

Course Code & No. - Section:	SPED 590
Course Title (Credits):	Special Education Practicum: Co-requisite for Special Education Methods Course
Term & Year:	Semester Year
Course Ref. No. (CRN):	
Course Credit:	1 credit
Instructor:	Kristen Odegard
Phone(s):	
Email:	kodegard@sierranevada.edu
Office Hours:	TBA
Class Meeting Time:	TBA
Location:	TBA

The Mission Statement

Sierra Nevada College graduates will be educated to be scholars of and contributors to a sustainable world. Sierra Nevada College combines the liberal arts and professional preparedness through an interdisciplinary curriculum that emphasizes entrepreneurial thinking and environmental, social, economic and educational sustainability.

The Core Themes of Sierra Nevada College

Liberal Arts	Professional Preparedness
Entrepreneurial Thinking	Sustainability

Course Description

The intent of this clinical experience is to promote the integration of methods and field experiences and to link educational theory and practice. The college course instructor will highlight elements of the course and direct students with the assignments and activities in the practicum classroom setting experience.

Pre-service practicum students are required to work with a classroom mentor teacher as a teacher assistant over the eight weeks of the practicum assignment and to complete a comprehensive log describing general teaching strategies and classroom management strategies. Activities for pre-service practicum students include: tutoring small groups of students, checking assignments, securing and operating multimedia, accompanying pupils to special classes, grading papers, preparing bulletin boards and teaching materials and assisting with classroom activities as designated by the pre-service mentor teacher.

Student Outcomes

During field experiences, students will

1. apply, related and evaluate educational theories, philosophies and content in the context of real classroom experiences
2. gain knowledge of the roles and responsibilities of the classroom mentor teacher through direct experiences with teachers in classroom settings
3. gain knowledge of school organizational patterns and philosophies that shape school curriculum by participating in a variety of settings
4. participate in professional meetings and professional development activities in a school setting

5. observe, study and interact with students of different ages, cultural and linguistic backgrounds and exceptionalities
6. participate in a variety of classroom activities:
 - a. organize and manage instruction
 - b. observe, plan and teach lessons that include technology
 - c. select and use varied assessment and evaluation methods
 - d. prepare a case study
7. interact with classroom mentor teacher, other professional staff, administrators, paraprofessional staff, parents and the community with sensitivity and respect
8. engage in reflection, critical thinking, problem solving and decision-making related to all aspects of teaching
9. analyze personal teaching effectiveness through the use of journals, self assessment and study guides
10. obtain frequent feedback and coaching from classroom mentor teacher, SNC supervisors, course instructors and peers related to all aspects of teaching.

InTASC Model Core Teaching Standards

The content of this class helps candidates continue to achieve the following INTASC Standards:

The Learner and Learning

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Instructional Practice

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Grading Methods of Assessing Student Outcomes:

Student outcomes will be assessed through: successful assignment and journal; successful completion of required hours of practicum field experience; and performance evaluation by pre-service practicum mentor teacher.

Instructional Strategies

Instructional practices used in this course include, but are not limited to, lecture, Socratic dialogues, individual and small group activities, integration of technology, discussion, cooperative group work, individual and collaborative group assignments, presentations, guest speakers, videos, and supplemental readings, and ongoing constructive feedback.

Attendance

Teacher Education candidates are expected to attend all scheduled classes and to maintain contact with the instructor and pre-service practicum mentor teacher throughout the semester.

Absence as a result of illness, family emergency or other circumstances needs to be reported. You are responsible to make phone calls to both your course instructor and pre-service practicum mentor teacher prior to your absence.

Teacher candidates must attend all classes in their entirety and submit all required assignments on time by the dates specified on the class syllabus. Failure to do so at any time may result in the teacher candidate being academically dropped from the class.

Acts of nature – snow storms, school closings, etc. – need to be noted on your attendance form.

Classroom Expectations

Teacher candidates are expected to arrive to class prepared for each class and to conduct themselves in a professional manner when communicating with the instructor and class members. Teacher candidates are required to inform the instructor via email at least 24 hours in advance of the due date if their assignment will be late in order for it to be considered for partial credit.

Academic Accommodations

Sierra Nevada College is committed to protecting disability rights and accommodating students as defined in the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973. Students with physical, learning, or psychological disabilities who wish to request accommodations are required to present appropriate documentation of their disabilities to the Director of Academic Support Services, who will make the necessary accommodations available as appropriate to the documented disability on file. It is suggested that students seeking accommodations contact the Director before the semester begins to make their request. Specific information about a student's disability is kept confidential. Every effort will be made by the faculty and staff of Sierra Nevada College to provide reasonable accommodations. **It is the student's responsibility to request accommodations.**

Mandatory Special Accommodations (ADA) Statement

In accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, students with a documented disability are eligible for support services and accommodations. If a student wishes to request an accommodation, please contact the Director of Academic Support Services, Henry Conover, at (775) 831-1314 x7534, hconover@sierranevada.edu or go to the OASIS offices on the third floor of Prim Library within the first week of the semester.

The SNC Email System

The SNC email system is the official communication vehicle among students, faculty members and administrative staff and is designed to protect the confidentiality of student information as required by the Family Educational Rights and Privacy Act of 1974 Act (FERPA). Students should check their college email accounts daily during the school year.

Students have a right to forward their SNC e-mail to another e-mail account (for example, @hotmail or @gmail). However, confidentiality of student information protected by FERPA cannot be guaranteed for SNC e-mail forwarded to an outside vendor. Having email redirected does not absolve a student from the responsibilities associated with official communication sent to his or her SNC email account.

While electronic devices are commonplace, teacher candidates are asked to use common courtesy and common sense in the use of electronic devices during class sessions. Using laptop computers during class to enhance learning is encouraged. Please avoid using them, however, for non-class related purposes. The ringing of cell phones is distracting to the instructor and other students, so please turn the phones off during class. Texting during class may interfere with your ability to focus on the content of the class, so please refrain from doing so in class. In case of an emergency that requires you to maintain contact with someone outside of class, please inform the instructor at the beginning of class, and leave the class quietly to use the device when necessary.

Prim Library Resources

Using the library's resources effectively (not just Internet resources) contributes to developing each of SNC's core themes by exposing students to high quality academic resources, diverse opinions, new ideas, and a future that includes building on a liberal arts education. In this course, you will be expected to utilize the library's resources (either on-site or remotely) as you complete your assignment.

LOGIN information for SNC Prim Library Electronic Databases

<http://libguides.sierranevada.edu/library>

When you need to access SNC's licensed database content from off campus, you will need the following information: Students: Use your first initial and your last name as the username and your 9 digit student ID number as the password.

If you have questions or problems, please contact the library at library@sierranevada.edu.

Betts Markle, Library Director emarkle@sierranevada.edu 775-881-7511

Prim Library Resources include, but are not limited to:

1. Electronic databases (for peer-reviewed research articles, reviews, newspaper and magazine articles).
2. Hardcopy periodicals: Prim Library has current subscriptions for Education, such as the journal by the National Council of Teachers of English, *Language Arts*, and a journal for education, *Phi Delta Kappan*. Both of these are likely to have articles on your paper topic, themed lesson plan or discussion topic. Full-text articles from many more periodicals are available through the electronic databases.
3. Lib Guides: <http://Libguides.sierranevada.edu>. These web pages contain instructions about how to use resources available at Prim Library, how to evaluate the appropriateness of information from the

Internet for a research paper, how to cite sources, and other topics related to finding and using information.

Laptop Computer Requirements

All students attending SNC are required to have a laptop for their academic use. For details regarding minimum hardware and software requirements, visit the SNC web site <http://www.sierranevada.edu/?id=187>. Graduate courses require the use of a laptop computer.

Computer Skill Competency Requirement – must be proficient in technology skills including, but not limited to:

- Basic computers, including the ability to create folders; find, copy, move, rename, and delete files; maximize/minimize multiple windows; and download and save files;
- Ability to use a word processor application to create, save, print and retrieve a document; cut, copy, and paste text within and between documents; and save a word processing document in Microsoft Word;
- Ability to access SNC email that you check regularly. In addition, you must be able to send, receive, open, and store messages and attachments; and
- Ability to navigate between web sites, use search engines, install needed plug-ins, such as Flash or QuickTime players, and disable pop-up blockers or white list sites as needed for online courses.

While these are the basic skills needed, students have opportunities to develop additional skills, including media development, and the use of conferencing and collaboration tools.

It is recommended that the laptop is a new or updated computer – either a PC running Windows 7 or Vista, or a Mac running OSX 10.4 or higher. In addition, high-speed internet access, a printer, speakers, and a headset microphone are also recommended.

Sanctions for Cheating and/or Plagiarism

The Honor Code

The faculty of SNC believes students must be held to high standards of integrity in all aspects of college life in order to promote the educational mission of the College and to encourage respect for the rights of others. Each student brings to the SNC community unique skills, talents, values and experiences which, when expressed within the community, contribute to the quality of the educational environment and the growth and development of the individual. Students share with members of the faculty, administration and staff the responsibility for creating and maintaining an environment conducive to learning and personal development, where actions are guided by mutual respect, integrity, responsibility and trust. The faculty and students alike must make diligent efforts to ensure high standards are upheld by their colleagues and peers as well as themselves. Therefore faculty and students accept responsibility for maintaining these standards at Sierra Nevada College and are obligated to comply with its regulations and procedures, which they are expected to read and understand.

Consequences of Violating the Student Honor Code

SNC students and faculty share the responsibility for maintaining an environment of academic honesty. Thus, all are responsible for knowing and abiding by the SNC Faculty/Student Honor Code published in the current SNC Catalog. Faculty are responsible for presenting the Honor Code and the consequences of violating it to students at the start of their classes AND for reporting all incidences of academic dishonesty to the Provost.

Students are responsible for knowing what constitutes CHEATING, PLAGIARISM and FABRICATION and for refraining from these and other forms of academic dishonesty. Violations of the Honor Code become part of a student's academic record. Plagiarism is "passing off a source's information, ideas, or words as one's own by omitting to acknowledge the sources." This refers to all sources of information, including the Internet.

- 1st Offense (on student's academic record) Student receives a zero for assignment/exam and/or a determination by the faculty if the student should fail the course is made. Counseling with faculty on the honor code, consequences for violating the honor code, and the value of academic honesty in learning are provided.
- 2nd Offense (on student's academic record) Student is expelled.

Grading

In order to earn a final grade for the practicum field experience and its related assignments, students must complete all projects, journal assignments, attendance and activity records, forms, evaluations and documents needed to fulfill course requirements accurately, professionally, at a passing quality level and in a timely manner. Additionally, any and all signed assessments (including attendance and activity logs, forms, etc.) required must be submitted by the due date(s) provided.

The grading procedure for the practicum follows the Pass/Fail system. This course is graded as Pass, Incomplete or No Pass. In order to earn a Pass, students must complete the following:

- 1) Submit all required assignments and documentation at a passing level.
- 2) Fulfill the time requirements of a minimum of 20 hours in the classroom
- 3) Receive a favorable evaluation from the practicum classroom mentor teacher using the evaluation form.

Placement

The Instructor of the Practicum Course (Practicum Coordinator) will arrange the student placement.

Responsibilities of the Course Instructor/Practicum Coordinator

- Develop the areas of focus for the minimum 20 hour experience.
- Inform the student of teaching methods they are to observe.
- Provide guidance in lesson preparation.
- Debrief with the student regarding the teaching experience.
- Direct the student to complete reflective reports.

Responsibilities of the Classroom Mentor Teacher

- Provide a classroom for observation and practice of methodology.
- Provide feedback of the student's teaching performance. NOTE: This feedback is formative and needs to be frank so that the student becomes aware of the areas that need attention.
- Verify that the student completed the minimum 20 hour requirement.
- Provide general feedback on the student to the college.

Responsibilities of the Student

- Be actively engaged in observation and practice.
- Complete all assignments required for passing the Practicum Course.

- Prepare and present instruction that is supervised by the classroom mentor teacher.
- Engage in self-assessment and reflection of your instruction.
- Share observations and experiences with the methods class.
- Complete the minimum 20 hour practicum requirement.
- Present oneself as a professional in conduct and appearance.

Required Text

Radford, C. (2013). *Strategies for successful student teaching*. (3 ed.). Upper Saddle River, NJ. Pearson.

Class Requirements

Detailed descriptions with examples, due dates and point distribution will be explained in class and can be found in this syllabus.

Class Schedule

Instructor reserves the right to adjust the schedule as deemed necessary and will announce any such changes in class.

Assignments

<p>Assignment 1 Introductory Letter to Practicum Classroom Mentor Teacher: Chapter 2 – Assignment Activity 2.6 Radford, C. (2013). <i>Strategies for successful student teaching</i>. (3 ed.). Upper Saddle River, NJ. Pearson.</p>	<p>Submit to Practicum Coordinator; once approved, student presents to Classroom Mentor Teacher</p>
<p>Assignment 2 Instructional Project</p> <p><u>Week 1:</u> Orientation to the classroom</p> <p><u>Weeks 2 – 7:</u> Select a student to follow, take a look at his/her IEP folder to determine goals One-to-one student tutoring Small group instruction Whole group lesson presentation in a differentiated fashion to meet the needs of the students in special education</p> <p>Chapters 7 and 8 Radford, C. (2013). <i>Strategies for successful student teaching</i>. (3 ed.). Upper Saddle River, NJ. Pearson.</p>	<p>Student coordinates with the Classroom Mentor Teacher to meet the Instructional Project requirements.</p>
<p>Assignment 3 Practicum Field Experience Reflection Journal Chapter 1 - Linking Theory to Practice Radford, C. (2013). <i>Strategies for successful student teaching</i>. (3 ed.). Upper Saddle River, NJ. Pearson.</p>	<p>Submit to Methods Instructor</p>
<p>Assignment 4 Practicum Field Experience Attendance and Activity Record</p>	<p>Submit to Methods Instructor</p>
<p>Assignment 5 Practicum Classroom Mentor Teacher Final Evaluation</p>	<p>Submit to Methods Instructor</p>
<p>Assignment 6 Student Evaluation of Field Practicum Experience</p>	<p>Submit to Practicum Coordinator</p>

**Assignment 2: Instructional Project SECD 590 Practicum Field Experience/Methods
Practicum Classroom Mentor Teacher Lesson Feedback Form**

Teacher Education Candidate: _____ Date: _____

Subject/Topic: _____ Grade Level: _____

Assignment 2: Lesson Presentation

Practicum Classroom Mentor Teacher: _____

Rate the performance of this teacher education candidate on each of the elements below using the level of performance descriptors shown for proficient (P), basic (B), or unsatisfactory (U) as your guide. Please note that experienced teachers typically and consistently perform at the proficient level. However, this level of performance may not be true of the pre-service or novice teacher. Because this form is designed as a feedback tool, in contrast to an evaluation instrument, please be candid and frank in your assessment. Add comments as appropriate.

LESSON PRESENTATION

Element	Level of Performance			
	Proficient	Basic	Unsatisfactory	Rating:(P, B or U)
Directions and procedures	Directions and procedures are clear, and they contain an appropriate level of detail.	Directions and procedures are clarified after initial student confusion, and/or they are excessively detailed.	Directions and procedures are unclear and confusing.	
Oral language	Spoken language is clear and correct. Vocabulary is developmentally appropriate.	Spoken language is audible and used correctly. Vocabulary is correct but limited, or it is not always developmentally appropriate.	Spoken language is inaudible. Spoken language contains multiple usage errors. Vocabulary is inappropriate, vague or used incorrectly.	
Written language	Written language is clear and correct. Vocabulary is developmentally appropriate.	Written language is legible and used correctly. Vocabulary is correct but limited, or it is not always developmentally appropriate.	Written language is illegible. Written language contain(s) multiple usage errors. Vocabulary is inappropriate, vague or used incorrectly.	
Representation of content	Representation of content is appropriate and links well with students' knowledge and experience.	Representation of content is inconsistent in quality. Some is done skillfully, with good examples; other portions are difficult to follow.	Representation of content is inappropriate and unclear.	
Activities and assignments	Most activities and assignments are appropriate. Almost all students are cognitively engaged.	Some activities and assignments are appropriate and cognitively engage the students.	Few activities and assignments are appropriate, and they fail to cognitively engage the students.	

COMMENTS: (Use the back of this form.)

Classroom Mentor Teacher's Signature: _____ Date: _____

Please return to the Methods Course Instructor.

Assignment 3: Practicum Field Experience Reflection Journal

During your field-based experience, you are to keep a log of the dates, the times, and detailed descriptions of your visits. After each visit, you are to write a one to two page reflection of the visit. While you are an observer and guest in your practicum mentor classroom teacher's classroom, not his or her evaluator, for your learning purposes your reflections should address the following questions:

Classroom Environment

- What pictures, posters, or other displays related to the content area are present? What do they depict?
- What resources (manipulatives, tools, books, etc.) are available and accessible to students?
- What technology (computers, calculators, overhead projector, etc.) is available to students?
- What physical aspects of the classroom (desk arrangement; displays of student work, daily agenda, classroom rules and procedures; comfortable seating area) do you feel contribute to a positive classroom culture?
- In looking at the classroom environment, what do you notice will help or hinder students with special needs? (is the classroom organized, or is it chaotic?)

Professional and Pedagogical Knowledge

- How does the teacher demonstrate a commitment to students and learning?
- What evidence demonstrates that the cooperating teacher knows the subject and how to teach the subject to students?

Content Knowledge

- How does the teacher demonstrate in-depth knowledge of the subject matter through inquiry, critical analysis, and synthesis of the subject and according to professional, state, and institutional standards?

Student Learning

- How does the teacher assess and analyze student learning, make appropriate adjustments to instruction, monitor student learning, and have a positive effect on learning for all students?
- What kinds of interventions does the teacher employ to help bridge the gaps between different student abilities?

Diversity

- How does the cooperating teacher challenge students toward cognitive complexity and engage *all* students, including students with exceptionalities, through instructional conversation?
- Describe the student and his/her IEP. How was the needs of this student met in the general education setting?
- How did the instructor facilitate working towards the students goals, making accommodations and modifications, and making sure that specially designed instruction was occurring in the manner it was described in the student's IEP?

Each reflection does not need to answer each of the questions listed; however, all questions must be addressed at least once in your journal.

Evaluation for this Assignment:

Your practicum journal will be evaluated as stated in the course syllabus using the *Practicum Journal Rubric Scoring Sheet*.

**Assignment 3: Practicum Field Experience Reflection Journal
Practicum Journal Rubric Scoring Sheet**

Teacher Candidate Name _____ Date _____

Score _____ Criteria	Does Not Meet Expectation	Meets Expectation	Exceeds Expectation
<i>Description of Visits</i> include dates, times, and detailed descriptions (20%)	All visits need to be dated and timed and/or Descriptions are limited and vague, and need to provide a good idea of the classroom and observed activities	All visits are dated and timed and Descriptions of visits provide enough detail to give the gist of the classroom and observed activities	All visits are dated and timed and Descriptions of visits provide such detail that one may picture the classroom and observed activities in one's mind
<i>Classroom Environment</i> questions are answered (10%)	All questions need to be answered	All questions are answered	All questions are answered and an analysis, not mere retell, is included
<i>Professional and Pedagogical Knowledge</i> questions are answered (10%)	All questions need to be answered	All questions are answered	All questions are answered and an analysis, not mere retell, is included
<i>Content Knowledge</i> questions are answered (10%)	All questions need to be answered	All questions are answered	All questions are answered and an analysis, not mere retell, is included
<i>Student Learning</i> questions are answered (10%)	All questions need to be answered	All questions are answered	All questions are answered and an analysis, not mere retell, is included
<i>Diversity</i> questions are answered (10%)	All questions need to be answered	All questions are answered	All questions are answered and an analysis, not mere retell, is included
<i>Lesson Reflection is completed</i> (20%)	Reflection needs to address all questions asked	Reflection addresses all questions asked	Reflection addresses all questions asked and gives specific examples and reasons for answers
<i>Standard English Conventions (SEC) and APA Format</i> are used (10%)	More than two SEC errors per page and/or Needs APA format	1 – 2 SEC errors/page and/or Mostly APA format (Ideally, teacher candidates do not make any errors in SEC.)	No SEC errors and APA format used

Assignment 5: Classroom Mentor Teacher Final Evaluation

Student: _____

Practicum Classroom Mentor Teacher: _____

Subject Area Observed: _____

Please provide a Yes or No response to the following items. If you wish to make comments, please do so after the item.

	Yes	No	Comments
The candidate spent at least 20 hours in the practicum assignment and teaching.			
The candidate taught at least one lesson.			
The candidate was actively engaged as a classroom participant.			
The candidate raised questions about teaching methods and practice.			
The candidate was punctual in attendance.			
The candidate demonstrated professionalism by conduct and appearance.			

General comments:

Practicum Classroom Mentor Teacher's Signature: _____ Date: _____

Please return to the Methods Course Instructor.

Assignment 6: Student Evaluation of Field Practicum Experience

Please provide a thoughtful assessment of your practicum experience. Evaluations are confidential and anonymous.

Please check the activities in which you participated in the teaching practicum:

Lesson planning/preparation _____ Whole-class instruction _____

Small Group Instruction _____ Assessment _____

Classroom Management _____ Other: _____ (List below)

How satisfied were you with the support you received from your mentor?

Not at all _____ Somewhat _____ Mostly _____ Completely _____

Comments:

How satisfied were you with the support/feedback received from the faculty member regarding your practicum experience?

Not at all _____ Somewhat _____ Mostly _____ Completely _____

Comments:

To what extent do you believe your practicum experience has prepared you for student teaching?

Not at all _____ Somewhat _____ Mostly _____ Completely _____

Comments:

What could have done to further enhance your practicum experience?