**RSED 7910**

Research Practicum

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**Department of Special Education Rehabilitation & Counseling**

**College of Education**

Instructor Information:

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Office Hours:

**Tuesdays 6:30-7:00pm or by appointment**



**Auburn University**

**Department of Special Education, Rehabilitation, & Counseling**

**RSED 7910 Teaching Practicum (1 hour credit)**

**Course Description:** This course is intended to provide practical experience planning and conducting research.

**COURSE REQUIREMENTS/EVALUATION:** Students are required to: a) successfully complete all required tasks and assignments, and tests no later than the date designated for each, b) attend class and participate in class discussions and activities, and c) read assigned materials prior toattending classes.

**Observe and assist with research activities.**  The student will observe and assist in implementation of research activities.

**Lead a portion of research activities.** The student will plan and lead portions of research activities to be determined by faculty.

**CLASS POLICIES:**

***Attendance:*** Students are expected to attend class and participate in class discussions and activities.

***Assignments:*** All written assignments are expected to conform to the current style manual of the American Psychological Association (APA). This includes the use of person-first language (i.e. “child with a disability” rather than “disabled child”). Written assignments are expected to be typewritten, grammatically accurate, and free of spelling and typographical errors. Assignments are to be of a quality that would be expected of a professional.

***Classroom Behavior and Honesty:*** Students are expected to read and adhere to all classroom polices in the Auburn University Policies site regarding classroom behavior and honesty (<https://sites.auburn.edu/admin/universitypolicies/default.aspx>).

**Classroom Behavior: “**Behavior in the classroom that impedes teaching and learning and creates obstacles to this goal [learning] is considered disruptive and therefore subject to sanctions… Students have the responsibility of complying with behavioral standards… Examples of improper behavior in the classroom (including the virtual classroom of e-mail, chat rooms, telephony, and web activities associated with courses) may include, but are not limited to the following: arriving after a class has begun; use of tobacco products; monopolizing discussion; persistent speaking out of turn; distractive talking including cell phone usage; audio or video recording of classroom activities or the use of electronic devices (including cell phones) without the permission of the instructor; refusal to comply with reasonable instructor directions; employing insulting language or gestures; verbal, psychological, or physical threats, harassment, and physical violence.” (See Auburn University Policy Site <https://sites.auburn.edu/admin/universitypolicies/default.aspx>).

**Honesty Code**: The University Academic Honesty Code and the University Policy Site Regulations pertaining to Cheating will apply to this class (<https://sites.auburn.edu/admin/universitypolicies/default.aspx>). The Auburn Academic Honesty Code is found in both the University Policy Site and the Student Government Association’s Code of Laws. Students are to read the honor code carefully, making sure they understand the policy, its implications for their work (e.g. tests, reports, papers, projects), and the consequences of code violation. Non-compliance with this policy will result in formal action with the university academic honesty procedures. Among other things, students are responsible for understanding the definition of plagiarism. Individuals are to (a) reference materials they use, and (b) reference only material they access directly. Individuals who copy or use ideas from the works of others without properly acknowledging the author, risk grave consequences.

***Accommodations:*** Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with office hours, an alternate time can be arranged. To set up this meeting, please contact your supervisor by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).

***Student Academic Grievance Policy:*** The purpose of this university policy is to “resolve academic grievances of students, which results from actions of faculty or administration. This resolution should be achieved at the lowest level and in the most equitable way. The burden of proof rests with the complainants.” See University Policy Site for steps toward redress <https://sites.auburn.edu/admin/universitypolicies/default.aspx>.

***Confidentiality:*** Respect family rights to privacy, the identity of children and families will be confidential.

***Contingency Plan:*** In the unlikely event that either instructor(s) or students are unable to attend class due to serious infectious illness (documentation required), assignments and will be made available on Canvas for completion or submission.

**RSED 5120/6120 Learning Segment Plan Grading Rubric**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Lesson Methods and Strategies** | | | | | **Yes** | | **No** |
| **The methods and strategies contained within the lessons are included in RSED 5120/6120/6126 textbook, notes, or lectures.** | | | | | **Lesson series accepted, graded according to the rubric below** | | **Lesson series is not accepted and zero points are earned** |
|  | **Excellent & Competent 5 pts** | | | | **Approaching Competence 3 pt** | | **Poor 0 pts** |
| Draft of Context objectives and assessments | Includes description of the context for learning, 4 detailed objectives, baseline assessment and assessment materials related to each objective  Submitted on time | | | | More than half attempted  Submitted on time | | Less than half attempted |
|  | **Excellent & Competent 10 pts** | | | | **Approaching Competence 5 pt** | | **Poor 0 pts** |
| Task 1 Draft | Includes description of the context for learning, lesson plans for learning segment , instructional materials, assessment materials used from baseline to final assessment, and planning commentary  Submitted on time | | | | More than half attempted  Submitted on time | | Less than half attempted |
|  | **Excellent 5 pts** | | **Competent 4 pts** | | **Approaching Competence 2 pts** | | **Poor 0 -1pts** |
| Context and  Planning Commentary: Alignment and Development of Knowledge and Skills | The identified IEP goal, standard, lesson objectives, planned supports, and/or learning tasks and materials are consistently aligned with each other. All lesson objectives include clearly defined measurable outcomes, **AND lesson objectives and/or instructional materials and planned supports are logically sequenced to move the focus learner toward achieving the learning goal**.  Plans include strategies to enhance generalization, maintenance, or self-direct learning | | The identified IEP goal, standard, lesson objectives, planned supports, and/or learning tasks and materials are **consistently aligned** with each other. **All lesson objectives include clearly defined measurable outcomes for the focus learner’s performance.** | | The identified IEP goal, standard, lesson objectives, planned supports, and/or learning tasks and materials are **loosely or inconsistently aligned with each other**. | | The identified IEP goal, standard, lesson objectives, planned supports, and/or learning tasks and materials are **not aligned with each other**. |
| Context and Planning Commentary Challenge and Support for Learner | Learning tasks and planned support strategies provide appropriate levels of support **and challenge**, reflecting the focus learner’s strengths, needs, **AND,** interests  Plan calls for engaging the learner in self-managing planned supports | | Learning tasks and planned support strategies provide **appropriate levels** of support, reflecting the focus learner’s strengths **AND/OR** needs | | Learning tasks and planned support strategies **generally reflect the focus learner‘s prior learning and experience**, and/or **superficially address the focus learner’s strengths and needs**. | | There is **no evidence of planned supports for the goal**. **OR Severe mismatch between learner’s chronological age or level and instruct strategies OR Learning tasks and planned support strategies do NOT align to lesson objectives and/or do NOT reflect IEP** |
| Planning commentary Justification of Instruction and Support | At least **three citations** (only one from textbook)  Citations for explicit instruction, development of conceptual knowledge, methods for developing conceptual and other types of knowledge  provide justification of instruction and planned support strategies makes **clear, accurate connections** to the learner’s strengths, needs, research AND theory (information processing)  Candidate justifies selection of planning strategies to support development of **maintenance** AND **generaliz** | | At least **three citations** (only one from textbook)  Citations for explicit instruction, development of conceptual knowledge, methods for developing conceptual and other types of knowledge  provide  Candidate’s justification of instruction and planned support strategies makes **general connections** to • **the focus learner’s strengths** and needs **AND** • research and/or theory.  Explanation of learning theory is attempted, but poorly written | | Lacking appropriate citations Justification of instruction and planned support strategies makes • **general connections to the focus learner’s needs OR** • **vague or unclear connections to research and/or theory**. | | justification of instruction or planned support strategies is **either missing for the learning goal OR represents a deficit** |
| Planning Commentary Supporting Learner’s Use of Expressive and/or Receptive Communication | Provides **examples of specific planned supports** for the focus learner’s use of the communication skill to participate in learning tasks and/or demonstrate learning.  Describes how the planned supports are designed to **move the learner toward maintained or generalized use of the communication skill** | | Identifies planned supports for the communication skill **that generally facilitate the focus learner’s use of it** to participate in learning tasks and/or demonstrate learning. | | **Identifies planned supports for the communication skill that are not aligned with its use.** | | Identifies communication skill that is **not aligned with the learning goal**. **OR Planned supports for the communication skill are missing.** |
| Materials and Planning Commentary Planning Assessments to Monitor and Support Learning | assessments (including baseline data) and the daily assessment records are aligned to all lesson objectives and provide evidence for monitoring the focus learner’s progress toward the learning goal at different points in the learning segment. Assessments for the learning goal reflect appropriate levels of **challenge** **and support** in light of the focus learner’s specific strengths, needs, and lesson objectives.  Explanation clearly tells how assessments will be used to assessment whether learner is appropriately challenged and whether additional support or enrichment is needed  candidate describes plans to **involve the focus learner in monitoring his/her own progress in devel approp ways**. | | **Planned assessments (including baseline data)** and the daily assessment records are **aligned** to **all** lesson objectives and **provide evidence** for monitoring the focus learner’s progress toward the learning goal **at different points** in the learning segment.  Use of different assessments for the purposes of progress related to challenge and support attempted, but poorly written and unclear | | Planned assessments and the daily assessment records are **loosely aligned** to the lesson objectives, and **provide limited evidence to monitor the focus learner’s progress during the learning segment toward the learning goal**. **OR Some lesson objectives are not assessed.** | | The set of planned assessments and daily assessment records is **not aligned to the lesson objectives** and will **provide little or no evidence** of the focus learner’s progress toward **the learning goal**. |
|  | **Excellent 5 pts** | | **Competent 4 pts** | | **Approaching Competence 2 pts** | | **Poor 0 -1pts** |
| Lesson 1-4  Advanced Organizer | For all lessons:  - Review relevant skills etc…  - State lesson objective, link to prior knowledge  - Develop relevance  - Clear communication of expectations for behavior  - Opportunity for student input  Sections are written such that the reader can clearly visualize activities and implement plans based on descriptions | | For all lessons, the following are clearly present:  - Review, lesson objective, link to prior knowledge, development of relevance, communication of expectations, and opportunity for student input. Lapses in writing conventions or lack of detail interfere with clarity and the reader’s ability to replicate plans | | 1-2 of the advance organizer components are missing from 1-2 lessons:  - Review, lesson objective, link to prior knowledge, development of relevance, communication of expectations, and opportunity for student input. | | More than 2 of the advance organizer components are missing or 3 lessons are missing more than two components |
|  | **Excellent 15 pts** | | **Competent 10 pts** | | **Approaching Competence 5 pts** | | **Poor 0 -1pts** |
| Lesson 1-4  Model and Demonstration | For all lessons:  - Includes 3 Ms described in notes, student engagement through questions and responses is clear  - Lesson activities/tasks demonstrated step by step  - Clear verbal description of lesson activities/tasks  - Model clear, sections written such that reader can clearly visualize tasks and implement plans based on descriptions | | For all lessons the following are present:  - 3 Ms described in notes, student engagement through questions and responses is clear  lesson activities/tasks demonstrated step by step, verbal description of lesson activities/tasks  - Lapses in writing conventions or lack of detail interfere with clarity and the reader’s ability to replicate | | 1-2 of model components are missing from 1-2 lessons:  - 3 Ms described in notes, student engagement through questions and responses is not consistent  lesson activities/tasks demonstrated step by step, verbal descript of lesson activities/tasks | | More than 2 of the model components are missing or 3 lessons are missing more than 2 components  Missing student engagement through questions and responses |
| Lesson 1 -4 Guided Practice | For all lessons:  - Multiple examples of prompts/cues are included  - The approach for guidance is clear (e.g., together, back and forth, students assist teacher)  - Guide is clear and appropriate for lesson  - Materials used are appropriate  - Guidance is clear and sections are written such that the reader can clearly visualize activities and implement plans based on descriptions | | For all lessons the following are present:  Multiple examples of prompts/cues, guidance is appropriate for lesson, materials are appropriate  Lapses in writing conventions or lack of detail interfere with clarity and the reader’s ability to replicate plans | | 1-2 of the guided practice components are missing for 1-2 lessons:  Some examples of prompts/cues, guidance is appropriate for lesson, materials are appropriate | | More than 2 of the guided practice components are missing or 3 lessons are missing more than 2 components  Back and forth interaction between student and teacher is missing  Student is questioned over and over without evidence of prompts, cues, and teacher participation |
|  | **Excellent 5 pts** | | **Competent 4 pts** | | **Approaching Competence 2 pts** | | **Poor 0 -1pts** |
| Lesson 1- 4 Independent Practice | For all lessons:  - Assignment measures objective  - Students could complete task without teacher guidance  - Assignment is appropriate for lesson  - Ind practice clear, sections are written such that the reader can clearly visualize activities and implement plans based on descriptions | | For all lesson the following are present: task measures objective, task described could be completed without teacher guidance, task is appropriate for lesson.  Lapses in writing conventions or lack of detail interfere with clarity and the reader’s ability to replicate plans | | 1-2 of the ind practice components are missing for 1-2 lessons: task measures objective, task described could be completed without teacher guidance, task is appropriate for lesson. | | More than 2 ind practice components are missing or 3 lessons are missing 2 or more components |
| Lesson 1-4 Post Organizer | For all lessons:  - Review of activity  - Highlight important concepts, ideas  - Opportunity for student input  - Sections are written such that the reader can clearly visualize activities and implement plans based on descriptions | | The following are present in each lesson:  Review of activity, highlight of important ideas, opportunity for student input  Lapses in writing conventions or lack of detail interfere with clarity and the reader’s ability to replicate | | 1-2 of post organizer components are missing from 1-2 lessons: Review of activity, highlight of important ideas, opportunity for student input | | More than 2 of the post organizer components are missing from lessons or 3 lessons are missing 2 or more of the following components |
|  | **Excellent 10 pts** | | **Competent 7 pts** | | **Approaching Competence 5 pts** | | **Poor 0 -1pts** |
| Lesson 1-4  Plan for student feedback, self- monitoring, and goal setting | Description of the following  - plan for monitoring ind work, noting instances of assistance  -when ind work will be discussed with student  Plans for error correction, positive feedback, and encouragement  Plans or procedures for student to set goal record own progress and correct errors  Plans for assisting student in setting goal for next session | | Description of the following  -when ind work will be discussed with student  - there are plans for error correction, but its execution is unclear  -plans for student to record own progress and correct errors are unclear  -plan s for student’s goal setting unclear | | Description of student feedback session, but details are confusing or unclear | | It is not clear that there will be a student feedback session |
|  | | 5 points | | 2 points | | 0 points | |
| Writing Conventions & professional language | | No more than five errors in spelling or grammar  No more than five instances of vocabulary that is inappropriate in professional written language (*words/phrases such as get, got, messed up, when it comes to, etc…*)  No lapses in the use of person-first language (e.g., students with learning disabilities or students with autism) | | 6-10 spelling or grammar errors  More than 5 instances of inappropriate vocabulary for professional writing (*words/phrases such as get, got, messed up, when it comes to, etc…*)  1 error in person-first language | | 11 or more spelling or grammar errors 11 or more instances of inappropriate vocabulary for professional writing  (*words/phrases such as get, got, messed up, when it comes to, etc…*)  2 errors in person-first language | |