COURSE TITLE: Special Education Practicum II
COURSE NUMBER: SPED 850
CREDIT HOURS: 1 (one) Graduate
INSTRUCTOR: Renee Nash, Ed.D.
            534-4365 r-nash@govst.edu
TRIMESTER: Summer 2001

Catalog Description:
Provides advanced professional experience in designing, implementing and evaluating a behavioral change plan for an identified special education student. (30 hours of field work).

Prerequisite:
*All methods courses in Multicategorical Masters degree sequence

Restrictions:
Graduate students in Multicategorical Special Education Program

Texts and Materials:


Rationale:
With the advent of P. L. 101-476 (IDEA) and within the context of multicategorical programming, the role of the special educator was expanded to include obtaining and interpreting assessment data, developing individualized educational plans, and actively participating in multidisciplinary and IEP conferences. The special education teacher must be prepared to provide for the educational needs of the student on the basis of individual student characteristics. Teachers need to develop critical IEP development skills, as well as to apply and evaluate them in a clinical setting.
Expected Student Outcomes:

1. Analyze student needs from data such as current case study evaluation data, observation of student, and interview with teacher.
2. Design an individualized educational plan for a specified intervention.
3. Select/develop appropriate intervention materials.
4. Develop culturally appropriate intervention strategies.
5. Carry out the intervention project.
6. Evaluate student progress by showing baseline data, recording all intervention results, and describing outcomes both in narrative and graphic format.
7. Adhere to regulations related to the confidentiality of student records.

Note: All projects must be approved before you begin. (see page 6).

<table>
<thead>
<tr>
<th>Related Objectives</th>
<th>Instructional Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>All objectives met</td>
<td>1. Attend mandatory orientation session at GSU.</td>
</tr>
<tr>
<td>Objectives met: All</td>
<td>2. Observe in a classroom setting which includes the target student (LD, S/ED, or EMI). Collect baseline data on student's learning behavior(s) in that setting. Include observation report in handwritten log.</td>
</tr>
<tr>
<td>Objectives met: #1</td>
<td>3. Submit a typewritten report on pertinent contents of the students' case study. Do not identify the student in your report.</td>
</tr>
<tr>
<td>Objectives met: #2, #3</td>
<td>4. Develop an IEP of one goal for learning behavior change and three objectives for the target child, including appropriate intervention strategies and materials. Show that your choice of goal, objectives, materials, and methods are based on the case study and your observation.</td>
</tr>
<tr>
<td>Objectives met: #4</td>
<td>5. Carry out the instructional plan.</td>
</tr>
<tr>
<td>Objectives met: #1, #6</td>
<td>6. Keep a detailed log of time spent with the student and other activities. Include each attempt at intervention, the result, comments regarding each experience, and report any IEP revisions and the reasons for them.</td>
</tr>
<tr>
<td>Objective met: #6</td>
<td>7. Prepare an evaluation report showing the baseline and the results. Use two formats; narrative and graphic.</td>
</tr>
<tr>
<td></td>
<td>8. Gather all above activity reports into a portfolio. Submit portfolio at least one week before the end of the semester. Include all evaluation forms (pages 6-9).</td>
</tr>
</tbody>
</table>
Evaluation:

- Faculty supervisor on-site evaluation 10 pts.
- Cooperating teacher/supervisor evaluation 10 pts.
- Case study report 20 pts.
- Evaluation report (graph plus explanation) 20 pts.
- Attendance at meeting 10 pts.
- Log 10 pts.
- IEP with explanation 20 pts.

90 - 100 pts. = A
79 - 89 pts. = B
68 - 78 pts. = C
57 - 67 pts. = D
Below 57 = F

Topical Outline:

I. Review of the development of an IEP for academic intervention
   Mechanics of development
   Studying the case study
   Doing an observation
   Obtaining a baseline
   Specifying goal and objectives
   Teacher and parent permission
   Confidentiality of student records
   Collaboration with teacher

II. Selection of goals, objectives, methods, and materials

III. Implementation

IV. Process of carrying out the practicum

V. Evaluation of outcome
Professional Policies:

To minimize confusion and alleviate delayed grades and misunderstanding, the following policies will be enforced:

1. If the above activities do not meet your professional needs, contact me to arrange more appropriate alternatives.

2. You will be held responsible for knowing the contents of the syllabus, texts, class lectures and announcements. Please read the syllabus or contact the professor for clarification on assignments before embarking on them, for papers may not be resubmitted.

3. Please type your work (except log). Correct grammar and spelling are essential.

4. Utilize current American Psychological Association (APA) guidelines in written work.

5. Late portfolios will be downgraded unless an "I" is negotiated or other arrangements have been agreed upon.

6. Absence from orientation must be made up.

7. Photocopy all papers before submitting.

8. Plagiarism, claiming the thoughts and writings of another as one's own, is a serious matter and will be treated as such.

9. In order to receive an "I", 75% of the requirements must have been completed and the request must be made in writing at least one full week before the end of the trimester.
PROPOSAL FOR SPED 850

Name ____________________________

Home phone ______________________ Work phone ______________________

e-mail address _____________________

Practicum site: Name: ____________________________ Name of school building

District # and name of school, address of school: ___________________________________________

Phone at site: _______________________

Name of cooperating teacher: (teacher must be certified in Special Education) ______________

Eligibility label of student __________________________

Days and times you will be doing your practicum __________________________________________

Your proposal practicum project: Goal _____________________________________________________

____________________________________

Objectives: 1. ________________________________________________________________

____________________________________

2. ________________________________________________________________

Last date you will be working with the student on the practicum ____________________________

____________________________________
Evaluation of Teaching by Cooperating Teacher

Student ____________________________

Cooperating teacher ____________________________ Title __________

Special Education Certification Area(s) ____________________________

School and District ____________________________

Type of program ____________________________

Trimester ____________________________

<table>
<thead>
<tr>
<th></th>
<th>Points Possible</th>
<th>Points Assigned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establishing rapport with children and staff</td>
<td>1</td>
<td>____</td>
</tr>
<tr>
<td>Identifies learning needs of student</td>
<td>2</td>
<td>____</td>
</tr>
<tr>
<td>Develops appropriate instruction plans</td>
<td>1</td>
<td>____</td>
</tr>
<tr>
<td>Applies appropriate teaching strategies</td>
<td>1</td>
<td>____</td>
</tr>
<tr>
<td>Develops/selects appropriate materials and/or activities</td>
<td>2</td>
<td>____</td>
</tr>
<tr>
<td>Provides ongoing evaluation of intervention and revises teaching as needed</td>
<td>2</td>
<td>____</td>
</tr>
<tr>
<td>Attitude, interpersonal skills, appearance, reliability, etc.</td>
<td>1</td>
<td>____</td>
</tr>
</tbody>
</table>

Total 10 possible

Date __________

Signature of cooperating teacher
### Faculty Supervisor On-Site Evaluation

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Established rapport with student</td>
</tr>
<tr>
<td>2</td>
<td>Applies appropriate teaching strategies</td>
</tr>
<tr>
<td>2</td>
<td>Uses appropriate materials and activities</td>
</tr>
<tr>
<td>1</td>
<td>Established rapport with cooperating teacher</td>
</tr>
<tr>
<td>1</td>
<td>Is dressed appropriately</td>
</tr>
<tr>
<td>1</td>
<td>Is punctual and reliable</td>
</tr>
<tr>
<td>2</td>
<td>Provides ongoing evaluation and revision if necessary</td>
</tr>
</tbody>
</table>

Total possible 10

Student name ___________________________ Student total _______
Name ________________________________

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Faculty supervisor on-site evaluation (10 points)</td>
<td></td>
</tr>
<tr>
<td>2. Cooperating teacher evaluation (10 points)</td>
<td></td>
</tr>
<tr>
<td>3. Case study report (20 points)</td>
<td></td>
</tr>
<tr>
<td>4. IEP and explanation of choice of content (20 pts.)</td>
<td></td>
</tr>
<tr>
<td>5. Evaluation report including graph (20 pts.)</td>
<td></td>
</tr>
<tr>
<td>6. Attendance and participation (10 pts.)</td>
<td></td>
</tr>
<tr>
<td>7. Log (10 pts.)</td>
<td></td>
</tr>
</tbody>
</table>

Total possible 100

Attendance at orientation meeting  
Y ___ N ___

All items except log, typewritten  
Y ___ N ___
May 15  Mandatory Orientation
May 31  Practicum Proposal Due
June 12 Optional Class Meeting   Room TBA
June 22 Practicum Portfolio Due

**************************************************************************************************

ITEMS TO INCLUDE IN PORTFOLIO:

1. Proposal
2. Evaluation from Cooperating Teacher
3. Copy of student's IEP and your goals & objectives (page 2)
4. Log; include documentation of 30 clock hours
5. Evaluation of field experience sheet
6. Final Case Study Report
** ENSURE STUDENT PRIVACY!

FORMAT FOR CASE STUDY REPORT

Cover Page
Running Head: PRACTICUM 1

PRACTICUM (PG. #)

Case Study (This information is CENTERED on page)

SPED 840
Your Name
Governors State University
Summer 2001

IF YOU ARE COMPLETING BOTH PRACTICUMS I AND II, YOU ONLY NEED TO WRITE ONE REPORT. The cover page will reflect Practicum 1 & II

CASE STUDY REPORT

Name of Student
Date of Birth    Chronological Age
School    Current Grade Level
Identified Disability (ies)

Background information
family structure; siblings; Socioeconomic status; community, culture
Medical History
pre and post natal care; birthing process, childhood disease, accidents; significant family medical history;
current medical status; vision and hearing

Educational History
Number and names of all schools attended, attendance patterns; past academic performance; retention’s;
behavior; current academic progress in class; latest achievement test scores.

Educational Evaluation
Obtain from latest case study evaluation
Name of test date results
Assessment of Identified Deficits (from the test data, what are the deficit areas)
give rationales

Recommendations
Obtain this from the latest case study evaluation; include any new information you may have gathered from
observations and teachers.

Goal
This is the goal YOU will be working on.
Identify the goal from the student’s IEP and give rationale for choosing

Objective
List all objectives you will focus on. Give rationale for choosing
Include the actual lessons and interventions

Final Evaluation/Graph/Summary
Include overall progress, the logical “next steps” level of success; your opinions/reactions, etc.
Give a narrative summary of your graph.