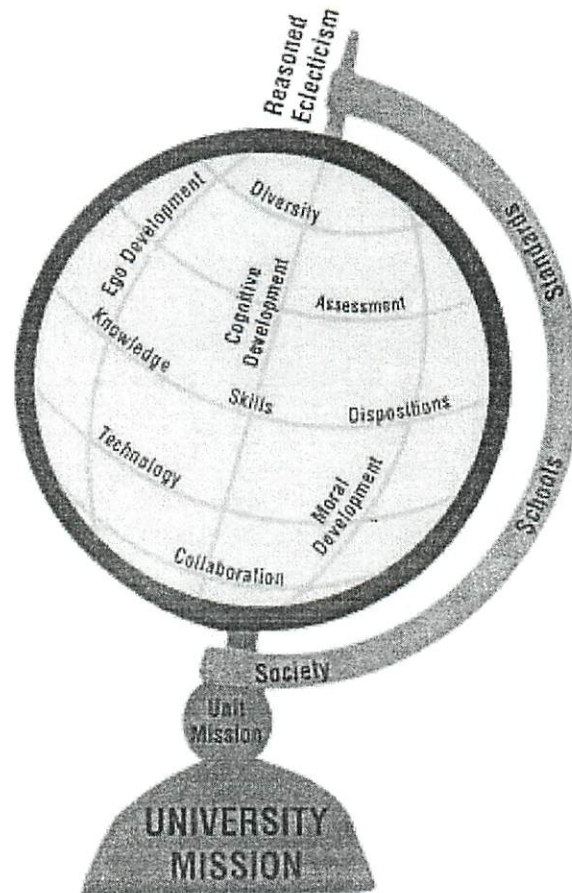


The Professional Education Unit Governors State University

“Developing Real-World School Professionals”



GSU ARCHIVES
SPED 840

Course Number: SpEd 840
Course Title: Special Education Practicum 1
Term: Fall/Block 1/2002
Instructor: Dr. Renee D. Nash

The Professional Education Unit at Governors State University seeks to offer the highest quality academic programs, balancing innovation and best practice. The Unit is committed to developing teachers, counselors, psychologists, and administrators who will employ a reasoned eclectic approach to optimize the complex teaching and learning environments in the diverse region served by the University in order to achieve student learning. The role of the special educator includes collecting baseline data, interpreting it, 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 a student on the basis of individual student characteristics, and within a diverse setting. Teachers need to develop critical IEP development skills as well as the ability to apply and evaluate them in a clinical setting. The practicum experience is designed to give candidates the opportunity to apply and evaluate various methods with students identified with special needs.

**GOVERNORS STATE UNIVERSITY
COLLEGE OF EDUCATION/DIVISION OF EDUCATION**

COURSE SYLLABUS

COURSE TITLE: Special Education Practicum I
COURSE NUMBER: SPED 840
CREDIT HOURS: One (1) Graduate
INSTRUCTOR: Renee Nash, Ed.D.
534-4365 r-nash@govst.edu
TRIMESTER: Fall 2002

Catalog Description:

Provides advanced professional experience in designing, implementing and evaluating an academic intervention plan for an identified special education student (30 hours of fieldwork).

Prerequisites:

*All methods courses in Multicategorical Masters degree sequence.

Restrictions/Intended Audience:

Graduate Students in Multicategorical Special Education Program.

Texts and Materials:

Illinois State Board of Education (1981) The Illinois Primer on Individualized Education Program. Springfield, IL: ISBE.

Illinois State Board of Education. (2000). 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 includes collecting baseline data, interpreting it, 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 a 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. They need the opportunity to apply and evaluate various methods.

Expected Student Outcomes:

1. Develop precise individualized instructional plans (IEP) based upon cognitive, perceptual, and socioemotional needs of students as identified by gathering baseline data.
2. Develop instructional methods, materials, and/or activities matched to the identified needs and strengths of the learner to carry out the IEP.
3. Carry out an intervention.

4. Evaluate student progress and program effectiveness by applying baseline and intervention measurement techniques.
5. Establish rapport with student(s) and staff.
6. Follow local, state and federal laws, regulations and guidelines.
7. Adhere to the regulations on the confidentiality of student records.

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

Instructional Activities:

- | | |
|-------------------------------------|---|
| Description of the project: | 1. Observe a target student in a classroom setting, collect baseline data, read the student's temporary folder, write a case study report, develop an IEP, implement and evaluate. Prepare a portfolio describing the project (30 student hours in the field). |
| All objectives addressed: | 2. Attend mandatory class orientation meeting at GSU. |
| Objectives addressed:
#1, #6, #7 | 3. Examine the temporary folder of the selected student including all components of the case study evaluation and MDC reports. Submit a typewritten report showing the student's academic levels, learning strengths and non-strengths and other information that may adversely impact on learning (must be submitted typewritten.) |
| Objectives addressed:
#1, #2 | 4. Prepare an Individual Educational Plan (IEP) consisting of one academic goal and a minimum of three objectives and selected methods, and materials based on the academic instructional needs of a student as revealed by the case study report, consultation with the teacher, your observation, and baseline data. Explain <u>why</u> you have selected <u>that</u> goal and objective. |
| Objectives addressed:
#3, #4 | 5. Prepare an evaluation report showing baseline, results of each intervention activity, and final outcome, along with your explanatory comments. Include a narrative discussion. |
| All objectives addressed | 6. Keep a log with a detailed description of daily activities, including reactions, feelings, observations, comments, revisions and suggestions (may be submitted hand written, if legible.) This is a diary-type record of the entire experience. |
| All objectives addressed | 7. Gather all above activity reports into a portfolio. Turn in portfolio at least one week before the end of the semester. |

Topical Outline:

- I. Development of an IEP for academic intervention
 - Mechanics of development
 - Studying the case study
 - Doing an observation
 - Obtaining a base line
 - 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

Evaluation:

10 pts.	1. Faculty supervisor on-site evaluation of participation
10 pts.	2. Cooperating teacher/supervisor evaluation
20 pts.	3. Case study report
25 pts.	4. IEP and its defense
10 pts.	5. Attendance at orientation
10 pts.	6. Log
15 pts.	7. Evaluation of intervention
<hr/>	
100 pts.	

Note: All written assignments except the log must be typewritten.

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

Professional Policies:

To minimize confusion and alleviate delayed grades and misunderstanding, the following 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. Please 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. Papers may not be returned, so photocopy them before submitting them.
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 before beginning intervention)
All interventions must be approved before beginning

Name: _____

Home phone: _____ Work phone: _____ e-mail _____

Practicum site: Name: _____
Name of school building

District # and name _____

Address of school building: _____

Phone at site: _____

Name of cooperating teacher: **(must have IL Special Education Certification)* _____

Eligibility label of student: _____

Student's Racial Identity: __

Days and times you will be doing your practicum: _____

Your proposed practicum project: Goal:

Objectives: 1. _____

2. _____

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

Faculty Supervisor On-Site Evaluation

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

Total Possible 10

Student Name _____ Student Total _____

Evaluation of Practica Experience by Cooperating Teacher

Student _____

Cooperating teacher _____ Title _____

Special Education Certifications(s) _____

School and district _____

Eligibility label of the student: _____

Trimester _____

For each item, please circle the level of performance that the student achieved, using the Likert-type scale. If you circle a 3 or 4 for any item, please give additional comments in the space provided below.

- 4 Excellent performance**
- 3 Satisfactory performance**
- 2 Fair Performance (student needs remediation)**
- 1 Poor performance (unremediable)**

During this Practica experience, the student was able to:

1. Establish rapport with children and staff	1	2	3	4
2. Identify learning needs of student	1	2	3	4
3. Develop appropriate instruction plans	1	2	3	4
4. Apply appropriate teaching strategies	1	2	3	4
5. Develop/select appropriate materials and/or activities	1	2	3	4
6. Provide ongoing evaluation of intervention and revises teaching as needed	1	2	3	4
7. Maintain a professional attitude and exhibited evidence of interpersonal skills	1	2	3	4
8. Maintain a professional appearance	1	2	3	4
9. Maintain reliability	1	2	3	4

Additional Comments: _____

Signature of cooperating teacher

Date

Student Grade Sheet

Name _____

<u>Activity</u>	<u>Points</u>
1. Faculty supervisor evaluation (10 points)	_____
2. Cooperating teacher evaluation (10 points)	_____
3. Case study report (20 points)	_____
4. IEP and explanation of choice of content (20 points)	_____
5. Evaluation report (20 points)	_____
6. Attendance at orientation (10 points)	_____
7. Log (10 points)	_____
Total (100 possible)	_____
Attendance at orientation	_____Y _____N
All items except log, typewritten	_____ Y _____ N

**PRACTICUM I
SPED 840
Fall 2002
COURSE SCHEDULE**

Sept 4 **Mandatory Orientation**
Sept 27 **Practicum Proposal Due**
Nov 13 **Optional Class Meeting Room C2315**
Dec 2 **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 I

PRACTICUM (PG. #)

Special Education Practicum I

Case Study (This information is CENTERED on page)

SPED 840

Your Name

Governors State University

Fall 2002

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.