Murray State University
COURSE SYLLABUS

DEPARTMENT: EDUCATIONAL STUDIES, LEADERSHIP, AND COUNSELING

COURSE NUMBER: ADM 682 CREDIT HOURS: 3

I. TITLE: Practicum in Instructional Leadership for Diverse Learners

II. COURSE DESCRIPTION: This practicum is taken concurrent with ADM 681 and provides students with opportunities to implement and evaluate interventions for diverse learners, as well as to foster cultural proficiency within the staff. Field experience required. A capstone project is embedded in the course. Prerequisites: Admission to Program

III. PURPOSE: The purpose of this course is to operationalize skills and competencies in leading instruction to meet the needs of diverse learners. Specific aspects of the instructional program, such as Response to Intervention will be addressed, as well as cultural aspects of the instructional program. Students will have opportunity to complete the Capstone project through this practicum for presentation during the final semester.

IV. COURSE OBJECTIVES:
A. Articulate the role of a school leader in advocating for the rights of all students (ISLLC V & VI; KDF 4.1a,h; 4.3a,b,c,d; 6.1d,f,h,i, 6.3a,b; TSSA III)
B. Recognize school policies and practices on a continuum from culturally destructive to culturally proficient and facilitate dialogue regarding these practices. (ISLLC II, III, IV, V & VI; KDF 4.1a,h; 4.3a,b,c,d; 6.1d,f,h,i, 6.3a,b; TSSA III & VI).
C. Develop leadership behaviors to support culturally proficient policies and practices (ISLLC II, III, IV, V & VI; KDF 4.1a,h; 4.3a,b,c,d; 6.1d,f,h,i, 6.3a,b; TSSA III & V)
D. Identify learner characteristics and developmentally appropriate instruction for preschool through adulthood (ISLLC II; KDF 1.2a,c; TSSA III)
E. Evaluate school policies and practices from with regard to developmental appropriateness (ISLLC II & III; KDF 1.2a,b,c,d; TSSA II & III)
F. Characterize the nature and needs of students with disabilities (ISLLC II; KDF 5.4a; TSSA III)
G. Identify student and parent rights and school responsibilities under federal and state regulation for students with disabilities (ISLLC IV, V & VI; KDF 5.3a; 5.4a; 6.1a,f; TSSA III)
H. Evaluate policies, practices and systems in terms of the needs of students with disabilities (ISLLC II, III, IV, V & VI; KDF 1.2a,b,c,d; 2.2f; 5.1c,d; 5.2ab,c; 5.3a,b; 5.4a; TSSA II, III & V)
I. Characterize the nature and needs of gifted and talented students (ISLLC II; KDF 5.4a; TSSA III)
J. Identify student and parent rights and school responsibilities under federal and state regulation for students with disabilities (ISLLC IV, V & VI; KDF 5.3a; 5.4a; 6.1a,f; TSSA III).

K. Evaluate policies, practices and systems in terms of the needs of gifted and talented students (ISLLC II, III, IV, V & VI; KDF 1.2a,b,c,d; 2.2f; 5.1c,d; 5.2ab,c; 5.3a,b; 5.4a; TSSA II, III & V).

L. Develop an instructional program that is responsive to the needs of diverse learners (ISSLC I, II, III, IV, V & VI; KDF 1.2a,b,c,d; 2.2f; 5.1c,d; 5.2ab,c; 5.3a,b; 5.4a; TSSA II, III, IV, V & VI)

M. Complete the capstone project for the program (ISLLC I, II, III, IV, V & VI; KDF

PT: This course provides students with professional training.

V. CONTENT OUTLINE:

A. The advocacy role of the school leader
B. Defining cultural proficiency
C. Evaluating policies and practices for cultural proficiency
D. Psycho-social developmental benchmarks of children
E. Evaluation of policies and practices for developmental appropriateness
F. Characteristics and identification of students with disabilities
G. Accommodations for students with disabilities
H. Characteristics of gifted learners
I. Accommodations for gifted learners
J. Organizational responses to diverse learners’ needs

VI. INSTRUCTIONAL ACTIVITIES:

Practicum activities are structured through the Practicum Handbook. Students must have activities approved by the instructor within the first week of the semester.

A. Capstone Project: Assessing the Instructional Program and Monitoring Student Performance. This is the capstone activity for the program and will be presented/defended as exit criteria. The candidate will conduct, lead and evaluate a strategy for school improvement (e.g., guided self-study, Red Flag analysis, implementation/impact checklist, walkthrough data) that assesses the instructional program and monitors student performance. Particular attention will be paid to the performance of subpopulations, and consensus reached as to a specific problem to be addressed as follows:

- The student will identify and recruit stakeholder groups to participate in the pilot process, including the design/selection of the intervention.
- The student will coordinate and direct the intervention process by leading stakeholders groups to collect data, prioritize and report findings from the pilot.
- Based upon the pilot findings, the student will lead the development of next steps for additional piloting or implementation to scale. The final report will include a review of literature.
B. Development/Evaluation of Response to Intervention Plan: Candidates will examine Response to Intervention policies, practices and associated data to determine the effectiveness of the plan. Improvements will be suggested.

C. Diverse Learner Shadowing: Candidates will shadow learners from diverse backgrounds and with diverse characteristics through a school day. The nature of educational experiences will be noted.

VII. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:
Students will complete 50 hours of instructor-approved field experiences, including the Capstone Project (Anchor Assessment 2). Field experience activities will address Critical Success Factors 1, 2, 3, 4, 5, 9 & 13 at the Leading level.

VIII. RESOURCES:
KDE resources and articles as assigned

IX. GRADING PROCEDURES:
Final grade computation will be as follows:
A: 92% to 100%
B: 80% to 91%
C: 70% to 79%
D: 60% to 69%
E: Less than 60%
Note: Grades of C or lower do not meet program requirements and must be retaken.

X. ATTENDANCE POLICY:
This course adheres to the attendance policy published in the current MSU Graduate Bulletin.

XI. ACADEMIC HONEST POLICY:
This course adheres to the academic honesty policy stated in the current MSU Graduate Bulletin.

XII. TEXT AND REFERENCES:
None

XIII. PREREQUISITES:
Admission to Program

XIV. NON-DISCRIMINATION POLICY STATEMENT:
Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services
necessary to afford individuals with disabilities equal access to participate in all programs and activities. For more information, contact, Director of Equal Opportunity, Murray State University, 103 Wells Hall, Murray, KY 42071-3318. Telephone: 270-809-3155 (voice), 270-809-3361 (TDD).