

**SPED 6791**

## Practicum: Interrelated

3 Semester Hours

Semester/Year: Summer 2003

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**COURSE DESCRIPTION**

Prerequisites: SPED 6714, 6764, &amp; 6765

Supervised practicum in an approved interrelated setting in which students identified as having a range of disabilities (specific learning disabilities, emotional behavioral disorders, mental retardation) are being served. Includes meetings and outside readings/assignments as well as in-program activities. Note that the expected time commitment for this course is at least 100 hours and should be completed towards the end of a student's program to be sure that he or she has met all disabilities/level areas. The course may be repeated for up to 6 hours. Application for field experience required in advance.

**CONCEPTUAL FRAMEWORK**

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. By incorporating the theme "Developing Educators for School Improvement", the College assumes responsibility for preparing educators who can positively influence school improvement through altering classrooms, schools, and school systems (transformational systemic change). Ten descriptors (decision makers, leaders, lifelong learners, adaptive, collaborative, culturally sensitive, empathetic, knowledgeable, proactive, and reflective) are integral components of the conceptual framework and provide the basis for developing educators who are prepared to improve schools through strategic change. National principles (INTASC), propositions (NBPTS), and standards (Learned Societies) also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to develop educators who are prepared to function

effectively in diverse educational settings with competencies that are instrumental to planning, implementing, assessing, and re-evaluating existing or proposed practices. This course's objectives are related directly to the conceptual framework and appropriate descriptors, principles or propositions, and Learned Society standards are identified for each objective. Class activities and assessments that align with course objectives, course content, and the conceptual framework are identified in a separate section of the course syllabus.

## COURSE OBJECTIVES

Students will:

1. demonstrate knowledge of basic classroom management and motivation theories, methods, and techniques including the teacher as a role model and the range of deviant behavior (acting out, withdrawal, defensive, disorganized behaviors) (Rinne, 1997; Miller, 1998; Kerr & Nelson, 2002)  
(D4 Adaptive, D9 Proactive; NBPTS 3; NBPTS EN\* II, IV, VIII, X; CEC CC\*\* 3, 5, 9);
2. demonstrate knowledge of classroom behavior management and motivation strategies for crisis prevention/intervention including personal stress management techniques and fostering a classroom atmosphere where students are free to admit not understanding (Rinne, 1997; Miller, 1998; Kerr & Nelson, 2002)  
(D4 Adaptive, D6 Culturally Sensitive, D9 Proactive; NBPTS 3; NBPTS EN II, IV, VIII, X; CEC\*\* BD2K, LD2K, MR2K, BD3K, LD3K, MR3K, CEC CC 3, 5);
3. demonstrate skill in classroom management and motivation; designing a learning environment and consistent daily schedule that provides a sense of routine and structure that encourages active participation by learners in a variety of learning activities (e.g., cooperative learning, peer tutoring) and that provides feedback for peers and adults (Rinne, 1997; Miller, 1998; Kerr & Nelson, 2002)  
(D1 Decision Makers, D4 Adaptive, D6 Culturally Sensitive, D9 Proactive; NBPTS 1, 2, 3; NBPTS EN II, IV, VI, VIII, X ; CEC CC 3, 5, 7);
4. demonstrate knowledge of collaboration and consultation skills including principles of conferencing, support services, and a variety of consultation techniques for use with parents, students, and professionals; current research in consultation/collaboration and educational issues (Jorgenson, 1998; Tomlinson, 1999; Nolet & McLaughlin, 2000; Schwartz & Conley, 2002)  
(D1 Decision Makers, D5 Collaborative, D6 Culturally Sensitive; NBPTS 4, 5; NBPTS EN III, IV, XII, XIV; CEC CC 9, 10);
5. demonstrate an understanding of collaboration and consultation skills including the teacher's role in multidisciplinary and transdisciplinary functioning; as a collaborator, consultant, team member in various teaching roles as defined by the continuum of placement options; working with classroom volunteers (Jorgenson, 1998; Mastropieri, & Scruggs, 1998; Tomlinson, 1999; Nolet & McLaughlin, 2000; Schwartz & Conley, 2002)

(D5 Collaborative, D9 Proactive; NBPTS 4, 5; NBPTS EN III, IV, XII, XIV; CEC CC 9, 10);

6. demonstrate knowledge of various teaching techniques appropriate for students with traditional and multicultural backgrounds (Danielson, 1996; Churton, Cranston-Gingras, & Blair, 1998; Henley, Ramsey, & Algozzine, 2002)  
(D1 Decision Makers, D4 Adaptive, D6 Culturally Sensitive, D7 Empathetic, D8 Knowledgeable, D10 Reflective; NBPTS 1, 2, 3; NBPTS EN II, IV, VI, VII, VIII; CEC CC 2, 3, 4, 5, 6, 7); and
7. demonstrate knowledge of how technology can be utilized in the classroom to enhance student learning, as well as to provide a teacher with opportunities for life long learning (Heinich, Molenda, Russel, & Smaldino, 1999; Male & Gotthoffer, 1999)  
(D1 Decision Makers, D3 Lifelong Learners, D4 Adaptive, D8 Knowledgeable; NBPTS 1, 2, 5 ; NBPTS EN VII, XI, XIII, XIV; CEC CC 4, 6).

\* NBPTS EN refers to Exceptional Needs Standards, the core propositions of the National Board for Professional Teaching Standards, propositions 1-5 [from *Exceptional Needs Standards for Teachers of Students Ages Birth-21+* (1999). Arlington, VA: NBPTS.]

\*\* CEC CC refer to the Council for Exceptional Children's 10 Common Core Performance Based Standards that were approved during 2002.

## TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES

Required Text: *Student Handbook For Graduate Practicum: Special Education* available in the university bookstore.

Other Materials Required:

Council for Exceptional Children Professional Standards: Common Core and General Curriculum

[http://www.cec.sped.org/ps/perf\\_based\\_stds/knowledge\\_standards.html](http://www.cec.sped.org/ps/perf_based_stds/knowledge_standards.html)

National Board for Professional Teaching Standards (5 Core)

<http://www.nbpts.org/pdf/coreprops.pdf>

National Board for Professional Teaching Standards, *Exceptional Needs Standards (for teachers of students ages birth-21+)* Available on NBPTS web site.

[http://www.nbpts.org/pdf/ex\\_needs.pdf](http://www.nbpts.org/pdf/ex_needs.pdf)

References:

- Armstrong, T. (1994). *Multiple intelligences in the classroom*. Alexandria, VA: ASCD.
- Arter, J., & McTighe, J. (2001). *Scoring rubrics in the classroom: Using performance criteria for assessing and improving student performance*. Thousand Oaks, CA: Corwin Press, Inc.
- Churton, M.W., Cranston-Gingras, A.M., & Blair, T.R. (1998). *Teaching children with diverse abilities*. Needham Heights, MA: Allyn & Bacon.
- Danielson, C. (1996). *Enhancing professional practice: A framework for teaching*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Gerber, P. J., & Brown, D. S. (1997). *Learning disabilities and employment*. Austin,

- TX: Pro-Ed.
- Guild, P. B., & Garger, S. (1998). *Marching to different drummers* (2<sup>nd</sup> ed.). Alexandria, VA: ASCD.
- Heinich, R., Molenda, M., Russel, J. D., & Smaldino, S. E. (1999). *Instructional media and technologies for learning*. Upper Saddle River, NJ: Prentice-Hall.
- Henley, M., Ramsey, R., & Algozzine, R. F. (2002). *Characteristics of and strategies for teaching students with mild disabilities* (4<sup>th</sup> ed.). Boston: Allyn and Bacon.
- Jacobs, H. H. (1997). *Mapping the big picture: Integrating curriculum & assessment K-12*. Alexandria, VA: ASCD.
- Jorgenson, C. M. (1998). *Restructuring high schools for all students: Taking inclusion to the next level*. Baltimore: Brookes.
- Kerr, M. M., & Nelson, C. M. (2002). *Strategies for addressing behavior problems in the classroom* (4<sup>th</sup> ed.). Upper Saddle River, NJ: Merrill Prentice Hall.
- Kosmoski, G. J., & Pollack, D. R. (2000). *Managing difficult, frustrating, and hostile conversations: Strategies for savvy administrators*. Thousand Oaks, CA: Corwin Press, Inc.
- Kroth, R. L., & Edge, D. (1997). *Strategies for communicating with parents and families of exceptional children*. Denver, CO: Love Publishing.
- Lenz, K., Ellis, E. S., & Scanlon, D. (1996). *Teaching learning strategies to adolescents and adults with learning disabilities*. Austin, TX: Pro-Ed.
- Male, M., & Gotthoffer, D. (1999). *Quick guide to the internet for special education*. Boston, MA: Allyn & Bacon.
- Mastropieri, M. A., & Scruggs, T. E. (1998). *Effective instruction for special education*. Austin, TX: Pro-Ed.
- Mercer, C. D., & Mercer, A. R. (1998). *Teaching students with learning problems* (5<sup>th</sup> ed.). Upper Saddle River, NJ: Prentice-Hall.
- Miller, D. (1998). *Enhancing adolescent competence: Strategies for classroom management*. Boston: West/Wadsworth.
- Nolet, V., & McLaughlin, M. J. (2000). *Accessing the general curriculum: Including students with disabilities in standards-based reform*. Thousand Oaks, CA: Corwin Press, Inc.
- Parrish, T. B., Chambers, J. G., & Guarino, C. M. (1999). *Funding special education*. Thousand Oaks, CA: Corwin Press, Inc.
- Rinne, C. H. (1997). *Excellent classroom management*. Belmont, CA: Wadsworth Publishing.
- Rosenberg, M. S., O'Shea, L., & O'Shea, D. J. (1998). *Student teacher to master teacher: A practical guide for educating students with special needs* (2<sup>nd</sup> ed.). Upper Saddle River, NJ: Prentice-Hall.
- Schwartz S. E., & Conley, C. A. (2002). *Diverse learners in the classroom*. Boston: McGraw-Hill Primis Custom Publishing.
- Tomlinson, C. A. (1999). *The differentiated classroom: Responding to the needs of all learners*. Alexandria, VA: ASCD.

#### Recommended Journals:

- (1) Educational Leadership
- (2) Exceptional Children
- (2) Focus on Exceptional Children
- (3) Instructor
- (4) Intervention in School and Clinic
- (5) Journal of Applied Behavior Analysis

- (6) Journal of Educational Psychology
- (7) Journal of Educational Research
- (8) Journal of Experimental Analysis of Behavior
- (9) Journal of Learning Disabilities
- (10) Journal of Special Education
- (11) Learning Disabilities Research and Practice
- (12) Others

## ACTIVITIES AND ASSESSMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

**Link to Conceptual Framework** This course focuses on the direct instructional responsibilities and activities of a candidate in an interrelated special education classroom. The activities in which candidates participate during this practicum focus on the following Descriptors of the Conceptual Framework in all activities: *Decision Makers*, candidates will demonstrate knowledge and skills when making decisions that will directly and indirectly effect the education of students in their charge; *Lifelong Learners*, candidates will seek continually to improve their knowledge, skills, and dispositions in order to appropriately and effectively plan for and carry out instruction with students with disabilities; *Adaptive*, candidates will demonstrate flexibility and strategic planning appropriate to a the educational needs of their students; *Collaborative*, candidates will develop skills to enable them to work effectively with personnel and family involved in the educational process of students with disabilities; *Culturally Sensitive*, candidates will develop awareness and understanding of individual and group differences when planning and implementing instructional programs for students with disabilities; *Empathetic*, candidates will develop the sensitivity for individual, family, and institutional needs when planning and implementing educational programs for students with disabilities; *Knowledgeable*, candidates will demonstrate knowledge specific to the needs of students with disabilities as well as a general knowledge of the general education curriculum as it relates to the individual needs of their students; *Proactive*, candidates will be effective advocates for the removal of barriers that impede access to and success in educational environments and activities for students with disabilities; and *Reflective*, candidates will demonstrate reflective, critical thinking skills in order to engage effectively in planning and implementing educational programs for students with disabilities.

Activities and Assessments:

(Consistent attendance in seminars and practicum site is required)

1. **Contact Hours**: Complete a minimum of 100 contact hours with students in an instructional setting. *A completed time sheet is required. See p.8 of syllabus, Course Outline, for specific dates* (Pages 17-18 of Practicum Handbook). If any hours are missed, they must be made up. All students must be present at the school site from 8-12 noon or other hours as stipulated by the county. If you arrive earlier or stay later, this time will count toward your 100 hours only if you have proof that you engaged in practicum related work.  
(Objectives 1-7; completed time sheet signed by supervisor)
2. **Information Sheet and Classroom Description**: Complete and submit to University Supervisor

(and Supervising Teacher if applicable). Due no later than the third day of practicum at 5:00 pm. (Pages 3-4 of Practicum Handbook) *Can be faxed or e-mailed.*  
(Objectives 1-7; completed classroom description)

3. **Weekly Lesson Plans:** *Due Monday of each week by 5:00 pm unless otherwise specified by university supervisor.*

Long Form: Will be used until competency demonstrated. *Can be faxed or e-mailed.* Place in practicum portfolio and have them available during observations.

Short Form: Place in practicum portfolio and have them available for observations.

(Refer to page 13 of Practicum Handbook for format)

(Objectives 1-7; elements included on lesson plans as directed; correct grammar and spelling; plans appropriate for instructional group/individual)

5. **Weekly Journal:** Write weekly journal entries. These entries should be reflective; that is, there should be a conscious, honest appraisal of your instruction and its effect upon students. There should be references to NBPTS, NBPTS EN standards, and CEC Performance Based Standards. (Use format on page 13 of Practicum Handbook)  
Can be faxed or emailed by Monday at 5:00 pm.

(Objectives 1-7; instructor evaluation of depth of reflection, use of standards, organization, grammar, spelling, mechanics.)

6. **Evaluations:**

a. University Supervisor (on-site, mid-term, and/final)

b. On-site of System-wide Supervisor (due at end of second week and fourth week)

Should include copy of observer notes and formal instrument.

(Objectives 1-7; completed evaluation sheet)

7. **Practicum Portfolio:** All written products from this practicum experience are to be organized in a 3-ring binder. This binder is to be up-to-date and available to your University Supervisor during site visits. (See page 13 of the Practicum Handbook for format.)

*Completed portfolio due at time listed on course outline.*

(Objectives 1-7; instructor evaluation of portfolio and

elements included in the portfolio)

8. **Positive Behavior Change Projects (Minimum 1):**

a. Identify target behavior and state in behavioral/measurable terms.

b. Measure current performance: Formal measure or informal measure (teacher made)  
[Baseline]

c. State objective in measurable terms.

d. Develop/describe intervention plan used to effect desired behavior. (Use imperative voice.)

e. Initiate intervention plan and measure effects of intervention daily. [Intervention Data]

f. Graph the data for baseline and intervention phases of the project.

g. Complete a 1-2 page written summary of the behavior change project.

(Objectives 1-7; rubric)

h. Prepare visual/oral presentation for seminar.

9. **Instruction:**

If school is teaching units, you are responsible for preparing a unit following the format on page 15. Otherwise, documentation of instruction will include lesson plans and proof of evaluation of student behavior (data collection) for the summer instructional period.  
(Objectives 1-7; instructor evaluation of completed plans/evaluation provided.)

#### 10. **IEP**

Because of the nature of the summer internship, rather than write an entire IEP on a child whom you are instructing during the summer, you will write an IEP that addresses the area of instruction upon which you are focusing this summer. Specific instructions will be given during the initial seminar.

#### **Evaluation Procedures:**

Grades for the Special Education Practicum: Interrelated and Specific Learning Disabilities are Satisfactory or Unsatisfactory. To obtain a Satisfactory, the following criteria must be met.

<b>Activity</b>	<b>Points Available</b>	<b>Assessment Tools</b>
Contact hours	<b>Minimum of 100 hours</b>	Time Sheet (p.17 of Handbook) Students with absences beyond those permitted and who do not complete a minimum of 100 hours will not receive a satisfactory grade.
Information sheet and classroom description	5 points	Information Sheet (Handbook)
Practicum goals	5 points	Instructor Evaluation: Appropriateness for individual and time period
Weekly lesson plans	100 points (25 each week)	Instructor evaluation of accuracy of elements (Mastery Learning)
Weekly journal	60 points	Instructor evaluation of compliance with directives (Mastery Learning)
Evaluations (Required Element)	Satisfactory/ Unsatisfactory (5 points each for submission in a timely manner)	Satisfactory ratings from School and University Supervisor <b>(If ratings are not satisfactory, student cannot receive a satisfactory grade for practicum)</b>
Practicum portfolio	50 points	Instructor evaluation of

		components and compliance with directives; organization, grammar, mechanics, and spelling
Behavior Change Projects (1)	50 points each	Compliance with directives and inclusion of essential elements (Mastery Learning)
Instruction	50 points	Appropriateness of instruction for students and accuracy/organization of data collection
IEP	10 points	Included in portfolio with all confidential information removed.

**Total Points Available for Practicum Projects: 350**

**Points and ratings required for Satisfactory Grade:** 280 points and satisfactory ratings on evaluations from university and school supervisor. If mid term evaluation is not satisfactory, but final evaluation results in satisfactory ratings and recommendations, then a satisfactory grade is a possibility but not guaranteed. Please remember that candidates will be evaluated on knowledge, skills, and dispositions.

### CLASS POLICIES

Attend class and participate in class activities. No due assignments or papers will be accepted after the due dates. Failure to attend classes (over 2 times) or failure to show up on-time in the practicum site (each practicum day) without reasonable evidence will result with unsatisfactory attendance in the final evaluation. Should any physical illness or personal emergency occur leading to your absence in practicum or in class meeting, please call or leave an e-mail message with your school and university supervisors immediately.

### CLASS OUTLINE

Date	Topic	
June 01-02 (Strickland & George)	Introduction: Class Meeting on Campus	9:30-12 noon
June 02	Report to Schools-Coweta County (Daily)	8-12:30 daily
June 03	Report to Schools-Carroll County (Daily)	
June 16	Report to Schools-Cobb County (Daily)	
June 10	Report to Schools-Paulding County (T-W-R)	7:30-11:30 daily
June 16	Midterm reports due to University Supervisor (Carroll & Coweta Counties)	
June 23	Midterm evaluation reports due to University Supervisor (Paulding County)	
June 30	Midterm evaluation reports due to University Supervisor (Cobb County)	
June 30	Final Evaluations Due (Carroll & Coweta Counties)	See specific

July 21	Seminar 10-1 Final Evaluations Due (Cobb County) Seminar 10-1 (Cobb and Paulding Counties)	information for each county
July 28	Final Evaluation Due (Paulding County)	
July 23	Portfolios Due (Seminar on Campus 10-1)	
<i>Every Thursday</i>	<i>Seminar: 1:30-5:00 (Not to meet on June 5)</i>	<i>Room TBA</i>

### ACADEMIC HONESTY

Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes the ideas of or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with accordance with the academic misconduct policy as stated in The Uncatalog, Undergraduate Catalog, and Graduate Catalog.