



SPED 5090.01	MAHFOOD	sebsteph@sbcglobal.net
SPECIAL EDUCATION PRACTICUM		314-706-4795
2-3 CREDITS	SITE 50	FALL 2004

Course Description:

This practicum provides supervised field experience for graduate students who are taking professional education courses concurrent with working as paraprofessionals or classroom teachers under provisional certificates. Teachers are given the opportunity to analyze pedagogical competencies and to build personal strategies for teaching and learning.

Learning Outcomes:

Upon completion of this course, the student will be able to:

- a) analyze assessment data and describe a student's present level of performance
- b) develop an IEP that meets district, state, and federal guidelines
- c) create and teach a curricular unit that meets individual student needs and that provides access to the general education curriculum
- d) engage in other professional activities appropriate for special education such as the development of a classroom management plan, individual positive behavior support plans, and grade level or post-secondary transition plans
- f) be familiar with the requirements of a teacher certification portfolio

Schedule:

A minimum of 45 clock hours in the classroom is required for each credit of practicum. There must be a minimum of one supervisory visit per credit hour of practicum. At least one observation will be scheduled during the time the unit plan developed (see assignments) is being implemented. Observations will be scheduled at mutually agreed upon times and will depend on the competencies that need to be observed.

At least one conference with the instructor will be scheduled outside of practicum hours in order to discuss assignment progress, observations, etc. Additional conferences may be scheduled at the discretion of the instructor.

A schedule of assignment due dates will be developed by the practicum student and will be submitted to the course instructor by the third week of the practicum. The practicum planning sheet included in this syllabus should be used for this purpose.

Attendance at the teacher certification portfolio workshop is required for this practicum. The dates and times of the workshops offered this semester will be announced when they are made available.

Evaluation:

- a) summarize assessment data for 3 students and write a present level of performance for each 75 points
- b) develop a complete IEP for one student 75 points
- c) design and implement a unit plan of at least 4-6 lessons *** 100points
- d) gather data and resources to support the development of a: classroom management plan, individual positive behavior support plan, or transition plan (document workshop attendance knowledge of district policy, and the collection of student behavioral data) 75 points
- e) attend one of the two scheduled portfolio workshops 50 points
- f) supervisor evaluation (based on attached observation form) 125 points
500 points

Grading: A 461-500 points	B+ 400-449	C+ 350-399	NC 349 and below
A- 450-460 points	B 411-439	C 361-389	
	B- 400-410	C- 350-360	

Supplements:

Assignment due date planning sheet
 Assignment scoring guides (Scoring criteria for the items listed in d above will be negotiated with the instructor.)

Other:

Students are welcome to submit assignments early for feedback. Upon request, an assignment for which a student has received below a B may be resubmitted. In that case the final grade for that assignment will be the average of the two grades. Assignments which are not handed in by the deadlines agreed upon will be penalized by 1/20th (e.g., 5 points on a 100 point assignment) for each week they are late unless previous arrangements are made with the instructor. No assignments will be accepted (initial or resubmission) after the last day of class. Incompletes are not given for this course unless the student has a documented emergency. For an incomplete to be given, students must have completed and turned in all of the coursework up until the time the emergency occurred. Students who do not complete the requirements of the course will be issued a NC.

No form of academic dishonesty will be tolerated. According to the Webster University Student Handbook academic dishonesty includes: Fabrication--Falsifying, inventing, or misstating any data, information, or citation in an academic assignment, field experience, academic credentials, job application or placement file and Plagiarism--Using the works (i.e. words, images, other materials) of another person as one's own words without proper citation in any academic assignment. This includes submission (in whole or in part) of any work purchased or downloaded from a Web site or an Internet paper clearinghouse. Excessive use of direct quotations from primary sources will also not be accepted. All assignments which are starred *** in this syllabus must be submitted by hard copy as well as electronic copy. The electronic copy will be turned sent to the turnitin database to determine if any part of the assignment has been copied and not properly cited. Students who plagiarize will earn "no credit" for the assignment. At the discretion of the instructor, the student will fail the course or be referred to the department chair and dean for disciplinary action.

This syllabus is subject to change at the discretion of the instructor.

Assignment Due Date Planning Sheet

Please submit the following table by week three of the semester. The following items should be included in the table:

- 1) Present levels of performance are completed (1, 2, and 3)
- 2) IEP assignment is completed
- 3) Classroom management plan, transition plan, or positive behavior support plan is completed (specify which assignment you are planning to do so the instructor can provide the appropriate scoring guide)
- 4) Unit plan topic is determined
- 5) Items 1-5 of the Unit Plan Scoring Guide are completed
- 6) 4-6 individual lesson plans for the unit plan (see items 6-9 of the Unit Plan Scoring Guide) are developed
- 7) Implementation of the unit with reflections of each individual lesson being done (see item 11 of the Unit Plan Scoring Guide)
- 8) Post-unit assessment of the unit is implemented (see item 10 of the Unit Plan Scoring Guide)

** Remember, the unit plan must be implemented during the course of the semester, so adequate time must be budgeted for both completing the written assignment as well as implementation.

Week of:	Assignment Due:
8/23/04	
8/30/04	
9/6/04	
9/13/04	
9/20/04	
9/27/04	
10/4/04	
10/11/04	
10/18/04	
10/25/04	
11/1/04	
11/8/04	
11/15/04	
11/22/04	
11/29/04	
12/6/04	
12/13/04	

IEP Scoring Guide

Please make sure you have removed identifying information from the IEP before you turn it in.

- ____/ 3 points Participants' roles listed
- ____/ 5 points Present level of performance includes how the disability affects the student's involvement and progress in the general education curriculum
- ____/ 5 points Present level of performance provides relevant background information
- ____/ 5 points Present level of performance indicates level of academic skills, social skills, and functional life skills as appropriate
- ____/ 5 points Present level of performance is positively worded, detailing the student's strengths as well as describing areas of need
- ____ 22 points Measurable annual goals and benchmarks that provide a description of: the behavior the student is to perform, the conditions under which the behavior will be performed, and the criteria needed for mastery
- ____/ 5 points Special education and services are listed and the projected date for beginning the services and program modifications are given as well as the anticipated frequency, location and duration of each
- ____/ 5 points Supplementary aids and services, including assistive technology have been considered and incorporated into the IEP as appropriate
- ____/ 5 points The extent, if any, to which the student will not participate with students who do not have disabilities in general education classes and in extracurricular and other nonacademic activities
- ____/ 5 points Any individual modifications in the administration of state or district-wide assessments of student achievement
- ____/ 5 points How the student's progress toward annual goals will be measured and how the student's parents will be informed of the student's progress
- +/- / NA Modifications to the district discipline policies are listed as needed
- +/- / NA Transition statement beginning at age fourteen, transition plan beginning at age sixteen, and notification one year before majority of transfer of rights are included as appropriate
- ____/ 5 points Mechanics-assignment should be written in clear, concise, professional manner with attention given to proper grammar, spelling, and punctuation.
- ____/ 75 points

Present Level of Performance Scoring Guide

Please make sure you have removed identifying information before turning in your present level of performance summaries.

Student #1

- ____/ 4 points Present level of performance includes how the disability affects the student's involvement and progress in the general education curriculum
- ____/ 4 points Present level of performance provides information about the student's learning style
- ____/ 4 points Present level of performance provides relevant background information
- ____/ 4 points Present level of performance indicates level of academic skills, social skills, and functional life skills as appropriate
- ____/ 4 points Present level of performance is positively worded, detailing the student's strengths as well as describing areas of need
- ____/ 5 points Mechanics-assignment should be written in clear, concise, professional manner with attention given to proper grammar, spelling, and punctuation

Student #2

- ____/ 4 points Present level of performance includes how the disability affects the student's involvement and progress in the general education curriculum
- ____/ 4 points Present level of performance provides information about the student's learning style
- ____/ 4 points Present level of performance provides relevant background information
- ____/ 4 points Present level of performance indicates level of academic skills, social skills, and functional life skills as appropriate
- ____/ 4 points Present level of performance is positively worded, detailing the student's strengths as well as describing areas of need
- ____/ 5 points Mechanics-assignment should be written in clear, concise, professional manner with attention given to proper grammar, spelling, and punctuation

Student #3

- ____/ 4 points Present level of performance includes how the disability affects the student's involvement and progress in the general education curriculum
- ____/ 4 points Present level of performance provides information about the student's learning style
- ____/ 4 points Present level of performance provides relevant background information

- ____/ 4 points Present level of performance indicates level of academic skills, social skills, and functional life skills as appropriate
- ____/ 4 points Present level of performance is positively worded, detailing the student's strengths as well as describing areas of need
- ____/ 5 points Mechanics-assignment should be written in clear, concise, professional manner with attention given to proper grammar, spelling, and punctuation
- ____/75 points

Unit Plan Scoring Guide

- ____/ 2 points Unit title
- ____/ 5 points Description of the learners (range of age, ability, prior knowledge and skills, developmental levels, relevant IEP objectives)
- ____/ 7 points Learner objectives for the unit specifically describe the content the student is to learn and how the student will demonstrate that knowledge
- ____/ 5 points Identification and relation of Show-Me Standards to the learner objectives (a *maximum* of 4 content and 1 process standard should be addressed)
- ____/12points Pre-unit assessment of learners' prior knowledge and skill levels. Informal assessment includes the following: questions guiding the assessment,

assessment procedures, data collection procedures, data documentation, and implications of assessment results for instruction.

- _____/20 points Daily lesson plans include specific objectives for that day's lesson, (daily objectives must include the behavior that is to be performed, the conditions under which the behavior will be performed, and the criteria needed for mastery), instructional activities, materials, and assessment activities, including scoring guides where appropriate
- _____/10 points Individual adaptations and modifications for each day's lesson plans
- _____/ 5 points Classroom management procedures (rules and routines relating to appropriate behavior during instructional and transition times)
- _____/ 5 points Resources (format in APA style)
- _____/12 points Unit assessment
- _____/10points Reflection on the implementation of each day's lesson (What have I learned from teaching this lesson?; What would I do differently next time?; What adjustments were needed during the lesson?; What have I learned about individual students?)
- _____/ 7 points Mechanics-assignment should be written in clear, concise, professional manner with attention given to proper grammar, spelling, and punctuation.
- _____/ 100 points