Distance Mild/Moderate Teacher Licensure Program

Practicum: Teaching Math to Students with Mild/Moderate Disabilities

SPED 5420

Fall 2014

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435-797-3911

Purpose:
The purpose of this practicum is to provide students with opportunities to implement targeted interventions in math at the Tier 3 level for students who have not made sufficient progress in Tier 1 and Tier 2 interventions.

The student will apply the following principles:
1. Create a positive classroom environment.
2. Implement explicit, intense, targeted instruction based on student needs within the Utah Mathematics Core Curriculum.
3. Make data-based decisions to adapt teaching to meet the diverse needs of all students.
5. Use reflective assessment procedures to enhance the teaching and learning environment.
6. Serve as a professional role model.

Pre-requisite:
Successful completion of SPED 5340: Teaching Mathematics to Students with Mild/Moderate Disabilities

Practicum Assignments: (*Due dates are included in the semester schedule, and detailed assignment directions will be available on Canvas)

1. Context Paper (60 possible points)
The context paper will provide an overview of:
   a. the instructional model(s) used in your school for teaching math to students with mild/moderate disabilities, i.e., “resource” (pull-out) math classes, participation in general education math classes with support from the special education teacher, co-taught math classes (sped and general education teachers), etc.
   b. all of the instructional procedures used, i.e., direct instruction, constructivist, computerized instruction (e.g., the ALEKS program), etc. as well as the method/program for monitoring progress towards instructional goals and objectives.
   c. the classroom management plan that is currently in place, including “operationally defined” rules and behaviors and consequences for appropriate and inappropriate behavior,
   d. the curriculum-based assessment procedures used by your cooperating teacher for determining the instructional levels of the students in your practicum,
   e. how your cooperating teacher “unpacks” the math standards in order to bridge the gap between students’ current level of math performance and the grade-level standards
2. **Journal Entries (10 X 6 = 60 possible points)**

There will be six journal entries due (one per week for the six weeks you teach – ), beginning the week of September 15th, in which you will summarize the instructional and classroom/behavior management “highs” and “lows” of the previous week. These journal entries should be ½ to one page in length and will be submitted within Canvas.

3. **Student “Spot Light “ (30 X 3 = 90 possible points)**

With your cooperating teacher, identify three students that you will “spot light” during your practicum. For each student, include:

   a. The curriculum-based assessment data used to determine current levels of performance (stated in terms of the math core curriculum standards), and the relationship to the student’s IEP goals.
   
   b. The math goals and objectives for each student (stated in terms of the core math standards)
   
   c. Daily progress monitoring towards goals (please use the teacher’s current progress monitoring method). For objectives not mastered, describe students’ (1) progress toward the goal, (2) what you have done to help them succeed, (3) hypothesize why your attempts have not been successful, and (4) make recommendations for instruction that would help student reach the objectives in the future.

4. **Lesson plans for each day of actual teaching (10 points per week X 6 weeks = 60 possible points)**

Each lesson plan should be 1-2 pages in length (yes, that’s right…. 1-2 pages in length) and should include:

   a. the date
   
   b. advance organizer activity with related objective and problems
   
   c. new material objective(s) with demonstration problems
   
   d. procedural strategy (when applicable)
   
   e. guided practice problems
   
   f. independent practice problems with discrimination and/or maintenance problems
   
   g. lesson analysis

*Lesson Plans are due in Canvas at the end of each week of teaching. Hard copies should be available for the cooperating teacher/supervisor to grade as well.)*

5. **Co-Teaching Lesson and Reflection (30 possible points)**

After you complete the your six weeks of teaching, you will meet with the general education math teacher to plan ONE co-teaching lesson that you will co-teach in the general education math class.
6. Reflection Paper (50 points possible)

This paper will be written after you end your teaching – due at the end of the semester and will include how knowledge gained during the summer math class was used during practicum, your own opinion as to how this model addresses the needs of students with mild/moderate learning disabilities, and reflections on the extent and nature of the collaboration between special education and general education teachers and staff.

7. The Cooperating Teacher Checklists (25 X 2 formal = 50 possible points)

Each formal checklist addresses classroom preparation, management, instruction, response to cooperating teacher feedback, and professional conduct. Checklists should be completed at the same time as the direct observations occur.

8. Direct Observation of Teaching (25 X 2 formal = 50 possible points)

Each formal observation is worth 50 points. The formal observation scores must be at least 80%. If needed, additional formal observations will be scheduled.

TOTAL POSSIBLE POINTS = 450

Grading

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<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
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<tbody>
<tr>
<td>100-95%</td>
<td>A</td>
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<tr>
<td>90-94%</td>
<td>A-</td>
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<td>89-87%</td>
<td>B+</td>
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<td>Date</td>
<td>Activity</td>
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<tr>
<td>Thursday, August 28</td>
<td>Practicum Overview Overview</td>
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<td>(SPED 5060)</td>
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<td>Tuesday, September 2</td>
<td>1. Observe cooperating teacher</td>
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<td>through Friday, September 12</td>
<td>2. Identify math group (if smaller subset of a larger group)</td>
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<td>3. Identify three students for Student Spotlight assignment</td>
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<td>4. Collect present levels of performance data for spotlight students</td>
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<td>5. Complete the Context Paper</td>
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<td>Monday, September 15</td>
<td>First week of direct teaching and data collection</td>
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<td>through Friday, September 19</td>
<td>*daily lesson plans and progress data need to be available for supervisor check</td>
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<td>Monday, September 22</td>
<td>Second week of direct teaching and data collection</td>
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<td>Through Friday, September 26</td>
<td>INFORMAL OBSERVATION and COOPERATING TEACHER CHECKLIST</td>
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<td>Monday, September 29</td>
<td>Third week of direct teaching and data collection</td>
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<td>Through Friday, October 3</td>
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<td>Monday, October 6</td>
<td>Fourth week of direct teaching and data collection</td>
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<td>Through Friday, October 10</td>
<td>FIRST GRADED OBSERVATION and COOPERATING TEACHER CHECKLIST</td>
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<td>Monday, October 13</td>
<td>Fifth week of direct teaching and data collection</td>
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| Monday, October 20 through Friday, October 24 | Sixth and final week of direct teaching and data collection  
SECOND GRADED OBSERVATION and 
COOPERATING TEACHER CHECKLIST |
| Monday, October 28 through Friday, November 7 (TWO WEEKS) | Transition teaching back to the cooperating teacher  
Plan and implement a co-teaching mat lesson in the general education classroom  
**Additional teaching time and observations if necessary** |
| Monday, November 10 through Friday 21 (TWO WEEKS) | Write co-teaching reflection  
Co-Teaching Lesson and Reflection due in CANVAS by 5:00 pm Friday the 21st |
| Monday, November 13 through Friday, December 5 | Write Practicum Reflection Paper  
Reflection Paper due in CANVAS by 5:00 pm Friday the 5th |