

GOVERNORS STATE UNIVERSITY  
COLLEGE OF EDUCATION/DIVISION OF EDUCATION

COURSE SYLLABUS

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**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

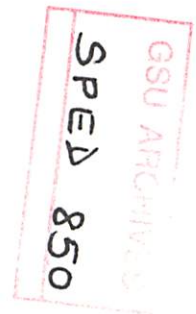
**Texts and Materials:**

Illinois State Board of Education (1981). The Illinois primer on individualized education programs. Springfield, IL: ISBE

Illinois State Board of Education (1997). 23 Illinois Administrative Code, 226, Special Education Regulations. Springfield, IL: ISBE

**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).*

<b>Related Objectives</b>	<b>Instructional Activities</b>
All objectives met	1. Attend mandatory orientation session at GSU.
Objectives met: All	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.
Objectives met: #1	3. Submit a typewritten report on pertinent contents of the students' case study. Do <u>not</u> identify the student in your report.
Objectives met: #2, #3	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.
Objectives met: #4	5. Carry out the instructional plan.
Objectives met: #1, #6	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.
Objective met: #6	7. Prepare an evaluation report showing the baseline and the results. Use two formats; narrative and graphic.
	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).

**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.
- 100 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.**

*(Return and have approved before beginning intervention. You may not begin until this is received and practicum is approved).*

**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 \_\_\_\_\_

	<i>Points Possible</i>	<i>Points Assigned</i>
Establishing rapport with children and staff _____ _____	1	_____
Identifies learning needs of student _____ _____	2	_____
Develops appropriate instruction plans _____ _____	1	_____
Applies appropriate teaching strategies _____ _____	1	_____
Develops/selects appropriate materials and/or activities _____ _____	2	_____
Provides ongoing evaluation of intervention and revises teaching as needed _____ _____	2	_____
Attitude, interpersonal skills, appearance, reliability, etc. _____ _____	1	_____
	Total	10 possible

Signature of cooperating teacher \_\_\_\_\_ Date \_\_\_\_\_

Faculty Supervisor On-Site Evaluation

	<u>Points</u>
Established rapport with student _____ _____	1
Applies appropriate teaching strategies _____ _____	2
Uses appropriate materials and activities _____ _____	2
Established rapport with cooperating teacher _____ _____	1
Is dressed appropriately _____ _____	1
Is punctual and reliable _____ _____	1
Provides ongoing evaluation and revision if necessary _____ _____	2

Total possible 10

Student name \_\_\_\_\_ Student total \_\_\_\_\_

Name \_\_\_\_\_

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

Total possible 100

Attendance at orientation meeting

Y \_\_\_\_ N \_\_\_\_

All items except log, typewritten

Y. \_\_\_\_ N \_\_\_\_



**PRACTICUM I  
SPED 840  
Summer SEMESTER 2001  
COURSE SCHEDULE**

- May 15            Mandatory Orientation
- May 31            Practicum Proposal Due
- June 12           Optional Class Meeting            Room TBA
- June 22            Practicum Portfolio Due

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**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 I

PRACTICUM (PG. #)

	Special Education Practicum I	
page)	Case Study	(This information is CENTERED on
	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 I & 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.