Auburn University

Department of Special Education, Rehabilitation, and Counseling

1. **COURSE NUMBER:** RSED 7910/7916 (First Practicum)

**COURSE TITLE:** Practicum - Special Education (All Collaborative Teacher and Early Childhood Special Education/K-6)

**CREDIT HOURS:** 1

**PREREQUISITES:** Departmental approval, Clear background check

**CO-REQUISITES:** None

# **University Supervisor Information**

## Elementary and Secondary Placements:

Dr. Moore-Thompson

2016 Haley Center

(334) 844-7676

ajm0024@auburn.edu- I will make every effort to respond to your email in a timely manner. I cannot guarantee a quick response to emails sent after 6:00 p.m. It is your responsibility to be proactive with any questions you might have and allow a reasonable amount of time for a response.

Office/Zoom hours by appointment

Dr. Schweck

1234A Haley Center

(334) 844-3588

kschweck@auburn.edu - I will make every effort to respond to your email in a timely manner. I cannot guarantee a quick response to emails sent after 6:00 p.m. It is your responsibility to be proactive with any questions you might have and allow a reasonable amount of time for a response.

Office/Zoom hours by appointment

Dr. Hinton

1234D Haley Center

(334)707-1494

vmh0002@auburn.edu

Office hours by appointment

2. **TERM**: Spring 2021

**DAY/TIME**:

* Elementary and secondary settings – 3 days a week, 4 hours a day, Meetings on campus or Zoom weekly on Wednesdays from 2pm-3:45pm
* Early childhood (preK) placements – 3 days a week, 4 hours a day, Meetings TBA by Supervisor

**SYLLABUS PREPARED**: July 2009 (Updated -1/04/2021)

3. **TEXTS**:

* Active student membership in the Council for Exceptional Children (national and local) **Required**
* Common Book: *The Power of Different* by Gail Saltz **Required**
* Readings posted on Canvas as needed

4. **COURSE DESCRIPTION**: (variable) The practicum provides the candidate 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.

Practicum placements could be up to 60 miles away from AU campus and are assigned based on certification requirements and department approved placements. Reliable transportation is necessary. If you feel you cannot meet the travel requirements for the course, it is recommended that you consult your advisor and drop the course.

5. **STUDENT LEARNING OUTCOMES:** This course is a semester-long field-based laboratory experience. The specific objectives are related to the specific needs and placements of individual candidates, as well as the specific programs. A general course objective for all candidates taking practicum is to translate theory and research into practice in an educational or community service delivery setting aligned with degree program option. Specific practicum objectives will vary however with each individual candidate according to his or her needs and the nature of the assigned experience (e.g., disability types, severity of disability, assessment, instruction, placement, etc.). Also, the objectives will vary according to program (e.g., ECSE).

### The candidate 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 educators in implementing the learners’ individualized education programs 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 groups; 34(1)(b)5
6. Utilize effective teaching strategies designed to promote learning and improve learner achievement; 34(1)(b)6
7. Modify methods, materials, and equipment to meet learner 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 learner, the learner’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
13. **Faculty.** A specialist with identifiable appropriate expertise is required in each special education teaching field; 34(2)

### In the Early Childhood Special Education program, the candidate 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, 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; 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 candidate will:

1. Assess learners’ 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, and 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 learner’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 learner’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 learner’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 learners and including the strategies recommend 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 educator conferencing and rubric assessment to help learners edit and revise their writing. 35(1)(b)

### In the **Collaborative Teacher (6-12)** program, the candidate will:

1. Assess learners’ 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 learner self-determination and enlisting the support and participation of families in the learner’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, learner, and family members; 36(1)(b)6
7. Create effective linkages between learners and post-secondary educational institutions and/or the business community to transition learners 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
10. Implement a variety of validated, research-based reading programs selected to meet the needs of learners including the strategies recommended in the Alabama Reading Initiative publications including Essential Skills of Teachers of Reading; 36(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; 36(1)(b)11
12. Use peer and educator conferencing and rubric assessment to help learners edit and revise their writing. 36(1)(b)12
13. **Course Content:** Each candidate will be placed in an approved practicum site in his/her area of specialization to be in compliance with certification requirements. The candidate will be supervised by a clinical educator or mentor and a university supervisor.

All Dates Listed in Assignments/Evaluation Table in separate document. Dates and times are subject to change.

| Date | Description |
| --- | --- |
| 1/20/21 for Elementary and Secondary practicum TBA for Infant/toddler and Preschool practicum | First meeting: Welcome, Syllabus, School assignments, QuestionsFirst week of practicum: 1/25/2021 |
| Weekly Meetings through 4/21/2021 Wednesdays 2:00-3:45 p.m.Infant/toddler and Preschool - TBA | Will discuss progress and teach upcoming assignmentsElectronic copies of attendance verification and all evaluation forms will be submitted Box.com as directed at the end of the semester by 4/26/2021.\*Personal Box folders will be created and shared with you by a university supervisor |
| Common Book | Throughout the semester we will read and discuss the common book selected by the Special Education Department. We will incorporate our readings into our weekly meetings, and you will be required to complete reflections on each chapter in Qualtrics. Additional information will be provided.  |
| Safe Zone Training1/15 10am-3pm | You are invited to attend Safe Zone training (via Zoom) that will be held Friday January 15, 2021.This is an interactive, 4-hour training designed to help Auburn University work toward its goal of creating a safe space for all its Auburn family. It is designed specifically to educate faculty, staff, and students about sexual orientation and gender identity to create a safe space for LGBTQ+ students. Your session is specially designed for future educators.  |
| Interdisciplinary Disability Health Awareness Workshop4/19/21 & 4/21/218am-12:00pm | You are invited to attend the Interdisciplinary Disability Health Awareness Workshop with the School of Nursing.. |
| TBA | Supervisor visits (virtually or face-to-face) to practicum sites (2-3 per student) |

7. **Course Requirements:** Candidates are required to adhere to the negotiated requirements with their practicum site as well as the requirements listed in this syllabus, the College of Education Orientation Handbook, and the Special Education handbook.

Candidates will be required to observe in the following instructional areas: (1) Assessment, (2) Program writing and implementation, (3) Data collection, (4) Program decision making and evaluation, and (5) Classroom or community service setting management and organization. In addition, candidates will:

1. Go to their assigned sites for a total of 12 hours per week for each credit hour of practicum. The schedule should be worked out during the candidate’s first visit. The candidate and clinical educator will determine the best days and times to come based upon the clinical educator’s daily schedule and the candidate’s class schedule. The candidate should be at the practicum site a minimum of 3 days per week and a minimum of 4 hours per day. These 4 hours should be during times the candidate has direct contact with learners (i.e. not planning, lunch, etc.).
2. Attend weekly practicum meetings on campus at the time listed on schedule/announced by supervisor.
3. Keep an attendance log using the form on Canvas. Candidates will obtain clinical educator initials weekly and submit on Canvas. Candidates will turn in a final copy containing the clinical educator’s complete signature at the bottom of each page.
4. Complete all assignments and submit via Canvas. Failure to complete assignments will result in a grade of unsatisfactory for practicum. All assignments must be in Microsoft Word or .pdf format. Candidates are expected to combine multiple page documents into one document as appropriate and rotate so they are in the proper viewing orientation before submitting assignments to Canvas.
5. Revise assignments until they are considered satisfactory by supervisor. Revisions must be completed in a different font color. Revisions are due within 3 days from date of feedback from supervisor. Candidates must check Canvas every day.
6. Work with clinical educators on a schedule that permits the candidate some time to observe and assist before taking over instructional duties.
7. Work with supervisor to arrange a minimum of two visits for classroom observations during the semester. One of these may be electronic.
8. Communicate assignments with clinical educator. If the clinical educator has questions or concerns about any of the assignments, the candidate should ask the clinical educator to contact the supervisor.

**Assignments and Evaluations – Alt/Other**

All online assignments are due by 8am on the assigned due date. Hard copy assignments are due at the beginning of the meeting. All forms and grading rubrics are available on Canvas.

Please be sure to allow yourself plenty of time in case of any Canvas issues. Screenshots to document Canvas errors will not be accepted to excuse tardiness of assignments.

Note: Assignments 1-12, as applicable, are to be completed at each practicum. Evaluations are completed by clinical educators and university supervisors for each practicum. Assignments 13-14 are completed only once during the course of all practica.

| **Assignment and Due Date** | **Description** | **Possible Points** |
| --- | --- | --- |
| 1) Memorandum of Understanding and Syllabus Signature PageDUE: 1/25 | Candidates must sign the Memorandum of Understanding and the Syllabus Signature Page and submit on Canvas.  | No points. Must submit to begin practicum. |
| 2) CEC Membership and Participation1. Membership DUE 1/25
2. Professional Development and Service
 | 1. Students are required to be active members of Auburn University’s chapter of our field’s professional organization, Council for Exceptional Children. Submit verification of your student membership with the national CEC organization by submitting printouts from the website that show:Membership numberMembership typeChapterExpiration date of membership
2. As developing professionals in the field of special education, all students are expected to attend AU CEC chapter meetings throughout the semester. These meetings will provide opportunities to demonstrate commitment to the field through professional development and service opportunities. Dates/times will be announced early in the semester. University- approved excuses or evidence of a conflicting AU class are required in the case of unavoidable absence. Local chapter dues are paid yearly.
 | 1. No points. Required to pass practicum.
2. This requirement will be evaluated using the Personal and Professional Dispositions Evaluation (Indicators 4 and 5).
 |
| 3)Attendance VerificationDUE: Weekly beginning 2/1 on Canvas and final electronic copy on 4/26 | Complete the attendance verification form daily. Have your clinical educator initial the form weekly to verify your attendance and sign the bottom of each page when a page is completed. You will submit the form weekly on Canvas as well as an electronic copy of your final attendance verification at the end of the semester.You must inform your supervisor(s), and your clinical educator of any absences in advance. All absences must be made up and excused. Excuses can be submitted with attendance for the week. Write in the missed day with a line through the times and make a note about your absence in the notes column. Write in the makeup day with times in and out and a note saying, "Makeup day from \_\_\_\_\_". | 100 points |
| 4)Weekly Schedule and Contact InformationDUE: 2/8 | Provide personal contact information, clinical educator contact information, name of school principal, and any holidays, field trips, assembly dates, etc.List all of the times you will be at your practicum site broken into 30-60 minute increments. Briefly describe what you will be doing during each of those times as well as the room number where I can find you and the name(s) of the educator(s) with whom you will be working. Submit the complete form on Canvas.If your schedule changes, please resubmit your schedule and notify your supervisor. | 50 points |
| (5) Intervention Plan | **Intervention Plan Assignment**Candidates will develop, implement, and/or measure progress for one intervention plan. The intervention plan should focus on a social behavior goal. Assignment requirements increase with each practicum experience. There are four parts to the intervention plan. *Students in their first practicum will complete part one (Assessment) and part two (Intervention Plan Development).* *Students in their second/third practicum will complete part one (Assessment), part two (Intervention Plan Development), part three (Intervention Implementation), and part four (Intervention Plan Analysis & Reflection).* **Note: Please reference *Behavior Intervention Plan Directions* on Canvas for complete directions and requirements for the assignment.** |  |
| **Intervention Plan Part 1 *Assessment***Part 1 Segment 1 DUE: 2/22Part 1 Segment 2 DUE: 3/1Part 1 Segment 3 DUE: 3/8, 3/15, 3/22Part 1 Segment 4 DUE: 3/29**Intervention Plan Part 2 Intervention Plan Development**Part 2 Segment 1 DUE: 4/12Part 2 Segment 2 DUE: 4/19 | **Intervention Plan First Practicum****Part 1: Assessment**Candidates will demonstrate skill in gathering multiple types of information, such as records review, interviews with other professionals, anecdotal records, informal assessments of academic skills and direct observations. Candidates will demonstrate skill in interpreting assessment results to determine the function or cause of the behavior. *Candidates in their first practicum will submit part one in four segments throughout the semester.****Segment 1: Summary of Records Review-*** Candidates will providea written summary that describes the student background information related to academic, social behavioral, and functional performance. The candidate will conduct a records review and report facts regarding the target student’s history and past functioning.***Segment 2: Summary of Behavior Interview & Anecdotal Report-*** Candidates will gather information by conducting and providing evidence of at least one behavior interview with an individual familiar with the student and an anecdotal report that includes descriptions of at least one observation of the target student written in narrative form.***Segment 3: Summary of Informal Assessments & Direct Observations-*** Candidates will gather information by conducting and providing evidence of at least three informal assessments of academic skills of target student and at least three direct observations that include notation of antecedents, target behavior, and consequences. **At least** **one informal assessment and one direct observation must be submitted per week for three weeks.*****Segment 4: Statement of the Function & Summary of the Context for Learning-*** Candidates will provide a clear statement of the function or cause of the target behavior and a summary of the context for learning.**Part 2: Intervention Plan Development**Candidates will demonstrate skill in developing an intervention plan based on the identified function or cause of the behavior that includes reinforcement of a new replacement behavior. Candidates will demonstrate skill in creating a safe, inclusive, and responsive environment for the target student to develop emotional well-being and positive social interactions by developing behavioral supports and culturally responsive instruction. *Candidates in their first practicum will submit part two in two segments during the semester.****Segment 1: Description of Intervention Plan-*** Candidates will clearly describe the intervention that will increase the desired behavior and addresses the function of the behavior.***Segment 2: Description of Instruction and Lesson Plan-*** Candidates will demonstrate skill in creating an intervention based on evidence-based practices by developing a lesson plan that will provide instruction to address the identified area of need. | Segment 1 100 pointsSegment 2100 points Segment 3150 total points; 50 points eachSegment 4100 pointsSegment 1 100 pointsSegment 2100 points  |
| **Intervention Plan Part 1 *Assessment***Part 1 Segment 1 DUE: 2/22Part 1 Segment 2 DUE: 3/1**Intervention Plan Part 2 *Intervention Plan Development***Part 2 Segments 1&2 DUE: 3/8**Intervention Plan Part 3 *Intervention Plan Implementation***Part 3 Segment 1DUE: 3/15 Part 3 Segment 2 DUE: 3/22, 3/29, 4/12**Intervention Plan Part 4: *Intervention Plan Analysis & Reflection***Part 4 DUE: 4/19 | **Intervention Plan Second/Third Practicum****Part 1: Assessment**Candidates will demonstrate skill in gathering multiple types of information, such as records review, interviews with other professionals, anecdotal records, informal assessments of academic skills and direct observations. Candidates will demonstrate skill in interpreting assessment results to determine the function or cause of the behavior. *Candidates in their second/third practicum will submit part one in two segments throughout the semester.****Segment 1: Summary of Records Review, Behavior Interview, & Anecdotal Report-*** Candidates will providea written summary that describes the student background information related to academic, social behavioral, and functional performance. The candidate will conduct a records review and report facts regarding the target student’s history and past functioning. Candidates will gather information by conducting and providing evidence of: (a) at least one behavior interview with an individual familiar with the student and (b) an anecdotal report that includes descriptions of at least one observation of the target student written in narrative form. The candidate will provide a written summary of the information gathered from these sources of information.***Segment 2: Summary of Informal Assessments & Direct Observations/ Statement of the Function & Summary of the Context for Learning*** Candidates will gather information by conducting and providing evidence of at least three but no more than six: (a) informal assessments of academic skills of target student and (b) direct observations that include notation of antecedents, target behavior, and consequences. Candidates will provide a clear statement of the function or cause of the target behavior and a summary of the context for learning.**Part 2: Intervention Plan Development**Candidates will demonstrate skill in developing an intervention plan based on the identified function or cause of the behavior that includes reinforcement of a new replacement behavior. Candidates will demonstrate skill in creating a safe, inclusive, and responsive environment for the target student to develop emotional well-being and positive social interactions by developing behavioral supports and culturally responsive instruction. *Candidates in their second/third practicum will submit part two segments as one assignment during the semester.****Segment 1: Description of Intervention Plan-*** Candidates will clearly describe the intervention that will increase the desired behavior and addresses the function of the behavior.***Segment 2: Description of Instruction and Lesson Plan-*** Candidates will demonstrate skill in creating an intervention based on evidence-based practices by developing a lesson plan that will provide instruction to address the identified area of need.**Part 3: Intervention Implementation**Candidates will demonstrate skill in implementing an intervention and collecting data on its effects. Candidates in their second/third practicum will submit part three in two segments during the semester.***Segment 1:* *Description of Data Collection Methods and Baseline Data*** Candidates will clearly describe the form of data collection (event recording, duration, latency, time sampling or interval recording) that will be used to monitor the increase in desirable behavior. Candidates will provide a sample data sheet that is accurately presented according to the chosen method. Candidates will collect at least three baseline data points using the data sheet and correctly graph the data points.***Segment 2: Reporting and Graphic Analysis of Student Progress*** Candidates will implement their intervention plan and submit weekly reports. Each report will include: (a) the instructional objective, (b) a graph with correctly labeled x-axis and y-axis and baseline and intervention data points **(at least 1 data point per week appear on the graph during the intervention)**; and (c) a narrative.**Part 4: Intervention Plan Analysis & Reflection**Based on interpretation of data, candidates will demonstrate skill in making decisions and reflecting upon the next steps for instruction. Candidates will provide a description and written analysis of student progress. Candidates will: (a) clearly describe steps that the student achieved on his or her way to achieving intervention goal; (b) clearly explain how corrective feedback was provided to student and how the student demonstrated that the feedback was effective; (c) describe student progress that includes reference to decisions related to repeated instruction or adjustment to the goal; and (d) describe student progress with regard to communication supports provided within the intervention (What helped student generate language and what helped student engage in intervention, attend, participate, and make meaning of new concept/skill?). Candidates will provide a reflection on the next steps for the intervention. Candidates will also: (a)identify at least one part of the intervention that was effective and (b) identify at least one way the intervention would be changed. | Segment 1 100 pointsSegment 2100 points Part 2 100 pointsSegment 1 50 pointsSegment 2150 total points; 50 points each Part 4100 points |
| 6) Clinical Educator and Practicum Student Selected Activities (minimum of 2)DUE: 4/12 | This assignment provides an opportunity for you and the clinical educator 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 learners in general education classes, working with a small group of learners on remedial instruction, developing and implementing a co-teaching unit, adapting curriculum and instructional materials, developing and implementing a career awareness unit, administering learner interest and preferences interviews, supervising learners 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 learner, development of discrete trial activities related to IEP goals, development of work station activities related to learners’ IEP goals, etc.* You will provide a finished product/picture and explanation of the implemented activities.

Provide a 1-page reflection of the learner’s/learners’ progress and outcomes. | 100 points |
| 7) Service ActivityDUE: 4/12 | Participate in at service activity **for at least 6 hours** over the course of the semester (e.g., Volunteering with an organization that serves individuals with disabilities or at risk, 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. ***Each candidate will have to provide documentation of 6 hours of approved activity***. | 20 points |
| 8) Clinical Educator EvaluationsDUE:2/22 – Dispositions and Classroom Observation3/22- Classroom Observation4/19- Dispositions and Classroom Observation | Provide appropriate forms to your clinical educator at least a week in advance. If you are in inclusion settings, you should also provide a classroom observation form to your general educator. Be sure to complete all demographic information prior to providing the forms to your educator(s). Make sure all forms contain signatures before uploading to Canvas.2 Personal and Professional Disposition Assessments – completed by your clinical educator with input from general educator(s) as appropriate. Clinical educator disposition evaluations will be considered in dispositions evaluations from your supervisor.It is expected that alternative/other certified candidates in practicum will demonstrate the standards for the *Development of Principles and Practice* Indicator throughout the semester. If, at any time, there is a concern about a candidate’s professional dispositions, the candidate will be notified, and a follow up meeting will be scheduled. Each dispositions evaluation containing ratings below the *Development of Principles and Practice* indicator will result in a 120-point deduction per indicator that does not meet *Development of Principles and Practice*. 3 Classroom Observations – Please ask your clinical educator to include comments pertaining to your areas of strength and areas in need of improvement.Progress Reports – Your supervisor will email your clinical educator periodic progress reports regarding your professional behaviors. If any concerns are reported, the *Actions for Intervention* chart (on Canvas) will be followed. The progress report form is available on Canvas for you to review. | Classroom Observations are S/U.AC or above is Satisfactory for classroom observations. |
| 9) Supervisor EvaluationsObs 1 – TBAObs 2 – TBAObs 3 – TBADUE: the Monday following the receipt by 8am | Submit signed evaluation forms from your supervisor on Canvas.2-3 Classroom Observations  | Classroom Observations are S/U.AC or above is Satisfactory for classroom observations. |
| 10) Supervisor DispositionsDUE: the Monday following receipt by 8am | Supervisor will complete a Personal and Professional Dispositions Evaluation at least two times during the semester (midterm and final). Sign and submit on Canvas.It is expected that alternative/other certified candidates in practicum will demonstrate the standards for the *Development of Principles and Practice* Indicator throughout the semester. If, at any time, there is a concern about a candidate’s professional dispositions, the candidate will be notified, and a follow up meeting will be scheduled. Each dispositions evaluation containing ratings below the *Development of Principles and Practice* indicator will result in a 120-point deduction per indicator that does not meet *Development of Principles and Practice*.  | 600 points each |
| 11)Exit SurveysDUE: 4/26 | Complete COE field experience surveys on TK20 as well as departmental surveys on Qualtrics. | No points – Must complete to pass. |
| 12) Common Book Surveys and Reflections | You will submit the “Thank you for submitting” page from each chapter reflection you submit on Qualtrics to Canvas as well as for an initial survey at the beginning of the semester and final survey at the end of the semester. | 10 points each |
|  | Assignment 13 - 14 is completed only once during the course of all practica. |  |
| 13) Professional Work SampleDUE: 4/19 | Complete the College of Education’s Professional Work Sample (PWS) form and the advanced field experience documentation form. *(Information about the PWS and forms can be found on Canvas.)* This must be completed during Fall or Spring semester. 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 learner information (i.e. names).Alternative Master’s students must also complete the “Connections to Research” Section of the PWS. | No points – Must submit during one practicum in Fall or Spring. |
| 14) ResumeDUE: 4/5 | Write a resume for the purpose of obtaining a teaching position in special education using the format provided to you. You will update this resume each semester. Submit on Canvas. | 50 points |

8. **Grading and Evaluation:** Grades will be either S (Satisfactory) or U (Unsatisfactory). Final grade will be determined by observational ratings conducted by the university supervisor(s) and the on-site clinical educator(s) as well as the timeliness and quality of assignments. A standardized instrument is utilized for the evaluation of the candidate’s performance during classroom observations.

In order to earn a Satisfactory in the course, the following criteria must be met:

* 80-100% of points on assignments are earned and final dispositions evaluation contains ratings in at least the *Development of Principles and Practice* indicator
* Candidates must earn ratings of approaching competence or higher on final evaluations.
* All assignments were submitted
* Revisions were made to assignments until they were considered satisfactory and points were assigned
* All policies in the syllabus, COE handbook, and special education student handbook were followed
* All days/hours were completed prior to the end of finals week
* Electronic copies of attendance verification and evaluation forms were turned in to Box.com

Failure to meet all of the listed criteria will result in a U for the course.

9. **Class Policy Statements**:

Participation: Candidates are expected to participate in all class discussions and participate in all activities. Candidates should not be on electronic devices during meetings on campus or during time at their actual site. Assignments are due according to the dates provided. Unexcused late assignments are not acceptable. It is the candidate’s responsibility to contact the primary university supervisor(s) if assignment deadlines are not met. Candidates are responsible for initiating arrangements for missed work.

Attendance: Attendance at practicum meetings is required. Attendance for 12 hours, 3 days a week, 4 hours per day is required at your site. All absences must be excused. No more than 2 excused absences are permitted. Candidates must contact university supervisor and clinical educator on cell phone to inform of absence in advance. All absences must be made up prior to the end of the final examination period with approval from supervisor and clinical educator. At the discretion of individual university supervisors, verified absences may be excused under unusual circumstances (see the [Student Policy eHandbook](http://www.auburn.edu/studentpolicies)). In order for any absence to be considered excused, the primary university supervisor must be in receipt of the original documentation within seven days from the date of the absence.

* Students who are diagnosed with COVID-19 or who are engaging in self-quarantine at the direction of a health care professional should not attend class/ practicum in person.
* Students directed by the Stay Safe Together Health Check to seek medical attention should not attend class/practicum until they have done so.
* When possible, students should provide formal documentation from a health care provider for absences. If students have to miss class, they should:

• Notify instructors in advance of the absence, if possible.

• Keep up with classwork if they can do so.

• Submit assignments digitally.

• Work with their instructors to try to reschedule exams, labs, and other critical academic activities.

* All official student codes of conduct and rules of academic integrity will be upheld.

**See COVID Related Policies at the end of this document for additional details.**

Excused Absences: Candidates are granted excused absences from class for the following reasons:  Illness of the candidate or serious illness of a member of the candidate’s immediate family, the death of a member of the candidate’s immediate family, trips for student organizations sponsored by an academic unit, trips for University classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays.  Candidates who wish to have an excused absence from this class for any other reason must contact the primary university supervisor in advance of the absence to request permission.  The primary university supervisor will weigh the merits of the request and render a decision. The candidate must notify the university supervisor(s) prior to the occurrence of any excused absences. In no case shall such notification occur more than one day after the absence.  Appropriate documentation for all excused absences is required. Please see the [Student Policy eHandbook](http://www.auburn.edu/student_info/student_policies/) for more information on excused absences.

Assignments: 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. All assignments must be completed and submitted on Canvas and revised until acceptable. Revisions are due within 3 days and should be made in a different color. Late assignments will have 10% of possible points deducted per day the original submission or revision is late. More than 2 late assignments will be considered a failure to meet the professional disposition standard related to meeting deadlines.

Communication: Candidates are expected to check tigermail and Canvas daily. Tigermail is the official form of communication for Auburn University. Requests for revisions to assignments will be made on Canvas.

Zoom/WebEx policies: When we meet on Zoom and in the event, you participate in virtual instruction via any livestream services, your attendance, attention, and participation are expected. Zoom participation requires you to keep your video on and your microphone muted when you are not speaking unless otherwise directed. Although you may be participating from your domicile, our Zoom/webex meetings are professional interactions. You should dress and behave as you would in a normal F2F classroom. To the extent possible, please minimize distractions in the background. I reserve the right to dismiss anyone from a Zoom/Webex meeting whose environment or behavior is distracting or problematic. If you have any issues with sharing your video feed, adhering to this policy, or anything else related to your use of Zoom/Webex please notify me via email in the first week of class. I’m happy to consider and provide accommodations, but you will need to be in communication with me. Also, in order to protect and maintain confidentiality of the students and schools you serve, zoom/webex participation should take place in a setting where privacy can be ensured.

Online Document Storage: Box.com is used to store documentation from all of your field experiences. Your supervisor will create a folder for you during your first practicum. In order to access your folder, you are required to activate your free box.com account through Auburn University. [Link to establish Box account](https://auburn.service-now.com/it?id=kb_article&sys_id=18fa98f9db559f804d1a77e9af9619e6)

Virtual Observations:You may be required to record or live stream one or more teaching segment for review and evaluation by your supervisor. These guidelines will help you ensure successful uploading, streaming, and confidentiality protection. It is recommended that you practice these steps prior to your planned live streaming or recording to avoid any problems. You will need the swivl app on your device, a free swivl account, and an activated box.com Auburn account. When possible, a recording device will be provided to you on loan. This device and any accessories must be returned in good condition after each use. Failure to return equipment in good condition will require replacement of the equipment in order to receive a grade for the course.

 Swivl:

1. You will receive an invitation to Dr. Schweck’s Swivl team. This email will come from info@swivl.com. Please follow the instructions to set up your free account.
2. Download the SWIVL app on the device you will use to record if a device is not being provided to you.



 Recording:

First, you will record the teaching segment. Next, you upload your video to Box.com to your Field Experience documentation folder created by your supervisor. Email your supervisor when it has been uploaded. Remember, you must protect the confidentiality of your learners at all times. The video must be deleted from your device and Box after your supervisor has reviewed it.

Please note: some schools require special permission to video learners. It is your responsibility to consult your clinical educator to determine if parent consent is needed. A letter can be provided for you to send home in advance. Please request the letter at least a week in advance of your planned recording date. Also note that instructions are provided on Canvas on blurring faces in videos to protect confidentiality.

 Livestreaming:

If a video recorded observation is not possible due to school partner regulations, an electronic observation might be conducted using Zoom so no recording of the teaching segment is required. Livestream observations may be utilized on other occasions as well. Livestreaming on zoom can be performed using the swivl app on a device that has access to the internet.

Professionalism: As faculty, staff, and candidates 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

Dress Code: Auburn candidates 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 candidates 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. No leggings.
7. Tattoos and non-traditional piercings must not be visible.
8. No jeans may be worn to practicum.

Forms of Address: Names and Pronouns

Our institution's non-discrimination policy includes gender, gender identity, gender expression, sexual orientation, and sexual identity, and requires all Auburn-affiliated personnel to take reasonable steps to ensure equitable experiences. One way we can support self-identification is by honoring the name and pronouns that each of us go by. Many people (e.g. international students, trans people, and others) might go by a name in daily life that is different from their legal name. In this classroom, we will refer to people by the names that they go by. Pronouns are a way to affirm someone's identity. They are simply a public way in which people are referred to in place of their name (e.g. "he" or "she" or "they" or "ze" or something else). In this classroom, you are invited to share what pronouns you go by, and we will refer to people using the pronouns that they share. The pronouns someone indicates are not necessarily indicative of their gender identity.

Accommodations for Candidates with Disabilities: Candidates 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). If your accommodations will be needed at your clinical residency site, you should also arrange a meeting with your clinical educator to discuss.

Honesty Code: 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 field 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)

Resolving Concerns Regarding Practicum:

Work with your clinical educator and university supervisor to resolve practicum concerns in a professional manner. You are expected to follow the chain of command in resolving issues that occur during your practicum. If an issue relates to occurrences at the school site, discuss your concerns with the clinical educator and keep your university supervisor apprised of the situation. If an issue relates to practicum requirements or supervision, share your concerns with your university supervisor(s). If issues are not resolved through these efforts, share your concerns with the person in the next level of authority at the institution.

AU Academic Grievance Policy: Auburn University students have access to a procedure for redress of grievances resulting from the actions of faculty or administrators.  Students who desire to file a grievance should review their options described under the [Student Academic Grievance Policy](https://sites.auburn.edu/admin/universitypolicies/Policies/StudentAcademicGrievancePolicy.pdf).

Instructional Contingency Plans: 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 an addendum to your syllabus and/or course assignments will replace the original materials.

**COVID Related Policies**

*These statements are subject to change as additional guidelines and policies are released by the country, state, city, or University.*

**You are expected to complete your Healthcheck screener daily.**

A Healthier U Campus Community Expectations:

We are all responsible for protecting ourselves and our community. Please read about student expectations for fall semester, including completing the daily GuideSafeTM Healthcheck (<https://ahealthieru.auburn.edu/>).

You are expected to (1) take your temperature daily and (2) complete your Healthcheck screener to receive you’re a Healthier U pass. You may be asked at any time to show your pass.

Face coverings:

As a member of the Auburn University academic community you are required to follow all university guidelines for personal safety with face coverings, physical distancing, and sanitation. Face coverings are required in all classes and field experiences and in all campus buildings and school sites. Note that face coverings must meet safety specifications, be work correctly, and be socially appropriate.

You are required to wear your face coverings at all times. If you remove your face covering or are non-compliant with the university’s or school system’s [policy on face coverings](https://ocm.auburn.edu/news/coronavirus/updates/20200618-face-masks-required.php?ref=coronavirus), you will be instructed to leave the classroom/site and will be held to the protocols outlined in the [Auburn University Policy on Classroom Behavior](https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassroomBehavior.pdf). Any student who willfully refuses to wear a face covering and does not have a noted accommodation may be subject to disciplinary action.

Physical distancing:

Face coverings are not a substitute for physical distancing. Students shall observe physical distancing guidelines where possible in the classroom, laboratory, studio, creative space setting and in public spaces both on and off campus.

Students should avoid congregating around doorways before or after class sessions. If the instructional space has designated entrance and exit doors students are required to use them. Students should exit the instructional space immediately after the end of instruction to help ensure social distancing and allow for the persons attending the next scheduled class session to enter.

This also applies to school settings for field experiences. Due to COVID-19, extra safety precautions will be in place at your school site. You are required to follow all safety protocols in place from the first day you arrive at the school. This may include but is not limited to: wearing a mask, clear face shield, and/or gloves and practicing social distancing.

If a student has a medical exception to the face covering requirement, please contact the Office of Accessibility to obtain appropriate documentation.

Assignments/schedule subject to change due to pandemic:

The course schedule and assignments are designed with the most up-to-date information and policies in mind. If the situation changes I will make every effort to keep the schedule as consistent as possible; however, please note that the due dates for assignments and tests may be changed during the semester in response to the changing health and safety requirements or policies of the University. When changes are made, they will be communicated via Canvas Announcement, Canvas message, and all assignment due dates will be updated.

In the event a student in class tests positive:

Students must conduct daily health checks in accordance with [CDC guidelines](https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html). Students testing positive for COVID-19, exhibiting COVID-19 symptoms or who have been in direct contact with someone testing positive for COVID-19 will not be allowed to attend in-person instructional activities and must leave the venue immediately. Students should contact the Student Health Center or their health care provider to receive care and who can provide the latest direction on quarantine and self-isolation. Contact your instructor immediately to make instructional and learning arrangements.

Attendance:

Your health and safety, and the health and safety of your peers, are my top priorities. If you are experiencing any symptoms of COVID-19, or if you discover that you have been in close contact with others who have symptoms or who have tested positive, you should not attend in-person classes. You will not be penalized for such an absence nor will you be asked to provide formal documentation from a healthcare provider. My hope is that if you are feeling ill or if you have been exposed to someone with the virus, you will stay home to protect others. I don’t want the need for documentation to discourage you from self-isolating when you are experiencing symptoms. However, clinical residency does require completion of an entire semester. If you have absences related to COVID-19 (self-quarantine or test positive), please notify your clinical educator and university supervisor immediately. Extensive absences due to documented COVID-19 will be addressed on a case-by-case basis by the university supervisor in consultation with the Dean’s office.

Please do the following in the event of an illness or COVID-related absence:

* Notify me in advance of your absence if possible
* Provide me with medical documentation if possible
* Keep up with coursework as much as possible
* Participate in class activities and submit assignments electronically as much as possible
* Notify me if you require a modification to the deadline of an assignment or exam
* Develop a plan to keep up with your course work and requirements during such absences
* Finally, if remaining in a class and fulfilling the necessary requirements becomes impossible due to illness or other COVID-related issues, please let me know as soon as possible so we can discuss your options.

Students with questions about COVID-related illnesses should reach out to the COVD Resource Center at (334) 844-6000 or athealthieru@auburn.edu.

If a student cannot attend due to COVID-19 related absences (e.g., isolation, quarantine, illness):

 Immediately contact your supervisor and cooperating teacher by composing one email to both of them explaining your situation. Students are expected to follow Auburn University and school system guidelines for quarantine, isolation, and re-entry into classroom settings. If possible, you should continue participation in your assigned placement and clinical residency meetings virtually. All absences will have to be made up in order to earn credit for clinical residency. In the event you are unable to complete all of your days, you will be assigned an incomplete until you are able to satisfy attendance requirements for the course. If you are unable to assist your cooperating teacher virtually during your absence, alternate instructional activities will be assigned to you to help you meet this requirement.

If the instructor cannot attend due to COVID-19 related concerns (e.g., isolation, quarantine, illness):

 If Dr. Alexcia Moore-Thompson is unable to perform duties related to this course due to COVID-19 concerns, Dr. Schweck will serve as the back-up instructor/supervisor. Her contact information can be found on page one of this syllabus. She will communicate any changes or updates to the course schedule or mode of instruction as soon as possible. Additionally, observations may be conducted by submitting recorded lessons or livestreaming lessons for your supervisor to evaluate.

If no one can attend due to COVID-19 related closures/absences:

 In the event that AU ends face to face instruction for the semester, you will be expected to follow and participate in the method of instruction employed by your clinical residency sites. If your schools are still providing face-to-face instruction, then you will be expected to do the same. If your schools move to virtual instruction, you will do the same. Alternate assignments and activities may be provided in order to assist you in satisfying requirements for clinical residency in the event of school closures. Please note: requirements to earn teaching certificates are established by the Alabama State Department of Education. The Auburn University College of Education and your program faculty will be in communication with the ALSDE and will do everything they can to help you meet requirements in the case of school closures. However, it is possible that due to factors outside of our control, you will have to complete steps to earn your teaching certificate after the semester has ended.

 Any disruptions in your placement due to COVID-19 should be addressed with your university supervisor. Please remember, you are required to be full-time in the school for a full semester in the teaching field for which you are seeking certification. If there is an unavoidable reduction of the full semester due to COVID-19, you will be notified by your university supervisor per guidance from the Dean’s office.

In the event of school or university closures due to COVID-19, it may become necessary to adjust assignments accordingly. An alternate assignment table will be provided in the event one is needed. The alternate assignments will be discussed in a clinical residency meeting. It is your responsibility to read the changes and discuss and questions you might have with your university supervisor.

Please be aware that the situation regarding COVID-19 is frequently changing, and the delivery ode of this course may adjust accordingly. In the event that the delivery method is altered, please be assured that the learning goals and outcomes of this course will not change; however, some aspects of the course will change in terms of the mode of delivery, participation, and assessment methods. Those details will be shared via Canvas as soon as possible. Please be prepared for this contingency by ensuring that you have access to a computer and reliable internet.

If you need access to additional technological support, please contact the AU Bookstore at aubookstore@auburn.edu.

Health and Well-Being Resources:

These are difficult times, and academic and personal stress is a natural result. Everyone is encouraged to take care of themselves and their peers. If you need additional support, there are several resources on campus to assist you:

* COVID Response Team ([www.ahealthieru.edu](http://www.ahealthieru.edu))
* Student Counseling and Psychological Services (<http://wp.auburn.edu/scs/>)
* AU Medical Clinical (<https://cws.auburn.edu/aumc/>)
* If you or someone you know are experiencing food, housing, or financial insecurity, please visit the Auburn Cares Office (<http://aucares.auburn.edu/>)

# Syllabus Signature Statement

I have read and reviewed the **RSED 7910 (Alt) Special Education Practicum Syllabus for the current semester and the Special Education Handbook for the current semester**. In compliance with the information outlined, **I agree to adhere to the policies and procedures outlined in these documents.** I understand that it is my responsibility to ensure that I am following the policies and procedures and meeting all requirements in order to pass practicum and protect confidentiality for my learners and any information pertaining to them.

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Candidate Signature Date