COURSE PREREQUISITES: SPED 361, 363, 365, 440 or permission of Department Head

COURSE DESCRIPTION:

A practicum in teaching special education students integrated into the regular classroom. Experience in cooperative planning and coordination and teaching with the regular classroom teacher.

STATEMENT OF CONCEPTUAL FRAMEWORK:

In order to successfully plan, develop, and implement curricula to meet the needs of diverse learners in today’s world and to prepare candidates for the future, the College of Education and Human Development (COEHD) has identified four critical components of The Effective Educator: Professional Standards (PS), Knowledge of Learner (KL), Strategies and Methods (SM), and Content Knowledge (CK). The Conceptual Framework provides direction for the development of effective professionals. Diversity (D) is an integral part of each component, and Technology (T) is emphasized throughout all programs in the educational unit.

COURSE OBJECTIVES:

All necessary objectives have been addressed in courses prior to enrollment in the practicum.

LEARNER OUTCOMES:

By the conclusion of this course, the student will be able to:

1. Create and maintain records. (CC:3,S2) SM, PS
2. Use performance data and information from teachers, other professionals, individuals with exceptionalities, and parents to make or suggest appropriate modification in learning environments. (CC:3,S7) SM, KL, PS, D
3. Develop individualized assessment strategies for instruction. (CC:3,S8) SM, KL, PS, D
4. Use assessment information in making instructional decisions and planning individual programs that result in appropriate placement and intervention for all individuals with exceptional learning needs, including those from culturally and/or linguistically diverse backgrounds. (CC:3,S9) KL, PS, CK, SM, D, T
5. Interpret and use assessment data for instruction. (CC:4,S1) KL, CK, SM, PS, D
6. Develop and/or select instructional content, materials, resources, and strategies that respond to cultural, linguistic, and gender differences. (CC:4,S2) KL, CK, PS, SM, D, T

7. Choose and use appropriate technologies to accomplish instructional objectives and to integrate them appropriately into the instructional process. (CC:4,S4) KL, CK, SM, PS, D, T

8. Prepare appropriate lesson plans. (CC:4,S5) SM, CK, KL, PS, D

9. Select, adapt, and use instructional strategies and materials according to characteristics of the learner. (CC:4,S8) KL, CK, SM, PS, D

10. Use strategies for facilitating maintenance and generalization of skills across learning environments. (CC:4,S11) SM, KL, PS, D, T

11. Use instructional time properly. (CC:4,S12) PS, SM, CK, KL, D, T

12. Establish and maintain rapport with learners. (CC:4,S15) SM, KL, D

13. Conduct self-evaluation of instruction. (CC:4,S17) SM, PS,

14. Prepare and organize materials to implement daily lesson plans. (CC:5,S3) KL, CK, PS, SM, D, T

15. Incorporate evaluation, planning, and management procedures that match learner needs with the instructional environment. (CC:5,S4) PS, CK, SM, KL, D

16. Design a learning environment that encourages active participation by learners in a variety of individual and group learning activities. (CC:5,S5) SM, KL, D

17. Design, structure, and manage daily routines effectively, including transition time, for students, other staff, and the instructional setting. (CC:5,S6) KL, SM, PS, D, T

18. Direct the activities of a classroom para-professional, aide, volunteer, or peer tutor. (CC:5,S7) SM,

19. Demonstrate a variety of effective behavior management techniques appropriate to the needs of individuals with exceptional learning needs. (CC:6,S1) KL, SM, D

20. Modify the learning environment (schedule and physical arrangement) to manage inappropriate behaviors. (CC:6,S3) SM, KL, D

21. Identify realistic expectations for personal and social behavior in various settings. (CC:6,S4) KL, SM, D

22. Integrate social skills into the curriculum. (CC:6,S5) SM, KL, D

23. Use effective teaching procedures in social skills instruction. (CC:6,S6) SM, KL, PS, D

24. Demonstrate procedures to increase the individual's self-awareness, self-control, self-reliance, and self-esteem. (CC:6,S7) KL, SM, D

25. Use collaborative strategies in working with individuals with exceptional learning needs, parents, and school and community personnel in various learning environments. (CC:7,S1) SM, KL, D

26. Communicate and consult with individuals, parents, teachers, and other school and community personnel. (CC:7,S2) SM, KL, D

27. Plan and conduct collaborative conferences with families or primary caregivers. (CC:7,S5) SM, KL, D

28. Collaborate with regular classroom teachers and other school and community personnel in integrating individuals with exceptional learning needs into various learning environments. (CC:7,S6) SM, KL, D
29. Demonstrate commitment to developing the highest educational and quality-of-life potential of individuals with exceptional learning needs. (CC:8,S1) SM, D
30. Demonstrate positive regard for the culture, religion, gender, and sexual orientation of individual students. (CC:8,S2) SM, D
31. Promote and maintain a high level of competence and integrity in the practice of the profession. (CC:8,S3) SM, D
32. Exercise objective professional judgment in the practice of the profession. (CC:8,S4) SM, CK
33. Demonstrate proficiency in oral and written communication. (CC:8,S5) CK, SM
34. Engage in professional activities that may benefit individuals with exceptional learning needs, their families, and/or colleagues. (CC:8,S6) SM, CK, KL
35. Comply with local, state, provincial, and federal monitoring and evaluation requirements. (CC:8,S7) SM, CK, KL, PS
36. Use copyrighted educational materials in an ethical manner. (CC:8,S8) SM, CK
37. Practice within the CEC Code of Ethics and other standards and policies of the profession. (CC:8,S9) SM, CK
38. Articulate the pros and cons of current issues and trends in the education of individuals with disabilities. (GC:1,S1) SM, CK, KL, D
39. Use effective, research-based instructional strategies and practices to meet the needs of individuals with disabilities. (GC:4,S1) KL, SM, PS, CK, D, T
40. Facilitate use of prevention and intervention strategies in educational settings. (GC:4,S2) SM, KL, PS, CK, D, T
41. Evaluate, select, develop, and adopt curriculum materials and technology appropriate for individuals with disabilities. (GC:4,S5) KL, CK, PS, SM, T
42. Integrate academic instruction, affective education, and behavior management for individual learners and groups of learners. (GC:4,S6) SM, CK, D
43. Integrate student-initiated learning experiences into ongoing instruction. (GC:4,S8) SM, KL, PS, CK, D, T
44. Use skills to enhance thinking processes. (GC:4,S9) KL, CK, SM, PS, D, T
45. Use effective instructional strategies to assist individuals with disabilities to detect and correct errors in oral and written language. (GC:4,S10) KL, PS, SM, CK
46. Use appropriate instructional strategies to teach math skills and concepts according to the characteristics of the learner and patterns of error. (GC:4,S11) KL, CK, SM, PS, D, T
47. Modify pace of instruction and use organization cues. (GC:4,S12) SM, CK KL, PS, D
48. Integrate appropriate teaching strategies and instructional approaches to provide effective instruction in academic and nonacademic areas for individuals with disabilities. (GC:4,S13) SM, KL, CK, PS, D, T
49. Design age-appropriate instruction based on the adaptive skills of learners. (GC:4,S15) KL,SM, D, T
50. Support the use of media, materials, alternative communication styles and resources required for learners whose disabilities interfere with communications. (GC:4,S19) KL, CK, SM, D, T
51. Monitor intra-group behavior changes across subjects and activities. (GC:5,S1) SM, KL, D
52. Structure the educational environment to provide optimal learning opportunities for individuals with disabilities. (GC:5,S2) KL, SM
53. Teach individuals with disabilities in a variety of educational settings. (GC:5,S3) KL, SM, PS, D
54. Design learning environments for individuals with disabilities that provide feedback from peers and adults. (GC:5,S4) KL, SM, PS, D
55. Use local, community, state, and provincial resources to assist in programming with individuals who are likely to make progress in the general curriculum. (GC:5,S6) SM, KL, D, T
56. Use a variety of non-aversive techniques for the purpose of controlling targeted behavior and maintaining attention of individuals with disabilities. (GC:6,S1) SM, KL, D
57. Develop and implement a systematic behavior management plan using observation, recording, charting, establishment of time lines, hierarchies of interventions, and schedules of reinforcement. (GC:6,S2) SM, CK, KL, PS, D, T
58. Select target behaviors to be changed and identify the critical variables affecting the target behavior. (GC:6,S3) KL, SM, D
59. Define and use skills in problem-solving and conflict resolution. (GC:6,S4) SM, KL, CK
60. Design, implement, and evaluate instructional programs that enhance an individual’s social participation in family, school, and community activities. (GC:6,S5) KL, SM, CK, D
61. Establish a consistent classroom routine for individuals with disabilities. (GC:6,S6) SM, CK, D
62. Participate in the activities of professional organizations relevant to individuals with disabilities. (GC:8,S1) SM, D
63. Articulate the teacher’s ethical responsibility to non-identified individuals who function similarly to individuals with disabilities. (GC:8,S2) SM, PS

REQUIRED FIELD EXPERIENCES:
50 hours of field experiences consisting of one-on-one, small group, and whole group instruction are to be completed and uploaded to Pass-Port

REQUIRED UNIT/PROGRAM ASSESSMENTS:
50 hours of field experiences uploaded to Pass-Port
Lesson Plan: The lesson plan is to be uploaded to Pass-Port.
Instructor Evaluation
Professional Attributes Scale
The instructor will upload the evaluation and Professional Attribute Scale to Pass-Port

COURSE EVALUATION:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Journal</td>
<td>50 pts</td>
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<tr>
<td>Personal Philosophy</td>
<td>20 pts</td>
</tr>
<tr>
<td>Lesson Plans</td>
<td>160 pts</td>
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<tr>
<td>Peer Evaluations</td>
<td>40 pts</td>
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<tr>
<td>Weekly Progress Reports</td>
<td>40 pts</td>
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Behavior/Classroom Management 60 pts.
Instructor Observations 200 pts.
Substitute Plan 50 pts.
Peer/Co-Teach Collaboration 100 pts.

**Total points: 720 pts.**

**SPED 465**

**References**


communities of support and solving problems. Boston: Allyn and Bacon.


**JOURNALS:**
*Teaching Exceptional Children*
*Intervention in School and Clinic*
*Exceptional Parent*