

TRI-COUNTY SPECIAL EDUCATION ASSOCIATION
Professional Practice Experiences

I. Statement of Purpose

Tri-County Special Education Association (Association) enters into contractual agreements with Illinois colleges and universities for the purpose of providing professional practice experiences to students who are working to obtain professional certification (i.e., Illinois Type 73, School Service Personnel or Illinois Type 75, General Administrative), approval, endorsement, or licensure related to the professional services provided by Association personnel. Purposes associated with all professional practice experiences include (a) helping individual students to become highly effective professionals, (b) contributing to the development of an adequate supply of new professionals in disciplines experiencing frequent shortages, (c) maintaining collaborative, mutually beneficial, relationships with college and university colleagues, and (d) having easier access to highly effective professional when the Association experiences vacancies.

II. Scope

Many of the positions included among the Job Descriptions (Section V of this manual) require state certification, approval, endorsement, or licensure and are associated with different types of professional practice requirements. Individual professions and programs, define, describe, and delineate the scope, quantity, sequence, and timing of their own professional practice experiences. Most provide written documentation of professional practice expectations. The Association may provide professional practice experiences for students from any of the disciplines for which an appropriate supervisor is employed. Professional practice experiences include, but are not limited to, internships, student teaching, practicum experiences, and job shadowing.

III. Expectations

The job description associated with the profession for which each student is being prepared will serve as the basis for Association expectations during any type of professional practice experience. Because students represent the Association, it is expected that they will demonstrate professionalism and learn to perform the essential responsibilities of their discipline to the best of their ability. Professional preparation programs have expectations, as well. A mutually beneficial plan, agreement, or contract will guide the implementation of each experience.

IV. Authority to Enter into Agreements

The Executive Director is authorized to enter into agreements on behalf of the Association for the provision of professional practice experiences. The Executive Director may delegate his or her authority to an employee who assumes the supervisory role. This means the Executive Director, or designee, may sign contracts or plans that guide and authorize the implementation of professional experiences. The Executive Committee retains the authority to determine the number of employees and approve all employments, including those associated with paid internship experiences.

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IV. Supervision and Evaluation

Tri-County Special Education Association personnel will provide direct and ongoing supervision to college and university students who are completing any type of professional practice experience. Supervision shall be of an agreed-upon type and of the intensity needed to help each student achieve his or her goals. Association supervisors will meet, as agreed, with students and with college or university supervisors and by completing all required paperwork. Association supervisors will report ongoing concerns about student performance to the Executive Director, who retains oversight responsibilities for all joint agreement services.