



Syllabus for SPED 515 Practicum

Date: Spring 2017

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Required Text: No required textbook. Students will use GoReact to upload video teaching assignments. The department is piloting this system in Spring 2017 and the cost is paid by the department for the pilot.

Catalog Description:

Designed to provide specific field experiences by program, this experience is typically the final requirement prior to graduation. Prerequisite: Completion of all graduate course requirements in the area of specialization with a minimum GPA of 3.00 or permission of department chair.

Course Goal:

The general objectives of the course are to have graduate teacher education candidates refine their knowledge of evidence-based practices in special education and gain leadership skills related to the field of special education. Through guided activities candidates reflect on how, when, and why specific evidence-based practices are implemented in public school and/or other special education settings.

Minot State University's Special Education Department Conceptual Framework

Is based upon the ARK (Action, Reflection, Knowledge) conceptual model of the MSU Teacher Education Unit. This conceptual framework is further defined through the seven CEC Advanced Preparation Standards of: Assessment, Curricular Content Knowledge, Programs, Services and Outcomes, Research and Inquiry, Leadership and Policy, Professional and Ethical Practices, and Collaboration which form our philosophical foundation. Two elements support each of the CEC

standards, creating a strong base for our candidates to build the knowledge, and skill required of a 21st century educational leader and teacher.

Student Outcomes:

Graduate students will:

Objective	CEC	INTASC	Assessment
1. Identify through observation evidence-based practices in place in the learning environment.	1, 2, 3, 5	2, 3, 4, 5, 6, 8	Individual assignments and projects and observations.
2. Reflect on the positive behavior supports and classroom management plan used in the classroom.	2, 5, 6	3, 9	Individual assignments, projects and observations.
3. Identify and describe accommodations used for students with disabilities in inclusive classrooms and on statewide testing.	1, 4, 5	2, 6	Individual assignments and projects; interviews of parents, teachers, and/or psychologists
4. Create a comprehensive classroom management plan for their own classroom.	1, 2, 5	1, 2, 3	Individual assignments, projects and observations.

5. Discuss the use of progress monitoring to affect academic outcomes and demonstrate how to implement curriculum-based measurement with a classroom of students.	4, 5	6, 7, 8	Individual assignments, projects and observations.
6. Identify and demonstrate evidence-based instructional practices that support students with disabilities or learners struggling with academic content in the general education classroom.	4, 5	6, 7, 8	Individual assignments, projects and observations.
7. Demonstrate professional behavior when participating in meetings with parents, other teachers, and/or related services personnel.	6, 7	9, 10	Individual assignments, projects and observations.
8. Reflect professionally on practices observed in the school setting and evaluate in terms of research-based practice.	6	9	Individual assignments, projects and observations.

9. Develop a personal professional development plan based on completion of the activities in this course, reflecting on strengths and weaknesses, and conferencing with cooperating teacher and instructor.	6,7	9, 10	Individual assignments, projects, observations and performance at practicum.
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Course Assignments: There are 3 major assignments required in Sped 515/523/538.

1. Teaching Lesson and Reflection (25% of your grade). See separate rubric and guidelines attached. Each student will prepare a lesson, arrange to be videotaped teaching this lesson to a student or a small group of students, and post the video and lesson plan to Blackboard/GoReact for the university supervisor to evaluate. This assignment is due by midterm.

2. Case Study (50% of the grade): See rubric and guidelines attached. Your final report itself should be at least 18–20 pages long. If you find that your report is significantly shorter than this, then you have not provided sufficient detailed examples and illustrations for each section of the report. Criteria for grading the report is provided in the Final Practicum Report Rubric (attached) and as follows: due as part of your portfolio no later than 3 weeks before the end of the semester.

3. Portfolio Preparation: a) Final Practicum Report-Case Study, b) records compilation, and c) Teaching Lesson and Reflection (25% of your grade). Due no later than three weeks before end of semester.

Grade Scale:

A 92-100%
B 84-91%
C 76-83%

Course Policies:

Academic Honesty

Academic honesty is at the core of pre-professional and professional programs. Any behavior deemed as academically dishonest by the Special Education department will result in disciplinary action including, but not limited to, a failing grade for the assignment and/or course,

and/or dismissal from the program. Academic dishonesty includes, but is not limited to, the following types of behaviors:

- A. Misrepresenting another individual's work as one's own, e.g. plagiarism.
- B. Copying from another student during an exam.
- C. Altering one's exam after grading for the purpose of enhancing one's grade.
- D. Submitting the same paper to more than one class.
- E. Use of any material not approved by the instructor during an exam.
- F. Turning in reports intended to be based on field collected data but, in fact, is not.
- G. Failure to respect the confidentiality of students/persons served or studied.
- H. Failure to uphold the professional standards for ethical conduct as set forth by the Council for Exceptional Children.

ADA Accommodation Statement:

In coordination with the Disability Support Service, reasonable accommodations will be provided for qualified students with disabilities (LD, Orthopedic, Hearing, Visual, Speech, Psychological, ADD/ADHD, Health Related & Other). Please contact the instructor during the first week of class to make arrangements. Accommodations and alternative format print materials (large print, audio, disk or Braille) are available through the Disability Support Service, located in the basement of Lura Manor, phone number 701-858-3371 or evelyn.klimpel@minotstateu.edu.

Title IX Statement:

Minot State University is committed to a safe and violence free campus. If you experience any form of violence or sexual harassment. Please don't hesitate to reach out or contact one of the resources available at <http://www.minotstateu.edu/keepusafe/>.

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to accountability and support. If you or someone you know has been harassed or assaulted, you can find the appropriate resources off/on Minot State University's campus. These resources include:

Lisa Dooley
 Title IX Coordinator
 Memorial Hall, 4th floor, Room 412
 701-858-3447
lisa.dooley@minotstateu.edu

Minot State University does not discriminate on the basis of sex, religion, creed, national origin, race, age, disability, or any other basis prohibited by law. If you believe you have been discriminated against unlawfully, please bring this matter to the attention of your instructor or the MSU's Human Resource Office at 701-858-3352

Detailed Assignment Guides and Rubrics

1. Teaching Lesson and Reflection

Regardless of our age or experience, we can all learn from viewing demonstrations of our own teaching. For that reason, each teacher will videotape him/herself teaching a 15-20 minute lesson and post this to Blackboard/GoReact along with the lesson plan and reflection on your teaching demonstration. You may choose any format to video your lesson however, easy to use Flip cameras are available for videotaping your lesson. Please contact Jana Schultz in the Special Education office (701-858-3050) to sign out one of these cameras and for simple directions for using, editing, and uploading video. Below are the guidelines for this assignment.

A. Teaching Demonstration

With your cooperating teacher select a topic to present a 15-20-minute lesson to a student or small group of students with or at risk for disabilities. As always, you should not only plan out how to present and assess the content, but also give some thought to how you are going to present yourself, manage the class, and involve the students.

In preparing your teaching activity, please follow these guidelines:

Preparation for Teaching

1. Prepare a 15-20 minute instructional activity that is designed to demonstrate 1–2 of the 5 phases of the instructional sequence (*Introduction/Check for Prerequisite Skills, Modeling/Demonstration, Guided Practice, Independent Practice, Closure/Expansion*).
2. Prepare a copy of your complete lesson plan and post to Blackboard. Write a 1–2 sentence explanation of each of the phases that you do not demonstrate. Write a complete plan for the phase that you do demonstrate. This plan should include sufficient detail so that others can teach it. Indicate the source of your lesson (original, teacher, book, the Internet, etc.).
3. Arrange to have someone (perhaps your cooperating teacher or a paraprofessional) videotape you teaching this lesson to a student or small group of students.

Teaching the Lesson

4. Provide a brief introduction to the lesson by stating your objectives or goals for the lesson explicitly. You should spend most of your time teaching the lesson! Your handout should provide background information such as topic, academic functioning level of the students, grade level and any additional information needed to provide a context.
5. Your teaching presentations should include materials (visuals, games, handouts, etc.) needed for teaching it.
6. Post your videotaped 15-20 minute lesson and accompanying materials to your Blackboard/GoReact along with a copy of your lesson plan and your reflection of the teaching demonstration for review by your university supervisor.

B. Teaching Reflection

Self-evaluation is a powerful tool that will help you become a better teacher. Reflecting on and evaluating your teaching after a lesson is over will give you insights that may save you lots of trouble later. Even a few brief evaluative notes on a lesson plan will help you immensely the next time you teach that lesson.

In the rush of teaching, you may be tempted to skip self-evaluation. There are always plenty of other pressing things that need to be done. But if you don't evaluate yourself, you will be the loser. You will be surprised how much you forget if you don't write your ideas down, and you may end up making the same mistakes over and over. Also, you will be surprised at how just a few minutes of reflective writing can help you discover things you would have otherwise not noticed.

Self-evaluation is a very important part of every lesson even though it typically takes place after the lesson is over. It requires you to think back on the lesson and consider the answers to general questions like these:

1. *What went well in this lesson? Why?*
2. *What problems did I experience? Why?*
3. *Was it "student centered"? Should it have been?*
4. *What could I have done differently?*
5. *What did I learn from this experience that will help me in the future?*

It is also helpful to break the lesson plan into its different components:

1. **Preparation and research** - *Was I well prepared? - What could I have done differently?*
2. **Written plan** – *Was I organized? Did the written format work? Is there a better form?*
3. **Presentation** – *Were the students involved? Was I clear in my presentation? How was the pacing?*
4. **Assessment** – *Does my method(s) of assessment measure what I want? How did the class do? What should I change for next time?*

Using the question prompts above, develop a 1-2 page reflective paper and include with this teaching assignment.

The following rubric will be used to grade Teaching Demonstration and Reflection assignment:

Criteria	Unsatisfactory	Basic	Proficient	Distinguished	Rating
Presentation	Dry, unclear presentation. No variety in teaching strategies. Disregards multiple learning preferences.	For the most part, clear presentation of material. Limited attention to varied teaching strategies and learning preferences.	Straight forward and concise presentation of lesson material. Some recognizable teaching strategies. Conducts lesson in professional manner.	Enthusiastically presents lesson material using a variety of teaching strategies. Accessible to several learning preferences. Conducts lesson in professional but relaxed manner.	
Engagement	Lacking opportunities for student responding. Students are disinterested, uninvolved.	Limited opportunities for active student responding. Inconsistent student attention and interest.	Moderate level of active student responding. Students attend and are interested throughout.	High level of active student responding. Keeps students clearly interested and involved throughout lesson.	
Instruction	Response is inadequate and needs a lot of improvement in	Response is satisfactory but is lacking	Response is sufficient and adequate but is missing minimal	Provides a detailed description of: •how student performance was	

	terms of details, descriptions, and knowledge and use of best practices.	details and descriptions.	information and some details and descriptions	assessed and monitored during the lesson, including grading methods and how progress is reported. •effective teaching methods and environmental factors observed including theories of instruction and instructional strategies observed. •appropriateness of curriculum as well as its relationship to the general curriculum. accommodations made for students with disabilities.	
Organization	Lacks Organization. No apparent organization. Severely over or under allotted time.	Somewhat organized. Somewhat choppy transitions. Objectives completed but went slightly over or under time. Searches for materials.	Organized. Good transitions. Objectives completed within time frame. Materials ready.	Highly organized. Excellent transition between aspects of lesson. Objectives completed within time frame. Materials ready and prepared.	
Content Knowledge	Presentation of material that is not easy to follow and seems haphazard. Language is either too difficult or too simple and doesn't address all learning levels. Can't answer students' questions.	General understanding of content and presents it in a somewhat logical manner (but not expert content knowledge). High/low vocals are used. On the whole, can answer questions, but cannot always answer all and be able to relate them to content.	Presents content in an easy, understandable, logical progression. When presenting, uses vocabulary that is both high and low level to address all students. Can precisely answer questions and relate them to subject matter. Uses a variety of questions.	Exemplary demonstration of content in an easy, logical, understandable progression. When presenting, uses vocabulary that is both high and low level to address all students. Can precisely answer questions and relate them to subject matter. Asks varied, appropriate, higher and lower level questions of students.	
Confidence	Appears comfortable less than 50% of the time. More than 3 instances of anxiety in body or verbal	Appears comfortable 50% the time. 2–3 instances of anxiety in body or verbal language. Presents with	Appears comfortable 75% of the time. 1–2 instances of anxiety in body or verbal language. Presents	Appears comfortable 95% of time. Does not demonstrate anxiety in body or verbal language. Presents effortlessly, naturally, with ease.	

	language. Presents with awkward pauses.	awkward pauses.	information with stability.		
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2. Case Study

Make sure that you keep a journal and take detailed notes when you work so that you are able to provide plenty of detailed examples of your student, student/teacher, and teacher/teacher interactions and details that support your report. The report should provide details on evidence-based practices observed, application of concepts and theories that you are learning in your coursework, as well as your reflective comments on what you saw or did.

PART A: Introduction

1. Name of school
2. Location of school
3. Primary type of exceptionality served by this school
4. Time you spent at the school in hours
5. Name and phone number/email of person to verify your attendance.
6. Why did you select this school for your practicum placement?

PART B: Body of Report

In your report, you should provide a description and analysis of the following:

1. **The setting:** Describe the size, layout, and arrangement of the room, number of teachers/teacher aides, number of students, etc.
2. **The students:** Provide information on the number of students in the class, age, grade, disability, and characteristics. Identify any differences in learning needs and preferences of the students, as well as any examples of how the teacher adapts approaches and instructional opportunities to meet these needs.
3. **Curriculum:** Describe the curriculum used as well as its appropriateness for the learners.
4. **Instruction:** Describe instruction, planning, and adaptations provided. Provide examples that illustrate how the teacher used understanding of the students' families, cultures, and communities as a basis for connecting instruction to students' experiences (e.g., drawing explicit connections between subject matter and community matters, making assignments that can be related to students' experiences and cultures).
5. **Academic performance of students:** What did you learn from the evaluation reports and IEPs about the academic performance of the students? Did classroom performance (what you observed or what the teacher reported) correspond with the testing results?
6. **Social/behavioral performance of students:** In addition to student social and behavioral performance, describe the behavior management techniques that you saw used. What type of classroom management plan was in place? Did students have behavior intervention plans? Were these based on functional behavioral assessments? What

techniques that you learned from your college coursework did you observe? Were they implemented correctly?

- 7. Verbal and nonverbal communication techniques and assistive technology devices:** Describe communication strategies used to convey ideas and information, in asking questions (e.g. restating ideas and drawing connections), in questioning techniques used to probe understanding, and those used to help learners articulate ideas and thought processes. Describe the use of visual, aural, and kinesthetic cues. Describe any assistive technology or augmentative communication devices used to support communication (e.g., PECS, Dynavox, Big Mac).
- 8. Least restrictive environment:** Explain why you believe that the students' placements meet/do not meet the least restrictive environment principle. Provide support for your position.
- 9. Collaboration and teaming:** Describe the roles of the special education and general education teachers, the roles of any paraprofessionals (aides), and/or the roles of related services personnel that were involved.

Make sure that you provide examples and details to illustrate the points that you make. In addition, consider whether what you see, hear, and feel is consistent with what you know are best practices for working with students with exceptionalities and consistent with what you are learning in your coursework.

Part C. Conclusions and Reflections

1. What was learned from your practicum experience and how will it help you as a special education teacher? Provide specific examples of what experienced.
2. What positive things did you observe implement at the school? Again, provide specific, detailed examples of what you experienced and then provide an explanation as to why you believe this to be positive.
3. If you could change something at this school, what would it be? Explain why.

Rubric for Graduate Practicum Case Study

Component	Unsatisfactory(1)	Basic (2)	Proficient (3)	Distinguished (4)	Rating
Professional Presentation	Not professionally presented with multiple grammatical, spelling, or punctuation errors.	Professionally presented with some use of appropriate terminology. Some grammatical, spelling, or punctuation errors.	Professionally presented with frequent use of appropriate terminology. Very few grammatical, spelling, or punctuation errors.	Professionally presented with consistent use of appropriate terminology. No grammatical, spelling, or punctuation errors.	
Context/Setting	Response is inadequate and needs a lot of improvement in terms of details,	Response is satisfactory but is lacking in details and descriptions.	Response is sufficient and adequate but is missing minimal	Provides detailed description that: *Demonstrates a thorough understanding of	

	descriptions, and knowledge and use of best practices.		information and some details and descriptions.	the characteristics of exceptional learners. *Shows understanding of inter-relationships among the characteristics of exceptional learners and their implications for the provision of services.	
Student/Students	Response is inadequate and needs a lot of improvement in terms of details, descriptions, and knowledge and use of best practices.	Response is satisfactory but is lacking in details and descriptions.	Response is sufficient and adequate but is missing minimal information and some details and descriptions.	Provides a detailed description that: <ul style="list-style-type: none"> • demonstrates a thorough understanding of learner differences. • reflects current, research-based knowledge of learner differences. • shows understanding of interrelationships among learner differences and the need to individualize instruction to provide meaningful learning opportunities. shows consistent adjustment of learning opportunities and instruction to address the diverse needs of learners when necessary.	
Curriculum/Instruction	Response is inadequate and needs a lot of improvement in terms of details, descriptions, and knowledge and use of best practices.	Response is satisfactory but is lacking details and descriptions.	Response is sufficient and adequate but is missing minimal information and some details and descriptions.	Provides detailed examples and illustrations that support understanding of curriculum, instruction, planning, and IEP goals and objectives. Provides a list of the perceived objectives of the lesson, observed using behavioral terminology, and determines their congruence with students' IEPs.	

Academic Performance	Response is inadequate and needs a lot of improvement in terms of details, descriptions, and knowledge and use of best practices.	Response is satisfactory but is lacking details and descriptions.	Response is sufficient and adequate but is missing minimal information and some details and descriptions.	Provides detailed examples and illustrations that support understanding of the evaluation report, academic testing and how this relates to curriculum, instruction, planning, and IEP goals and objectives for students. Provides a detailed description of the students' behavioral, academic, and social performance during the observation.	
Social/Behavior Performance	Response is inadequate and needs a lot of improvement in terms of details, descriptions, and knowledge and use of best practices.	Response is satisfactory but is lacking details and descriptions.	Response is sufficient and adequate but is missing minimal information and some details and descriptions.	Provides a detailed description that: *Demonstrates a thorough understanding of methods of classroom management used. *Provides detailed examples of interrelationships among teacher/student interactions and implications for creating a positive learning environment. *Reflects current, research-based knowledge of instruction.	
Verbal/Nonverbal/AT	Response is inadequate and needs a lot of improvement in terms of details, descriptions, and knowledge and use of best practices.	Response is satisfactory but is lacking in details and descriptions.	Response is sufficient and adequate but is missing minimal information and some details and descriptions.	Provides a detailed description that: *Demonstrates a thorough understanding of differences in language development and their impact on the learner. *Provides a detailed description of technologies used in the classroom to include assistive and augmentative communication devices.	

				*Reflects current, research-based knowledge of assistive technologies and effective communication skills.	
Least Restrictive Environment	Response is inadequate and needs a lot of improvement in terms of details, descriptions, and knowledge and use of best practices.	Response is satisfactory and is lacking details and descriptions.	Response is sufficient and adequate but is missing minimal information and some details and descriptions.	Provides a detailed description of: *The extent to which the students observed are included with their non-disabled peers and also the appropriateness of these placements. *How supports and services are provided to students in the least restrictive environment.	
Collaboration and Teaming	Response is inadequate and needs a lot of improvement in terms of details, descriptions, and knowledge and use of best practices.	Response is satisfactory but is lacking details and descriptions.	Response is sufficient and adequate but is missing minimal information and some details and descriptions.	Provides a detailed description of: *The collaboration and teaming observed to include types of co-teaching structures and collaborative methods used during instruction. *The roles and responsibilities of both the special and general educators as well as support staff in these settings.	
Conclusions/Reflection	Response is inadequate and needs a lot of improvement in terms of details, descriptions, and knowledge and use of best practices.	Response is satisfactory but is lacking details and descriptions.	Response is sufficient and adequate but is missing minimal information and some details and descriptions.	All topics and questions are addressed with several relevant examples and details. Reflections on positive and negative teaching practices observed show detailed integration of evidence-based theory and practice as well as how these will apply to candidate's own practice. Consistent application of current literature about educational issues, trends, and practices.	

