# Course Description

School District Practicum II provides students with first-hand experience in a broad array of responsibilities that are inherent to the position of superintendent of schools. Field-based learning in EDU 828 School District Practicum I and in EDU 829 School District Practicum II shall be organized through leadership projects that address each of the Pennsylvania Leadership Standards. Each of the two practicum courses require 180 hours of embedded field experience.

**University Learning Outcomes (ULO)**

For full descriptions of the University Learning Outcomes, please refer to the catalog.

* **ULO1:** Communication Skills
* **ULO2:** Professional Competency ­
* **ULO3:** Moral and Ethical Judgment­
* **ULO4:** Problem Solving
* **ULO5:** Critical Thinking
* **ULO6:** Leadership in Society
* **ULO7:** Critical and Competent Use of Technology

# Program Learning Outcomes (PLO)

* **PLO1:** Articulate an educational organization's mission, goals, and guiding principles that distinguish the organization from others. (ULO1, 4)
* **PLO2:** Understand the foundational base of organizational theory, and demonstrate the ability to bridge theory and practice. (ULO1, 2, 4)
* **PLO3:** Given scenarios of conflict, choose ethical courses of action consistent with Gospel values. (ULO3, 5)
* **PLO4:** Synthesize and analyze data to reveal relations and causality, and convert raw data into actionable information. (ULO2, 4)
* **PLO5:** View problems and challenges through the lens of a scientist, seeking evidence-based conclusions. (ULO1, 2, 4)
* **PLO6:** Practice and model steward leadership in transforming organizations to better serve all constituents. (ULO3, 4, 5)
* **PLO7:** Demonstrate facility in the application of technology to solve problems, analyze and synthesize data, and manage information. (ULO1, 2, 4)

# Course Learning Outcomes (CLO)

* **CLO1:** Synthesize knowledge and experience to gain a deeper understanding of the role of the superintendent.
* **CLO2:** Evaluate how a district leader creates a safe culture and environment that supports teaching and learning.
* **CLO3:** Assess how a district leader collaborates and communicates with stakeholders and empowers others to build support for the school district and its initiatives.
* **CLO4:** Examine how a district leader ensures that all persons are treated equitably.
* **CLO5:** Critique how a district leader advocates for children and educational services in the larger social and political context.
* **CLO6:** Appraise how a district leader ensures that various cultural and ethnic groups are not over-represented in programs for children with disabilities.
* **CLO7:** Analyze how a district leader deploys prevention and early intervention strategies for children who may have disabilities.
* **CLO8:** Determine how a district leader ensures that programs for children with disabilities employ effective, research-based instructional programs in inclusive settings.

Student Expectations

Students are expected to do the following:

* Read the required material and ask insightful questions related to the content.
* Make meaningful connections between the content in the course and the field work in the action projects.
* Communicate with the supervisor, mentor and/or course instructor when there are questions about assignments and deadlines.
* Maintain a course calendar and submit assignments on due dates.
* Provide thoughtful contributions to class discussions.
* Check Gwynedd Mercy e-mail at least three times a week.

# Required Course Materials

Harvey, J., Cambron-McCabe, N., Cunningham, L., & Koff, R. (2013). *The superintendent’s fieldbook: A guide for leaders of learning* (2nd ed.). Corwin: Thousand Oaks, CA.

# Suggested Point Values

This course is Pass or Fail, and grades will appear in Blackboard as Complete or Incomplete. To earn a grade of complete, you must complete all discussions, journals, and field experience logs, meeting the field experience hour’s requirement with an average score of 85% for the course. Your weekly totals will be averaged at the end of the course to determine your final grade.

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| **Assessment** | **Point Value** | **Due** |
| **Module 1 – One Week** |  |  |
| List of Action Projects | 55 |  |
| **Module 2 – Three Weeks** |  |  |
| Module Two Discussion | 35 |  |
| Project 1: Safe Culture and Environment for Instruction | 50 |  |
| Project 2: Safe Culture and Environment for Instruction | 50 |  |
| **Module 3 – Two Weeks** |  |  |
| Module Three Discussion | 35 |  |
| Project 3: Communicating, Collaborating, and Empowering | 50 |  |
| Project 4: Communicating, Collaborating, and Empowering | 50 |  |
| **Module 4 – Two Weeks** |  |  |
| Module Four Discussion | 35 |  |
| Project 5: Ensuring Equitable Treatment | 50 |  |
| Project 6: Ensuring Equitable Treatment | 50 |  |
| **Module 5 – Two Weeks** |  |  |
| Module Five Discussion | 35 |  |
| Project 7: Advocating for Children | 50 |  |
| Project 8: Advocating for Children | 50 |  |
| **Module 6 – Three Weeks** |  |  |
| Module Six Discussion | 35 |  |
| Project 9: Over-Representation of Minorities | 50 |  |
| Project 10: Over-Representation of Minorities | 50 |  |
| **Module 7 – Two Weeks** |  |  |
| Module Seven Discussion | 35 |  |
| Project 11: Prevention and Early Intervention Strategies | 50 |  |
| Project 12: Prevention and Early Intervention Strategies | 50 |  |
| **Module 8 – Two Weeks** |  |  |
| Module Eight Discussion | 35 |  |
| Project 13: Inclusion Strategies | 50 |  |
| Project 14: Inclusion Strategies | 50 |  |
| **Total Points** | **1000** |  |

# Course Schedule

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| **Module** | **Start** | **End** |
| One | <insert start date> | <insert end date> |
| Two |  |  |
| Three |  |  |
| Four |  |  |
| Five |  |  |
| Six |  |  |
| Seven |  |  |
| Eight |  |  |

# Weekly Learning Modules

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| Module One: Planning Your Practicum Experience |  | |
| ***Learning Objectives*** | ***Alignment*** | |
| * 1. Determine practicum activities that will help you gain a deeper understanding of the role of superintendent. | CLO1 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | ***Alignment*** | ***AIE*** |
| **Tutorials**  During this course, you will be asked to use and participate in various technologies to complete activities and assignments.  **Review** the tutorials available on Blackboard, as needed.  **Click** the **Student Resources** button from the menu on the left. | N/A | N/A |
| **Discussions for Modules 2–8**  The purpose of discussions is to provide an opportunity to synthesize concepts in this course as you analyze your projects and those of your classmates. In each module, you will respond to the discussion question with a substantive post of 200 to 250 words. You will share your reflections and insights as you implement your projects. If you choose to work out of order and you are not specifically working on the projects in that module, you may discuss your plan, evidence, and challenges that you foresee. Review your course schedule for due dates  You are required to make substantive comment of 100 to 150 words to one or more of your classmates’ posts for each listed discussion question. Your comments must further the discussion by following the RISE model for meaningful feedback.  **Review** the rubric for this assignment by clicking “View rubric” on the assignment page.  **Review** the RISE Model for Peer Feedback available on Blackboard. | N/A | N/A |

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| **Adobe Connect Live Discussion**  **Review** [Adobe Connect Resources](https://sites.gmercyu.edu/student-resources/adobe-connect-resources/).  **Participate** in the scheduled live session with the course instructor. This session will provide an overview of the course and will discuss the major assignments in the course.  **Prepare** to ask questions concerning the content of the week and the course as a whole.  *Note:* A recorded lecture will be made available to those who are unable to attend the live session. |  | Live Discussion: lecture and discussion = **1 hour** |
| **Readings**  **Read** the following resources on the standards for leaders:   * Part I of *The Superintendent’s Fieldbook* (pp. 1–24) * [Pennsylvania Inspired Leadership (PIL) Program](http://www.education.pa.gov/teachers%20-%20administrators/pa%20inspired%20leaders/pages/default.aspx) * Pennsylvania Inspired Leadership (PIL) Standards * [Professional Standards for Educational Leaders (PSEL) Standards](http://www.wallacefoundation.org/knowledge-center/Documents/Professional-Standards-for-Educational-Leaders-2015.pdf) | 1.1 |  |
| **Practicum Preparation**  **Schedule** a time to meet with your cooperating mentor to discuss the experiences required in this course. It is suggested that you schedule this meeting before Thursday of this week.  *Note:* If you are unable to schedule a time to meet with your cooperating mentor before Thursday of this week, contact the course instructor and your field supervisor.  **Read** the Practicum Learning Modules document available in Blackboard  **Review** the instructions for the Action Projects in each module of the course. | 1.1 | Field Experience: **2 hours** |

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| ***Graded Assignments***  *Complete these graded assessments by the end of the module.* | ***Alignment*** | ***AIE*** |
| **List of Action Projects**  **Overview**  In Modules Two through Seven of this course, you will complete the following 14 graded action projects:   |  |  | | --- | --- | | Module Two | * Project 1: Safe Culture and Environment for Instruction * Project 2: Safe Culture and Environment for Instruction | | Module Three | * Project 3: Communicating, Collaborating, and Empowering * Project 4: Communicating, Collaborating, and Empowering | | Module Four | * Project 5: Ensuring Equitable Treatment * Project 6: Ensuring Equitable Treatment | | Module Five | * Project 7: Advocating for Children * Project 8: Advocating for Children | | Module Six | * Project 9: Over-Representation of Minorities * Project 10: Over-Representation of Minorities | | Module Seven | * Project 11: Prevention and Early Intervention Strategies * Project 12: Prevention and Early Intervention Strategies | | Module Eight | * Project 13: Inclusion Strategies * Project 14: Inclusion Strategies |   It is recommended that you complete these projects in order because they are topically aligned to the modules in this course. For some students, however, it may be beneficial or necessary to complete projects in an alternate order. You may, therefore, complete these projects in any order as long as you stick to the following schedule:   * Module Two: 2 action projects due * Module Three: 2 action projects due * Module Four: 2 action projects due * Module Five: 2 action projects due * Module Six: 2 action projects due * Module Seven: 2 action projects due * Module Eight: 2 action projects due   This will ensure you stay on track to complete all projects by the end of the course.    **Action Project Documents**  **Download** and save the following documents, which you will use for your action projects:  **List of Action Projects** – Review the projects listed in this document. You will work with your mentor to select the specific projects you will complete and in which order you will complete them.   * **Field Experience and Action Project Log** – Use this document to describe the project activities and to write your reflection. Make sure to include details about what you learned from this activity. * **Log Rubric** – You will use this log rubric to guide you in writing your field experience log for each project.   **Practicum Action Projects Checklist** – Use this checklist to track the completion of each log for all 14 projects   * **Practicum Learning Modules document** – This document shows how the list of action projects address the course learning objectives (CLOs), and it includes suggestions for project options.   **Mentor Meeting**  **Schedule** a time to meet with your cooperating mentor to discuss your List of Action Projects, which is your plan for the course. It is suggested that you schedule this meeting before the course begins or early in Module 1. If you are unable to schedule a time to meet with your cooperating mentor before Thursday of Module 1, contact the course instructor.  **Review** the Practicum Action Projects Checklist, and **consider** how you will complete these various activities with your mentor. Will you complete the projects in the recommended order, or will you complete them in an alternate order?  **Meet** with your cooperating mentor to discuss the experiences required in this course. **Determine** some specific experiences that correspond with the requirements, as outlined in the Practicum Learning Modules document.  **List of Action Projects**  **Submit** your List of Action Projects by 11:59PM (EST) on Sunday of the end of Module One. Your plan should:   * **List** your action projects in the order they will be completed. * Include a 1- to 2-sentence description for each project you intend to complete. * **Include**the evidence you intend to produce that documents your involvement in the project. | 1.1 | Private Post: **6 hours** |

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# Faculty Notes

**Course Setup**

**General Questions and Discussion Forum:** This course includes a discussion forum for general questions, comments, and concerns. This forum is intended for any course-related commentary not found within a specific weekly discussion. This forum is not graded. Make sure to monitor this forum for student posts. You are encouraged to make an announcement advertising this forum and monitor and post regularly to build engagement.

**Action Project Plan assignment: List of Action Projects Form:** Place the appropriate due dates on this form in column 1 before course begins. Remove “Insert date- End of Module One,” and place the actual date

**Adobe Connect:** Consider posting an announcement asking students to submit any questions or topics they would like addressed ahead of time. The instructor can then utilize those questions that come up in the first part of the week to tailor the live Adobe Connect class session that would be scheduled toward the later part of the week. That 1-hour synchronous session will allow students the opportunity to go over any questions they had with the homework and clarify any misconceptions they have about the course content. All Adobe Connect sessions should be recorded and a link to the recording be posted to the course page so any student who misses the session can review it later in the week.

*Note:* It is the instructor’s choice as to what day they will schedule the Adobe Connect Live Session, but it is recommended that they schedule this session for Wednesday of the week so students have plenty of time to review their homework prior to the deadline on Sunday.

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| Module Two: Safe Culture and Environment for Instruction (2 Weeks) |  |  |
| ***Learning Objectives*** | ***Alignment*** | |
| * 1. Determine effective ways to create and protect an environment for learning. | CLO2 | |
| * 1. Assess a district’s safety, security, and emergency response plan to state and federal guidelines. | CLO2 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | ***Alignment*** | ***AIE*** |
| **Module Two Overview**  Teachers cannot teach and students cannot learn if the classroom and school are not perceived to be safe from danger. No matter how dangerous the surrounding environment may be, the school must be a safe haven for all, free of serious distractions, and a source of comfort for children. Effective district administrators ensure that schools are safe havens through security personnel and measures that create and protect an environment for learning. | 2.1, 2.2 | N/A |
| **Readings**  **Read** the following section in Part 2 of *The Superintendent’s Fieldbook*:   * E. Creating Your Learning Organization (pp. 42–50) * F. Building a Core Learning Group (pp. 50–54)   **Read** DeLapp, T. (2014). School safety plans: Communicating during crisis. *Leadership. May/June 2014, Vol. 43*(5), 8–11. | 2.1, 2.2 | N/A |
| ***Graded Assignments***  *Complete these graded assessments by the end of the module.* | ***Alignment*** | ***AIE*** |
| **Projects 1–2: Safe Culture and Environment for Instruction**  **Complete** 2 projects related to the creation of a safe culture and environment. You may select from those listed below or create your own projects.   * Take part in a safety, security, and emergency response committee as a participant or observer. * Review the district’s safety, security, and emergency response plan, and compare it to state and federal guidelines. * Review district and school communications to staff, parents, and emergency responders. * Participate in a crisis response drill, debrief afterwards, and make recommendations. * Create a presentation for parents describing the safety procedures in the school district. * Prepare a presentation for inductees and new staff that describes safety procedures. * Review school board policies related to pupils and their safety. Make recommendations about which may need to be updated.   **Submit** a completed Field Experience Log for each of your two projects to the following drop boxes within the Action Project Assignments folder in Blackboard:   * Project 1: Safe Culture and Environment for Instruction * Project 2: Safe Culture and Environment for Instruction   **Review** the rubric for this assignment by clicking “View rubric” on the assignment page. | 2.1, 2.2 | Field Experience:  **25 hours** |
| **Module Two Discussion Question**  **Post** a response to the following by the end of week one in Module Two:   * In Module Two, you are working on projects that demonstrate how effective leaders create and maintain a safe culture and environment that supports teaching and learning. Give a brief description of your projects and the evidence you will submit. Analyze your experiences, and discuss what you have learned from the process. Include any recommendations you might have for improvement. The focus of your discussion should be on your analysis and insights, not on a summary of your project.   **Respond** with constructive feedback, clarification, additional questions, or your own relevant thoughts to one or more of your classmates’ posts by the end of Module Two.  **Refer** to the Discussion Board Rubric for more discussion guidelines. | 2.1, 2.2 | Discussion:2 **hours** |

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| Module Three: Communicating, Collaborating, and Empowering (2 Weeks) |  |  |
| ***Learning Objectives*** | ***Alignment*** | |
| * 1. Appraise how goals and initiatives are communicated to internal and external constituents. | CLO3 | |
| * 1. Evaluate how effectively the district builds ownership among constituents to carry out goals and initiatives. | CLO3 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | ***Alignment*** | ***AIE*** |
| **Module Three Overview**  Successful school administrators communicate effectively with all constituent groups, including students, teachers, staff, parents, community members, and influential others. To implement an initiative that affects many, collaboration is necessary to build ownership among constituents, and those responsible for carrying out the initiative must perceive themselves to be empowered to do so. | 3.1, 3.2 | N/A |
| **Readings and Videos**  **Read** the following section in Part 2 of *The Superintendent’s Fieldbook*:   * G. From Theory to Practice (pp. 55–61) * H. Tools (pp. 61–65) * I. Reflective Practice (pp. 66 & 67)   **Read** Goman, C.K. (2014). [8 tips for collaborative leadership](http://www.forbes.com/sites/carolkinseygoman/2014/02/13/8-tips-for-collaborative-leadership/). *Forbes*, February.  **Watch** [Ted Talk: How to build (and rebuild) trust](https://www.ted.com/talks/frances_frei_how_to_build_and_rebuild_trust). | 3.1, 3.2 | N/A |
| ***Graded Assignments***  *Complete these graded assessments by the end of the module.* | ***Alignment*** | ***AIE*** |
| **Projects 3–4: Communicating, Collaborating , and Empowering**  **Complete** 2 projects that demonstrate how a district leader collaborates, communicates, engages, and empowers others to build support for the school district and its initiatives. You may select from those listed below or create your own projects.   * Review the district’s strategic plan or annual goals, and assess how strategies and goals are communicated to internal constituents. * Review the district’s strategic plan or annual goals, and assess how they are communicated to external constituents. * Develop a communications plan for implementing a teacher evaluation system. * Assess how inductees and new staff are trained on appropriate communications with parents and colleagues. * Evaluate the district’s website to determine how effectively it serves to communicate district goals and initiatives. * Examine how social media is used and regulated in district communications. * Analyze the effectiveness and efficiency of the district communication system. Make recommendations for improvement.   **Submit** a completed Field Experience Log for each of your two projects to the following drop boxes within the Action Project Assignments folder in Blackboard. Refer to the Field Experience Log Rubric for additional guidelines.   * Project 3: Communicating, Collaborating, and Empowering * Project 4: Communicating, Collaborating, and Empowering | 3.1, 3.2 | Field Experience: **25 hours** |
| **Module Three Discussion Question**  **Post** a response to the discussion question by the end of week one in Module Three:  In Module Three, you are working on projects that demonstrate how a district leader collaborates, communicates, engages, and empowers others to build support for the school district and its initiatives. Give a brief description of your projects and the evidence you will submit. Analyze your experiences, and discuss what you have learned from the process. Include any recommendations you might have for improvement. The focus of your discussion should be on your analysis and insights, not on a summary of your project.  **Respond** with constructive feedback, clarification, additional questions, or your own relevant thoughts to one or more of your classmates’ posts by the end of Module Three.  **Refer** to the Discussion Board Rubric for more discussion guidelines. | 3.1, 3.2 | Discussion: **2 hours** |

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| Module Four: Ensuring Equitable Treatment (2 Weeks) |  |  | | |
| ***Learning Objectives*** | ***Alignment*** | | | |
| * 1. Determine effective ways to ensure the equitable treatment of all persons. | CLO4 | | | |
| * 1. Assess the administration of placement and behavior management of students for equitable treatment. | CLO4 | | | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | ***Alignment*** | ***AIE*** | | |
| **Module Four Overview**  Effective school administrators strive to treat all people equitably. To ensure this, all school district policies, structures, and practices must support equity, as well. Equity means equal opportunity for advanced, honors, or gifted programs, and it means equal treatment in the administration of behavior management and suspension. | 4.1, 4.2 | N/A | | |
| **Readings**  **Read** the following sections in Part V of *The Superintendent’s Fieldbook*:  Part V: Addressing Race in Class:   * A. Why Race and Class? (pp. 145–160) * B. Superintendents Consider Race and Class (pp. 160–166)   **Read** the following articles:   * Mathews, J. (2011, May). [Why not honors courses for all](http://www.washingtonpost.com/blogs/class-struggle/post/why-not-honors-courses-for-all/2011/05/29/AGjTCGEH_blog.html)? *The Washington Post*. * Gorski, P. & Swahwell, K. (2015, Mar). Equity literacy for all. ***Educational leadership***. *72*(6), 34–40. | 4.1, 4.2 | N/A | | |
| ***Graded Assignments***  *Complete these graded assessments by the end of the module.* | ***Alignment*** | ***AIE*** | | |
| **Projects 5–6: Ensuring Equitable Treatment**  **Identify** 2 projects related to leadership for ensuring the equitable treatment of all students. You may select from those listed below or create your own project.   * Review equity-related complaints the district has received over the last 3 years, and reflect on how such complaints are processed. An actual review of filed complaints is preferable, but an oral history from a key administrator will suffice. * Develop a training module for faculty professional development on equitable treatment of school children. * Review the placement of students in gifted and honors courses, and reflect on whether there is any evidence of possible discriminatory practices. * Review student disciplinary records, particularly exclusions, and reflect on whether there is any evidence of possible discriminatory practice.   **Submit** a completed Field Experience Log for each of your two projects to the following drop boxes within the Action Project Assignments folder in Blackboard. Refer to the Field Experience Log Rubric for additional guidelines.   * Project 5: Ensuring Equitable Treatment * Project 6: Ensuring Equitable Treatment | 4.1, 4.2 | | Field Experience: **25 hours** | |
| **Module Four Discussion Question**  **Post** a response to the discussion question by the end of week one in Module Four:  In Module Four, you are working on projects that demonstrate how a district leader treats all people equitably. Give a brief description of your projects and the evidence you will submit. Analyze your experiences, and discuss what you have learned from the process. Include any recommendations you might have for improvement. The focus of your discussion should be on your analysis and insights, not on a summary of your project.  **Respond** with constructive feedback, clarification, additional questions, or your own relevant thoughts to one or more of your classmates’ posts by the end of Module Four.  **Refer** to the Discussion Board Rubric for more discussion guidelines. | 4.1, 4.3 | | | Discussion: **2hours** |

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| Module Five: Advocating for Children (2 Weeks) |  |  |
| ***Learning Objectives*** | ***Alignment*** | |
| * 1. Assess various strategies to prevent or close the achievement gap. | CLO5 | |
| * 1. Determine effective methods to advocate for children who are underachieving. | CLO5 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | ***Alignment*** | ***AIE*** |
| **Module Five Overview**  Effective school administrators are articulate child advocates. As they lead within the school system and as they operate the larger social and political context of their communities, region, state, or nation, they represent the interests of school children above all else. | 5.1, 5.2 | N/A |
| **Readings and Videos**  **Read** the following section in Part V of *The Superintendent’s Fieldbook*:  Part V: Addressing Race in Class   * C. Can We Close the Gap? (pp. 166–179)   **Watch** [Closing the Achievement Gap](https://www.pbs.org/video/american-black-journal-closing-achievement-gap/). | 5.1, 5.2 | N/A |
| ***Graded Assignments***  *Complete these graded assessments by the end of the module.* | ***Alignment*** | ***AIE*** |
| **Projects 7–8: Advocating for Children**  **Identify** 2 projects related to leadership manifest as child advocacy. You may select from those listed below or create your own project.   * Review disaggregated student achievement data to determine what, if any, achievement gaps may be present. * Research literature to present your findings to district administrators or building administrators on strategies for closing the achievement gap. * Interview 3 administrators regarding what strategies they employ to prevent and close an achievement gap. * Interview a senior district administrator regarding how he or she advocates to the public for children who are underachieving.   **Submit** a completed Field Experience Log for each of your two projects to the following drop boxes within the Action Project Assignments folder in Blackboard. Refer to the Field Experience Log Rubric for additional guidelines.   * Project 7: Advocating for Children * Project 8: Advocating for Children | 5.1, 5.2 | Field Experience: **25 hours** |
| **Module Five Discussion Question**  **Post** a response to the discussion question by the end of week one in Module Five:  In Module Five, you are working on projects that demonstrate how a district leader advocates for children. Give a brief description of your projects and the evidence you will submit. Analyze your experiences, and discuss what you have learned from the process. Include any recommendations you might have for improvement. The focus of your discussion should be on your analysis and insights, not on a summary of your project.  **Respond** with constructive feedback, clarification, additional questions, or your own relevant thoughts to one or more of your classmates’ posts by the end of Module Five.  **Refer** to the Discussion Board Rubric for more discussion guidelines. | 5.1, 5.2 | Discussion: **2 hours** |

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| Module Six: Over-Representation of Minorities (2 Weeks) |  |  |
| ***Learning Objectives*** | ***Alignment*** | |
| * 1. Analyze effective methods to differentiate between skill levels related to learning disabilities and related to behaviors that have a social, cultural, or ethnic base. | CLO6 | |
| * 1. Determine effective strategies for preventing over-representation by ethnicity in programs for children with disabilities. | CLO6 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | ***Alignment*** | ***AIE*** |
| **Module Six Overview**  Effective school administrators nurture dispositions, support practices, and create policies to ensure that minority children are not over-represented in programs for those with disabilities. This means that in assessing a student’s skills and abilities, administrators clearly differentiate between skill levels related to learning disabilities and skill levels related to behaviors that may derive from social, cultural, or ethnic bases. | 6.1, 6.2 | N/A |
| **Readings**  **Read** the following sections in Part IV of *The Superintendent’s Fieldbook*:  Part IV: Learning and Assessment   * A. The Shape of the New Discussion (pp. 106–108) * B. Principles of Learning (pp. 108–111) * D. Common Core State Standards (pp. 114–121) * E. The Achievement Gap (pp. 122–127)   **Read** Cooc,N. & Kiru, E. (2018). Disproportionality in special education: A synthesis of international research and trends. *The Journal of Special Education*. | 6.1, 6.2 | N/A |
| ***Graded Assignments***  *Complete these graded assessments by the end of the module.* | ***Alignment*** | ***AIE*** |
| **Projects 9–10: Over-Representation of Minorities**  **Identify** 2 projects related to ensuring against the over-representation of minorities in programs for learning disabilities. You may select from the ones listed below or create your own project.   * Research the literature regarding strategies for preventing over-representation by ethnicity in programs for children with disabilities, and present your findings to a group of general and special education teachers. * Reflect on how and the degree to which strategies and dispositions of administrators and child study teams ensure that culture is not interpreted as an educational deficiency. * Reflect on how administrators and child study teams work toward consensus with parents on placement and needed services. * Participate in 3–5 sessions with minority parents regarding a child’s academic progress.   **Submit** a completed Field Experience Log for each of your two projects to the following drop boxes within the Action Project Assignments folder in Blackboard. Refer to the Field Experience Log Rubric for additional guidelines.   * Project 9: Over-Representation of Minorities * Project 10: Over-Representation of Minorities | 6.1. 6.2 | Field Experience: **25 hours** |
| **Module Six Discussion Question**  **Post** a response to the discussion question by the end of week one in Module Six:  In Module Six, you are working on projects that demonstrate how effective school administrators nurture dispositions, support practices, and create policies to ensure that minority children are not over-represented in programs for those with disabilities. Give a brief description of your projects and the evidence you will submit. Analyze your experiences, and discuss what you have learned from the process. Include any recommendations you might have for improvement. The focus of your discussion should be on your analysis and insights, not on a summary of your project.  **Respond** with constructive feedback, clarification, additional questions, or your own relevant thoughts to one or more of your classmates’ posts by the end of Module Six.  **Refer** to the Discussion Board Rubric for more discussion guidelines. | 6.1. 6.2 | Discussion  **2 hours** |

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| Module Seven: Prevention and Early Intervention Strategies (2 Weeks) |  |  |
| ***Learning Objectives*** | ***Alignment*** | |
| * 1. Assess district policies to ensure that children who may have disabilities are identified early and provided with appropriate services to enhance their development. | CLO7 | |
| * 1. Analyze evidence-based practices to produce high rates of learning for all students. | CLO7 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | ***Alignment*** | ***AIE*** |
| **Module Seven Overview**  Effective school administrators nurture dispositions, support practices, and create policies to ensure that children who may have disabilities are identified early and are provided with appropriate services to enhance their development and make it less likely that they will require special education services in the future. | 7.1, 7.2 | N/A |
| **Readings**  **Read** the following section in Part IV of *The Superintendent’s Fieldbook*:   * C. Emerging Issues in Neuroscience (pp. 111–114)   **Review** the [National Association of Special Education Teachers](https://www.naset.org/).   * Click **Resources** from the menu at the top. * Select **Exceptional Students and Disability Information**. * Scroll down and select **Early Intervention Services and Developmental Delays**. | 7.1 | NA |
| ***Graded Assignments***  *Complete these graded assessments by the end of the module.* | ***Alignment*** | ***AIE*** |
| **Projects 11–12: Prevention and Early Intervention Strategies**  **Identify** 2 projects related to prevention and early intervention strategies. You may select from the ones listed below or create your own project.   * Participate in pre-kindergarten or kindergarten screening under the guidance of instructional specialists. * Review the progress of at least 5 preschool or early elementary students, with particular attention paid to the success of various interventions with a building-based team that includes an administrator, psychologist, teacher, and other instructional specialists. * Review how teachers connect general education curriculum, compensatory education, and special education in providing high-quality, standards-based instruction and intervention matched to students’ academic, social, emotional, and behavioral needs with a district administrator and 2 teachers. * Review how curriculum development and professional development drive high-quality instruction for all students, utilizing scientific research and evidence-based practice to produce high rates of learning for all students with a district administrator and two teachers.   **Submit** a completed Field Experience Log for each of your two projects to the following drop boxes within the Action Project Assignments folder in Blackboard. Refer to the Field Experience Log Rubric for additional guidelines.   * Project 11: Prevention and Early Intervention Strategies * Project 12: Prevention and Early Intervention Strategies | 7.1, 7.2 | Field Experience: **25 hours** |
| **Module Seven Discussion Questions**  **Post** a response to the discussion question by the end of week one in Module Seven:  In Module Seven, you are working on projects that demonstrate how effective school administrators nurture dispositions, support practices, and create policies to ensure that children who may have disabilities are identified early and are provided with appropriate services to enhance their development and make it less likely that they will require special education services in the future. Give a brief description of your projects and the evidence you will submit. Analyze your experiences, and discuss what you have learned from the process. Include any recommendations you might have for improvement. The focus of your discussion should be on your analysis and insights, not on a summary of your project.  **Respond** with constructive feedback, clarification, additional questions, or your own relevant thoughts to one or more of your classmates’ posts by the end of Module Seven.  **Refer** to the Discussion Board Rubric for more discussion guidelines. | 7.1, 7.2 | Discussion: **2 hours** |

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| Module Eight: Inclusion Strategies (2 Weeks) |  |  |
| ***Learning Objectives*** | ***Alignment*** | |
| * 1. Analyze district policies to ensure that children with disabilities are provided with effective, research-based services and programs in an inclusive setting. | CLO8 | |
| * 1. Assess a district’s practices to ensure evidence-based practices of inclusive settings for schools. | CLO8 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | ***Alignment*** | ***AIE*** |
| **Module Eight Overview**  Children with disabilities must be educated with general education children whenever possible and be productive for the child with disabilities. Effective school administrators nurture dispositions, support practices, and create policies to ensure that children with disabilities are provided with effective, research-based services and programs in an inclusive setting to the greatest extent possible and suitable for each child. | 8.1, 8.2 | N/A |
| **View** the following videos:   * [Reimagining Disability & Inclusive Education | Jan Wilson | TEDxUniversityofTulsa](https://www.youtube.com/watch?time_continue=2&v=CtRY_1mZWWg) * [7 Effective Strategies for Secondary Inclusion Video Preview](https://www.youtube.com/watch?v=YtydnFkPDNA) (3:39) | 8.1, 8.2 |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the module.* | ***Alignment*** | ***AIE*** |
| **Projects 13–14: Inclusion Strategies**  **Identify** 2 projects related to inclusion strategies. You may select from the ones listed below or create your own project.   * Review literature on evidenced-based practices for use in both the special and general education settings in the school with a supervisor or director of instruction and a special education supervisor. Explain your findings, and critically discuss district practices compared to best practices. * Review progress of all students with disabilities in a given school, noting how data is disaggregated for data analysis and decision making, as well as how the impact of multiple tiers of intervention is assessed with a school or district administrator. * Critically examine how the progress of children with disabilities in inclusive settings is reported to parents. * Interview 3 teachers regarding instructional adaptations based on evidence-based practices, proven to be effective with students with disabilities to provide curriculum content in a variety of ways without compromising curriculum intent.   **Submit** a completed Field Experience Log for each of your two projects to the following drop boxes within the Action Project Assignments folder in Blackboard. Refer to the Field Experience Log Rubric for additional guidelines.   * Project 13: Inclusion Strategies * Project 14: Inclusion Strategies | 8.1, 8.2 | Field Experience: **25 hours** |
| **Module Eight Discussion Questions**  **Post** a response to the discussion question by the end of week one in Module Eight:  In Module Eight, you are working on projects that demonstrate how effective school administrators recognize how children with disabilities must be educated with general education children whenever possible and be productive for the child with disabilities. Give a brief description of your projects and the evidence you will submit. Analyze your experiences, and discuss what you have learned from the process. Include any recommendations you might have for improvement. The focus of your discussion should be on your analysis and insights, not on a summary of your project.  **Respond** with constructive feedback, clarification, additional questions, or your own relevant thoughts to one or more of your classmates’ posts by the end of Module Eight  **Refer** to the Discussion Board Rubric for more discussion guidelines. | 8.1, 8.2 | Discussion: **3 hours** |

# Breakdown of Academic Instructional Equivalencies

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|  |  |  |
| **Module 1** |  |  |
| Required |  | 2.5 |
| Supplemental |  | 1 |
| **Module 2** |  |  |
| Required |  | 4 |
| Supplemental |  |  |
| **Module 3** |  |  |
| Required |  | 4 |
| Supplemental |  |  |
| **Module 4** |  |  |
| Required |  | 4 |
| Supplemental |  |  |
| **Module 5** |  |  |
| Required |  | 4 |
| Supplemental |  |  |
| **Module 6** |  |  |
| Required |  | 4 |
| Supplemental |  |  |
| **Module 7** |  |  |
| Required |  | 4 |
| Supplemental |  |  |
| **Module 8** |  |  |
| Required |  | 4 |
| Supplemental |  | 1 |
|  |  |  |
| **Total Required Hours** |  | 30.5 |
| **Total Practicum Hours** |  | 120 |
| **Total Supplemental Hours** |  | 2 |