

**Auburn University**  
**Department of Special Education, Rehabilitation, and Counseling**

- 1. COURSE NUMBER:** RSED 7910 (Special Education)  
**Course Title:** Practicum Traditional Placed  
**Credit Hours:** 1-6  
**Prerequisites:** Departmental approval

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| <b>University Supervisor</b><br>Name:<br>Office:<br>Phone:<br>Email:<br>Office hours : |  |
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- 2. DATE SYLLABUS PREPARED:** January 2011, updated 1/2014
- 3. TEXTS:** None
- 4. COURSE DESCRIPTION:** (variable) This practicum will provide the advanced student the opportunity during his or her career preparation to translate theory and research into practice in an educational or community service delivery setting aligned with degree program option.
- 5. COURSE OBJECTIVES:** This course is a semester-long field-based laboratory experience. The specific objectives are related to the specific needs and placements of individual students, as well as the specific programs.

Based upon ASLDE standards, the student will:

1. Develop, select, administer, and interpret formal and informal assessments; 34(1)(b)1
2. Translate assessment information into functional long-term goals and short-term benchmarks; 34(1)(b)2
3. Implement or assist other teachers in implementing the student's individualized education program, by selecting, developing, and using appropriate instructional techniques and methods, ongoing measurement techniques, media and materials, equipment, including assistive technology devices, technology devices, technological advances, and support personnel; 34(1)(b)3
4. Continuously analyze the effectiveness of the individualized education program and make appropriate modifications; 34(1)(b)4
5. Select and implement research-based curricula and practices related to the core components of reading such as explicit and direct instruction and appropriate grouping; 34(1)(b)5
6. Utilize effective teaching strategies designed to promote learning and improve student achievement; 34(1)(b)6
7. Modify methods, materials, and equipment to meet student needs; 34(1)(b)7
8. Implement research-based behavior management techniques and practices that include school-wide, classroom, and individual proactive positive behavior supports; 34(1)(b)8
9. Plan and facilitate transition programs within and outside the school setting; 34(1)(b)9

10. Effectively communicate the goals of the instructional program to the student, the student's primary caregivers, and appropriate professionals; 34(1)(b)10
11. Design and implement programs that reflect knowledge, awareness, and responsiveness to diverse cultures, including cultural and socioeconomic factors; 34(1)(b)11
12. Work effectively with members of the instructional team and professionals from related fields. 34(1)(b)12

In the **Early Child Special Education program**, the student will:

1. Plan, implement, and evaluate programs designed to meet the special needs of children with disabilities from birth through age eight; 37(2)(b)1
2. Provide developmentally appropriate programs for infants and young children with disabilities; 37(2)(b)2
3. Consult with parents and other family members in their efforts to understand, accept, and provide care for the young child with special needs; 37(2)(b)3
4. Work collaboratively with members of an interdisciplinary team in assessment and intervention efforts; 37(2)(b)4
5. Adapt methods and materials to the needs of children with varying exceptionalities from birth through age eight; and 37(2)(b)5
6. Use observational/assessment techniques and instruments appropriate for children with varying exceptionalities from birth through age eight. 37(2)(b)6

In the **Collaborative Teacher (K-6) program**, the student will:

1. Assess students' needs in order to plan an individualized education program appropriate for classroom instruction; 35(1)(b)1
2. Create an optimal learning environment by utilizing, evaluating, modifying and adapting the classroom setting, curricula, teaching strategies, materials and equipment; 35(1)(b)2
3. Utilize practices to encourage family support in the student's program; 35(1)(b)3
4. Assist in the evaluation and implementation of assistive technology; 35(1)(b)4
5. Collaboratively utilize and evaluate the effectiveness of a variety of instructional strategies to facilitate the student's attainment of goals and objectives; 35(1)(b)5
6. Implement appropriate behavioral interventions based on a functional analysis of behavior; 35(1)(b)6
7. Build student's communication abilities and social interaction skills through the development of appropriate language and conversational skills; 35(1)(b)7
8. Plan and implement an instructional program for grades K-6 using the Alabama courses of study for mathematics, English language arts, social studies and science; 35(1)(b)8
9. Develop and implement appropriate school healthcare plans and specialized instructional and therapeutic techniques including physical and behavior management; 35(1)(b)9
10. Implement a variety of validated, research-based reading programs selected to meet the needs of students and including the strategies recommended in the Alabama Reading Initiative publications including Essential Skills of Teachers of Reading; 35(1)(b)10
11. Teach developmental stages of writing and spelling including the writing process; the stages of prewriting, drafting, revising, editing, and publishing; and writing across the curriculum; 35(1)(b)11
12. Use peer and teacher conferencing and rubric assessment to help students edit and revise their writing. 35(1)(b)

Additionally, in the **Collaborative Teacher (6-12) program**, the student will:

1. Assess students' needs and personal preferences in areas such as communication, cognition, motor, self-help/adaptive, social/emotional, functional life skills, and vocational skills in order to plan an individualized educational program for instruction. 36(1)(b)1
2. Utilize practices for facilitating student self-determination and enlisting the support and participation of families in the student's educational program. 36(1)(b)2
3. Create an optimal learning environment by collaboratively utilizing, evaluating, modifying and adapting the classroom setting, curricula, teaching strategies, materials, and equipment. 36(1)(b)3
4. Plan and implement an instructional program in the areas of general and functional academics, social, vocational, independent living, and leisure skills. 36(1)(b)4
5. Plan and implement work-based learning programs (such as on-campus work experiences, community-based work experiences, and work place mentoring) to foster the development of work place competencies and career goals. 36(1)(b)5
6. Participate in collaborative teaming approaches for the purpose of decision-making related to instruction, curriculum, social interactions, and interagency collaboration with school and agency staff, students, and family members. 36(1)(b)6
7. Create effective linkages between students and post-secondary educational institutions and/or the business community to transition students to future environments. 36(1)(b)7
8. Develop and implement appropriate school healthcare plans and specialized instructional and therapeutic techniques including physical and behavior management. 36(1)(b)8
9. Implement appropriate behavioral interventions based on a functional analysis of behavior. 36(1)(b)9

- 6. COURSE CONTENT:** Supervisors will have meetings on campus as announced. Supervisor schedules on-site field visits during which the laboratory experience is discussed and evaluated.

## **7. REQUIREMENTS**

### **TIME REQUIREMENTS**

For every 1-hour of practicum, students should spend a minimum of 12 hours per week at the practicum site. Students should be at the school a minimum of 3 days a week, 4 hours a day during the entire semester.

### **GENERAL GUIDELINES FOR ASSUMING TEACHING RESPONSIBILITIES**

As a general rule, practicum students should be allowed a certain amount of observation time (1-2 weeks) in order to familiarize themselves with the students and the settings. Then, they should teach lessons using the teacher's lesson plans (about 2 weeks). Finally, they should write and teach their own lesson plans for the remainder of the semester. However, this tentative timeline for assuming responsibility can be altered depending on the level of experience of the practicum student and the particular class setting.

### **PRACTICA ASSIGNMENTS**

Throughout your practica placements, you will be expected to complete the assignments/activities/projects listed below. At the beginning of each placement, sit down with your cooperating teacher and identify those assignments/activities/projects that would

be appropriate and feasible to complete during the practicum. In order to provide documentation of the completion of the assignments and verification of your hours, you are to organize a notebook that you will add to for each practica. Your notebook should be organized as follows:

- A. Attendance verification sheets
- B. Cooperating teacher and university supervisor evaluations
- C. Self-evaluations
- D. Completed assignments

| <b>RSED 7910 Traditional<br/>Assignments and Evaluations</b>   |   |   |
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| <i>Traditional student = already certified in area</i>   |   |   |
| <i>Note: Assignments 1- 15, as applicable, are to be completed at each practicum. Cooperating teacher and university supervisor evaluations are completed for each practicum. Assignments 16-18 are completed only once during the course of all practica.</i> |   |   |
| <i>Assignment</i>  | <i>Description</i>  | <i>Pts</i>  |
| <b>1. Memorandum of Understanding</b>  | Students must sign the Memorandum of Understanding and submit on Canvas (form on Canvas).   | <i>No points. Must submit to begin practicum.</i><br><br><u>DUE:</u> 1/20 |
| <b>2. Weekly Schedule</b><br><i>(Form on Canvas)</i>   | List all of the times you will be at your practicum site, what you will be doing (generally) during those times, teacher names, and room numbers where you will be located. If, at any time, your schedule changes please notify your supervisor and upload your new schedule to Canvas ASAP. | 50 pts<br><br><u>DUE:</u> 1/27  |
| <b>3. Contact Information</b><br><i>(Form on Canvas)</i>   | Personal contact information (phone #, email address), teacher contact information (school #, email address), name of school principal, any days during the semester you will not be following the regular schedule   | 50 pts<br><br><u>DUE:</u> 1/27  |
| <b>4. Observation of Classroom Procedures</b><br><i>(Form on Canvas)</i>   | Complete one observation form for each class you attend during practicum. Observe the classroom and make notes regarding items on the form that include classroom environment, students, and school environment. Later, respond to each component in a typed report.                          | 50 pts<br><br><u>DUE:</u> 2/10  |
| <b>5. Observation of Single Lessons</b><br><i>(Form on Canvas)</i>   | Observe your cooperating teacher teaching for one entire day and make notes regarding the items on the form. Later, respond to each component in a typed report. You should have <i>one form for each time period/block/lesson/activity</i> for the day.                                      | 50 pts<br><br><u>DUE:</u> 2/10  |

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| <b>6. Observation of a Peer Teaching a Lesson</b><br><i>(Form on Canvas)</i>                     | Observe one of your peers teaching a lesson and make notes on the “Observation Report of Single Lessons” form. Later, respond to each component in a typed report.  | 50 pts<br><br><u>DUE:</u> 2/24  |
| <b>7. Cooperative Teacher and Practicum Student Selected Activities</b><br><i>(minimum of 2)</i> | <p>This provides an opportunity for the cooperative teacher and you to select activities that are relevant to the practicum site and your interests. Examples of activities include: developing a learning center, developing review activities for students in general education classes, working with a small group of students on remedial instruction, developing and implementing a co-teaching unit, adapting curriculum and instructional materials, developing and implementing a career awareness unit, administering student interest and preferences interviews, supervising students in job training sites, development and implementation of a Functional Behavioral Assessment (FBA), development and implementation of behavior intervention plan (BIP) that includes at least 3 behaviors including graphing results, development and implementation of lesson using a social story, development of autism specific visual supports for use in a classroom for an individual student, development of discrete trial activities related to IEP goals, development of work station activities related to students IEP goals etc.</p> <ul style="list-style-type: none"> <li>• Each student will provide a finished product/picture and explanation of the implemented activities.</li> <li>• Provide a 1-page reflection of the student’s learning and outcomes.</li> </ul> | 100 pts<br><br><u>DUE:</u> 4/14 |

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| <p><b>8. Self Assessment and Professional Development Plan</b><br/>(forms on Canvas)</p> | <ol style="list-style-type: none"> <li>1. Engage in a self-assessment of strengths and challenges related to the College of Education's assessments. Consider the areas of: content knowledge, planning, implementation, reflection, analysis of student learning and learning environment, and professionalism (consider knowledge and skills addressed in the Professional Work Sample, Classroom observation Form and AU Educate Alabama). Additionally, write a 1 to 2- page report that discusses your strengths and weaknesses.</li> <li>2. Once you have evaluated your strengths and weaknesses in each area, select two areas and develop a goal to change established weaknesses. Provide a thorough and detailed description of proposed learning activities and assignments for your practicum experience that will further develop your skills in at least two of the areas described in 1 (i.e., content knowledge, planning, implementation, reflection, analysis of student learning and learning environment, and professionalism). Identify the new skills and knowledge you will acquire through the practica experience. Lastly, implement your plan.</li> <li>3. Provide a two-page reflection on how the proposed activities/strategies helped you achieve or not achieve your goals. Also, discuss possible changes and solutions for future professional development plans in your reflection.</li> </ol> | <p>Total: 350 points</p> <p><u>DUE:</u><br/>Self-assessment due 2/17<br/><i>150 points</i></p> <p>Professional Development Plan due 3/3<br/><i>100 points</i></p> <p>Reflection report due 4/21<br/><i>100 points</i></p> |
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| <b>9. Service Activity</b>   | <p>Participate in a service activity during the semester (e.g., Volunteering for the Love Your Heart Run, proctoring an exam for Program for Students with Disabilities, Special Olympics, Transition Expo, tutoring, respite care, Expressions of a Braveheart). Submit a written report (min 2 pages) describing and reflecting on experience. <b><i>Each student will have to provide documentation of activity.</i></b></p> <p><b>Note: Love Your Heart Run is February 22. See Mrs. Schweck for info.</b></p> <p><b>Transition Conference is Monday March 3<sup>rd</sup> and Tuesday March 4<sup>th</sup>.</b></p>  | <p>20 pts</p> <p><u>DUE</u> 4/14</p>  |
| <b>10. Self Evaluations</b><br><br><i>(Forms on Canvas)</i>                | <p>2 self-evaluations using the Classroom Observation Form (Midterm and Final)</p> <p>Complete self-evaluations prior to reading evaluations from your cooperating teacher. Include comments in each section of the form.</p>  | <p>15pts each<br/>(Total: 30pts)</p> <p><u>DUE</u><br/>Midterm: 3/3<br/>Final: 4/28</p>   |
| <b>11. Cooperating Teacher Evaluations</b><br><br><i>(Forms on Canvas)</i> | <ul style="list-style-type: none"> <li>4 Professional Dispositions – completed by special education cooperating teacher with input from general education teachers if appropriate <ul style="list-style-type: none"> <li>1<sup>st</sup> quarter</li> <li>2<sup>nd</sup> quarter/Midterm</li> <li>3<sup>rd</sup> quarter</li> <li>4<sup>th</sup> quarter/Final</li> </ul> </li> </ul> <p><b>**It is expected that students will demonstrate acceptable professional dispositions throughout their field experience. If, at any time, there is concern about a student's professional disposition, the student will be notified through the professional dispositions evaluation. All subsequent professional dispositions evaluations must be acceptable in order to pass the field experience, regardless of the total accumulated points at the end of the semester.</b></p> <ul style="list-style-type: none"> <li>4 Classroom Observation Forms <ul style="list-style-type: none"> <li>1<sup>st</sup> quarter</li> <li>2<sup>nd</sup> quarter/Midterm</li> <li>3<sup>rd</sup> quarter</li> <li>4<sup>th</sup> quarter/Final</li> </ul> </li> </ul> <p>Provide blank evaluations to your cooperating teacher(s) at least a week in advance. <i>If co-teaching, general education teachers should evaluate performance in the classroom also.</i></p> | <p>Classroom Observations<br/>60 pts each<br/>(Total: 240 pts)</p> <p><u>DUE:</u><br/>1<sup>st</sup> quarter – 2/17</p> <p>2<sup>nd</sup> quarter/<br/>Midterm – 3/3</p> <p>3<sup>rd</sup> quarter- 4/7</p> <p>4<sup>th</sup> quarter/ Final<br/>– 4/28</p> |

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| <b>12. University Supervisor Evaluations</b>   | <ul style="list-style-type: none"> <li>3 Classroom Observations <u>and</u> Professional Dispositions Evaluations (Midterm, Final, and TBA)</li> </ul>  | Classroom Observations<br>60 pts each<br>(Total: 180 pts)<br><br><u>DUE:</u><br>1 TBA PEPE<br>Midterm: 3/3<br>Final: 4/28 |
| <b>13. Professional Dispositions Evaluations</b>                                     | <ul style="list-style-type: none"> <li>The University Supervisor and Cooperating teacher will be responsible for evaluating the student at times listed above.</li> </ul> <p><b>**It is expected that students will demonstrate acceptable professional dispositions throughout their field experience. If, at any time, there is concern about a student's professional disposition, the student will be notified through the professional dispositions evaluation. All subsequent professional dispositions evaluations must be acceptable in order to pass the field experience, regardless of the total accumulated points at the end of the semester.</b></p> | Professional Dispositions 1200 points total (teacher and supervisor evaluations combined)                                 |
| <b>14. Exit Surveys</b>  | Students must complete COE field experience surveys on TK20  | <i>No points – MUST have to pass</i><br><u>DUE:</u> 4/28  |
| <b>15. Attendance Verification</b>   | Complete the attendance verification form daily. Have your teacher initial it weekly and sign the bottom when you fill a page. You will show it to your supervisor at each meeting, submit the final version on Canvas, and submit a hard copy at the end of the semester.   | <i>No points – MUST have to pass</i><br><u>DUE:</u> 4/28  |
| <b>Assignments 16-18 are completed only once during the course of all practica .</b> |  |   |
| <b>16. Professional Work Sample</b><br><i>(substitute for self evaluations)</i>      | Complete the College of Education's Professional Work Sample (PWS) form and the advanced field experience documentation form. <i>(Information about the PWS and forms can be found on Canvas.)</i> <u>This must be completed during Fall or Spring semester.</u><br>After assignment has been submitted on Canvas and approved by University Supervisor, you must submit your PWS (lesson plans, classroom observation form, data, and responses to all questions) on TK20. Please be sure to eliminate any identifiable student information (i.e. names).   | <u>DUE:</u> 4/21  |

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| <b>17. Observation of a Career/Technical Education Class</b><br><i>(substitute for classroom observation, Forms on Canvas)</i> | Take notes on the “Observation of Classroom Procedures” form and the “Observation of Single Lessons” form while observing. Later, respond to each component in a typed report. In your typed report include your own thoughts about what you saw and any suggestions you might have. | <u>DUE</u> : 4/21 |
| <b>18. Resume</b>  | Write a resume for the purpose of obtaining a teaching job. <i>Highly recommended in preparation for employment after graduation</i>   | <u>DUE</u> : 4/21 |

**8. GRADING AND EVALUATION:** Grades will be either S (satisfactory) or U (unsatisfactory). Evaluation will occur based on the following:

80%-100% of points AND met all professional dispositions = S (satisfactory)

0-79% of points AND/OR did not meet all professional dispositions = U (unsatisfactory)

In addition to meeting the Special Education Program requirements for receiving an S (satisfactory) for practicum are as follows:

- All assignments must be turned in.
- Revisions must be made to assignments until they are considered satisfactory by the supervisor and/or cooperating teacher. Revisions are due within 3 days of receiving feedback.
- Student must meet *professional dispositions* as detailed in the syllabus. The student may be assigned a U (unsatisfactory) in the course for failure to demonstrate *professional dispositions* regardless of supervisor and cooperating teacher evaluations.
- Students must adhere to all policies outlined in the syllabus, COE handbook, and special education student handbook.
- Students must earn ratings of approaching competence or higher on final evaluations.
- Required practicum portfolio components (attendance, all evaluations, PWS if applicable to semester) turned in at last meeting.

## 9. CLASS POLICY STATEMENTS:

**Professionalism/Dispositions:** As students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:

- Engage in responsible and ethical professional practices
- Contribute to collaborative learning communities
- Demonstrate a commitment to diversity
- Model and nurture intellectual vitality

**Attendance:** All absences must be excused. No more than 2 excused absences are permitted. Students must call supervisor and cooperating teacher on cell to inform of absence in advance. All absences must be made up prior to the end of the final examination period. At the discretion of individual instructors, verified absences may be excused under unusual circumstances (see the

Student Policy eHandbook at [www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies)). In order for the absence to be considered excusable, however, the instructor must be in receipt of the documentation within seven days from the class in which the absence occurred. Students are expected to arrive to practicum on time. Two unexcused tardies are equivalent to 1 absence. For practicum, all excused absences must be made up during finals period with approval from cooperating teacher and university supervisor. If the cooperating teacher dismisses due to testing, ask if you can observe in the severe classroom. ***Any teacher-initiated absences must be approved by the supervisor.***

**Assignments:** All assignments should be typed and prepared in a professional manner (e.g., neat, correct grammar, spelling), following APA guidelines when appropriate. **All assignments must be completed and submitted via Canvas. Failure to complete any assignment will cause student to receive an unsatisfactory grade in current practicum placement.**

Additionally, assignments are due on the date listed in the syllabus. **For each day an assignment is late, 10% will be deducted from the final earned grade for the assignment. Demonstrating responsible and ethical professional practices is included in the professional dispositions. More than 2 late assignments will be considered a failure in meeting this standard. Failure to meet all professional dispositions will result a grade of U (unsatisfactory) in the course.**

**Dress Code:** Auburn students project the image of their own emerging professionalism and the overall program. Attire that could present a health or safety problem or could be disruptive is not appropriate. With this in mind, the following rules concerning dress and grooming are mandatory for all students participating in clinical experiences, practica, and internship. These regulations are based on those of schools and early intervention programs in which graduates of the program will be working.

- (1) Students keep their hair clean, groomed, and away from the eyes and face.
- (2) Students wear closed-toed shoes/foot garments.
- (3) Students are neat and clean at ALL times.
- (4) Clothing is clean and in a state of good repair.
- (5) Clothing and personal items are free of logos, words, draws, pictures, and other images.

**Exceptions:** Auburn University related logos covering an area of less than 3 square inches.

- (6) Clothing covers the body in a professional manner.
- (7) Tattoos and non-traditional piercings must not be visible.

**Accommodations for Students with Disabilities:** 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).

**Academic Honesty Policy:** All portions of the Auburn University student academic honesty code (Title XII) found in the Student Policy eHandbook ([www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies)) will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

**Auburn University Policy on Classroom Behavior:** *The following policy applies to all settings (i.e., university, school setting, and off campus locations pertaining to the internship experience).* “. . . 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, eating or drinking, 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 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 Student Policy eHandbook at [www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies)).

**Course Contingency:** If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs than addendum to your syllabus and/or course assignments will replace the original materials.