



College of Education

SPED 5587: Special Education Practicum
Spring 2017
3-6 Credit Hours

The special education practicum experience is taken during the final semester of study before completion of the special education teacher preparation program requirements. Eligibility for graduation and recommendation for PreK-8 (or 7-12) Special Education certification is contingent on the successful completion of this practicum. Students are provided with an opportunity to be in a classroom for an extended period of time and to put into practice what they have learned in their special education courses. Over the course of the semester, students will experience, in depth, the full role and meaning of teaching in special education and/or an inclusive classroom. Experiences include planning and organizing for instruction, developing classroom teaching competencies and skills, evaluating pupil progress, participating in extra-class activities, participating in the development of IEPs, working collaboratively with other school personnel, and utilizing school and community resources in the instructional program.

Your Special Education Practicum Faculty Course Coordinator:

Dr. Joseph Boyle, joseph.boyle@temple.edu

Your Special Education Practicum Liaison from the Office of Field Placement:

Ms. Tonya Thomas, Field Placement Coordinator, 215-204-6070, tontom@temple.edu

Course Overview

The practicum is designed to provide students a supervised experience that allows them to develop, sharpen and demonstrate their skills as future special education teachers. Students will be expected to demonstrate professionalism at all times and to conform to the ethical standards established for special educators. In addition, students are expected to adhere to the rules and regulations established by the school and/or school district in which they are placed. Students are expected to be on time and to appear on each day that they are scheduled and to stay for the specified hours. If any modification in their assigned schedule is necessary because of illness or personal emergencies, the school principal, Temple Coach, and Mentor Teacher should be notified immediately. Specific requirements of students for practicum are listed below.

1. Students are expected to attend the Special Education 5587 Practicum Orientation that will be held on Wednesday, January 18th from 2:30-3:45pm in Ritter Hall 179 (Shimada Resource Center).
2. Students are expected to attend practicum with a consistent schedule for 20 hours per week. Students will be expected to make up any time missed because of illness or personal emergencies.
3. Students will maintain a log indicating the activities that they participated in during each scheduled day at their practicum site.
4. Students are expected to complete at their assigned practicum site any field assignments given to them by their methods instructor(s).

5. Students are expected to complete assignments given to them by their Mentor Teacher and/or Coach.
6. Students should show evidence that they are using feedback provided to them by their Mentor Teacher and/or Coach in a meaningful manner.
7. Students are expected to teach at least two full lessons at their practicum site which will be observed by their Coach for the purposes of providing feedback.
8. Students are expected to meet with their Coach at least four times during the semester including the times when they are presenting their lessons.

Special Education Program-Specific Candidate Competencies

Select competencies from the Pennsylvania Department of Education (PDE) Special Education PreK-8 Program Specific Guidelines, 2009.

II. Cognition and Development of Students with Disabilities

B. Individual learning differences

1. Identify and demonstrate an understanding of learning differences and reflect these differences in Individual Education Plans.
2. Apply characteristics associated with specific areas of disability and their impact on learning.
3. Identify present educational levels of academic and functional educational performance based on formative assessment and student performance.
4. Determine evidence-based interventions that meet students' needs, based on formative assessment, developmental and educational information.
5. Identify and differentiate learner differences within each disability category based on a student's level of functioning rather than classification.
6. Identify and implement a level of appropriate support based on individual differences and identify providers or methods of providing necessary supports.

IV. Pedagogy- specially designed instruction

*Same competencies as required in the Accommodations & Adaptations for Diverse Learner Guidelines, for students with disabilities.

**Same competencies as required in the Accommodations & Adaptations for Diverse Learner Guidelines, for the ELL.

The candidates will be able to:

A. Instructional strategies

1. Provide instructional strategies to all students.
2. Use strategies from multiple instructional approaches for individuals with disabilities.
3. Identify and use specialized resources in order to implement specially designed instruction for individuals with disabilities.
4. Use evidence-based methods for academic and non-academic instruction of individuals with disabilities.
5. Use appropriate adaptations and technology for all individuals with disabilities.
6. Recommend and use evidence-based practices validated for specific characteristics of learners and settings.
7. Apply prevention and intervention strategies for individuals at-risk for academic or behavioral failure.
8. Teach individuals to use self assessment, problem-solving and other cognitive strategies to meet their needs within the framework of Pennsylvania Academic Standards.
9. Demonstrate the use of opportunities to integrate learning into daily routines and activities.

10. Identify and implement differentiated instructional strategies through the use of matching appropriate strategies to student characteristics, integrating student initiated learning opportunities and experiences into ongoing instruction, e.g., universally designed approaches.
11. Provide strategies to prepare students to foster continuous learning and performance on standards-based assessments.
12. Implement methods for guiding students in identifying and organizing critical content.
13. Modify pace of instruction and provide organizational cues.
14. Teach learning strategies and study skills to acquire academic content.
15. Use appropriate methods to teach mathematics for individuals with disabilities.
16. Implement methods for increasing accuracy and proficiency in basic mathematic and literacy skill development for students with disabilities.
17. Implement explicit and systematic instruction to teach accuracy, fluency, comprehension, and monitoring strategies in literacy and content area reading.
18. Identify resources and techniques used across all transition points to allow for the effective transition of individuals with disabilities.
19. Identify and teach common instructional features within and across curricula.
20. Use and teach instructional methods to strengthen and compensate for weaknesses in perception, comprehension, memory, and retrieval.
21. Identify and teach essential concepts, vocabulary, and content across the general curriculum.
22. Teach strategies for organizing and composing written products.

V. Inclusion in the least restrictive environment

A. Least restrictive environment-school wide delivery

1. Provide high-quality and well-defined instruction in a whole class structure in order to demonstrate learning connections and learning strategies.
2. Instruct small groups and provide a differentiated instruction period in the general education classroom.
3. Model the learning and instructional strategies portion of “core curriculum” with prioritized content specified in the district curriculum and specific core strategies selected at each grade level.
4. Implement strategic instruction in addition to core instruction.
5. Provide explicit instruction and guided practice in targeted, key areas for students who show evidence of falling behind.
6. Provide support in small groups either inside the classroom or outside the classroom through specific remedial classes or supplemental/ extended day program (reading comprehension lab, vocabulary lab). Specific evidence-based interventions are utilized.
7. Demonstrate the direct relationship between IEP development, implementation and progress monitoring to the general education curriculum via Academic Standards and Assessment Anchor Content Standards.
8. Demonstrate the direct relationship between assessment-present educational levels and the IEP goals and specially designed instruction, as measured by progress monitoring data.
9. Demonstrate present educational levels in a more detailed narrative form, ensuring the inclusion of progress monitoring data in a standards aligned curricula.
10. Demonstrate that the impact of accommodations is directly related to assessment information and includes items that the student needs across all settings.
11. Demonstrate how accommodations are to be implemented by all teachers who teach the student, not specific to a subject, rather, related to a student’s skills deficits.
12. Demonstrate the IEP provides a detailed outline of what the student needs to be successful in the general education curriculum; it is not a lesson plan or curriculum.

B. Effective instructional strategies for students with disabilities in inclusive settings*

1. Identify effective instructional strategies to address areas of need.*
2. Scaffold instruction to maximize instructional access to all students.*
3. Monitor student progress to provide mediated scaffolding and increase academic rigor when appropriate.*
4. Provide feedback to students at all levels to increase awareness in areas of strength, as well as areas of concern.*
5. Strategically align standard based curriculum with effective instructional practices.*
6. Identify and implement instructional adaptations based on evidence-based practices (demonstrated to be effective with students with disabilities) to provide curriculum content in a variety of ways without compromising curriculum intent.*
7. Analyze performance of all learners and make appropriate modifications.*
8. Design and implement programs that reflect knowledge, awareness and responsiveness to diverse needs of students with disabilities.*
9. Use research supported methods for academic and non-academic instruction for students with disabilities.*
10. Develop and implement universally designed instruction.*
11. Demonstrate an understanding of the range and the appropriate use of assistive technology (i.e., no tech, low tech, high tech).*
12. Demonstrate efficient differentiated instruction and an understanding of efficient planning, coordination, and delivery for effective instruction required for inclusive settings.*

C. Inclusion in state academic standards

1. Document how PA's statewide standards, modified standards and alternative standards and assessment anchors are used in
 - a. IEP development;
 - b. Lesson planning;
 - c. Instructional development and implementation;
 - d. Evaluation; and
 - e. Formative and summative assessment.
2. Utilize PA Academic Standards as the foundation for the development of IEPs with the grade level standard as the benchmark. The one year IEP is intended to demonstrate an incremental step toward that standard benchmark.
3. Identify how the PA Academic Standards apply with regard to the disability in relation to the different content areas (i.e., science, social studies).
4. Document the direct relationship between IEP development, implementation and progress monitoring to the general education curriculum.
5. Demonstrate the direct relationship between assessment, present educational levels, and the IEP goals and specially designed instruction, as measured by progress monitoring data.
6. Describe present educational levels in a more detailed narrative form, ensuring the inclusion of progress monitoring data in a standards-aligned curriculum including benchmark-based information representing the student's learning.
7. Demonstrate the impact of specially designed instruction that is directly related to assessment information and includes items that the student needs across all settings, explicitly describing how it is to be implemented by all teachers who teach the student, and is not specific to a subject, but related to a student's skill deficits.
8. Demonstrate that specially designed instruction must be more descriptive to allow for correct implementation. (Reflect that the program would need to show specially designed instruction)
9. Demonstrate that the IEP is not a lesson plan or curriculum; it provides a detailed

outline of what the student needs to access and benefit from the general education curriculum.

VII. Collaboration

Candidates will be able to:

*Same competencies as required in the Accommodations & Adaptations for Diverse Learner Guidelines, for students with disabilities.

**Same as competencies required in the Accommodations & Adaptations for Diverse Learner Guidelines, for the ELL.

A. Collaborate with all team members, including family members, to plan for and educate the student in a way that will maximize his/her educational experience.*

B. Use local, state, and federal resources to assist in programming for students with disabilities.

C. Select, plan, and coordinate activities of related services personnel to maximize direct instruction for students with disabilities.

D. Collaborate with parents and other IEP team members for effective behavior management techniques that have been successful with students.

E. Collaborate with team members to plan for transition at designated times throughout the student's education (including Age 3 transition for Pre K-8).*

F. Demonstrate evidence-based co-planning and co-teaching methods that strengthen acquisition of content and skills for students with disabilities.*

G. Identify and demonstrate an understanding of the roles of professional groups and referral agencies in identifying, assessing, and providing services to students with disabilities (especially in regards to planning an IFSP and early transition at age 3 for Pre K-8).*

H. Work collaboratively with various general educators as students participate in the general education curriculum.*

I. Utilize culturally responsive strategies that promote effective communication and collaboration with students with disabilities, families, school and agency personnel and community members.*

J. Implement strategies to address concerns of students and families.*

University Policies

Americans with Disabilities Act Compliance:

Any student who has a need for an accommodation based on the impact of a disability should contact me privately to discuss the specific situation as soon as possible. Accommodations are only required for students who are properly registered with Disability Resources and Services. They may be contacted at 215-204-1280 and are located in 100 Ritter Annex

Student and Faculty Academic Rights and Responsibilities:

Freedom to teach and freedom to learn are inseparable facets of academic freedom. The University has a policy on Student and Faculty and Academic Rights and Responsibilities (Policy #03.70.02) which can be accessed through the following link:

http://policies.temple.edu/getdoc.asp?policy_no=03.70.02

Academic Integrity Policy

It is a violation of the Code of Conduct for a student to commit, attempt to commit, aid, facilitate, or solicit the commission of, or act in concert with others in bringing about the behavior or acts regulated or prohibited by: (1) Academic dishonesty and impropriety, including plagiarism, fabrication and academic cheating. This includes helping, procuring or encouraging another person to engage in academic misconduct; (2) Interfering with or disrupting the conduct

of classes or any other normal or regular activities of the university. Violations of standards of academic conduct may result in either faculty-imposed academic sanctions or Code of Conduct sanctions. Sanctions other than a reduced or failing grade may be imposed only following a hearing held by the University Disciplinary Committee (UDC). *Copies of the Code of Conduct are posted on the University's Policies and Procedures webpage at <http://policies.temple.edu>.*

It is in the best interest of the College to foster a spirit of justice and fairness among students, faculty, and administrators. Toward this end, the College has established a system of appeals. This system is intended to afford students an adequate opportunity to appeal academic decisions or academic actions of faculty, administrators, or other College employees on either procedural or substantive grounds. If you would like to appeal an academic decision you should consult the policy (<http://education.temple.edu/sites/education/files/uploads/coe/Student-Grade-Appeals-System-05212008Vd.pdf>) and the College's ombudsperson (education.ombudsperson@temple.edu). Appeals of academic decisions must begin with the ombudsperson and should not be directed to the College's administration.

Professional Behavior:

Temple University is a community of scholars in which freedom of inquiry and freedom of expression are valued. Important aspects of attending the University as a student are having respect for the rights of others in the community, conducting oneself in a manner that is compatible with the University's mission and taking responsibilities for one's actions. In addition to exhibiting appropriate maturity and self control, members of the University community are expected to conduct themselves in a manner in which they neither break laws nor cause mental, physical, or emotional harm to others.

Email Communication:

All official University e-mail correspondence will be sent to each student's Temple email address. Students may have e-mail electronically forwarded from the @temple.edu account to another e-mail account at his or her own risk. Temple University will not be responsible for the handling of email by outside vendors, e.g., hotmail, aol.com. Having e-mail redirected does not absolve the student from the responsibilities associated with communication sent to his or her e-mail address.

Inclement Weather:

During the winter months, Practicum students should attend to the schedules for late arrivals, early dismissals, and closures of their placement schools/ districts.

Radio station KYW (1060-AM) broadcasts code numbers indicating when institutions are closed because of inclement weather. Television station WTXF (Fox-29) will also broadcast such institutional closings. Other radio stations, such as WDAS (1480-AM, 105.3-FM), WIOQ (102.1-FM), WUSL (98.9-FM), and WPEN (950-AM), also include a variety of related announcements regarding inclement weather closings.

Withdrawal from a Course:

During the first two weeks of the fall or spring semester or summer sessions, students may withdraw from a course with no record of the class appearing on the transcript. In weeks three through nine of the fall or spring semester, or during weeks three and four of summer sessions, the student may withdraw with the advisor's permission. The course will be recorded on the transcript with the instructor's notation of "W," indicating that the student withdrew. After week nine of the fall or spring semester, or week four of summer sessions, students may not withdraw from courses.

Students are encouraged to contact Student Financial Services and their academic or faculty advisor in order to understand the financial and academic ramifications of withdrawing from one or more courses.

Incomplete (I):

Incompletes will not be granted for this field-based course. All time in the field must be completed within the timeframe of the semester. Students who do not dedicate the appropriate number of hours weekly to the practicum throughout the semester will fail the course.

Repeating a Course:

Students may wish to repeat a course to earn a higher grade, either to raise their grade point average or to receive a grade in the course required by their major or to meet another requirement, such as achieving the minimum C-required for successful completion of Core Curriculum courses. The decision to repeat a course for a higher grade must be made in consultation with an advisor. A repeated course must be graded using the same grading system (pass/fail, credit/no credit, or letter grade) as when originally taken.

Course/Instructor Evaluation:

Every instructor (each person teaching at the University) is required to have his or her teaching evaluated by students every semester using a standard form adopted for such purpose.

Course Policies

General Expectations:

Similar to a student teaching experience, the practicum is a field-based course in which Temple students are expected to be responsive to a) the academic and socio-emotional needs of the learners in their Mentor Teachers' classrooms and to b) the needs, requests, and expectations of their Mentor Teachers and their Coaches as they guide the Temple students' development as special educators.

As such, it is expected that Practicum students engage in the academic and behavioral instruction of students with disabilities in a progressive fashion throughout the semester, increasing the scope and level of responsibility with and ownership of the planning and delivery of instruction and interventions for students as the semester progresses.

- At minimum, Practicum students will be observed by their Temple Coach on a minimum of four occasions. Related to each of these observations, Practicum students will be responsible for the following:
 - 1) Maintaining communication with the Temple Coach and Mentor Teacher regarding the scheduling of the lesson observation and post-observation conversation;
 - 2) Co-planning with the Mentor Teacher in regards to the observed lesson's content and delivery;
 - 3) Submitting a detailed lesson plan and corresponding lesson materials to the Temple Coach and Mentor Teacher within the timeframe requested;
 - 4) Delivering lesson as scheduled;
 - 5) Discussing the lesson delivery and the Practicum Student's reflection on the lesson delivery with the Coach and/or Mentor Teacher in a post-observation conversation;
 - 6) Gathering student work and data for referencing in post-observation conversation and/or post-observation reflection;

- 7) Submitting to the Coach a 2-4 page typed reflection on the lesson delivery and post-observation conversation within the agreed-upon timeframe;
 - 8) Reviewing Coach and Mentor Teacher feedback related to lesson plan, lesson delivery, post-observation conversation, and post-observation reflection.
- Students are to determine deadlines and preferred methods of submission for lesson plans and supplemental materials related to the practicum and taught/observed lessons in conversation with their Coaches and adhere to those expectations.
 - All hand-submitted assignments or materials submitted to the Coach, Mentor Teacher, or Faculty Course Coordinator should be typed, written in APA format, stapled and clipped, and should be turned in on or before the assigned date. Assignments turned late will have points deducted at the Coach's or faculty course coordinator's discretion.
 - Students are expected to use PERSON FIRST LANGUAGE when writing about children/adults with disabilities (e.g., "students with disabilities" , not "the disabled").
 - All written work is expected to be grammatically correct, display good organization and reflect proper usage, spelling and punctuation. Assignments not meeting these standards will be downgraded. Simply, how well you write will be considered in the assignment of a final grade for the course.
 - All work turned in should be your original work and should not be plagiarized or copied from books, journals or classmates. Any assignment which is determined to have been copied or plagiarized will receive the grade of zero. Assessment of individual assignments will be based on the quality of the content as well as the degree to which the assignment adheres to the guidelines provided.

Preparation for Your Practicum / Next Steps:

- Prepare copies of your clearances to bring to your placement site on your first day
- Review your methods course syllabus/syllabi for field-related assignments; discuss these with your professor
- Contact your Mentor Teacher and introduce yourself; ask for his/her schedule on your practicum days and for a copy of any curricula he/she can share
- Map-out when you hope to complete field-related course assignments during your practicum visits. Speak with your Mentor Teacher about this schedule and make any necessary adjustments based on his/her feedback
- Review the TOR SPED Addendum and Practicum grading rubric
- Respond to your Temple Coach's outreach regarding your placement, progress, and observation schedule
- Contact your Temple Coach, course instructors and/or Ms. Thomas or Dr. Boyle with any practicum concerns
- Students in the practicum who are unable to meet the 20 hour per week minimum will be given additional special education activities, as determined by Dr. Boyle in conjunction with your Temple Coach

Special Education 5587 Practicum End-of-Semester Reflective Essay

An End-of-Semester Reflective Essay (Pass/Fail) about your practicum placement and experience must be completed to pass the course; this is due by 5:00pm on Monday, April 24th to your Temple Coach and Dr. Boyle.

This essay should be a 4-6 page (double-spaced) academic paper; written in 12-pt. Times New Roman font with APA formatting and citations. It should also be well-organized and edited for grammatical and mechanical errors.

Within this essay, please share:

- A brief summary of your placement context and practicum experience this semester.
- A description of how you've developed as a special education teacher through your practicum experience.
- An explanation of how theory has already and continues to inform your practice (with at least 3 citations).
- Your successes and challenges during practicum in meeting your students' academic and social needs, in differentiating instruction, in motivating students academically, in managing the classroom environment and in addressing challenging behaviors.
- New insights, realizations, experiences, questions, and/or concerns about special education as a field or being a special education teacher.
- Your professional next steps – how will you build off of this practicum experience?

Special Education Teaching Observation Report (TOR)

Temple Coaches will provide ongoing support to Practicum Students throughout the semester in regards to meeting the Special Education competencies. They will observe the Practicum Students teaching a minimum of four lessons. They will provide feedback, facilitate reflection, and offer support to Practicum Student in regards to her growth as a special education teacher. The Coaches will complete:

- 4 abbreviated TORs and TOR SPED addenda,
- A mid-semester and end-of-semester PDE-430,
- A review of the end-of-semester reflective essay,
- Submit a final grade to Dr. Boyle.

Final Grade

Your grade for the SPED Practicum will be submitted by your Temple Coach, with input from the classroom teacher, to Dr. Joseph Boyle. In determining your grade, input from the mentor teacher and Temple Coach will be used to determine your final grade.

- Your Coach's determination of your overall growth and achievement on the TOR domains and the SPED competencies.
- Your Mentor Teacher's Mid-term Summary and End-of-Semester Evaluation Feedback: Practicum Participation / Professionalism Practicum Contributions, Progress, Success.
- An End-of-Semester Reflective Essay (Pass/Fail) – must be completed to pass course;
- Completion of an End-of-Semester Survey about your practicum placement and experience.

Special Education 5587 / 9287 Practicum Grading Rubric

Special Education 5587 and 9287 Practicum Coaches must use the language of this rubric to provide rationale for each practicum student's final grade. NOTE: Coaches may add a "+" or "-" to indicate that a practicum student's performance rests slightly above or slightly below a particular letter grade.

A: Practicum students who receive A grades stand out in all respects and show clear signs of becoming excellent teachers. By the end of the semester, they exceed expectations on at least half of the competencies targeted on the Teaching Observation Report (TOR) and TOR SPED Addenda. They meet or exceed expectations for all Temple Teaching Standards. They are willing to take risks, and they capably analyze their own practice, pinpoint their strengths and weaknesses, and identify what they need to change to improve their practice in the future. They see their lessons in the context of big ideas and enduring understandings that guide instruction over time. They have high expectations for their students and for themselves. They demonstrate professionalism by organizing and keeping track of their work effectively, taking initiative, and understanding their role and responsibilities. They use student work along with research and theory to inform their decision-making and make the best choices they can to ensure high levels of student achievement. They lead instruction in their classrooms frequently and are capable of designing and implementing effective lessons and units of instruction. They collaborate effectively and appropriately with their mentors and respond well to feedback from their Mentor Teachers and Coaches. They end the semester well prepared to take on their own classrooms.

B: Practicum students who receive B grades do well in a number of aspects of practicum but not consistently across the board. They meet expectations for all of Temple Teaching Standards but do not exceed expectations in many or any of the competencies targeted on the Teaching Observation Report (TOR) and/or the TOR SPED Addenda. They are conscientious about meeting their responsibilities but do not take initiative. They tend to follow the lead of their Mentor Teachers but do not take risks or attempt to add anything of their own to the methods of instruction already being employed. They are able to engage students and teach effective lessons (but not necessarily consistently), and they do not have a longer term view of instruction, embedding their lessons in learning and skill development that comes before and follows the lesson. They do not consistently see their lessons as part of a larger body of instruction and are not able to identify big ideas and enduring understandings that guide them. They demonstrate their professionalism by doing everything that is expected of them, collaborating effectively with their Mentor Teachers and using feedback from their Coaches to influence their instruction. They end the semester prepared to take on their own classrooms but will possibly need some support in reaching the highest standards.

C: Practicum students receive C grades for one of two reasons. If students do not understand or meet the expectations for practicum by attending school approximately 20 hours per week on their scheduled days, participating actively in their classrooms, and collaborating effectively with their Mentor Teachers and Coaches, they will receive C grades (or lower). In addition, some practicum students may meet the basic expectations for practicum but fail to achieve the Temple Teaching Standards, to engage students, to manage the classroom, or to plan and execute effective instruction. These practicum students also receive C grades. They are not well prepared to take on their own classrooms and should think about seeking other opportunities to assist in teaching and gain experience and expertise before teaching on their own.