

STATE OF OKLAHOMA
Boot Camp Provider Application

Name of IHE:

Oral Roberts University College of Education

Contact Person and Contact Information:

Name of Contact person: Dr. Evie Lindberg

Email address of contact person: elindberg@oru.edu

Office phone number: (918) 495-7048 Cell number: (918) 261-9443

To Register: (No Registration Fee)

Contact: Tim Woods

Email address for Graduate Representative: twoods@oru.edu

Office phone number: (918) 495-6553

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Structure of Planned Boot Camps:

Oral Roberts University has decided in the best interest of the alternative Special Education candidate that we will **only** work with candidate that are currently working with a school district in some special education capacity or have been hired by a local school district as a long term substitute or paraprofessional. Oral Roberts University currently has partnered with Jenks Public Schools to conduct an employee Boot Camp program with the potential of **partnering** with other local school districts.

If the alternative Special Education candidate meets one of those criteria then, the individual needs to provide Oral Roberts University with the name of the school district and the school they will be working in and grade level, the name and telephone of the HR contact and the name and telephone number of the special education mentor in the school district that will be partner with the alternative Special Education candidate.

Summer 2014 - Boot Camp

Boot Camp – June 18 - 21, 2013 from 8:00 AM – 5:00 PM to be held in the Training Support classroom on the 5th floor of the LR 514 A.

MUST pre-register by April 18, 2014 to process all the paper work with the university and the local school district, set up your practicum with a school district, and time for the candidate to order the textbooks and do the pre-assignments.

Cost:

Boot Camp Classes = 45 University hours + 85 Local School District hours + 30 hour Practicum

Material Fee: \$100

Technology Fee: \$115

Class: \$1,755 Some districts are paying \$1,000 for the candidate training if they hired by the district.

In addition you might check with **Oral Roberts University College of Education to see about the possibility for a scholarships if available.**

Total: \$1,960

Oral Roberts University will conduct our boot camp class in a module format beginning on **Wednesday, June 18-21, 2014 and ending on Saturday, June 21, 2014** with pre and post assignments making up the remaining hours. Classes are from 8:00-12:00 with a lunch break and continue from 1:00 to 5:30. In addition there are 2 hundred and twenty minute videos that will be watched outside of class with a required write-up on each one totaling 45 hours. The videos will be used for discussion purposes when we address the various subjects.

34 hours of seat time, 4 hours of videos, and 7 hours of pre-post assignments totaling 45 hours. The remaining 75 hours will be completed in partnership with the local school districts.

Under the supervision of certified special education personnel and the ORU faculty advisor, the candidate will log in 75 hours of additional training on procedures that special education teachers must learn how to do. Training conducted at the school site will provide additional support to the candidate in a real school situation.

Name and Qualifications of Instructors who will offer the classes and monitor the field experiences

Instructor One:

Dr. Evie Lindberg is certified in Special Education: Learning Disabilities and Intellectual Disabilities with a doctorate in Educational Leadership Public School Administration. She is an Assistant Professor in the College of Education at Oral Roberts University training teacher candidates in the field of mild to moderate special education.

Topics to be covered during Boot Camp:

Introduction to Special Education: The Boot Camp candidates will be introduced to the history of special education in light of legislation, including the six major principles of the IDEA policies, and procedures through case studies and analysis. The candidates will create a notebook of characteristics, etymologies and pedagogies for individuals in all thirteen exceptionalities. (Evidence will be the analysis of the cases studies, and the completed notebook).

IEP: The Boot Camp candidates will be able to write the components of the IEP process beginning with the pre-referral. Candidates will write measurable academic and functional objectives. Also the candidates will fill out an entire IEP on the SEAS program. In addition, the candidates will be able to state the differences between an IEP and an IFSP. (Evidence will be the completed IEP on the SEAS program and an essay identifying the difference between the IEP and the IFSP.)

Legal and Ethical Issues: The Boot Camp candidate through legal case studies will learn the errors that were made in the special education law and be able to state what is ethically correct to administer. Candidates will also learn how to create a positive environment when working with parents and paraprofessional. (Evidence will be a score of 75% or better on various special education case studies and written responses to situations dealing with parents/guardian and paraprofessionals).

Behavioral Management: The Boot Camp candidates will learn the basic procedures for behavioral assessments. The candidates will be guided through the process of completing the Functional Behavioral Assessment (FBA), and will fill out the Behavioral Intervention Plan (BIP). The candidates will be trained to write behavioral objectives based on various scenarios and will discuss various behavioral strategies for numerous categories of disabilities. They will also be exposed to the terminology related to behavioral management process. (Evidence will be the completed FBA and BIP and given various behavioral situations the candidate will be able to identify what strategies could be applied.)

Effective Teaching: Reading and Math Strategies: The Boot Camp candidate will learn the five components of reading based on the National Reading Panel findings. Candidates will learn instructional skills that will allow him/her to organize appropriate instructional strategies for teaching reading, math in the elementary school with scientifically based instruction. The candidate will also be able to explain what is meant by differentiated instruction. (Evidence will be a score of 75% or better on an exam covering key elements of effective instruction.)

Assessment: The Boot Camp candidate will learn to measure and evaluate planning instruction and student achievement through a variety of methods and to make teaching and grading decisions based on the data. The candidate will learn about major tests that are used in special education to diagnose various academic and behavioral issues. They will also learn the various methods of collecting information about a student's academic performance in order to inform academic instruction. (Evidence will be a score of 75% or better on an exam where the candidate will demonstrate his/her understanding of data and the interpretation of the data).

Practicum: 30 Hours

The Boot Camp candidate will be asked to keep a record of the 30 hours of practicum and initialed by and approved instructor. Candidates should keep a log of all field experience observations and activities. Each candidate is responsible for maintaining a journal describing and reflecting on each observation session. The journal entries may focus on the candidate's ability to:

1. understand student's cognitive, social, and emotional levels;
2. understand instructional technology used in classrooms;
3. understand how students differ in their approaches to learning;
4. understand the purposes and roles of K-12 education;
5. understand appropriate instruction, curricular, and behavioral modifications for students with disabilities;
6. understand instructional differentiation;
7. understand researched based assessment techniques that provide a valid representation of student learning
8. understand how assessment results assist in making instructional decisions;
9. understand classroom management techniques; and
10. demonstrate professional demeanor and ethical behavior
11. keep a listing of the names and use of all core curriculum and publishers being used for the various subjects the candidate observes.

Candidate should have a journal entry for each day of field experience observation. All entries should address at least one of the above areas of focus. A journal entry must contain between 500 – 750 words, typed, font 12 New Times Roman, and doubled spaced.

The candidate will also conduct an interview with a special education teacher using a handout with specific questions. The questionnaire, time log, focus statements and interview questions will be emailed to the candidate upon completion of their registration. Once these forms are completed they will be submitted to the Dr. Evie Lindberg.

If this Application is accepted I acknowledge that our responsibilities include:

1. To teach the Boot Camp module classes and keep record of the evidence that the candidate has met the required competencies.
2. To verify that all individual working with the candidate are following the State Department of Education Boot Camp guidelines.
3. Will oversee the practicum journal responses, completed hours, and be responsible for making sure that the hours and content of the program are being conducted appropriately.

Signature _____

Name _____

Title _____