Professional Education Unit
Early Childhood, Elementary, and Special Education

Practicum for Director of Special Education, supervised practical experience
EDSP 624.001
Individually arranged course offering

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Course Description: This course is a supervised practical experience in leadership in special education, specifically in the Director of Special Education capacity.

Required Field Experience Hours: This course will consist of 100 hours of practical experience in the capacity as a leader in special education within a public school setting. A major project will be planned and implemented during the semester. Individual meetings and observations will be arranged with the instructor of the course.

"Community Engagement: A Light to and from the Mountains"

The Professional Education Unit at Morehead State University delivers rigorous, high quality programs that prepare professionals informed by best national and international scholarship, plus research, literature, and experiences specific to Appalachia- preparing professionals to improve the schools, quality of life, and the communities in which they live and serve. This statement is not only the strategic mission for the College, but it also incorporates the conceptual framework that guides all our activities.

Conceptual Framework Outcomes (CFOs):

The Unit and the faculty within individual programs assess the degree to which its graduates:

1) Master the content knowledge, professional and the twenty – first century skills need to make an optimal contribution to "whole" student learning in education settings.

2) Are competent in the collection and use of data to inform decision – making and to demonstrate accountability for student learning.

3) Demonstrate professional dispositions

4) Are culturally competent and understand the regions from which they have come utilizing knowledge and experiences to effectively "bridge the gaps" (economic, achievement, and geographic) ensuring optimal learning for all students.

5) Engage in authentic field experiences in collaboration with committed school – based partners and are empowered to improve the quality of education throughout this region and beyond.

Student Learning Outcomes (SLOs): By the end of this course, the candidate will be able to:

OBJECTIVES

The general objectives of the administrative practicum program are to provide the intern with an opportunity to participate in supervised on-the-job experiences, which would better prepare the intern for an administrative career. Specifically, purposes of the administrative practicum are:

- To assist the sponsoring district or agency in training its administrative staff.
- To assist the sponsoring district or agency in maintaining an energetic administrative staff, stimulated by the practicum program to continue their professional growth.
- To provide the intern with specific administrative area training while he/she gains an understanding of the total broad range of educational administration activities and responsibilities.
- To allow the intern to apply administrative theory to practical administration.
- To instill in the intern an understanding of the Code of Ethics of the Education Profession and the Code of Ethics for School Administrators.
- To provide the intern with a more comprehensive view of educational administration.
- To aid the intern in gaining self-assurance in administrative decision-making through testing of theories and ideas.
- To assist the intern in understanding and learning, in a relatively short period of time from professional experiences of the cooperating administrator.
- To improve the intern's skills in dealing with students, professional personnel, and community members.
- To help the intern in making a gradual transition from teacher to administrator.
- To provide the intern with the experiences needed to develop skills in the various techniques of leadership.
- To provide the intern with the experience needed to develop skills in the various techniques of evaluation for programs, faculty, and staff.

Students will be required to demonstrate all knowledge and skills in the CEC Standards for Special Education Administrators across the semester through their assignments and practical experience. **(Listed as SLOs 1-6 to match the CEC Standards for Special Education Administrators.)**

NCATE/ EPSB Accreditation Alignment of CFOs and SLOs:

Program: Director of Special Education **Course: EDSP 624 Practicum for Director of Special Education**					
Aligned with Assessment (point values)	**Educational Leadership Policy Standards (ISLLC)**	**Kentucky Education Reform Act (KERA)**	**Education Professional Standards Board (EPSB)**	**Council for Exceptional Children (CEC) Standards for Special Education Administrators**	**NCATE**
A1. CEC Standards evaluation and Professional Development Plan (areas of progress will be determined; 300 points) CFOs: 1-5 SLOs: 1-6	1, 2, 3, 4, 5, 6			Each candidate will be evaluated using the CEC Standards for Special Education Administrators. A Plan for personal growth and professional development will be outlined with the cooperating supervisor and the university professor.	1, 3, 4
A2. Supervisor Evaluation (100 points) CFOs: 1-5 SLOs: 1-6	1, 2, 3, 4, 5, 6			Comparison to CEC Standards for Special Education Administrators	1, 3, 4
A3. Directed Project (50 points) CFOs: 1-5 SLOs: 1-6	Standards met on this project will be determined by topic	Standards met on this project will be determined by topic	Standards met on this project will be determined by topic	Standards met on this project will be determined by topic	1, 3
A4. Log of internship hours and activities (100 points) CFOs: 1-5 SLOs: 1-6	1, 2, 3, 4, 5, 6	Standards met on this project will be determined by selected activities	Standards met on this project will be determined by selected activities	Standards met on this project will be determined by selected activities	3
A5. Article reviews (5 @ 10 points	Standards met on this project will be determined by	Standards met on this project will be determined by	Standards met on this project will be determined by selected activities	Standards met on this project will be determined by selected activities	1

each; total of 50 points) CFOs: 1-5 SLOs: 1-6	selected activities	selected activities			
A6. Reflective paper on internship (50 points) CFOs: 1-5 SLOs: 1-6	1, 2, 3, 4, 5, 6	Standards met on this project will be determined by selected activities	Standards met on this project will be determined by selected activities	Standards met on this project will be determined by selected activities	1, 3, 4
A7. Completeness and timely submission of work (50 points) CFOs: 1-5 SLOs: 1-6	5	Standards met on this project will be determined by selected activities	Standards met on this project will be determined by selected activities	Standards met on this project will be determined by selected activities	

Assignment Descriptions:

See thorough explanation of practicum requirements/course evaluation

Grading Scale:

Grade will be determined through completion and evaluation of ALL course materials/requirements.

A=600-700 points
B=500-599 points
C=400-499 points
E=less than 400 points (no grade of D will be issued for this course)
E=failure to complete requirements within 1 calendar year from start of the practicum

Required Textbooks:

Bateman, D. F., Bright, K. L., O'Shea, D. J., O'Shea, L. J., & Algozzine, B. (2007). *The special education program administrator's handbook*. Boston: Pearson.

Course Evaluation:

PROFESSIONAL REQUIREMENTS

1. Hold a valid standard teaching certificate in special education.
2. Hold a Master's degree or 5th year.
3. Have a minimum of three years of satisfactory teaching experience in special education.
4. Have completed EDSP 621, EDSP 622, EDSP 623, and all prerequisites.
5. Secure commitment from a local school administrator or other agency for an internship assignment with an appropriate cooperating administrator.
6. Secure approval from the educational administration advisor prior to registration for the internship.

7. Prepare a log of activities covering the internship, draw conclusions from the experiences gained in the endeavor, and make recommendations where warranted. Copies of the log should be submitted to the supervising professor as designated. Develop a significant project and the activities necessary to complete it during enrollment in EDSP 624 or develop a position paper on a contemporary educational administration issue. Approval must be obtained from the supervising professor.
8. Attend any designated practicum meetings, which may be required. A minimum of one visit will be made to the school site by the university supervising faculty member. Individual meetings on campus will also be arranged each month.
9. Meet all timelines, unless prior approval is granted.

THE COOPERATING ADMINISTRATOR
Each cooperating Special Education Coordinator/Director is expected to work closely with the intern, schedule conferences regularly, and devote a sufficient amount of time to assist the intern in work assignments to assure adequate opportunities for development. The cooperating coordinator also evaluates the intern individually and in consultation with the supervising professor.

THE UNIVERSITY SUPERVISOR
The university supervisor performs four essential activities in the practicum: planning, coordinating, supporting, and evaluating.

EVALUATION
At the conclusion of the enrollment in EDSP 624, the intern will be evaluated by the supervising professor. Evaluation will be made on the basis of the following:

- Leadership ability expressed during the internship period.
- Ability to identify, define, and solve problems.
- Understanding of the instructional program and philosophy of the district or agency.
- Evidence of skill in human relations, communication, and decision making.
- Quality of activity log.
- Quality of projects or position paper.
- Evidence of ability to relate current educational literature and the impact on education today
- Timely submission of required reports.
- Evaluation forms, data and correspondence submitted by cooperating coordinator.
- Quality of written memos and letters used to communicate with the supervising professor.
- Evaluation and development of a personal professional development plan, using the CEC Standards for Special Education Administrators.

ACTIVITY AREAS:
Under the direction of the cooperating administrator, the intern must work in at least ten and may work in all of the following activity areas. The activities listed under each area are representative of the types of experiences, which may be included in the practicum.

Organization and Administration
Study the administrative organization of the school district. Assist with the correspondence and suggest replies for letters. Prepare documents that are required in the cooperating administrator's office. Study administrative uses of the computer. Originate office memos. Duplicate blank special education reports and complete.

Finance
Study the internal organization of the Business Office and how it relates to the overall operation of the special education program. Study the budget planning process and prepare actual or mock budgets. Examine the purchasing and accounting procedures. Learn procedures, prepare and follow requisitions and purchase orders through channels-including receiving and accepting the order. Visit the business office to learn functions, procedures, and to meet office personnel.

Personnel
Have knowledge of procedures used to employ and dismiss personnel both professional and paraprofessional. Study the fringe benefits afforded personnel. Understand the various forms and records kept by the personnel office. Learn procedures for substitute teachers and instructional aides. Investigate and show understanding of the teacher evaluation process. Be familiar with procedures followed when employing or dismissing employees. Show ability to use due process procedures pertaining to knowledge of student and teacher rights. Confer with teacher and staff members. Conduct faculty meetings or professional development sessions.

Building and Maintenance
Survey the building concerning the utilization of space and needed repairs. Study the equipment being used in the building and if more effective use might be obtained. Survey the accessibility and safety of facilities. Solicit requests from teachers on summer repairs or adaptations to be completed in classrooms. Prepare and process a work order through to its completion. Survey the school plant to determine its effect on the instructional program. Survey the school properties to determine if hazards exist in or around the school.

School-Community Relations
Attend parent-teacher organization meetings. Attend various community meetings such as city council, zoning board, civic clubs, etc. in order to enhance the relationship of the school/school district to the community. Prepare news releases for the school to be printed in the local news media. Develop a plan whereby school and community relations might be improved. Participate in a parent-teacher conference. Schedule and present an informational speaking engagement at community function, radio, or TV. Employ community members as resource specialists. Describe how you are communicating with the public thorough various public organizations. Study teachers' attitudes about the school-community in which they serve. Plan school activities in observation of Public School week, American Education Week, Education-Business Day, or another similar observance.

Curriculum Planning and Supervision
Show knowledge of remedial programs (i.e., Title I), vocational programs, and other programs with specific emphasis. Meet with department heads to coordinate educational programs. Coordinate co-curricular activities.

Transportation and Auxiliary Services
Survey the transportation program for the school district for special education students. Become familiar with other auxiliary services that may be part of the school system. Plan the transportation, including requisition requests for buses, for at least one activity. Be familiar with attendance services, health services, student activities, and community services of your district.

Education Agencies and Professional Organizations
Study various agencies that relate to the operation of the school such as the State Department of Education. Learn to know the professional associations that relate to the position in which you are doing your internship. Become involved in these professional organizations. Attend organization meetings or workshops. Visit the State Department of Education to find out what services are available to your school district/utilize their services.

Board-Superintendent-Principal Relations
Attend school board meetings and administrative conferences. Read your district's school board policy and handbooks. Understand the job description of the Director of Special Education. Attend administrators' meetings – if allowed by your district. Understand the role and function of all central office personnel. Learn the responsibilities and duties of each area in the central office.

Student Personnel
Register new students. Record student accounting information. Observe parent conferences, ARC meetings, or discipline cases. Work with the counselor in setting up a guidance program for special education students. Develop and implement attendance policies.

Research and Professional Study
Visit other districts to compare programs. Read professional journals to stay current and evaluate thinking. Help prepare a needs assessment for the district special education program.

Due Process Folders
Determine procedures for collecting information for due process folders. Determine procedures for validating that all records are maintained in an up-to-date fashion.

PRACTICUM REQUIREMENTS CHECKSHEET
THE FOLLOWING MUST BE ACCOMPLISHED IN FULFILLING THE PRACTICUM REQUIREMENTS;

1. Complete the Information Sheet from the packet and return the completed forms immediately to the supervising professor.
2. Have the acceptance agreement signed by the public school cooperating administrator with whom you will be working and return immediately to the supervising professor.
3. Work as an intern for 100 clock hours to earn 6 hours credit.
4. Each intern must complete acceptable work in at least ten of the administrative activity areas.
5. Maintain a log of hours and activities/accomplishments during the period. The log must reflect what work occurred during the activity period. Personal reflections concerning each activity will be maintained in the personal reflection of the practicum experience. All hour logs must be reviewed and signed by the Cooperating Supervisor before submission.
6. Read a minimum of 5 professional articles from current literature that pertains to administration in special education and other educational topics. The articles may be selected to provide you with background information about the major project or position paper you will prepare. Summarize articles (one-to-two pages) and include a reflection of the impact from the perspective of a Director of Special Education.
7. Develop a significant project that will be beneficial to your school and to your practicum experience. Develop an outline of the project and discuss it with the cooperating administrator. Bring the outline to the second monthly meeting for review by the supervising professor. Project must be developed, completed, documented, and submitted in final form before the grade will be assigned for this course.
8. A personal reflection on the practicum experience (approximately 10 pages).
9. Submit all documentation not requiring signatures through Blackboard.
10. Attend all scheduled meetings.
11. Make satisfactory progress, in the opinion of the professor and the cooperating administrator, toward handling administrative functions and assignments, especially meeting deadlines and due dates.
12. Demonstrate the knowledge and skills required in the *CEC Standards for Special Education Administrators*.

Attendance Policy:

You must complete a minimum of 100 clock hours in order to satisfy the practicum attendance policy. Any number of hours less than 100 clock hours will not be acceptable. Attendance and clock hours are only a portion of the requirement for this course. Please see assignments/evaluation for more detailed information on the requirements for this course.

Academic Honesty

Cheating, fabrication, plagiarism or helping others to commit these acts will not be tolerated. Academic dishonesty will result in severe disciplinary action including, but not limited to, failure of the student assessment item or course, and/ or dismissal from MSU. If you are not sure what constitutes academic dishonesty, read the Eagle: Student Handbook or ask your instructor. An example of plagiarism is copying information from the internet when appropriate credit is not given. The policy is located at
http://morehead-st.edu/units/studentlife/handbook/academicdishonesty.html

Americans with Disabilities Act (ADA)

In compliance with the ADA, all students with a documented disability are entitled to reasonable accommodations and services to support their academic success and safety. Though a request for services may be made at any time, services are best applied when they are requested at or before the start of the semester. To receive accommodations and services the student should immediately contact the Disability Services Coordinator in the Office of Academic and Career Services, 223 Allie Young Hall, 606-783-5188, www.moreheadstate.edu/acs/

Campus Safety Statement

Emergency response information will be discussed in class. Students should familiarize themselves with the nearest exit routes in the event evacuation becomes necessary. You should notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency evacuation. Students should familiarize themselves with emergency response protocols at http://www.moreheadstate.edu/emergency

Course Calendar:

All materials and documents must be turned in to the instructor by the last day of regularly scheduled classes for the semester (MSU last day of class; Friday before finals week) in which the student wishes to complete the certification program and/or receive a grade for the practicum.

MOREHEAD STATE UNIVERSITY

Early Childhood, Elementary, and Special Education
COLLEGE OF EDUCATION

STUDENT INFORMATION SHEET FOR DoSE PRACTICUM

PLEASE SEND THE FOLLOWING INFORMATION ELECTRONICALLY TO:
Dr. April Miller, ad.miller@moreheadstate.edu

Your name

Current position-title

MSU ID#

Your current school district

District where you will be doing the activities for this practicum

Your email address

Your mailing address (home and school)

Home phone

School phone

Cell phone

Hours you can be reached

Name of cooperating administrator

Cooperating administrator's current position-title

Cooperating administrator's school district

Cooperating administrator's work phone

Cooperating administrator's mailing address (work)

Cooperating administrator's preferred email address

Submit this information as soon as possible!

MOREHEAD STATE UNIVERSITY

Early Childhood, Elementary, and Special Education
COLLEGE OF EDUCATION

_____has enrolled in EDSP 624, Practicum for Director of Special Education this semester. The program requires the intern to select from the administrative activities outlined in the attached information. The intern is required to spend 100 clock hours in the practicum to earn 6 hours credit. These hours may be arranged at the convenience of the public school cooperating administrator and the intern.

I, the undersigned cooperating administrator, do hereby accept the above-named intern. I will assist in supervising his/her activities for the required amount of time this semester. I understand my responsibilities as outlined in the syllabus.

_____ _____

Signature of Cooperating Administrator Date

Please FAX this consent to: Dr. April Miller, Morehead State University, Early Childhood, Elementary, and Special Education, FAX # 606-783-9102

EDSP 624

PRACTICUM FOR DIRECTOR OF SPECIAL EDUCATION

STUDENT_____ DATE DUE: _____

PRACTICUM PROJECT OR POSITION PAPER OUTLINE

_____

Candidate's Signature/Date

_____

Cooperating administrator Signature/Date

_____

Supervising Professor Signature/Date