

SPED 5410

Practicum: Direct Instruction Reading, and Language Arts for Students with Mild/Moderate Disabilities

Credits: 3
Semester: Fall 2009
Practicum Coordinators: **Scott Ross**
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Time and Place: Local public schools: approximately 1 hour daily between 7:30 A.M. and 1:00 P.M.

Purpose:

The purposes of this practicum are to prepare future special educators to use direct instruction techniques to teach reading to pupils with mild or moderate disabilities, and to analyze and solve instructional and management problems. This practicum will provide you with the foundation for effective teaching and classroom management routines that may be applied to a broad range of instructional situations.

Materials and Lab Fee:

Direct Instruction materials are available for you to check out from the Young Technology Center. On your first day in your practicum classroom, find out exactly what program you will be teaching (Name, Level, Fast cycle or regular, publication date). Check the program out as soon as possible. If your program is not available, please *tell your instructor that day*. We will attempt to order one for you.

The Direct Instruction materials are expensive and we must stock a lot of different programs, levels and editions, this makes our library a *very expensive* proposition. The library of DI materials is partially funded by student lab fees of **\$20.00** per semester.

You must **return all materials to the Young Technology Center by the final day** of class. Failure to return materials will result in a grade of "incomplete."

Course Objectives	Evaluation	2003CEC Standards:
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Students will:		Common Core (CC) and Individualized General Curriculum (GC)	
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1. Effectively use the behavior management system specified by their cooperating teacher.	Classroom Observation	CC5k2 CC5k3	CC5s10 GC5K3
2. Effectively use instructional skills to manage student behavior (e.g., appropriately paced instruction, use organizational cues as needed).	Classroom Observation	CC5s11 CC5s5 CC5S1	GC5K3 GC49S
3. Present instruction using an effective presentation sequence that includes a cue, a pause, and a signal.	Classroom Observation	CC5s4 CC5k3	GC4S4
5. Correctly utilize group and individual response formats.	Classroom Observation	CC5s4 CC5k3	GC4S9
6. Effectively correct signal and response errors.	Classroom Observation	CC5s4 CC5k3	GC4S12
7. Present lessons in which students are actively engaged in instruction.	Classroom Observation	CC5s4	CC7S12
8. Use instructional time efficiently and manage daily transitions.	Classroom Observation	CC7s12 CC5K3	GC5S6 CC7S12
9. Praise pupils using a variety of positive statements that are enthusiastic, sincere and are contingent on appropriate student behavior.	Classroom Observation	CC4s5 GC4S12	GC7S1
10. Monitor students academic and non-academic behavior, analyze problems, make data-based decisions about modifications in instruction and management to solve problems, and implement these decisions.	Classroom Observation	CC7s13	CC8S8
11. Self-evaluate instruction	Classroom Observation; Data-based Decision Record	CC7s13	

Expectations:

All students are expected to demonstrate professional and ethical behavior in their practicum site. Detailed information is provided in [Professional Behavior Guidelines](#). This includes guidelines on confidentiality, professional appearance and behavior, attendance and tardy policies and suggestions for a successful practicum experience. This guideline is posted on the class website. PLEASE READ. YOU ARE RESPONSIBLE FOR MEETING THESE GUIDELINES!

Practicum Assignment and Observations

During the first three days in the practicum placement, students will complete an Observation Assignment. The purpose of the assignment is to assist the practicum student in achieving a more in-depth understanding of classroom management and instructional skills necessary as they take over the small group instruction in their assigned site. This assignment is 5% of the final grade.

Student performance during the practicum will be measured using a [Direct Instruction Observation](#) measure completed by the supervisor and a [Direct Instruction Checklist](#) completed by the cooperating teacher and supervisor. The observation measure focuses on technical presentation and management skills. The checklist addresses classroom preparation, record keeping skills and personal skills required of teachers. Operational definitions and protocols for the [Direct Instruction Observation System](#) are also on the class website.

Students will be observed by their assigned supervisor a minimum of 8 times during the quarter. Four observations are designated as "formal;" grades from these observations are averaged to determine a practicum grade. The remaining 4 observations are designated as "informal." During formal observations, 85% of the grade will be based on observed teaching skills and 15% of the grade will be based on the Direct Instruction checklists completed by the supervisor and cooperating teacher.

Observation Grade = 85% Formal Observation Score + 15% Combined Cooperating Teacher and Supervisor Checklist Score			
Assignment	Obs.	Chklst	Total
Observation Assignment			5 pts.
Formal 1	8.5	1.5	10 pts.
Formal 2	17	3	20 pts.
Formal 3	25.5	4.5	30 pts.
Formal 4	29.75	5.25	35 pts.
Total			100 pts.

Grade Conversion	
96.25 - 100	= A
91.75 - 96.24	= A-
83.25 - 91.50	= B+
75.00 - 83.00	= B
66.75 - 74.75	= B-
58.25 - 66.50	= C+
50.00 - 58.00	= C

ATTENDANCE AND TARDY POLICY

Practicum students are expected to be punctual and to attend every scheduled period. Absences are only acceptable for certain emergencies related to health, illness, or family, or for court appearance. Health impairment is a trauma requiring hospitalization, emergency attention from a physician, or emergency appointment with a physician. An illness is a debilitating health condition or communicable virus. A family emergency refers to death or hospitalization of an immediate family member. A court appearance is a court trial requiring testimony or jury duty. Excluded from the list of acceptable absences are minor health concerns, weddings or other events involving family members, health problems of family members, illness of a child (unless prior approval is provided by the cooperating teacher), attendance at court trials without subpoena, conflicts with work schedule, etc. If questions arise, contact your cooperating teacher **PRIOR TO THE ABSENCE**.

Prior to an absence, practicum students must contact both the cooperating teacher **AND** the university supervisor to request the absence, describe the reason for the absence, and indicate the scheduled return date. When possible, practicum students should convey lesson plans, behavior intervention plans, or other preparations to the cooperating teacher prior to the absence (verbally or in written form). At a minimum, practicum students will need to make up unexcused or excessive excused absences.

A practicum student is considered tardy if she/he is not present in the classroom or scheduled teaching location with the necessary teaching materials **AT LEAST 5 MINUTES BEFORE INSTRUCTION BEGINS**. For example, tardiness is defined as not present in the classroom with teaching materials at 10:25 for a 10:30 lesson.

Cooperating teachers must immediately report tardiness and unexcused absences to the university supervisor.

Students with **ADA-documented** physical, sensory, emotional or medical impairments may be eligible for reasonable accommodations. Veterans may also be eligible for services. All accommodations are coordinated through the Disability Resource Center (DRC) in Room 101 of the University Inn, (435)797-2444 voice, (435)797-0740 TTY, or toll free at 1-800-259-2966. Please contact the DRC as early in the semester as possible. Alternate format materials (Braille, large print or digital) are available with advance notice.