



SPED 5090.01	MAHFOOD	sebsteph@sbcglobal.net
SPECIAL EDUCATION PRACTICUM		314-706-4795
2-3 CREDITS	SITE 50	SPRING 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 will be one supervisory visit per credit hour of practicum. This will be scheduled at mutually agreed upon times and will depend on the competencies that need to be observed.

A schedule of assignment due dates will be developed by the practicum student and will be submitted to the supervising faculty by the third week of the practicum

Attendance at the portfolio workshop is required for this practicum. The workshops offered this semester are on January 30 at 10:00 and April 15 at 4:00. Please make a reservation by calling 314-968-6930.

**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   | 100 points |
| 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 scoring guides (Scoring criteria for the items listed in d above will be negotiated with the instructor.)

Field observation forms

### Other:

Students who do not complete the requirements of the course must contact the instructor prior to the end of the course to complete an Incomplete Course form; otherwise, a NC will be issued.

Assignments which are not handed in by the deadlines listed will be penalized by 5 points for each week they are late unless previous arrangements are made with the instructor.

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

## IEP Scoring Guide

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

____/ 5 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
____25 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
____/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

- \_\_\_\_/ 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 information about the student's learning style
- \_\_\_\_/ 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

### Student #2

- \_\_\_\_/ 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 information about the student's learning style
- \_\_\_\_/ 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

Student #3

\_\_\_\_\_/ 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 information about the student's learning style

\_\_\_\_\_/ 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

\_\_\_\_\_/75 points

### **Unit Plan Scoring Guide**

\_\_\_\_\_/ 2 points

Unit title

_____/ 4 points	Description of the learners (range of age, ability, prior knowledge and skills, developmental levels, relevant IEP objectives)
_____/10 points	Learner objectives 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 for the overall unit
_____/ 4 points	Identification of Show-Me Standards
_____/10 points	Pre-unit assessment of learners' prior knowledge and skill levels
_____/ 24 points	Daily lesson plans include specific objectives for that day's lesson (or lessons if the unit crosses over multiple subject areas), instructional activities, materials, and assessment activities, including scoring guides where appropriate
_____/ 8 points	Individual adaptations and modifications for each day's lesson plans
_____/ 8 points	Classroom management procedures (rules and routines relating to appropriate behavior during instructional and transition times)
_____/ 8 points	Resources
_____/ 10 points	Unit assessment
_____/ 12 points	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?)
_____/ 100 points	