

Special Education 5600

Practicum: Instruction in Academic Skills

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Course Description

This practicum provides introductory field experience in working with students with severe disabilities. The purpose of this practicum is to provide the preservice teacher with exposure to persons with severe disabilities in an elementary or middle school setting (if possible) and experience in observing and managing adaptive and maladaptive behavior on a regular basis. Additionally, students will become familiar with and demonstrate competency in best practices in educating persons with severe disabilities. Focus will be on functional academics, functional communication skills, and the development and implementation of educational programs.

In the field experience, students are expected to collect accurate and complete data as instructed by the cooperating teacher and university supervisor and make data-based decisions in response to data taken.

Observations of the practicum students' skills will be conducted several times during the semester by the university supervisor, the cooperating teacher, and a peer using the Practicum Observation measure, Comment form, and the Grading Form. Student performance will also be measured using the Evaluation of Practicum Student Checklist completed by the cooperating teacher and supervisor. The student will receive feedback as to his or her skill in behavior management, use of effective teaching strategies, and appropriate/accurate data collection.

Expectations:

Students are expected to conduct themselves in a professional and ethical manner throughout the practicum. Detailed information is provided in [Professional Behavior Guidelines located under "Policy" on the content page on WebCT](#). This includes regularly attending the practicum site, being on time for the practicum, interacting with the teacher in a positive manner, and responding to feedback provided by the teacher and university supervisor.

Practicum Grading Procedures

In practica, each of the supervisor's observations will address a different or a sequential set of teaching skills

Informal Observation - Direct Instruction; presentations and praise;

1st – Direct Instruction; presentations and praise;

2nd –Direct Instruction: presentations, prompt, praise, & corrections with lesson plan

3rd – Math program with presentations, prompt, praise corrections with lesson plan

The practicum student (or preservice teacher) will be expected to earn a "C" or better on each of three formal (i.e., graded) observation per semester. If a "C-" or below is earned on any formal observation, the student will be informed of the Department of Special Education and Rehabilitation At-Risk for Practicum Failure Guidelines.

[Refer to the Assisting Students At-Risk for Practicum Failure Policy located under "Policies" on the course content page on WebCT.](#)

Excused Absences

^a You do not need to attend your practicum on university holidays or school district holidays. However, it is your responsibility to notify your cooperating teacher of university holidays well in advance so that other arrangements can be made for the students with whom you work.

Evaluation

1. Practicum student's grades will come directly from the observations of their performance at their practicum site. Three 'formal' observations will be conducted by the supervisor and three evaluations completed by your cooperating teacher will be used to obtain this score.

1st – Direct Instruction; presentations and praise;

2nd –Direct Instruction: presentations, prompt, praise, & corrections with lesson plan

3rd – Math program with presentations, prompt, praise corrections with lesson plan

2. Practicum students are required to observe their partner's teaching performance on three separate occasions using observation and comment forms used by the supervisors. In addition, the practicum student will need to provide their partner with written feedback that describes specific teaching strengths and areas needing improvement observed. This information may be included on the observation form and comment form and additional papers may be used if necessary. Practicum students will be required to complete and turn in the observation data (including the observation/grade sheet and written comments) failure to do so will result in a lowering of their grade by 1/2 grade step for each of the three observation not turned in.

3. Practicum student must have a lesson plan available for your supervisor for the 2nd and 3rd Formal observation.

4. Each pair of students is expected to maintain a curriculum folder or some location at the practicum site to house programs & DBDR (data, graph). This information should remain at the practicum site at all times so that the practicum student, practicum partner, cooperating teacher, and supervisor can access it at all times. Failure to have this information present during an evaluation will reduce your grade for the evaluation and may result in a failed observation. When you need to hand in information for SpEd 5510, please hand in a copy of the required items and leave the original information at the practicum site (or maintain two copies of the information—one for yourself and one for the school).

Grades will be determined by the following scale:

3.85-4.00 = A

3.67-3.84 = A-

3.33-3.66 = B+

3.00-3.32 = B

2.67-2.99 = B-

2.33-2.66 = C+

2.00-2.32 = C

1.67-1.99 = C-

1.33-1.66 = D+

1.00-1.32 = D-

NOTE: Reasonable accommodations will be provided for students with disabilities, in cooperation with the Disability Resource Center. Please contact the instructor during the first week of class to arrange such accommodations.

METHOD OF INSTRUCTIONAL/LEARNING OPPORTUNITIES

Students are expected to take this course in conjunction with SPED 5510, Curriculum for Students with Severe Disabilities. This course will discuss methods of instruction and various curricula that are appropriate for the students with whom practicum students will be working. This course will also provide practicum students with instruction as to appropriate interaction routines for students with severe disabilities. Applied assignments will be given in the curriculum course, and these assignments should be completed in the practicum site. However, grades for these assignments will be reflected in the student’s grade for SPED 5510, not this course. Finally, the curriculum course will provide time to discuss issues that arise in the practicum setting.

Students are expected to attend their practicum site for two hours, three days per week. Students will be partnered with another practicum student. These dyads will attend the same practicum site and work with the same students at the same times, but on different days. One day a week, both practicum students will be present at their practicum site. On these days, practicum students will conduct peer observations and monitor consistency of program implementation. Practicum students will alternate which person serves as “teacher” and as “observer” across weeks.

Students will receive feedback on their teaching performance from the university supervisor, cooperating teacher, and peer practicum student.

CEC Standard	Course Objectives	Evaluation
IC4K1 IC4K2	Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning	Observation Evaluation
CC5S16	Use universal precautions	Observation Evaluation
IC5S1	Provide instruction in community-based settings	Observation Evaluation
IC5S2	Use assistive technologies	Observation Evaluation
CC4S4	1. Use strategies to facilitate maintenance and generalization of skills across learning environments	Observation Evaluation
CC4S3	2. Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs.	Observation Evaluation
CC4S1	3. Use strategies to facilitate integration into various settings.	Observation Evaluation
CC5S6	4. Use performance data and information from all stakeholders to make or suggest modifications in learning environments.	Observation Evaluation
CC5S1	6. Create a safe, equitable, positive, and supportive learning environment in which diversities are valued.	Observation Evaluation
CC5S9	7. Create an environment that encourages self-advocacy and increased independence.	Observation Evaluation
CC5S10	8. Use effective and varied behavior management strategies.	Observation Evaluation
CC5S11	9. Use the least intensive behavior management strategy consistent with the needs of the individual with exceptional learning needs.	Observation Evaluation

CC5S5	10. Modify the learning environment to manage behaviors.	Observation Evaluation
CC6S1	12. Use strategies to support and enhance communication skills of individuals with exceptional needs.	Observation Evaluation
CC7S12	13. Use instructional time effectively.	Observation Evaluation
CC7S10	14. Prepare lesson plans.	Observation Evaluation
CC7S5	15. Use task analysis.	Observation Evaluation
CC7S6	16. Sequence, implement, and evaluate individualized learning objectives.	Observation Evaluation
CC7S11	17. Prepare and organize materials to implement daily lesson plans.	Observation Evaluation
CC7S13	18. Make responsive adjustments to instruction based on continual observations.	Observation Evaluation
IC7S1	Plan and implement reinforcement systems and environmental modifications	Observation Evaluation
CC8S8	19. Evaluate instruction and monitor progress of individuals with exceptional learning needs.	Observation Evaluation
CC8S10	20. Create and maintain records.	Observation Evaluation
CC9S5	21. Demonstrate commitment to developing the highest education and quality-of-life potential of individuals with exceptional learning needs.	Observation Evaluation
CC9S2	22. Uphold high standards of competence and integrity and exercise sound judgment in the practice of the professional.	Observation Evaluation
CC9S11	23. Reflect on one's practice to improve instruction and guide professional growth.	Observation Evaluation
CC10S1	24. Maintain confidential communication about individuals with exceptional learning needs.	Observation Evaluation
CC10S8	25. Model techniques and coach others in the use of instructional methods and accommodations.	Observation Evaluation
CC10S11	26. Observe, evaluate and provide feedback to paraeducators.	Observation Evaluation