

Campbellsville University
Rejoinder
Director of Special Education

- 1. Additional information is needed to identify and describe the partnerships relevant for this program. The sample agreements submitted are for the initial undergraduate programs.**

This year, we began analyzing the data for our DOSE program with our district partners in our Administrative Advisory Council Meeting. As the DOSE is an administrative position, it seemed more appropriate to begin working with our administrative programs council rather than our TEAC or TEC groups which we utilize for teacher preparation. The 2-21-19 document is of the agenda for our latest Administrative Programs Advisory Council Meeting, the Administrative Programs Advisory Council Meeting Minutes documents the discussion from the meeting, and the Administrative Council Sign-In Sheet documents the district partners who participated in the meeting. We also had an administrator from Jefferson County and from Daviess County who participated via Skype. The DOSE program was discussed during the analysis of the principal program data portion of the meeting as well as during the time when the DOSE data was analyzed.

- 2. There is no evidence in the program submission of co-construction of mutually beneficial P-12 school and community partnerships.**

The EPP co-constructs mutually beneficial partnerships with P-12 and community partners through technology-based collaboration as well as in face-to-face meetings. These partnerships prepare advanced program candidates to serve in P-12 schools and district offices, to serve within the community, and to ensure that practice and theory are linked through the application of their service. Specific forms are co-constructed for each specialized advanced program and adaptations are made as recommendations are shared. The EPP and P-12 partners collaborate through Advisory Council Committees on expectations for entry, preparation, and candidate exit of advanced level programs. Dispositions are completed at specific intervals on each candidate to maintain coherence across clinical and academic components of preparation, and to share accountability for advanced program candidates.

Evidence Documents for A.2.1 include collaboration agreements (Evidence A2.1.1) between P-12 partners and EPP in preparing students for service in P-12 schools and district offices. These collaborations include school district agreements to vet potential candidates at admission, provide mentors and practicum experiences to admitted candidates, and support program development including continuous evaluation. The DOSE Field Experience Matrix is designed for the advanced level program showing candidate completion of clinical experience in a variety of settings. These field experiences are the result of collaboration between school district representatives as members of the program development team and EPP faculty. The clinical field experiences include working with school principals and district level administrators reviewing data and developing and implementing school improvement programs, working with the DOSE and federal programs administrator to determine district needs for special populations, creating simulated budgets based on IDEA and SEEK formulas, etc. Projects are often district specific

resulting in research finding to address school district needs. Our collaborating partners expect the experiences and projects being conducted in school districts will have benefits for them by providing research specific to the school district or projects that will provide immediate benefit to schools and the student population.

Emails (Evidence A2.1.3) are included in evidence documents which demonstrate communication between EPP and P-12 partners in requesting partners to complete electronic surveys, as well as collaborating on scheduling both electronic and face-to-face meetings for development of programs, courses, and evaluations. In an effort to include a wide-range of participants in program development and evaluation this technology has produced good results in feedback and participation for technology-based collaborations.

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3. It is not clear how technology-based collaborations are used to facilitate the partnerships for this program.

The Administrative Programs Advisory Council Meetings utilize Skype and email with partners to facilitate discussion about program data and program improvement decisions. Emails (Evidence A2.1.3) are included in evidence documents which demonstrate communication between EPP and P-12 partners in requesting partners to complete electronic surveys, as well as collaborating on scheduling both electronic and face-to-face meetings for development of programs, courses, and evaluations. In an effort to include a wide-range of participants in program development and evaluation this technology has produced good results in feedback and participation for technology-based collaborations.

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4. It is not clear how partners share responsibility for the continuous improvement of candidates in this program.

Collaborative Partnerships are formed between the EPP and P-12 Partners in determining the placement of candidates in their fields of specialization. Credentials of mentors are monitored to ensure candidates are placed with proficient mentors who currently serve within the candidates'

desired field of specialization and will share in the responsibility of the candidate's preparation. P-12 mentors mutually design clinical experiences with the EPP as evidenced in A2.1.4 which documents Administrative Advisory Council work. These meetings occur both face-to-face as well as through electronic communication to refine criteria for selection and maintain high quality clinical educators. Feedback from candidates and mentors allow the EPP to be reflective of current clinical experience and to prepare for future purposeful placements. Agreed upon clinical experience will include providing support to candidates in the application of appropriate technology within their field of specialization.

5, 6, and 8. These questions pertain to the ways clinical experiences are developed and are implemented.

The clinical field experiences demonstrate for candidates the way that theory and practice are linked. The EPP developed and continues to refine the clinical field experiences to provide a deep, comprehensive experience for candidates to meet the needs of diverse students in the districts where they serve. Please see the DOSE Field Experience Matrix.

7. It is not clear how candidates demonstrate their effectiveness in creating environments to support all student learning and development.

During SED 714 Leadership Practicum, candidates conduct 120 field experience hours working in a school district under the supervision of the DOSE. Part of their experiences involve visiting a minimum of two schools in other districts that have had success in closing the gaps in student achievement for students with disabilities. In addition, the candidate works with two teachers for students with disabilities in the district to practice observing, appraising, and evaluating their teaching and professional growth plans.

Candidates also conduct a facility survey and write an improvement plan for the district. Candidates develop a facility vision for a school or for the district and write a description of a model school designed to meet the learning and developmental needs of students in that district.

9. The curriculum contract does not clearly identify the requirements for admissions and exit.

The curriculum guide has been revised to identify the requirements for admissions and exit.

10. and 11. These questions pertain to how data analysis of assessments is used in the continuous improvement process.

Data analysis for each assessment occurs on the same schedule as for the rest of the programs for the EPP. Due to small numbers in the program, it is difficult to find trends on which to base program changes.