SPE 5770

Practicum in Special Education

Spring 2013

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Appointments:	**Arranged Weekly**
Location/Time:	**1212 Buzzard Hall**

Course Information Summary

Course (Prefix, Number, Title):
SPE 5770, Practicum in Special Education (3-6)

Course Description:
SPE 5770, Practicum in Special Education (3-6) has been developed to provide graduate candidates in special education or pursuing Director of Special Education endorsement with practical experiences in the field of special education. The course is individualized for each candidate in order to meet his or her unique needs and as appropriate specific to given LBSII area, to the Director endorsement, and/or future goals of the candidate. Candidates may not earn credit for activities that are required as part of their employment responsibilities; however, candidates are encouraged to coordinate their projects with their advisor, employers and/or their thesis committee members. Candidates must complete approximately 100-150 hours, including field work, in order to earn three (3) hours of credit. May be repeated.

Pre-requisites/Co-requisites
Enrollment in this course requires approval of the Chairperson of the Department of Special Education.

Prior to enrolling in this practicum course candidate must discuss the proposed setting with the Department Chairperson or the Chairperson designee and the setting must be approved. If the setting proposed is a non-campus site the district/building report card containing diversity demographic information must be provided by the candidate and will be considered in determining if the site is appropriate.

Required Text:
Since this is a practicum course, there is no assigned text for SPE 5770. However, materials from 5970 and other graduate courses including readings and handouts will be particularly useful to you in the successful completion of SPE 5770 course requirements.

Support of Conceptual Framework:
The Unit theme is "Educators as Creators of Effective Educational Environments". This practicum will provide candidates for the Masters, LBSII certificates, and/or Directors endorsement with a supervised clinical experience designed to provide an opportunity for each candidate according to their "individualized practicum plan" to be involved in an educational experience in which each can relate research to practice and practice the skills of creation of effective educational environments.

Methods of Instruction:
As this is an individualized experience observation, one-on-one interactions and electronic communication between the supervisor and the candidate will be the primary means of supervision.

Learning Outcomes/Objectives

EIU Graduate Level Outcomes addressed in this course:

1. A depth of Content knowledge including effective technology skills and ethical behaviors
2. Critical thinking and problem solving
3. Oral and written communication skills
4. Advanced scholarship through research and/or creative activity
5. Ability to work with a diverse clientele, recognizing individual differences
6. Ability to collaborate and create positive relations within the school, community, and profession in which they work

CEC Advanced Content Standards (CEC AC)

Advanced Standard 1: Leadership and Policy

Special educators in advanced programs learn to use their deep understanding of the **history of special education, current legal and ethical standards, and emerging issues** to provide leadership. Special educators **promote high professional self-expectations and help others understand the needs of individuals with exceptional learning needs.** They **advocate for educational policy based on solid evidence-based knowledge** to support high quality education for individuals with exceptional learning needs. As appropriate to their role, they **advocate for appropriate resources** to ensure that all personnel involved have effective preparation. Special educators use their **knowledge of** the **needs of different groups in a pluralistic society** to promote evidence-based practices and challenging expectations for individuals with exceptional learning needs. They model **respect for all individuals and ethical practice**. They help to create **positive and productive work environments** and celebrate accomplishments with colleagues. They mentor others and promote high expectations for themselves, other professionals, and individuals with exceptional learning needs.

Advanced Standard 3: Research and Inquiry

Research and inquiry inform the decisions of special educators who have completed advanced programs in guiding professional practice. Special educators **know models, theories, philosophies, and research methods** that form the basis for **evidence-based practices** in special education. This knowledge includes **information sources, data**

collection, and data analysis strategies. Special educators evaluate the appropriateness of **research methodologies** in relation to **practices presented in the literature**. They **use educational research to improve instructional techniques, intervention strategies, and curricular materials**. They foster an **environment supportive of continuous instructional improvement**, and engage in the **design and implementation of action research**. Special educators are able to use the **literature to resolve issues of professional practice, and help others to understand various evidence-based practices**.

Advanced Standard 5: Professional Development and Ethical Practice

Special educators are guided by the professional ethics and practice standards. Special educators have responsibility for promoting the success of individuals with exceptional learning needs, their families, and colleagues. They **create supportive environments that safeguard the legal rights of students and their families**. They **model and promote ethical and professional practice**. Special educators plan, present, and evaluate **professional development,** as appropriate to their roles, based on models that apply adult learning theories and focus on effective practice at all organizational levels. Special educators model their own commitment to continuously improving their own professional practice by **participating in professional development** themselves.

CEC Advanced Common Core (CEC ACC)

Standard 1: Leadership and Policy

Knowledge

ACC1K1`	Needs of different groups in a pluralistic society
ACC1K2	Evidence-based theories of organizational and educational leadership
ACC1K3	Emerging issues and trends that potentially affect the school community and the mission of the school
ACC1K4	Federal and State education laws and regulations
ACC1K5	Current legal, regulatory, and ethical issues affecting education
ACC1K6	Responsibilities and functions of school committees and boards

Skills

ACC1S1	Promote a free appropriate public education in the least restrictive environment.
ACC1S2	Promote high expectations for self, staff, and individuals with exceptional learning needs

ACC1S3 Advocate for educational policy within the context of evidence-based practices.
ACC1S4 Mentor teacher candidates, newly certified teachers and other colleagues

Standard 3: Research and Inquiry

Knowledge
ACC3K1 Evidence-based practices validated for specific characteristics of learners and settings.

Skills
ACC3S1 Identify and use the research literature to resolve issues of professional practice.
ACC3S2 Evaluate and modify instructional practices in response to ongoing assessment data.
ACC3S3 Use educational research to improve instruction, intervention strategies, and curricular materials

Standard 5: Professional Development and Ethical Practice

Knowledge
ACC5K1 Legal rights and responsibilities of students, staff, and parents/guardians
ACC5K2 Moral and ethical responsibilities of educators
ACC5K3 Human rights of individuals with exceptional learning needs and their families

Skills
ACC5S1 Model ethical behavior and promote professional standards
ACC5S2 Implement practices that promote success for individuals with exceptional learning needs
ACC5S3 Use ethical and legal discipline strategies.
ACC5S4 Disseminate information on effective school and classroom practices
ACC5S5 Create an environment which supports continuous instructional improvement.
ACC5S6 Develop and implement a personalized professional development plan

CEC Special Education Administrator Knowledge and Skills to Be Demonstrated In This Course (CEC SEA) if Candidate is completing practicum specific to Director Certification

Standard 1: Leadership and Policy

Knowledge
SEA1K1 Models, theories, and philosophies that provide the foundation for the administration of programs and services for individuals with exceptional learning needs and their families
SEA1K2 Historical and social significance of the laws, regulations, and policies as they apply to the administration of programs and the provision of services for individuals with exceptional learning needs and their families

SEA1K3 Local, state, and national fiscal policies and funding mechanisms in education, social, and health agencies as they apply to the provision of services for individuals with exceptional learning needs and their families

Skills

SEA1S1 Interprets and applies current laws, regulations, and policies as they apply to the administration of services to individuals with exceptional learning needs and their families

SEA1S2 Applies leadership, organization, and systems change theory to the provision of services for individuals with exceptional learning needs and their families

SEA1S5 Communicates a personal inclusive vision and mission for meeting the needs of individuals with exceptional learning needs and their families

Standard 3: Research and Inquiry

Knowledge

SEA3K1 Research in administrative practices that supports individuals with exceptional learning needs and their families

Skills

SEA3S1 Engages in data-based decision-making for the administration of educational programs and services that supports exceptional students and their families

SEA3S2 Develops data-based educational expectations and evidence-based programs that account for the impact of diversity on individuals with exceptional learning needs and their families

Standard 5: Professional Development and Ethical Practice

Knowledge

SEA5K1 Ethical theories and practices as they apply to the administration of programs and services with individuals with exceptional learning needs and their families

SEA5K2 Adult learning theories and models as they apply to professional development programs

SEA5K3 Professional development theories and practices that improve instruction and instructional content for students with exceptional learning needs

SEA5K4 Impact of diversity on educational programming expectations for individuals with exceptional learning needs

SEA5K5 Principles of representative governance that support the system of special education administration

Skills

SEA5S1 Communicates and demonstrates a high standard of ethical administrative practices when working with staff serving individuals with exceptional learning needs and their families

SEA5S2 Develops and implements professional development activities and programs that improve instructional practices and lead to improved outcomes for students with exceptional learning needs and their families

State of Illinois Specialty Area LBS II or Director Standards to be Demonstrated in Practicum (Based on candidate's program for which this practicum is being completed)

Curriculum Adaptation Specialist (IL CAS):

Standard 1: Foundations

The competent curriculum adaptation specialist understands: 1.A. the general curriculum structure; 1. B. curricular issues and their associated implications for students with disabilities; 1.C. levels of influence affecting curriculum development and implementation; 1.D. state law related to the general curriculum

Standard 2: Characteristics of Learners

The competent curriculum adaptation specialist understands/demonstrates: 2.B. the impact of various disabilities, levels of disabilities, and combinations of disabilities on learning and skill development; 2. C. the impact of listening skills on the development of critical thinking, reading comprehension, and oral and written language; 2. D. the impact of language development on the academic and social skills of individuals with disabilities; 2. E. determines the appropriate curriculum for an individual based on the student's age, skills, learning strengths, and desired long-term outcomes

Standard 3: Assessment

The competent curriculum adaptation specialist understands/demonstrates: 3.B. methods used for statewide assessment of student learning standards; 3. D. alternative methods for assessing and grading student performance; 3. F. uses varied assessment strategies to determine appropriate curricular modification and adaptations for individuals with disabilities; 3. G. modifies specific assessment devices and assessment procedures to match the individuals needs and learning style of students; 3. H. systematically monitors student progress through general and modified curriculum; 3.I.systematically measures and evaluates the effectiveness of curricular adaptations and /or modifications in instructional strategies on student learning; 3. J. conducts student error analyses to identify needed instructional modifications; 3. K. adapts formal tests to accommodate students' disabilities and modes of communication; 3. L. assesses reliable methods of response of individuals who lack communication and performance abilities

Standard 4: Planning for Instruction

The competent curriculum adaptation specialist understands/demonstrates: 4.A. sources of specialized materials for individuals with disabilities; 4.F.utilizes the least intrusive intervention or adaptation first; 4.G. matches individual learning style with appropriate curricular adaptations; 4.H. determines critical functional skills within the general curriculum determines critical functional skills within the general curriculum; 4.I. selects instructional materials which engage students in meaningful learning

Standard 5: Learning Environment

The competent curriculum adaptation specialist understands/demonstrates: 5. C. modifies the learning environment based on a student's learning strengths, curricular needs, and appropriate instructional strategies

Standard 6: Instructional Delivery
The competent curriculum adaptation specialist understands/demonstrates: 6. A. various methods for adapting content, instructional strategies, instructional settings, and materials to maximize learning; 6. B. various student learning strategies that increase capacity for learning; 6. D. various methods for grouping students to maximize learning; 6. G. adapts content, materials and instructional strategies in reading to meet individualized needs; 6. H. adapts content, materials and instructional strategies in mathematics to meet individualized needs; 6. I. adapts content, materials and instructional strategies in language arts to meet individualized needs; 6. J. adapts content, materials and instructional strategies in academic content areas to meet individualized needs; 6. K. adapts content, materials and instructional strategies related to social skills, life skills, vocational skills, and study skills to meet individualized needs; 6. M. uses adaptations and strategies for facilitating maintenance and generalization of skills across environments; 6. O. teaches students cognitive strategies which maximize learning

Standard 7: Collaborative Relationships
The competent curriculum adaptation specialist understands/demonstrates: 7. B. understands models for co-teaching and consultation; 7. B. collaborates with other educators concerning appropriate use of the different learning and instructional strategies for various students; 7. C. provides direct assistance, when needed to general educators, other special educators, and related service personnel as adaptations are implemented; 7. D. assists general educators, other special educators, and related service personnel in anticipating and accounting for potential problems related to adaptations

Standard 8: Professional Conduct and Leadership
The competent curriculum adaptation specialist understands/demonstrates: 8. A. advocates for the use of curricular adaptations for all students which reflect the dignity of the learner and assure the integrity of the learning environment

Standard 9: Reflection and Professional Growth
The competent curriculum adaptation specialist understands/demonstrates: 9. A. reflects on curricular adaptations which promote student growth and modifies strategies to enhance learning

State of Illinois LBSII Behavior Intervention Specialist (IL BIS)
Standard 1: Foundations
The competent behavior intervention specialist understands the philosophical, historical, and legal foundations of special education

Standard 2: Characteristics of Learners
The competent behavior interventions specialist understands: 2. B. the impact of varying disabilities on behavior
Standard 3: Assessment

The competent behavior intervention specialist: 3. G .uses systematic recording procedures, behavior rating scales, and authentic and/or functional assessment to identify a learner's behavioral needs; 3.H. interprets and uses results from behavior rating scales, systematic recording procedures, and authentic and/or functional assessment in determining positive behavioral intervention needs for individuals with disabilities; 3.L. communicates results of positive behavioral assessments to the learner and all stakeholders; 3. J. adapts and modifies formal and informal assessments to accommodate behavioral needs of the learner

Standard 4: Planning for Instruction
The competent behavior intervention specialist: 4. B. understands the impact of learners' behaviors on instruction; 4. H. implements positive behavior management plans; 4. I. facilitates implementation of positive behavior management plans through collaborative relationships with classroom teachers and related service personnel

Standard 5: Learning Environment
The competent behavior intervention specialist: 5. J. monitors intragroup behavior changes across activities and learning environments; and 5. K. facilitates development and implementation of classroom routines, rules, and consequences in varied learning environments

Standard 6: Instructional Delivery
The competent behavior intervention specialist: 6. B. understands research-based best practices for effective, positive management of teaching, learning, and behavior; 6. C. sequences, implements, and evaluates individualized behavioral objectives; 6. D. integrates positive behavioral supports with academic curricula; 6. E. uses varied positive, non-aversive techniques for managing targeted behavior

Standard 7: Collaborative Relationships
The competent behavior intervention specialist: 7. B. understands strategies of mentoring and collaboration with other behavior intervention specialists, related service personnel, other educators, and paraeducators in implementation of positive behavioral interventions; 7. E. demonstrates skills of problem-solving and conflict resolution; 7 .G. synthesizes and communicates to stakeholders information available from family, school, the justices system, and referral agencies

Standard 8: Professional Conduct and Leadership
The competent behavior intervention specialist: 8. D. serves as an advocate for individuals and their families

Standard 9: Reflection and Professional Growth
The competent behavior intervention specialist is a reflective practitioner who continually evaluates how choices and actions affect students, parents, and other professionals in the learning community and actively seeks opportunities to grow professionally.

State of Illinois Director of Special Education (IL DIR)

Standard 1: Facilitating a Vision of Educational Excellence
1. A. Knows and understands the needs of different groups in a pluralistic society; 1. G. knows and understands effective consensus-building and negotiation skills; 1.K. facilitates and engages in activities that promote appropriate educational standards and excellence for all students and staff; 1. L. facilitates and engages in activities that promote appropriate educational standards and excellence for all students and staff; 1. M. facilitates and engages in activities that support a nurturing and high performing culture and climate through the use of symbols, ceremonies, stories, and similar activities reflecting the diversity of the school community; 1. N. facilitates and engages in activities that collaboratively develop vision and goals among teachers, support staff, students, administrators, board members, families, and community members; 1.O facilitates and engages in activities that articulate and model central beliefs of the organization and effectively communicates and takes actions to achieve organizational vision, mission, and goals; 1. P. facilitates and engages in activities that form and implement educational programs, policies, plans, and actions to realize organizational vision, mission, and goals; 1. Q. facilitates and engages in activities aimed at forming and implementing a vision, mission, and goals to provide purpose and direction for individuals and groups; 1. R. facilitates and engages in activities that affect the collection, organization, and analyses of a variety of information, including data on students' performance, to assess progress toward organizational vision, mission, and goals; 1. S. facilitates and engages in activities that result in an implementation plan in which objectives and strategies to achieve the organizational vision, mission, and goals are clearly articulated and linked to students' learning; 1. T. facilitates and engages in activities that identify, clarify, and address barriers to achieving the vision, mission, and goals; 1. U. facilitates and engages in activities to obtain and organize financial, human, and material resources to realize the organizational vision, mission, and goals; 1. V. facilitates and engages in activities to monitor, evaluate, and revise the organizational vision, mission, and goals and implementation plans regularly

Standard 2: Learning Environment and Instructional Program
2. K. Facilitates and engages in activities that develop a climate that is supportive of continuous improvement of the instructional program for all students; 2. L. facilitates and engages in activities that systematically design and implement procedures and instruments for evaluating the instructional program; 2. M. facilitates and engages in activities that systematically support staff development to enhance the learning environment and the instructional program; 2. N. facilitates and engages in activities that use best practices and sound educational research to promote improved instructional techniques, intervention strategies, and specialized curricular materials; 2. O. facilitates and engages in activities that promote reflective practices among administrators, teachers, and staff; 2. P. facilitates and engages in activities that promote an environment that encourages creativity and innovation; 2. Q. facilitates and engages in activities that provide a climate in which treatment of all individuals with respect, dignity, and fairness is valued; 2R. facilitates and engages in activities that promote the appropriate use of technology to enhance students' learning and staff's professional growth; 2. S. facilitates and engages in activities that promote high expectations for self, staff, and students; 2. T.

facilitates and engages in activities that deal with the ambiguity and uncertainty that accompanies the change process; 2. U. facilitates and engages in activities that systematically conduct, act upon, and report assessment of individual students' educational performance and evaluation of the instructional program; 2. V. facilitates and engages in activities that connect educational standards to specialized instructional services; 2. W. facilitates and engages in activities that promote collaboration of staff and outside agencies in providing services to students and families; 2. X. facilitates and engages in activities that foster lifelong learning

Standard 3: Knowledge of Laws, Regulations, and Professional Ethics
3. M. Facilitates and engages in activities that ensure an ongoing dialogue with and among representatives of diverse community groups; 3. N. facilitates and engages in activities that lead the school community to operate within the framework of policies, laws, and regulations enacted by local, State, and federal authorities and professional ethical standards; 3. O. facilitates and engages in activities that foster a board/superintendent working relationship that promotes and actualizes organizational vision, missions, and goals; 3. P. facilitates and engages in activities that shape public policy to provide high-quality education for students; 3. Q. facilitates and engages in activities that provide clear distinctions between board policies and operating procedures; 3. R. facilitates and engages in activities that base decisions on the legal, moral, and ethical implications of policy options and political strategies; 3. S. facilitates and engages in activities that create a collaborative relationship with staff to implement policies to promote behavior and professional practices consistent with high ethical standards

Standard 4: Identification of Students and Provision of Services
4. I. facilitates and engages in activities that promote public awareness, sound screening practices, and early identification of students with disabilities; 4. J. facilitates and engages in activities that provide staff development in the use of effective intervention strategies for instructional staff; 4. K. facilitates and engages in activities that ensure all essential components of a case study evaluation have been utilized when determining eligibility for special education services; 4. L. facilitates and engages in activities that promote a free appropriate public education in the least restrictive environment; 4. M. facilitates and engages in activities that promote programs and related services for children based upon a thorough understanding of individual differences; 4. N. facilitates and engages in activities that ensure the required components of an Individualized Education Program are incorporated into a plan of services for individual students; 4. O. facilitates in activities that ensure the Individualized Education Programs are linked to the Illinois Learning Standards (see 23 Ill. Adm. Code 1.App.D); 4. P. facilitates and engages in activities that evaluate a student's success in participation in the general educational curriculum; 4. Q. facilitates and engages in activities that ensure that parents' and students' rights regarding evaluation, eligibility, services, and discipline are disseminated and understood; 4. R. facilitates and engages in activities that ensure that parents' and students' rights regarding evaluation, eligibility, services, and discipline are implemented; 4. S. facilitates and engages in activities that promote the use of assistive technology for students with disabilities and the identification of resources for assistive

devices; 4. T. facilitates and engages in activities to ensure the lawful and appropriate strategies for discipline of students with disabilities are applied

Standard 5: Special Education Finance
5. E. Facilitates and engages in activities that result in the development and management of the organization's special education budgets and that incorporate general school financial principles and procedures; 5. F. facilitates and engages in activities that result in receipt of federal, State, and local grant monies; 5. G. facilitates and engages in activities that obtain maximum reimbursement from all sources; 5. H. facilitates and engages in activities to effectively manage the organization's facilities, equipment, and services

Standard 6: Management
6. H. Facilitates and engages in activities that use central organizational processes (including planning, communication, decision making, problem solving, and information management or operational effectiveness and organizational development; 6. I. facilitates and engages in activities that empower various groups of constituents (e.g., staff, students, and parents of the organization as leaders to support change efforts through the use of delegation, collaboration, and collegial strategies; 6. J. facilitates and engages in activities that employ supervisory and performance appraisal techniques to enhance and develop the knowledge and skill base of instructional and non-instructional staff; 6. K. facilitates and engages in activities to support professional development for all constituents of the organization, focusing on the improvement of teaching and learning outcomes; 6. L. facilitates and engages in recruitment, selection, induction, and negotiation, resulting in the employment and retention of qualified personnel to support an effective learning environment; 6. M. facilitates and engages in activities that ensure the physical plant is accessible, well maintained, functional, secure, and conducive to the support of the full range of the organization’s curricular and extracurricular programs; 6. N. facilitates and engages in activities that provide efficient delivery of important auxiliary services (including health and nutrition, pupil transportation, risk management, and school security); 6. O. facilitates and engages in activities that identify financial and material assets and resources and acquire them for subsequent allocation according to organizational goals and priorities; 6. P. facilitates and engages in activities that maximize fiscal resources through financial management processes (including planning, budgeting, procurement, accounting, and monitoring); 6. Q. facilitates and engages in activities that create operational plans and procedures in support of organizational vision, mission, and goals; 6. R. facilitates and engages in activities that use organizational monitoring systems to ensure the implementation of policies; 6. S. facilitates and engages in activities that use management techniques to define roles, assign functions, and delegate accountability relative to achieving goals; 6. T. facilitates and engages in activities that operate school plant, equipment, and support systems securely, safely, efficiently, and effectively; 6.U. facilitates and engages in activities that maintain secure, safe, clean, and esthetically pleasing school environments that foster students’ learning

Standard 7: Collaboration with Families and Communities

7. H. facilitates and engages in activities that clearly articulate the organizational vision, mission, and goals to multiple stakeholders; 7. I. facilitates and engages in activities that use political structures and skills to build community support for organizational priorities; 7.J. facilitates and engages in activities that provide effective communication with individuals and organizations throughout the community; 7. K. facilitates and engages in activities that inform the organization's decision making by collecting and organizing a variety of formal and informal information from multiple stakeholders; 7. M. facilitates and engages in activities that demonstrate formal and informal listening skills; 7. N. facilitates and engages in activities that demonstrate group leadership skills; 7. Q. facilitates and engages in activities that mediate conflict between the organization and various stakeholders; 7. T. facilitates and engages in activities that foster educational partnerships with a variety of persons and organizations to promote delivery of educational opportunities

Grading Policy:

Grading Scale-

A point scale is used. Grades are determined by the number of points earned. The following scale is used by the Department of Special Education faculty:

90% or more of total points	=	A
80-89% of total points	=	B
70-79% of total points	=	C
60-69% of total points	=	D
less than 60% of total points	=	F

Practicum must be successfully completed. If practicum is judged to be less than satisfactorily completed, then no more than a “D” may be earned, regardless of the number of points earned.

Assignments:

Each candidate will complete an “Action Research Project”; a “Standards Reflective Journal”; a self-assessment of dispositions; a self designed and supervisor approved rubric to be used in the assessment of practicum performance based on the “individualized practicum plan” which incorporates the appropriate standards specific to the LBSII area, Director, or master’s program; and a log reflecting time spent and activities.

Graduate/Advanced: Chart of Assessments

Assessment Name	Brief Description	Graduate/Advanced Unit Standards Addressed 1 2 3 4 5 6	Dispositions Addressed 1 2 3 4 5
Action Research Project	Each candidate will design and complete an action research project appropriate to their "Individualized Practicum Plan"	☒ ☒ ☒ ☒ ☒ ☒	☐ ☒ ☒ ☐ ☒
Standards Reflective Journal	Dependent on the goals of the candidate's masters program LBSII certification or Director endorsement being pursued candidates will keep a reflective journal that is aligned to the respective appropriate State of Illinois and CEC Standards.	☒ ☒ ☒ ☒ ☒ ☒	☐ ☒ ☒ ☐ ☒
		☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐
		☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐
		☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐
		☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐
		☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐
		☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐
		☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐
		☐ ☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐

List of Graduate/Advanced Unit Standards:
Standard 1 – Content Knowledge
Standard 2 – Critical Thinking and Problem Solving
Standard 3 – Oral and Written Communications
Standard 4 – Advanced Scholarship/Research/Creative Activity
Standard 5 – Working with Diverse Clientele
Standard 6 – Collaboration and Creating Positive Relations

List of Unit Dispositions:
Disposition 1 – Interaction with Students
Disposition 2 – Professional and Ethical Practice
Disposition 3 – Effective Communication

Disposition 4 – Planning for Teaching and Student Learning
Disposition 5 – Sensitivity to Diversity and Equity

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Course Description

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Learning Model

The primary learning model for this course is the Ecological Model. For more information on this model read Evans, Evans, Gable, & Schmidt (1991).

Textbook

Since this is a practicum course, there is no assigned text for SPE 5770. However, materials from SPE 5970 readings and handouts will be particularly useful to you in the successful completion of SPE 5770 course requirements.

Course Outline

This is a practicum course so the activities for the course will be practica specific, and specific to the advisement sequence being completed (e.g. Director of Special Education). Prior to enrolling in this practicum course candidate must discuss the proposed setting with the Department Chairperson or the Chairperson designee and the setting must be approved; if the setting proposed is a non-campus site the district/building report card containing diversity demographic information must be provided by the candidate and this information will be considered in determination of whether the site is appropriate and acceptable.

Assignments:

Each candidate will complete an "Action Research Project"; a "Standards Reflective Journal"; a self-assessment of dispositions; a self designed and supervisor approved rubric to be used in the assessment of practicum performance based on the "individualized practicum plan" which incorporates the appropriate standards specific to the LBSII area, Director, or master's program; and a log reflecting time spent and activities, signed by an appropriate school official and practicum supervisor.

Course/Department Policies

Written Language Standards

Written assignments are expected to follow *American Psychological Association (APA)* style, format, and guidelines. Nonlabeling language is expected in all written materials. Candidates in SPE 5770 will be expected to meet performance criteria associated with grammar, spelling, and sentence structure.

Attendance

Candidates are expected to attend all classes. If prevented by an acute illness or an emergency, the candidate should contact the instructor in as timely a manner as is possible. When the candidate can anticipate the absence, the instructor should be contacted before the absence occurs. The instructor, after due consideration to the reason for the absence, **may** deny the candidate's request to make up

missed assignments or exams. Candidates who are absent from class, for whatever reasons, are held responsible for the material covered during their absence.

Grading Scale

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Practica **must** be **successfully** completed. If practica is judged to be less than satisfactorily completed, then no more than a "D" may be earned, regardless of the number of points earned.

Late Assignments

Assignments are due the class period of the day listed as the due date. Any assignment turned in after the designated due date is considered late. Assignments turned in late without instructor approval will result in a 10% deduction of total points for each day assignment is not submitted.

Appointments/Assistance

Each candidate is encouraged to contact the instructor for assistance with any problem and/or for general discussion. Available conference times are posted in the notebook in Room 1212, Special Education Office. If times listed are inconvenient, please call to arrange an alternate time.

Learning Outcomes Assessed in this Course:

EIU Graduate Level Outcomes:

1. A depth of Content knowledge including effective technology skills and ethical behaviors
2. Critical thinking and problem solving
3. Oral and written communication skills
4. Advanced scholarship through research and/or creative activity
5. Ability to work with a diverse clientele, recognizing individual differences
6. Ability to collaborate and create positive relations within the school, community, and profession in which they work

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their role, they **advocate for appropriate resources** to ensure that all personnel involved have effective preparation. Special educators use their **knowledge of** the **needs of different groups in a pluralistic society** to promote evidence-based practices and challenging expectations for individuals with exceptional learning needs. They model **respect for all individuals and ethical practice**. They help to create **positive and productive work environments** and celebrate accomplishments with colleagues. They mentor others and promote high expectations for themselves, other professionals, and individuals with exceptional learning needs.

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Research and inquiry inform the decisions of special educators who have completed advanced programs in guiding professional practice. Special educators **know models, theories, philosophies, and research methods** that form the basis for **evidence-based practices** in special education. This knowledge includes **information sources, data collection, and data analysis strategies.** Special educators evaluate the appropriateness of **research methodologies** in relation to **practices presented in the literature**. They **use educational research to improve instructional techniques, intervention strategies, and curricular materials**. They foster an **environment supportive of continuous instructional improvement**, and engage in the **design and implementation of action research**. Special educators are able to use the **literature to resolve issues of professional practice, and help others to understand various evidence-based practices**.

Advanced Standard 5: Professional Development and Ethical Practice

Special educators are guided by the professional ethics and practice standards. Special educators have responsibility for promoting the success of individuals with exceptional learning needs, their families, and colleagues. They **create supportive environments that safeguard the legal rights of students and their families**. They **model and promote ethical and professional practice**. Special educators plan, present, and evaluate **professional development,** as appropriate to their roles, based on models that apply adult learning theories and focus on effective practice at all organizational levels. Special educators model their own commitment to continuously improving their own professional practice by **participating in professional development** themselves.

CEC Advanced Common Core (CEC ACC)

Standard 1: Leadership and Policy

Knowledge

ACC1K1`	Needs of different groups in a pluralistic society
ACC1K2	Evidence-based theories of organizational and educational leadership
ACC1K3	Emerging issues and trends that potentially affect the school community and the mission of the school
ACC1K4	Federal and State education laws and regulations
ACC1K5	Current legal, regulatory, and ethical issues affecting education

ACC1K6 Responsibilities and functions of school committees and boards

Skills
ACC1S1 Promote a free appropriate public education in the least restrictive environment.
ACC1S2 Promote high expectations for self, staff, and individuals with exceptional learning needs
ACC1S3 Advocate for educational policy within the context of evidence-based practices.
ACC1S4 Mentor teacher candidates, newly certified teachers and other colleagues

Standard 3: Research and Inquiry

Knowledge
ACC3K1 Evidence-based practices validated for specific characteristics of learners and settings.

Skills
ACC3S1 Identify and use the research literature to resolve issues of professional practice.
ACC3S2 Evaluate and modify instructional practices in response to ongoing assessment data.
ACC3S3 Use educational research to improve instruction, intervention strategies, and curricular materials

Standard 5: Professional Development and Ethical Practice

Knowledge
ACC5K1 Legal rights and responsibilities of students, staff, and parents/guardians
ACC5K2 Moral and ethical responsibilities of educators
ACC5K3 Human rights of individuals with exceptional learning needs and their families

Skills
ACC5S1 Model ethical behavior and promote professional standards
ACC5S2 Implement practices that promote success for individuals with exceptional learning needs
ACC5S3 Use ethical and legal discipline strategies.
ACC5S4 Disseminate information on effective school and classroom practices
ACC5S5 Create an environment which supports continuous instructional improvement.
ACC5S6 Develop and implement a personalized professional development plan

CEC Special Education Administrator Knowledge and Skills (CEC SEA) to be demonstrated in this practicum if Candidate is completing practicum specific to Director Certification

Standard 1: Leadership and Policy

Knowledge
SEA1K1 Models, theories, and philosophies that provide the foundation for the administration of programs and services for individuals with exceptional learning needs and their families
SEA1K2 Historical and social significance of the laws, regulations, and policies as they apply to the administration of programs and the provision of services for individuals with exceptional learning needs and their families
SEA1K3 Local, state, and national fiscal policies and funding mechanisms in education, social, and health agencies as they apply to the provision of services for individuals with exceptional learning needs and their families

Skills
SEA1S1 Interprets and applies current laws, regulations, and policies as they apply to the administration of services to individuals with exceptional learning needs and their families
SEA1S2 Applies leadership, organization, and systems change theory to the provision of services for individuals with exceptional learning needs and their families

SEA1S5 Communicates a personal inclusive vision and mission for meeting the needs of individuals with exceptional learning needs and their families

Standard 3: Research and Inquiry

Knowledge
SEA3K1 Research in administrative practices that supports individuals with exceptional learning needs and their families

Skills
SEA3S1 Engages in data-based decision-making for the administration of educational programs and services that supports exceptional students and their families
SEA3S2 Develops data-based educational expectations and evidence-based programs that account for the impact of diversity on individuals with exceptional learning needs and their families

Standard 5: Professional Development and Ethical Practice

Knowledge
SEA5K1 Ethical theories and practices as they apply to the administration of programs and services with individuals with exceptional learning needs and their families
SEA5K2 Adult learning theories and models as they apply to professional development programs
SEA5K3 Professional development theories and practices that improve instruction and instructional content for students with exceptional learning needs
SEA5K4 Impact of diversity on educational programming expectations for individuals with exceptional learning needs
SEA5K5 Principles of representative governance that support the system of special education administration

Skills
SEA5S1 Communicates and demonstrates a high standard of ethical administrative practices when working with staff serving individuals with exceptional learning needs and their families
SEA5S2 Develops and implements professional development activities and programs that improve instructional practices and lead to improved outcomes for students with exceptional learning needs and their families

Illinois LBSII Curriculum Adaptation Specialist (IL CAS)-These are the standards to be demonstrated in this practicum experience if candidate is seeking the Illinois Curriculum Adaptation Specialist LBSII:

Standard 1: Foundations
The competent curriculum adaptation specialist understands: 1.A. the general curriculum structure; 1. B. curricular issues and their associated implications for students with disabilities; 1.C. levels of influence affecting curriculum development and implementation; 1.D. state law related to the general curriculum

Standard 2: Characteristics of Learners
The competent curriculum adaptation specialist understands/demonstrates: 2.B. the impact of various disabilities, levels of disabilities, and combinations of disabilities on learning and skill development; 2. C. the impact of listening skills on the development of critical thinking, reading comprehension, and oral and written language; 2. D. the impact of language development on the academic and social skills of individuals with disabilities; 2. E. determines the appropriate curriculum for an individual based on the student's age, skills, learning strengths, and desired long-term outcomes

Standard 3: Assessment

The competent curriculum adaptation specialist understands/demonstrates: 3.B. methods used for statewide assessment of student learning standards; 3. D. alternative methods for assessing and grading student performance; 3. F. uses varied assessment strategies to determine appropriate curricular modification and adaptations for individuals with disabilities; 3. G. modifies specific assessment devices and assessment procedures to match the individuals needs and learning style of students; 3. H. systematically monitors student progress through general and modified curriculum; 3.I.systematically measures and evaluates the effectiveness of curricular adaptations and /or modifications in instructional strategies on student learning; 3. J. conducts student error analyses to identify needed instructional modifications; 3. K. adapts formal tests to accommodate students' disabilities and modes of communication; 3. L. assesses reliable methods of response of individuals who lack communication and performance abilities

Standard 4: Planning for Instruction
The competent curriculum adaptation specialist understands/demonstrates: 4.A. sources of specialized materials for individuals with disabilities; 4.F.utilizes the least intrusive intervention or adaptation first; 4.G. matches individual learning style with appropriate curricular adaptations; 4.H. determines critical functional skills within the general curriculum determines critical functional skills within the general curriculum; 4.I. selects instructional materials which engage students in meaningful learning

Standard 5: Learning Environment
The competent curriculum adaptation specialist understands/demonstrates: 5. C. modifies the learning environment based on a student's learning strengths, curricular needs, and appropriate instructional strategies

Standard 6: Instructional Delivery
The competent curriculum adaptation specialist understands/demonstrates: 6. A. various methods for adapting content, instructional strategies, instructional settings, and materials to maximize learning; 6. B. various student learning strategies that increase capacity for learning; 6. D. various methods for grouping students to maximize learning; 6. G. adapts content, materials and instructional strategies in reading to meet individualized needs; 6. H. adapts content, materials and instructional strategies in mathematics to meet individualized needs; 6. I. adapts content, materials and instructional strategies in language arts to meet individualized needs; 6. J. adapts content, materials and instructional strategies in academic content areas to meet individualized needs; 6. K. adapts content, materials and instructional strategies related to social skills, life skills, vocational skills, and study skills to meet individualized needs; 6. M. uses adaptations and strategies for facilitating maintenance and generalization of skills across environments; 6. O. teaches students cognitive strategies which maximize learning

Standard 7: Collaborative Relationships
The competent curriculum adaptation specialist understands/demonstrates: 7. B. understands models for co-teaching and consultation; 7. B. collaborates with other educators concerning appropriate use of the different learning and instructional strategies for various students; 7. C. provides direct assistance, when needed to general educators, other special educators, and related service personnel as adaptations are implemented; 7. D. assists general educators, other special educators, and related service personnel in anticipating and accounting for potential problems related to adaptations

Standard 8: Professional Conduct and Leadership
The competent curriculum adaptation specialist understands/demonstrates: 8. A. advocates for the use of curricular adaptations for all students which reflect the dignity of the learner and assure the integrity of the learning environment

Standard 9: Reflection and Professional Growth
The competent curriculum adaptation specialist understands/demonstrates: 9. A. reflects on curricular adaptations which promote student growth and modifies strategies to enhance learning

State of Illinois LBSII Behavior Intervention Specialist (IL BIS) - These are the standards to be demonstrated in this practicum experience if candidate is seeking the Illinois Behavior Intervention Specialist LBSII

Standard 1: Foundations
The competent behavior intervention specialist understands the philosophical, historical, and legal foundations of special education

Standard 2: Characteristics of Learners
The competent behavior interventions specialist understands: 2. B. the impact of varying disabilities on behavior

Standard 3: Assessment
The competent behavior intervention specialist: 3. G .uses systematic recording procedures, behavior rating scales, and authentic and/or functional assessment to identify a learner's behavioral needs; 3.H. interprets and uses results from behavior rating scales, systematic recording procedures, and authentic and/or functional assessment in determining positive behavioral intervention needs for individuals with disabilities; 3.L. communicates results of positive behavioral assessments to the learner and all stakeholders; 3. J. adapts and modifies formal and informal assessments to accommodate behavioral needs of the learner

Standard 4: Planning for Instruction
The competent behavior intervention specialist: 4. B. understands the impact of learners' behaviors on instruction; 4. H. implements positive behavior management plans; 4. I. facilitates implementation of positive behavior management plans through collaborative relationships with classroom teachers and related service personnel

Standard 5: Learning Environment
The competent behavior intervention specialist: 5. J. monitors intra-group behavior changes across activities and learning environments; and 5. K. facilitates development and implementation of classroom routines, rules, and consequences in varied learning environments

Standard 6: Instructional Delivery
The competent behavior intervention specialist: 6. B. understands research-based best practices for effective, positive management of teaching, learning, and behavior; 6. C. sequences, implements, and evaluates individualized behavioral objectives; 6. D. integrates positive behavioral supports with academic curricula; 6. E. uses varied positive, non-aversive techniques for managing targeted behavior

Standard 7: Collaborative Relationships
The competent behavior intervention specialist: 7. B. understands strategies of mentoring and collaboration with other behavior intervention specialists, related service personnel, other educators, and paraeducators in implementation of positive behavioral interventions; 7. E. demonstrates skills of problem-solving and conflict resolution; 7 .G. synthesizes and communicates to stakeholders information available from family, school, the justices system, and referral agencies

Standard 8: Professional Conduct and Leadership
The competent behavior intervention specialist: 8. D. serves as an advocate for individuals and their families

Standard 9: Reflection and Professional Growth

The competent behavior intervention specialist is a reflective practitioner who continually evaluates how choices and actions affect students, parents, and other professionals in the learning community and actively seeks opportunities to grow professionally.

State of Illinois Director of Special Education (IL DIR) These are the standards to be demonstrated in this practicum experience if candidate is seeking Illinois Director of Special Education certification

Standard 1: Facilitating a Vision of Educational Excellence
1. A. Knows and understands the needs of different groups in a pluralistic
society; 1. G. knows and understands effective consensus-building and negotiation skills; 1.K. facilitates and engages in activities that promote appropriate educational standards and excellence for all students and staff; 1. L. facilitates and engages in activities that promote appropriate educational standards and excellence for all students and staff; 1. M. facilitates and engages in activities that support a nurturing and high performing culture and climate through the use of symbols, ceremonies, stories, and similar activities reflecting the diversity of the school community; 1. N. facilitates and engages in activities that collaboratively develop vision and goals among teachers, support staff, students, administrators, board members, families, and community members; 1.O facilitates and engages in activities that articulate and model central beliefs of the organization and effectively communicates and takes actions to achieve organizational vision, mission, and goals; 1. P. facilitates and engages in activities that form and implement educational programs, policies, plans, and actions to realize organizational vision, mission, and goals; 1. Q. facilitates and engages in activities aimed at forming and implementing a vision, mission, and goals to provide purpose and direction for individuals and groups; 1. R. facilitates and engages in activities that affect the collection, organization, and analyses of a variety of information, including data on students' performance, to assess progress toward organizational vision, mission, and goals; 1. S. facilitates and engages in activities that result in an implementation plan in which objectives and strategies to achieve the organizational vision, mission, and goals are clearly articulated and linked to students' learning; 1. T. facilitates and engages in activities that identify, clarify, and address barriers to achieving the vision, mission, and goals; 1. U. facilitates and engages in activities to obtain and organize financial, human, and material resources to realize the organizational vision, mission, and goals; 1. V. facilitates and engages in activities to monitor, evaluate, and revise the organizational vision, mission, and goals and implementation plans regularly

Standard 2: Learning Environment and Instructional Program
2. K. Facilitates and engages in activities that develop a climate that is supportive of continuous improvement of the instructional program for all students; 2. L. facilitates and engages in activities that systematically design and implement procedures and instruments for evaluating the instructional program; 2. M. facilitates and engages in activities that systematically support staff development to enhance the learning environment and the instructional program; 2. N. facilitates and engages in activities that use best practices and sound educational research to promote improved instructional techniques, intervention strategies, and specialized curricular materials; 2. O. facilitates and engages in activities that promote reflective practices among administrators, teachers, and staff; 2. P. facilitates and engages in activities that promote an environment that encourages creativity and innovation; 2. Q. facilitates and engages in activities that provide a climate in which treatment of all individuals with respect, dignity, and fairness is valued; 2R. facilitates and engages in activities that promote the appropriate use of technology to enhance students' learning and staff's professional growth; 2. S. facilitates and engages in activities that promote high expectations for self, staff, and students; 2. T. facilitates and engages in activities that deal with the ambiguity and uncertainty that accompanies the change process; 2. U. facilitates and engages in activities that systematically conduct, act upon, and report assessment of individual students' educational performance and evaluation of the instructional program; 2. V. facilitates and engages in activities that connect educational standards to specialized instructional services; 2. W. facilitates and engages in activities that promote collaboration of staff and outside agencies in providing services to students and families; 2. X. facilitates and engages in activities that foster lifelong learning

Standard 3: Knowledge of Laws, Regulations, and Professional Ethics
3. M. Facilitates and engages in activities that ensure an ongoing dialogue with and among representatives of diverse community groups; 3. N. facilitates and engages in activities that lead the school community to operate within the framework of policies, laws, and regulations enacted by local, State, and federal authorities and professional ethical standards; 3. O. facilitates and engages in activities that foster a board/superintendent working relationship that promotes and actualizes organizational vision, missions, and goals; 3. P. facilitates and engages in activities that shape public policy to provide high-quality education for students; 3. Q. facilitates and engages in activities that provide clear distinctions between board policies and operating procedures; 3. R. facilitates and engages in activities that base decisions on the legal, moral, and ethical implications of policy options and political strategies; 3. S. facilitates and engages in activities that create a collaborative relationship with staff to implement policies to promote behavior and professional practices consistent with high ethical standards

Standard 4: Identification of Students and Provision of Services
4. I. facilitates and engages in activities that promote public awareness, sound screening practices, and early identification of students with disabilities; 4. J. facilitates and engages in activities that provide staff development in the use of effective intervention strategies for instructional staff; 4. K. facilitates and engages in activities that ensure all essential components of a case study evaluation have been utilized when determining eligibility for special education services; 4. L. facilitates and engages in activities that promote a free appropriate public education in the least restrictive environment; 4. M. facilitates and engages in activities that promote programs and related services for children based upon a thorough understanding of individual differences; 4. N. facilitates and engages in activities that ensure the required components of an Individualized Education Program are incorporated into a plan of services for individual students; 4. O. facilitates in activities that ensure the Individualized Education Programs are linked to the Illinois Learning Standards (see 23 Ill. Adm. Code 1.App.D); 4. P. facilitates and engages in activities that evaluate a student's success in participation in the general educational curriculum; 4. Q. facilitates and engages in activities that ensure that parents' and students' rights regarding evaluation, eligibility, services, and discipline are disseminated and understood; 4. R. facilitates and engages in activities that ensure that parents' and students' rights regarding evaluation, eligibility, services, and discipline are implemented; 4. S. facilitates and engages in activities that promote the use of assistive technology for students with disabilities and the identification of resources for assistive devices; 4. T. facilitates and engages in activities to ensure the lawful and appropriate strategies for discipline of students with disabilities are applied

Standard 5: Special Education Finance
5. E. Facilitates and engages in activities that result in the development and management of the organization's special education budgets and that incorporate general school financial principles and procedures; 5. F. facilitates and engages in activities that result in receipt of federal, State, and local grant monies; 5. G. facilitates and engages in activities that obtain maximum reimbursement from all sources; 5. H. facilitates and engages in activities to effectively manage the organization's facilities, equipment, and services

Standard 6: Management
6. H. Facilitates and engages in activities that use central organizational processes (including planning, communication, decision making, problem solving, and information management or operational effectiveness and organizational development; 6. I. facilitates and engages in activities that empower various groups of constituents (e.g., staff, students, and parents of the organization as leaders to support change efforts through the use of delegation, collaboration, and collegial strategies; 6. J. facilitates and engages in activities that employ supervisory and performance appraisal techniques to enhance and develop the knowledge and skill base of instructional and non-instructional staff; 6. K. facilitates and engages in activities to support professional development for all constituents of the organization, focusing on the improvement of teaching and learning outcomes; 6. L. facilitates and engages in recruitment, selection, induction, and negotiation, resulting in the

employment and retention of qualified personnel to support an effective learning environment; 6. M. facilitates and engages in activities that ensure the physical plant is accessible, well maintained, functional, secure, and conducive to the support of the full range of the organization's curricular and extracurricular programs; 6. N. facilitates and engages in activities that provide efficient delivery of important auxiliary services (including health and nutrition, pupil transportation, risk management, and school security); 6. O. facilitates and engages in activities that identify financial and material assets and resources and acquire them for subsequent allocation according to organizational goals and priorities; 6. P. facilitates and engages in activities that maximize fiscal resources through financial management processes (including planning, budgeting, procurement, accounting, and monitoring); 6. Q. facilitates and engages in activities that create operational plans and procedures in support of organizational vision, mission, and goals; 6. R. facilitates and engages in activities that use organizational monitoring systems to ensure the implementation of policies; 6. S. facilitates and engages in activities that use management techniques to define roles, assign functions, and delegate accountability relative to achieving goals; 6. T. facilitates and engages in activities that operate school plant, equipment, and support systems securely, safely, efficiently, and effectively; 6.U. facilitates and engages in activities that maintain secure, safe, clean, and esthetically pleasing school environments that foster students' learning

Standard 7: Collaboration with Families and Communities

7. H. facilitates and engages in activities that clearly articulate the organizational vision, mission, and goals to multiple stakeholders; 7. I. facilitates and engages in activities that use political structures and skills to build community support for organizational priorities; 7.J. facilitates and engages in activities that provide effective communication with individuals and organizations throughout the community; 7. K. facilitates and engages in activities that inform the organization's decision making by collecting and organizing a variety of formal and informal information from multiple stakeholders; 7. M. facilitates and engages in activities that demonstrate formal and informal listening skills; 7. N. facilitates and engages in activities that demonstrate group leadership skills; 7. Q. facilitates and engages in activities that mediate conflict between the organization and various stakeholders; 7. T. facilitates and engages in activities that foster educational partnerships with a variety of persons and organizations to promote delivery of educational opportunities

Because this is a practicum course, the references will be practicum specific.