
Please use the following link to access the PULSE application:
https://forms.gle/A8KrcM5qsz1ayuEp6

Application Deadline:
Application deadline for the PULSE Fall series is the close of business on **December 16, 2026**.

All applicants will be notified via email of their status by **January 6, 2027**.

After notification of approval, applicants will be provided a registration key to complete registration online via the PaTTAN website.

For questions regarding content, contact:
PaTTAN West –
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Presenters:
Pattan Educational Consultants

Audience:
This course is ONLY for General Education Administrators – Principals and Assistant Principals. Only general education administration will be accepted to participate. Please do not apply if you do not currently serve as either a building principal or assistant principal.