# Course Description

This course provides field experience in a school setting to perform the functions required of a special education supervisor in local educational agencies (LEAs), including charter schools, private schools, and intermediate units. The student enrolled in this course will be supervised by / or by an approved mentor. The student will be provided with experience in self-evaluation and reflection, administrative shadowing, departmental and school improvement plans, student evaluation and placement processes in special education, staff observation and supervision, clinical supervision of a peer and development, and planning for staff professional development.

Supervised by faculty or by an approved mentor, students will perform functions required of special education supervisors in LEAs, private schools, or intermediate units. Requirements include job shadowing, self-evaluation and improvement plans, clinical supervision of a peer and development, and implementation and evaluation of a staff development episode. Permission is required from an authorized administrator to perform activities on site.

The practicum constitutes 180 hours of the Pennsylvania Department of Education (PDE) requirement for 360 hours of field experience.

**University Learning Outcomes (ULO)**

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

* **ULO1**: Knowledge of Human Cultures and the Physical and Natural World
* **ULO2**: Intellectual and Practical Skills
* **ULO3**: Personal and Social Responsibility
* **ULO4**: Integrative and Applied Learning
* **ULO5**: Immersed in the Critical Concerns of the Sisters of Mercy of the Americas

# 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**: Analyze special education administrative responsibilities and tasks, as well as the responsibilities of the LEA in the IEP process.
* **CLO2**: Evaluate multi-tier systems of support, as well as remedial supports and strategies from the perspective of the administrator.
* **CLO3**: Assess the evaluation processes for initial and revised IEPs to ensure that they follow the law and contain the necessary supports for student achievement.
* **CLO4**: Demonstrate how to organize, prioritize, schedule, implement, and follow through on administrative tasks.
* **CLO5**: Design staff development sessions and meetings to support the school and district’s mission and goals, as well as improvement plans.
* **CLO6**: Create transition plans for students at the following instructional phases: preschool, elementary, secondary, and post-secondary.
* **CLO7**: Apply the fundamental principles of observing and evaluating staff based on Charlotte Danielson’s model.

**Student Expectations**

Students are expected to:

* ask probing and insightful questions related to course content.
* make meaningful and relevant connections and application to their own learning process.
* be productive and contributing members of class discussions.

# Required Course Materials

**Required Text**

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

ISBN 0-205-37673-8

**Note**. Students will have already purchased this textbook for the Foundations class.

**Recommended Text**

*Publication Manual of the American Psychological Association* (6th edition). (2010). Washington, D.C.: American Psychological Association.

# 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 assignments and field experience hours and achieve 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.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Assessment** | **Point Value** | **Due** |
| **Module 1 – One Week** | |  |  |
|  | Practicum Setting | 2 | <insert due date> |
|  | Mentor Assessment | 3 |  |
|  | Self-Assessment | 3 |  |
|  | Reflection Journal | 2 |  |
| **Module 2 – Two Weeks** | |  |  |
|  | Practicum Project: Responsibilities and Priorities of the Special Education Administrator | 5 | <insert due date> |
|  | Practicum Project: Realities of the Special Education Administrator | 5 |  |
| **Module 3 – Three Weeks** | |  |  |
|  | Practicum Project: Initial IEP Development | 5 | <insert due date> |
|  | Practicum Project: Annual IEP Review | 5 |  |
|  | Practicum Project: Gifted IEP | 5 |  |
| **Module 4 – Two Weeks** | |  |  |
|  | Staff Meeting Approach | 2 | <insert due date> |
|  | Practicum Project: Staff and Team Meetings | 5 |  |
|  | Practicum Project: Meeting Follow-Up | 5 |  |
| **Module 5 – Two Weeks** | |  |  |
|  | School Improvement and Strategic Plans Discussion | 2 | <insert due date> |
|  | School Improvement Plan Presentation | 3 |  |
|  | Practicum Project: School Improvement Plan Summary | 5 |  |
|  | Practicum Project: School Improvement Plan Outcomes | 5 |  |
| **Module 6 – Two Weeks** | |  |  |
|  | Early Intervention | 2 | <insert due date> |
|  | Transition Roadmap | 3 |  |
|  | Practicum Project: Kindergarten, Middle School, or High School Transition | 5 |  |
|  | Practicum Project: Secondary Transition | 5 |  |
| **Module 7 – Two Weeks** | |  |  |
|  | Danielson’s Framework | 2 | <insert due date> |
|  | Clinical Supervision Structure Paper | 3 |  |
|  | Practicum Project: Observation Planning | 5 |  |
|  | Practicum Project: Staff Observation, Development, and Recruitment | 5 |  |
| **Module 8 – One Week** | | | |
|  | Staff Supervision Presentation | 5 | <insert due date> |
| Final Practicum Time Logs | 3 |  |
| **Total Points** | | **100** |  |

# Course Schedule

|  |  |  |
| --- | --- | --- |
| **Week** | **Start** | **End** |
| One | <insert start date> | <insert end date> |
| Two |  |  |
| Three |  |  |
| Four |  |  |
| Five |  |  |
| Six |  |  |
| Seven |  |  |
| Eight |  |  |
| Nine |  |  |
| Ten |  |  |
| Eleven |  |  |
| Twelve |  |  |
| Thirteen |  |  |
| Fourteen |  |  |
| Fifteen |  |  |

# Weekly Learning Modules

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| --- | --- | --- |
| Module One: Practicum Preparation and the Qualities of the Special Education Administrator (1 Week) |  | |
| ***Learning Objectives*** | ***Alignment*** | |
| * 1. Determine how practicum activities prepare students for the role of special education supervisor. | CLO1, CLO2, CLO3, CLO4, CLO5, CLO6, CLO7 | |
| * 1. Analyze the qualities of a special education administrator as a leader and change agent. | CLO1 | |
| * 1. Analyze the leadership skills necessary for communicating, collaborating, organizing, and planning in support of students, staff, and parents. | CLO1, CLO4 | |
| * 1. Complete a self-assessment of skills necessary to be a successful special education administrator. | CLO1, CLO4 | |
| ***Required Learning Resources and Activities****: Students must complete any resources activities listed in this section as selected by the instructor.* | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Read** the following articles:   * Role of Principal Leadership in Improving Student Achievement: <http://www.readingrockets.org/article/role-principal-leadership-improving-student-achievement> * The Seven Characteristics of a Good Leader: <http://www.edutopia.org/blog/successful-school-leadership-social-emotional-learning-maurice-elias> * What Makes a School Administrator an Effective School Leader? <http://teaching.about.com/od/admin/a/What-Makes-A-School-Administrator-An-Effective-School-Leader.htm> * [Successfully Implementing Transformational Change in Education](https://www2.ed.gov/programs/racetothetop/communities/bfk-rttt-communications-lessons-learned.pdf) | 1.2, 1.3, 1.4 |  |
| **Practicum Time Log**  **Document** your practicum experiences for each week of the module in the Practicum Time Log.  **Submit** your Practicum Time Log to your site supervisor each week. | N/A |  |
| **Tutorials**  During this course, you will be asked to use and participate in various technologies to complete activities and assignments. Tutorials are available to you on how to use the technologies utilized in this course.  **Review** the tutorials available on Blackboard as needed.  **Click** the **Technology Tutorials** button from the menu on the left. | N/A |  |
| **Practicum Preparation**  **Meet** with your cooperating mentor to discuss the experiences required in this course and to determine some specific experiences that correspond with the requirements of each learning module.  **Determine**,with your cooperating mentor, whether it is necessary to alter the schedule of modules to ensure you are engaged in timely activities.  **Post** a short synopsis of your meeting with your cooperating mentor to Blackboard so your instructor is aware of your plan for completing the modules.  **Note.** The modules are intended to be completed sequentially, as indicated in your syllabus, except where circumstances unique to the time of year and events in the field experience site require you to depart from the sequence. | COURSE |  |
| **Participation and Discussion**  The purpose of discussions is to provide you with a way to synthesize the concepts presented in this course. In certain weeks, you will respond to the discussion questions with a substantive post of 200–250 words that addresses all the prompts for the question by 11:59 p.m. EST of the listed due date. By the conclusion of the week, Sunday at 11:59 p.m. EST, you will make at least one substantive comment of 100–150 words to three of your classmates’ posts for each assigned discussion question. Your comments must further the discussion by following the RISE Model for meaningful feedback. It is recommended that you check in periodically throughout the week to ensure that you are meeting the participation requirement.  **Review** the [RISE Model for Peer Feedback](http://elwray.squarespace.com/feedback). | N/A |  |
| ***Supplemental Learning Resources and Activities****: These resources and activities provide further exploration of content, supplemental information, and skill building. Students may complete items in this section on their own or as selected by the instructor.* | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Conference Call Discussion**  **Participate** in the scheduled live session with the course instructor and your small group. This session will provide an overview of the class 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. Bring any questions or concerns with you to the call about course expectations and choice of mentor. The goal of this first session is to help you feel comfortable with what to expect throughout the course.  **Note.** If you are not able to attend your group’s scheduled session, you may select an alternate available timeslot. | COURSE |  |
| ***Assignment****: Students must complete the weekly assignment(s).* | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Practicum Setting**  **Respond to** the following prompts in the Practicum Setting forum by Thursday:   * Describe and share your practicum setting with the class. * Hypothesize about some of the challenges you will find in your particular setting for Special Education Administrators. * How will those challenges prepare you for taking on the role of the special education supervisor?   **Provide** meaningful feedback to three of your classmates’ posts by Sunday. | 1.1 |  |
| **Mentor Assessment**  **Complete** the Effective Principal 360° Principal’s Observer Assessment for your selected mentor: <http://berkeyleadership.com/pdf/Principal's%20Observer%20Assessment.pdf>  If you have not previously worked with your mentor and are being connected to your mentor through another professional, interview that professional to complete the observation assessment for the administrator.  **Part 1**  **Describe** why you chose the mentor and site for this Practicum in 400–600 words. If the site is part of your work setting, explain.  **Part 2**  **Create** a graphic organizer that conveys characteristics of your mentor in the following skill dimensions, drawing from the characteristics you identified in the observation assessment.  **Include** the following:   * Setting instructional direction * Teamwork * Sensitivity * Judgment * Results orientation * Organizational ability * Oral communication * Written communication * Development of others * Understanding own strengths and weaknesses   **Provide** specific examples where possible.  **Utilize** a Google Doc and the LucidChart Add-On to create your graphic organizer.   * Click on **Add-on** from the menu at the top of your Google Doc. * Search for LucidChart. * Click the **Free** button from the new window. * You may need to verify your Google account for the add-on to install.   **Review** this brief tutorial if you are new to using the Lucid Press add-in to create charts: <https://www.youtube.com/watch?v=cwLw0TQTMME>. | 1.2, 1.3 |  |
| **Self-Assessment**  **Complete** the School Leader Self-Assessment Template: <http://achieve.lausd.net/cms/lib08/CA01000043/Centricity/Domain/88/SLGDC%20Reflection%20and%20Growth%20Protocols.pdf>  **Create** a graphic organizer that conveys your strengths and areas for improvement in the following skill dimensions, drawing from the characteristics you identified in the self-assessment.  **Include** the following:   * Setting instructional direction * Teamwork * Sensitivity * Judgment * Results orientation * Organizational ability * Oral communication * Written communication * Development of others * Understanding own strengths and weaknesses   **Provide** specific examples where possible.  **Utilize** a Google Doc and the LucidChart Add-On to create your graphic organizer. | 1.4 |  |
| **Reflection Journal**  Journals are to be used as a time for honest reflection on the practices of your school district and your beliefs as a leader and educator. Your journal responses will not be shared with the class, so you are encouraged to be open and candid with your thoughts.  **Respond** to the following in a 300- to 400-word response:  What are your expectations for this practicum?  What are some personal goals you hope to achieve over the next 15 weeks related to developing skills to be a special education supervisor?  **Submit** your journal response by Sunday. | 1.1 |  |

# Faculty Notes

**Before Class Begins**

There are four key steps that faculty must accomplish prior to the start of class:

1. Before class begins, contact each student individually by phone to introduce yourself and to apprise them of their first collaborative call with you and the site supervisor, including the date and time.
2. Following the phone call, email a copy of the forms and practicum guidelines to each student.
3. Complete the collaborative call with each student and the site supervisor to review the practicum expectations, forms, and guidelines.
4. Students must complete, sign, and return mentor agreement forms to the site supervisor prior to the beginning of class.

**Practicum Preparation**

Review the meeting summaries submitted by your students. Note that the readings presented in each week are designed to correspond with the recommended module. If students advise you that they will complete the modules out of order, instruct them to complete the readings in the week associated with that module.

**Establishing Small Groups**

Assemble students into small groups (aim for no more than three students per group) by similar practicum settings (public elementary, middle, or high school; charter school; or approved private school setting). You will conduct conference calls with these small groups periodically during the course as indicated in the details for the weeks.

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| Module Two: The Role and Realities of the Special Education Administrator (2 Weeks) |  | |
| ***Learning Objectives*** | ***Alignment*** | |
| * 1. Summarize the day-to-day job responsibilities of a special education administrator. | CLO1, CLO4 | |
| * 1. Give examples of how to organize job responsibilities priorities as a special education administrator. | CLO1, CLO4 | |
| * 1. Analyze the types of unexpected tasks and responsibilities that confront the special education administrator. | CLO1, CLO4 | |
| ***Required Learning Resources and Activities****: Students must complete any resources activities listed in this section as selected by the instructor.* | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Read** the following resources related to job responsibilities:   * Making a Difference in the Lives of Students with Special Needs: <http://www.personnelcenter.org/pdf/spedadm.pdf> * Director of Special Education job description: <http://www.vbschools.com/hr/job_desc/Director%20%28Special%20Education%29.pdf> | 2.1, 2.2 |  |
| **Practicum Time Log**  **Document** your practicum experiences for each week of the module in the Practicum Time Log.  **Submit** your Practicum Time Log to your site supervisor each week. | N/A |  |
| ***Assignment****: Students must complete the weekly assignment(s).* | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Practicum Project: Responsibilities and Priorities of the Special Education Administrator**  **Schedule** a one-on-one session with your mentor.  **Ask** them to respond to the following questions:   * What does a day in the life as a special education administrator look like? * How do you prioritize your tasks to complete in a given day? * What are the three top focus areas you are currently involved in at this time in the school year?   **Write** a 700-word journal entry in which you summarize the mentor’s responses to the questions and indicate what you would like to learn more about from your mentor’s responses.  **Submit** your journal entry to the Reflection Journal in Blackboard. | 2.1, 2.2  PA Standard I, Substandard IE |  |
| **Practicum Project: Realities of the Special Education Administrator** Resources: Shadowing Reflection SheetShadow your mentor for approximately 4–6 hours.Document their daily activities using the chart in the Shadowing Reflection Sheet. You should spend enough time with your mentor to observe examples of when their daily tasks and responsibilities change based on unexpected priorities.Answer the following question after you have completed your shadowing:  * Explain how what you actually observed differed from what your mentor shared with you in the brief interview in the Responsibilities and Priorities of the Special Education Administrator practicum assignment.  Submit the Shadowing Reflection Sheet. | 2.3  PA Standard I, Substandard IE |  |

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| Module Three: Initial, Re-Evaluation, and Gifted IEPs (3 Weeks) |  |  |
| ***Learning Objectives*** | ***Alignment*** | |
| * 1. Evaluate a student’s initial evaluation to determine if it addressed the PaTTAN Annotated Evaluation Report. | CLO1, CLO2, CLO3 | |
| * 1. Evaluate the facilitation of the IEP meeting, including placement and support for the student. | CLO1, CLO3 | |
| * 1. Determine whether parent’s rights are honored during an IEP meeting. | CLO1, CLO3 | |
| * 1. Evaluate a student’s re-evaluation to determine if it addressed the PaTTAN Annotated Evaluation Report. | CLO1, CLO3 | |
| * 1. Evaluate the facilitation of the IEP meeting for a re-evaluation, including placement and support for the student. | CLO1, CLO3 | |
| * 1. Determine whether parents’ rights are honored during an IEP meeting for a re-evaluation. | CLO1, CLO3 | |
| * 1. Determine if the re-evaluation IEP is designed to assist the student in continuing to achieve progress. | CLO1, CLO3 | |
| * 1. Evaluate the facilitation of the gifted IEP meeting, including support for the student. | CLO1, CLO3 | |
| * 1. Determine whether parents’ rights are honored during a gifted IEP meeting. | CLO1, CLO3 | |
| ***Required Learning Resources and Activities****: Students must complete any resources activities listed in this section as selected by the instructor.* | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Familiarize** yourself with the Pennsylvania Evaluation Report, and compare it to the evaluation report on the student whose IEP you will be sitting in on for the initial IEP meeting. | 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7 |  |
| **Preview** Chapters 3, 5, 6, 7, 8, and 9 in *The Right To Special Education In Pennsylvania: A Guide For Parents And Advocates*: <http://www.elc-pa.org/wp-content/uploads/2014/03/ELC_Right_to_SpecialEducation_revisedlinks_March2014.pdf> | 3.3 |  |
| Read the following resources:Sample Gifted Individualized Education Plan (GEIP): <http://www.bensalemgifted.org/files/SampleGiftedIndividualizedEducationPlan-GIEP-Sample.pdf>Parent's Unofficial Guide to Gifted IEPs and Gifted IEP Meetings: <http://www.hoagiesgifted.org/unofficial_guide.htm> | 3.8, 3.9 |  |
| **Practicum Time Log**  **Document** your practicum experiences for each week of the module in the Practicum Time Log.  **Submit** your Practicum Time Log to your site supervisor each week. | N/A |  |
| ***Supplemental Learning Resources and Activities****: These resources and activities provide further exploration of content, supplemental information, and skill building. Students may complete items in this section on their own or as selected by the instructor.* | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Review** the following optional resources:   * Navigating the Critical Role of the LEA Representative: <http://www.paessp.org/resource/images/qrcodes/hink-herr-ppt.pdf> * Teacher’s Desk Reference - “Preparing for an IEP Team Meeting”: <http://www.pattan.net/category/Resources/PaTTAN%20Publications/Browse/Single/?id=50be2c1c0c1c44b223000002> * Basic Education Circular (BEC) – “Least Restrictive Environment”: <http://www.portal.state.pa.us/portal/server.pt/community/pa_codes/7501/least_restrictive_environment_%28lre%29_and_educational_placement_for_students_with_individualized_education_programs_%28ieps%29> * Tips for a Happier IEP Meeting: <http://www.teachhub.com/iep-meeting-tips> | MODULE 3 |  |
| ***Assignment****: Students must complete the weekly assignment(s).* | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Practicum Project: Initial IEP Development**  **Resource:** Initial IEP Meeting Reflection Checklist   * **Schedule** a time to meet with the special education teacher who is responsible for the IEP meeting you will be observing. * **Review** the student’s evaluation report, and compare it to the PaTTAN annotated form. Indicate any areas that you question, and pose those questions to the psychologist of record prior to the IEP meeting to extend your understanding. * **Complete** the Initial Evaluation File Review as part of your preparation for the IEP Meeting. * **Review** the student’s background information with the teacher, and complete Checklist Part I on the teacher’s preparedness. * **Attend** the IEP meeting, and complete Checklist Part II for compliance reflection. Note any of the parent’s concerns and how the district or school plans to address the concerns. * **Meet** with the team following the IEP meeting to review the follow-up, including related services, assistive technology, equipment, supports, least restrictive environment (LRE), number of minutes in general and special education, transportation, and other topics. * **Complete** Checklist Part III on what would have occurred differently if you were the administrator. * **Schedule** a meeting with the administrator for a reflection on the IEP meeting focusing on placement and LRE. Review your Checklist Part III with the administrator, and record their feedback. * **Complete** Checklist Part IV with your mentor. * **Submit** the completed checklist (Parts I - IV) to Blackboard. | 3.1, 3.2, 3.3  PA Standard I, Substandard IA, Substandard IB,  Substandard IC; PA Standard II; PA Standard III, Substandard IIIC, Substandard IIID |  |
| **Practicum Project: Annual IEP Review**  **Resource:** IEP Review Meeting Reflection Checklist   * **Schedule** a time to meet with the special education teacher who is responsible for the IEP re-evaluation meeting you will be observing. * **Review** the student’s re-evaluation report, and compare it to the PaTTAN annotated form. Indicate any areas that you question, and pose those questions to the psychologist of record prior to the IEP re-evaluation meeting to extend your understanding. * **Complete** the Re-evaluation File Review (PaTTAN) or the Re-evaluation File Waiver (PaTTAN) as part of your preparation for the IEP Meeting. * **Complete** the Special Education Educational Benefit Review as part of your preparation for the IEP Review Meeting. * **Review** the student’s background information with the teacher, and complete Checklist Part I on the teacher’s preparedness. * **Attend** the IEP re-evaluation meeting, and complete Checklist Part II on compliance. Note any of the parent’s concerns and how the district or school plans to address the concerns. * **Meet** with the team following the IEP re-evaluation meeting to review the follow-up, including related services, assistive technology, equipment, supports, LRE, number of minutes in general and special education, transportation, and other topics. * **Complete** Checklist Part III on what would have occurred differently if you were the administrator. * **Schedule** a meeting with the administrator for a reflection on the IEP re-evaluation meeting focusing on placement and LRE, and complete the reflection sheet. Review your Checklist Part III with the administrator, and record their feedback. * **Complete** Checklist Part IV with your mentor. * **Submit** the completed checklist (Parts I - IV) to Blackboard. | 3.4, 3.5, 3.6, 3.7  PA Standard I, Substandard IA, Substandard IB,  Substandard IC; PA Standard II; PA Standard III, Substandard IIIC, Substandard IIID |  |
| **Practicum Project: Gifted IEP**  **Resource:** Gifted IEP Meeting ReflectionChecklist  **Note.** For this observation, you will need to work with a student who is already been in the gifted program.   * **Schedule**, with your mentor, your attendance at an elementary or secondary Gifted IEP meeting. * **Schedule** a time to meet with the special education teacher who is responsible for the GIEP meeting you will be observing. * **Use** the Sample Gifted individualized Education Plan as a guide in reviewing the GIEP prior to the meeting you will be attending. Indicate any areas that you question, and pose those questions to the teachers or any related support staff prior to the GIEP meeting to extend your understanding. * **Review** the student’s background information with the teacher, and complete Checklist Part I on the teacher’s preparedness. * **Attend** the GIEP meeting, and complete Checklist Part II on compliance. Note any of the parent’s concerns and how the district or school plans to address the concerns. * **Meet** with the team following the GIEP meeting to review the follow-up, including related services, technology, and supports. * **Complete** Checklist Part III on would have occurred differently if you were the administrator. * **Schedule** a meeting with the administrator for a reflection on the GIEP meeting. Review Checklist Part III with the administrator, and record their feedback. * **Complete** Checklist Part IV with your mentor. * **Submit** the completed checklist (Parts I - IV) to Blackboard. | 3.8, 3.9  PA Standard I, Substandard IA, Substandard IB,  Substandard IC; PA Standard II; PA Standard III, Substandard IIIC, Substandard IIID |  |

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| Module 4: Staff Meetings and Meeting Follow-up (2 Weeks) |  |  |
| ***Learning Objectives*** | ***Alignment*** | |
| * 1. Identify the key components of an effective staff meeting. | CLO5 | |
| * 1. Evaluate a staff meeting. | CLO5 | |
| * 1. Determine if collaborative practices are used in a staff meeting. | CLO5 | |
| * 1. Determine follow-up tasks and strategies for staff meetings. | CLO4, CLO5 | |
| ***Required Learning Resources and Activities****: Students must complete any resources activities listed in this section as selected by the instructor.* | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Read** the following articles:   * Great Staff Meetings: Pointers from the Principals Who Lead Them: <http://www.educationworld.com/a_admin/admin/admin277.shtml#sthash.Sbs8a40g.dpuf> * Strategies for Creating Effective School Leadership Teams: <http://education.vermont.gov/documents/EDU-PLP_Strategies_for_Effective_School_Leadership_Teams.pdf> | 4.1, 4.2 |  |
| **View** the Preparing Collaborative Leaders presentation: <http://www.uwec.edu/ES/programs/upload/Preparing_Collaborative_Leaders_for_EAA_ECA.pptx> | 4.3 |  |
| **Practicum Time Log**  **Document** your practicum experiences for each week of the module in the Practicum Time Log.  **Submit** your Practicum Time Log to your site supervisor each week. | N/A |  |
| ***Supplemental Learning Resources and Activities****: These resources and activities provide further exploration of content, supplemental information, and skill building. Students may complete items in this section on their own or as selected by the instructor.* | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Conference Call Discussion**  **Participate** in the scheduled live session with the course instructor and your small group. This session will be a reflection on practicum experience with IEPs and staff meetings and a preview of school improvement plans.  Be prepared to share reflections and challenges regarding your practicum experience thus far.  **Note**. If you are not able to attend your group’s scheduled session, you may select an alternate available timeslot. | COURSE |  |
| ***Assignment****: Students must complete the weekly assignment(s).* | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Staff Meeting Approach** View the video *Lean On Me - Responsibility of Teachers:* <https://www.youtube.com/watch?v=ng3rp7uffe8> [2:20] **Respond to** the following prompts in the Staff Meeting Approach forum by Thursday of the first week of the module:   * Why wouldn’t this meeting approach be effective in today’s educational setting? * How could you get accountability across differently to the teachers?   **Provide** meaningful feedback to three of your classmates’ posts by Sunday of the first week of the module. | 4.1, 4.2 |  |
| **Practicum Project: Staff and Team Meetings**  **Resources**: Staff Meeting and Staff Development Reflection Checklist, Team Meeting Reflection Sheet  **Mentor Discussion**   * **Meet** with your mentor to collect information about planning, scheduling, and structuring staff meetings. * **Complete** the Staff Meeting and Staff Development Reflection Checklist based on your discussion with your mentor and your own analysis.   **Staff Meeting**   * **Attend** a staff meeting. * **Write** a reflection paper. In 500–700 words, reflect on the staff meeting you observed by completing the following:   + Describe if the meeting addressed the recommended format.   + Determine if your mentor exemplified collaborative leadership during the meeting, and, if he or she did not, explain what should have occurred differently.   **Team Meeting**   * **Attend** two team meetings (IEP team, related service providers, administrative team, etc.) * **Review** your mentor’s current and previous years’ notes on team meetings. * **Complete** the Team Meeting Reflection Sheet.   **Submit** the Staff Meeting and Staff Development Reflection Checklist, Reflection Paper, and Team Meeting Reflection Sheet to Blackboard. | 4.1, 4.2, 4.3  PA Standard I, Substandard IA, Substandard IB, Substandard IC,  Substandard IE; PA Standard II; PA Standard III, Substandard IIIC |  |
| **Practicum Project: Meeting Follow-Up**  **Schedule** a time to meet with the administrator to reflect on the staff and team meetings you observed.  **Identify** how he or she plans to follow up key points from the meetings.  **Write** a journal entry that lists specific evidence to show how objectives presented at the staff and team meetings are being met and supported.  **Submit** your journal entry to the Reflection Journal in Blackboard. | 4.4  PA Standard I, Substandard IA, Substandard IB, Substandard IC,  Substandard IE; PA Standard II; PA Standard III, Substandard IIIC |  |

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| Module Five: School Improvement Plan (2 Weeks) |  |  |
| ***Learning Objectives*** | ***Alignment*** | |
| * 1. Explain the purpose and components of a school improvement plan. | CLO2, CLO5 | |
| * 1. Evaluate the importance of professional development as it relates to school improvement planning. | CLO2, CLO5 | |
| * 1. Analyze the differences between a school improvement plan and a strategic plan. | CLO2, CLO5 | |
| * 1. Compare and contrast the leader’s role and responsibilities in school improvement planning and strategic planning. | CLO1, CLO2, CLO5 | |
| * 1. Summarize how the district can support leaders in their quest for school improvement. | CLO2, CLO5 | |
| * 1. Analyze evidence of school improvement plan and strategic plan outcomes. | CLO2, CLO5 | |
| ***Required Learning Resources and Activities****: Students must complete any resources activities listed in this section as selected by the instructor.* | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Read** the following articles:   * School Improvement Plans: <http://www.mc3edsupport.org/community/knowledgebases/school-improvement-plan-307.html> * School Improvement Plans Process: <http://www.michigan.gov/documents/mde/Stage_3-Color_3_23_12_version_380568_7.ppt> * Strategies for Leaders in Improvement Planning: <http://mdk12.org/process/leading/tips_sil.html> * The Three Essentials: Improving Schools Requires District Vision, District and State Support, and Principal Leadership:<http://www.wallacefoundation.org/knowledge-center/school-leadership/district-policy-and-practice/Documents/Three-Essentials-to-Improving-Schools.pdf> | MODULE 5 |  |
| **View** the following videos:   * School Improvement and Leadership [3:23]: <https://www.youtube.com/watch?v=PO2dZsshoMg> * Strategic Planning [3:09]: <https://www.youtube.com/watch?v=F7YW6DWn8v4> | MODULE 5 |  |
| **Practicum Time Log**  **Document** your practicum experiences for each week of the module in the Practicum Time Log.  **Submit** your Practicum Time Log to your site supervisor each week. | N/A |  |
| ***Assignment****: Students must complete the weekly assignment(s).* | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **School Improvement and Strategic Plans**  **Respond to** the following prompts in the **School Improvement and Strategic Plans** forum by Thursday in the first week of the module:   * Explain the difference between a school improvement plan and a strategic plan. * What are the responsibilities and priorities of a leader in school improvement planning and in strategic planning?   **Provide** meaningful feedback to three of your classmates’ posts by Sunday in the first week of the module. | 5.3, 5.4 |  |
| **School Improvement Plan Presentation**  **Create** a 3- to 5-minute presentation with animations and recorded audio to address the following information on school improvement plans:     * Purpose * Components * Importance of professional development as part of school improvement plans * How the district can support administrators   You may utilize a presentation tool of your choice such as Microsoft® PowerPoint, Prezi, or PowToons.  **Submit** your presentation to your instructor through Blackboard. | 5.1, 5.2, 5.4, 5.5 |  |
| **Practicum Project: School Improvement Plan Summary**  **Resources:** School Improvement Plan (SIP) Summary Worksheet  **Meet** with your mentor about the school improvement plan (SIP).  **Review** the SIP and any strategic documents for the current and previous school year, noting the following:   * The purpose, components, and goals of the current and previous year’s school improvement plan with a focus on the Special Education department * If there is a strategic plan, how it is related to or different from the SIP * The student achievement goals for the special education students * The professional development goals for the staff of the special education department * How the SIP relates to the professional goal of the special education administrator * The supports for the professional and paraprofessional staff, as well as for the special education administrator * Any identified trends from one year of the SIP to the next, and whether there is one any trend in relationship to the strategic plan   **Solicit** from your mentor any other staff resources or data they would recommend reviewing in relation to the School Improvement Plan and the Strategic Plan.  **Submit** the School Improvement Plan Summary worksheet to Blackboard. | 5.1, 5.2, 5.3, 5.4  PA Standard I, Substandard IC, Substandard IE,  PA Standard II; PA Standard III, Substandard IIIC |  |
| **Practicum Project: School Improvement Plan Outcomes**  **Identify** evidence that the school improvement plan and the strategic plan (if one exists) are working by determining the following:   * The impact on staff, by interviewing professional and paraprofessional staff * The impact on instruction, by observing classes—special and general education * The impact on service delivery, by observing or interviewing related service providers * The impact on support for teachers from support staff, by having a conversation with support staff, such as reading, math, or curriculum specialists * The impact on progress as related to student achievement, by reviewing school data which may include progress monitoring * The impact of collaboration and professional development and training, by attending team meetings, professional development, collaboration sessions, and other applicable events * The impact on any other identified area of the plan that is not listed above   **Write** a journal entry on the impact on each of the areas listed.  **Submit** your journal entry to the Reflection Journal in Blackboard. | 5.6  PA Standard I, Substandard IC, Substandard IE,  PA Standard II; PA Standard III, Substandard IIIC |  |

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| Module Six: Transition Plans (2 Weeks) |  |  |
| ***Learning Objectives*** | ***Alignment*** | |
| * 1. Summarize the process of transitioning from preschool (infant and toddler) to school-age programming. | CLO6 | |
| * 1. Explain the process of transitioning from preschool to kindergarten. | CLO6 | |
| * 1. Summarize the transitional planning your mentor has responsibility for in their school or district. | CLO1, CLO6 | |
| * 1. Evaluate post-secondary transition planning in the IEP for a student with a disability. | CLO1, CLO6 | |
| * 1. Analyze the summary of academic achievement and functional performance for a student with transitioning from high school. | CLO6 | |
| ***Required Learning Resources and Activities****: Students must complete any resources activities listed in this section as selected by the instructor.* | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Review** the following articles. Focus on the articles that are most appropriate for your specific practicum site.  **Early Intervention Transition**   * Early Intervention Transition: Preschool Programs to School-Aged Programs: <http://www.portal.state.pa.us/portal/server.pt/community/purdon%27s_statutes/7503/early_intervention_transition__preschool_programs_to_school-aged_programs/507334> * **Early Intervention (Part C of IDEA):** <http://www.wrightslaw.com/info/ei.index.htm> * Transition From Preschool To School-Age Services: <http://www.carautismroadmap.org/transition-from-preschool-to-school-age-services/?print=pdf>   **Effective Secondary Transition Practices**   * Effective Practices in Transition for Youth and Adults with Behavioral Health Needs: <http://pattan.net-website.s3.amazonaws.com/images/2015/01/16/Transition%20COP%20SBBH%20January%202015.pdf> * Transition Tools for Engagement for Parents and Caregivers: <http://www.pattan.net/Videos/Browse/Single/?code_name=transition_tools_of_engagement_for_famil> * Inclusive Practices for Students Ages 14 to 21: Considerations and Concepts: <http://pattan.net-website.s3.amazonaws.com/images/2012/10/05/inclusive%20practices%20english.pdf> * Do You Know About the SAAFP? (Summary of Academic Achievement and Functional Performance): <http://pattan.net-website.s3.amazonaws.com/images/2014/01/07/Parents_SAAFP_Bklt1113.pdf> * SAAFP (Summary of Academic Achievement and Functional Performance) A Worksheet for Parents of Students With Disabilities: <http://pattan.net-website.s3.amazonaws.com/images/2013/06/19/SAAFP_Wksht_Bklt_0113.pdf> * Summary of Academic Achievement and Functional Performance: <http://pattan.net-website.s3.amazonaws.com/images/2011/10/26/Summary_of_Performance_2012.pdf> * Exploring Careers: Information for Parents of Students With Disabilities: <http://pattan.net-website.s3.amazonaws.com/images/2011/10/25/Careers_2012.pdf> * Secondary Transition: What Administrators Need to Know: <http://pattan.net-website.s3.amazonaws.com/images/2011/10/26/What_Administrators_Need_to_Know_2012.pdf> * Transition Health Care Checklist: Revised 2010: <http://pattan.net-website.s3.amazonaws.com/images/2011/10/26/Healthcare_Checklist_2012.pdf> * Pennsylvania Department of Labor and Industry Office of Vocational Rehabilitation (OVR): <http://pattan.net-website.s3.amazonaws.com/images/2011/10/26/VocRehab_2012.pdf> * Indicator 13 and Transitions: * <http://pattan.net-website.s3.amazonaws.com/images/2013/11/01/AdminFollowUp110813.pdf> * <http://transitionta.org/transitionplanning> * Getting it right in the IEP: <http://pattan.net-website.s3.amazonaws.com/images/2011/10/25/Getting_it_Right_in_the_IEPs_2012.pdf> | 6.1, 6.2 |  |
| **Practicum Time Log**  **Document** your practicum experiences for each week of the module in the Practicum Time Log.  **Submit** your Practicum Time Log to your site supervisor each week. | N/A |  |
| ***Supplemental Learning Resources and Activities****: These resources and activities provide further exploration of content, supplemental information, and skill building. Students may complete items in this section on their own or as selected by the instructor.* | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Conference Call Discussion**  **Participate** in the scheduled live session with the course instructor and your small group. This session will be a reflection on practicum experience with transition plans and will preview staff observation, evaluation, and recruitment.  Be prepared to share reflections and challenges regarding your practicum experience thus far.  **Note**. If you are not able to attend your group’s scheduled session, you may select an alternate available timeslot. | COURSE |  |
| ***Assignment****: Students must complete the weekly assignment(s).* | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Early Intervention**  **Respond to** the following prompts in the Early Interventionforum by Thursday in the first week of the module:  Summarize the early intervention process from infant and toddlers to preschool age programming. Does every child transitioning from infant and toddlers to preschool need special education services? Why or why not?  **Provide** meaningful feedback to three of your classmates’ posts by Sunday in the first week of the module. | 6.1 |  |
| **Transition Roadmap**  **Develop** a roadmap that details the process or steps in transitioning from preschool to kindergarten. You can submit your roadmap as a Prezi, a diagram, a poster, etc. Use your creativity to present your roadmap in a form that is visually appealing and that includes more than text.  **Submit** your roadmap to your instructor through Blackboard. | 6.2 |  |
| **Practicum Project: Kindergarten, Middle School, or High School Transition**  **Schedule**, with your mentor, your attendance at the transition activities for a child who is transitioning from early childhood into the school or district, as well as for a child transitioning from elementary to middle school or from middle school to high school.  **Meet** with your mentor, and summarize the transitional planning your mentor is responsible for in their school or district.  **Meet** with the IEP teachers of the students prior to the meetings to gain additional background information.  **Attend** a transition IEP meeting and respond to the following in 500-700 words in a journal entry:   1. What type of transition meeting is it? Transition to kindergarten, middle school, or high school? 2. Name the parties present. 3. Briefly describe the goals for the student. 4. Briefly describe the supports and resources put in place to make the transition smooth. 5. List noteworthy points made by the mentor for the transition. 6. List anything that you would have done differently.   **Submit** your journal entry to the Reflection Journal in Blackboard. | 6.1, 6.2, 6.3  PA Standard I, Substandard IA, Substandard IB,  Substandard IC; PA Standard II; PA Standard III, Substandard IIIC, Substandard IIID |  |
| **Practicum Project: Secondary Transition**  **Resources:** Secondary Transition Meeting Supports Worksheet, Checklist for Indicator 13, Summary of Academic Achievement and Functional Performance  **Read** the information listed on Blackboard on transitioning and the transition plan.  **Review** the Secondary Transition Meeting Supports Worksheet, the checklist for Indicator 13, and Summary of Academic Achievement and Functional Performance.  **Meet** with your mentor and summarize the transitional planning your mentor has responsibility for in his or her school or district.  **Schedule**, with your mentor, your attendance at two postsecondary transition meetings—one where the goal of the student is going to college or a post-secondary educational setting and the other where the student is going to a post-secondary training or independent living setting. In addition, one of these two students must be a graduating student.  **Review** the students’ IEP for transition, and complete the form checklist for Indicator 13. Use the Professional Development format as a guide.  **Review** the Summary of Academic Achievement and Functional Performance for the students who will graduate review. Compare it with the Annotated Form from the Pennsylvania Training and Technical Assistance Network (PaTTAN): <http://pattan.net-website.s3.amazonaws.com/files/materials/forms/SoP-ANN070108.pdf>  **Meet** with the IEP teachers prior to the meetings to review the draft IEP and to gain additional background information on the student. Also, identify what supports are available for transitioning the student.  **Attend** the transitioning meetings and activities.  **Identify** the following during the IEP meetings:   * How outside agencies are used to support the students, particularly the Office of Vocational Rehabilitation (OVR) * Whether exploring careers was addressed with the parents * What preparation your mentor or LEA did prior to the actual meeting to support the goals of the student   **Submit** the Secondary Transition Meeting Supports Worksheets on Blackboard. | 6.4, 6.5  PA Standard I, Substandard IA, Substandard IB,  Substandard IC; PA Standard II; PA Standard III, Substandard IIIC, Substandard IIID |  |

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| Module 7: Staff Observation, Evaluation, and Recruitment (2 Weeks) |  |  |
| ***Learning Objectives*** | ***Alignment*** | |
| * 1. Summarize the process and contract requirements for observing and evaluating professional and paraprofessional staff. | CLO7 | |
| * 1. Apply Danielson’s framework to observing and evaluating staff. | CLO7 | |
| * 1. Summarize your district or school’s options for professional and paraprofessional staff support for professional development as a result of an unsatisfactory evaluation. | CLO7 | |
| * 1. Summarize the process for recruiting, hiring, and mentoring new professional and paraprofessional staff. | CLO1, CLO4 | |
| ***Required Learning Resources and Activities****: Students must complete any resources activities listed in this section as selected by the instructor.* | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Read** the following resources:   * RCSD Teacher Evaluation Guide Supplement – A: <http://www.rcsdk12.org/cms/lib04/NY01001156/Centricity/Domain/6365/Teacher_Eval_Guide_Supplement_A_Danielson_teachscape_rubric_condensed.pdf> * The Framework For Teaching 2013 Edition Evaluation Instrument: <http://www.teachscape.com/binaries/content/assets/teachscape-marketing-website/products/ffteval/2013-framework-for-teaching-evaluation-instrument.pdf> * Teacher Effectiveness (as it applies to special ed): <http://www.pdesas.org/Instruction/Frameworks> * Administrator’s Observation Guide: <http://usny.nysed.gov/rttt/teachers-leaders/practicerubrics/Docs/SilverStrongTeacherRubric.pdf> * The following special education checklists on <https://www.naset.org/2578.0.html>   + Annual Review Preparation for Parents Checklist   + Parent/Teacher Conference Intake and Interview Checklist   + Reporting Test Results to Parents Checklist | 7.1, 7.2 |  |
| **Read** Chapter 19 in *The Special Education Program Administrator’s Handbook*. | 7.1, 7.2 |  |
| **Practicum Time Log**  **Document** your practicum experiences for each week of the module in the Practicum Time Log.  **Submit** your Practicum Time Log to your site supervisor each week. | N/A |  |
| ***Assignment****: Students must complete the weekly assignment(s).* | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Danielson’s Framework**  **Respond to** the following prompts in the Practicum Setting forum by Thursday in the first week of the module:   * After reviewing Danielson’s Framework, explain why you think Pennsylvania has moved to using this framework as a universal teaching evaluation tool. * Explain how one can use the Danielson’s Framework as a means to plan ongoing professional development and school improvement or strategic planning.   **Provide** meaningful feedback to three of your classmates’ posts by Sunday in the first week of the module. | 7.1, 7.2, 7.3 |  |
| **Clinical Supervision Structure Paper**  **Write** a 400- to 600-word paper which completes the following:   * Explain the clinical supervision structure and the steps contained within from the reading. * Explain how your mentor’s model differs from the structure listed in the Administrator’s Handbook. * Develop a structure you think you will use as an administrator. | 7.1 |  |
| **Practicum Project: Observation Planning**  **Meet** with your mentor and identify what particular structure they use for supervision of professional and paraprofessional staff.  **Review** observation and evaluation forms and formats used by your mentor to evaluate professional and paraprofessional staff.  **Review**, with your mentor, the documentation they maintain on professional and paraprofessional staff to support professional growth, pre- or post-observation conferences, or any other documentation.  **Review**, with your mentor, the impact of the Professional Union Contract for professional and paraprofessional staff on observations, evaluations, and supports. In addition to a conversation with your mentor, review the actual contract.  **Note**. There is no deliverable for this clinical experience. Record the details of your experience in your Practicum Time Log. | 7.1  PA Standard I, Substandard IE; PA Standard II |  |
| **Practicum Project: Staff Observation, Evaluation, and Recruitment**  **Accompany** your mentor on at least two professional and two paraprofessional staff observations.  **Accompany** your mentor on at least two walkthroughs or visits.  **Discuss**, with your mentor, the support given to any staff member who has been rated as unsatisfactory or who is in need of improvement. Review the written plan of support that includes some form of progress monitoring.  **Review**, with your mentor, the process for staff dismissal and any related paperwork or forms for both professional and paraprofessional staff.  **Review**, with your mentor the recruitment policy and search activities; the interviewing, selection, and hiring process; and the orientation and mentorship program in the district or school. Review any additional supporting forms.  **Attend** any two activities related to recruitment, orientation, or mentorship—one for professional staff and one for paraprofessional staff.  **Note**. There is no deliverable for this clinical experience. Record the details of your experience in your Practicum Time Log. | 7.2, 7.3, 7.4  PA Standard I, Substandard IE; PA Standard II |  |

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| Module Eight: Practicum Wrap-Up (1 Week) |  |  |
| ***Required Learning Resources and Activities****: Students must complete any resources activities listed in this section as selected by the instructor.* | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Practicum Time Log**  **Document** your practicum experiences for each week of the module in the Practicum Time Log.  **Submit** your Practicum Time Log to your site supervisor each week. | N/A |  |
| ***Assignment****: Students must complete the weekly assignment(s).* | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Staff Supervision Presentation**  **Create** a 5–10 minute presentation with animations and recorded audio to address the following information, as observed during your field experience:     * The particular structure your school or district uses for supervision of professional and paraprofessional staff * Observation and evaluation forms or formats used by your mentor to evaluate professional and paraprofessional staff * Documentation your school or district maintains on professional and paraprofessional staff to support professional growth, pre- or post-observation conferences, or any other documentation * The impact of the Professional Union Contract for professional and paraprofessional staff on observations, evaluations, and supports * Types and frequency of observations * Types and frequency of walkthroughs or visits * Support given to any staff member who has been rated as unsatisfactory or in need of improvement * Policies and processes surrounding staff dismissal * The recruitment policy and search activities; the interview, selection, and hiring process; and the orientation and mentorship program   **Include** a critical analysis of your school or district’s observation, evaluation, and recruitment activities. What would you propose doing differently in any the specific areas included in this assignment?  You may utilize a presentation tool of your choice such as Microsoft® PowerPoint, Prezi, or PowToons.  **Submit** your presentation to your instructor through Blackboard. | MODULE 7 |  |
| **Final Practicum Time Logs**  Ensure that all your final practicum time logs have been signed and submitted to your site supervisor, and confirm with him or her that you have sent all of your documentation. Your site supervisor will submit your completed packet of time logs to your instructor to fulfill this assignment. Keep a copy of your practicum time logs for your own records. | N/A |  |
| **Field Experience Log**  **Submit** your field experience log to your instructor. |  | Field Experience = **20 hours** |

# Breakdown of Academic Instructional Equivalencies

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| **Module 1** |  |  |
| Practicum Field Experience |  | 22.5 |
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| **Module 2** |  |  |
| Practicum Field Experience |  | 22.5 |
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| **Module 3** |  |  |
| Practicum Field Experience |  | 22.5 |
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| **Module 4** |  |  |
| Practicum Field Experience |  | 22.5 |
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| **Module 5** |  |  |
| Practicum Field Experience |  | 22.5 |
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| **Module 6** |  |  |
| Practicum Field Experience |  | 22.5 |
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| **Module 7** |  |  |
| Practicum Field Experience |  | 22.5 |
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| **Module 8** |  |  |
| Practicum Field Experience |  | 22.5 |
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|  |  |  |
| **Total Required Hours** |  | 180 |
| **Total Supplemental Hours** |  |  |
| **Total Hours** |  | 180 |