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| **Auburn University**  **Department of Special Education, Rehabilitation,   Counseling/School Psychology**  **Summer   2013 (Flores)** |

**1.**   **COURSE NUMBER:       RSED 7910**

**Course Title:**                     Practicum

**Credit Hours:** 1

**Prerequisites:**                    Departmental approval

**Time:** Monday – Friday 7:30-11:30

                                              June 3-28, and July 8 -19

                                                    Richland Elementary

**Schedule:**         June 3-5 7:30-11:30 Haley Center 1218

                        June 6-7 7:30-11:30 TBA and Richland Elementary

                        June 10-27 7:30-11:30 Monday-Thursday Richland Elementary

                        July 8-18 7:30-11:30 Monday-Thursday Richland Elementary

                        July 19 7:30-11:30 Richland Elementary

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| **University Supervisor**  Dr. Margaret M. Flores  Office: Haley Center 1234D  (334) 844-2107  mmf0010@auburn.edu |

**2**.   **DATE SYLLABUS PREPARED**: May 2013

**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.

1. **5.      COURSE OBJECTIVES**: A general course objective for all students 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 student according to their needs and the nature of their assigned experience (e.g., disability types, severity of disability, assessment, instruction, placement, etc.).

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 **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)

            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

            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. 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 teacher conferencing and rubric assessment to help students edit and revise their writing. 36(1)(b

1. **6.      COURSE CONTENT:** SEE SUMMER PROGRAM SCHEDULE, MANUAL, AND INFORMATION ON BLACKBOARD

**7.   COURSE REQUIREMENTS**

**Observation of Teaching (300 points):** Each student will be observed while providing instruction at least one time during the 5-week summer program. The average PEPE score will be multiplied by 100 in order to calculate points for this requirement. In order to earn a grade of satisfactory in the course, the average of the PEPE scores must be 2 or above.

**Student Progress Reports (100 points):**A progress report for each student enrolled in the classroom must be completed. A progress report must include a statement of the student’s goal, graph of student performance, and a written description of the interventions implemented. In order to receive an S in the course, ALL end-of-the-program reports must be satisfactorily completed for the classroom. **Failure of a classroom team to complete satisfactory reports will result in failure to meet professional standards.**

**Program Participation:** The summer program involves direct service to students with disabilities. Students must attend and actively provide instruction for 24 out of 26 days. Active participation includes planning and implementation of instruction. Each student will keep an attendance verification form that will be signed by your direct supervisor each week. Failure to attend for 24 out of 246 days will be considered a failure to meet the professional standards (see below professional standards evaluation). Late arrival and early departure will also affect one’s professional standards evaluation; more than two unexcused occurrences will result in failure to meet professional standards.

**Professional Standards Evaluation (0 or 350 points):**All standards listed on the Professional Standards Evaluation must be met. If a student demonstrates a problem in any of the areas of professional responsibility, she/he will receive a verbal warning. The next instance will result in failure to meet the professional standard for the course. The demonstration of all 9 standards will results in 350 points toward the final grade. The demonstration in **8 or fewer** standards will result in **0 (zero) points** toward the final grade.

1. **8.      GRADING AND EVALUATION:** Grades will be either S (satisfactory) or U (unsatisfactory).

Evaluation will occur based on observational ratings given by the course instructor/on-site supervisor as well as the timeliness and quality of projects assigned. Also, students are required to complete a survey evaluation form that provides written feedback on the quality of the practicum experience.

         In order to receive an S for the course, the following criteria must be met:

* Revisions must be made to assignments until they are considered satisfactory by

       the supervisor.

* Students must demonstrate Professional Standards throughout the entire field experience. If concerns regarding student performance in this area are brought up by program staff,  the situation will be assessed. Failure to demonstrate Professional Standards at any time will result in a U for the course and the student will have to repeat the practicum before proceeding to the next field experience.
* Students must adhere to all policies outlined in the syllabus and special education student handbook.

Grades will be assigned according to the following scale:

**501-750 = Satisfactory (S)**

**0-500= Unsatisfactory (U)**

1. **9.      CLASS POLICY STATEMENTS:**

**Professionalism:** As faculty, staff, and 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** Teachers are required to attend all orientation and training meetings and be present each

day of the summer program. Teachers should arrive at the summer program by 7:30 a.m. each day

and sign in on the attendance log. You must remain at the summer program for the entire day and

may not leave for any reason.

On a typical day at the program, teachers arrive at 7:30 a.m. participate in student arrival, teach, and participate in dismissal, and preparation for the following day until 12:00 p.m. If a situation arises that may lead to an absence at the summer program, contact your supervisor.  This notification should be at least one day in advance. Teachers should also contact their team teachers. Failure to follow the attendance policy will result in a U for the course.

**Accommodations for Students with Disabilities:** "Students who need special accommodations in class, as provided for by the American Disabilities Act, should arrange a confidential meeting with the instructor during office hours the first week of classes - or as soon as possible if accommodations are needed immediately. You must bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have these forms but need accommodations, make an appointment with the Office of accessibility, 1244 Haley Center, 844-2096."

**Cheating:**  The Auburn Academic Honesty Code (Policy) is found in both the Auburn University Policy Site <https://sites.auburn.edu/admin/universitypolicies/default.aspx> 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.

You are not allowed to submit work for this practicum experience that you have submitted for another

class. All work must be original.

**Assignments:** Written assignments are expected to be typewritten, grammatically accurate, free of

spelling and typographical errors. Assignments are to be of a quality that would be expected of a

professional. Any assignments that are completed and submitted must be submitted on the forms that

are provided on Blackboard.

**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 the Auburn University Policy Site <https://sites.auburn.edu/admin/universitypolicies/default.aspx>  for steps toward redress.

**Auburn University Policy on 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, 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 the Auburn University Policy Site <https://sites.auburn.edu/admin/universitypolicies/default.aspx>).

**Grading Rubric for End of Program Student Progress Reports**

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| --- | --- | --- | --- |
| **Category** | **25 pts per category** | **15 pts per category** | **0-5 per category** |
| **Goals** | * ·All students   have logical, clear, and measureable goals that include a condition,   behavior, and criterion | * ·One student is   missing a logical, clear, and measureable goal that includes a condition,   behavior, and criterion | * ·Two or more   students are missing logical, clear, and measureable goals that include a   condition, behavior, and criterion |
| **Graph** | * ·Each student’s **graphs** that have at least 3 data   points per goal for each full week of the program * ·Each student’s   **graphs** are labeled correctly in   order to measure goals * ·Graphs are   neat and easily interpreted * ·Template is   used, information is typed | * ·One student is   missing **graphs** that have at least   3 data points per goal for each full week of the program * ·One student is   missing  **graphs** that are labeled correctly in order to measure goals * ·Graphs are   neat and easily interpreted * ·Template is   used, information is typed | * ·Two or more   students are missing **graphs** that   have at least 3 data points per goal for each full week of the program * ·Two or more   students are missing  **graphs** that are labeled correctly in   order to measure goals * ·Two or more   students’ graphs are disorganized * ·Template not   used |
| **Description of progress** | * ·ALL student   progress is described using the following statements: The student **achieved…**; The student **made significant progress toward…;**   The student **made progress toward….** |  | * ·Any variation   from the prescribed statements for any student |
| **Description of strategy** | * ·All strategies   are clearly and succinctly described in terms parents will understand * ·Free of any   grammar and spelling errors |  | * ·One or more   strategies  are unclear, vague, or   difficult for a parent to understand. * ·Description   includes negative comments about the student * ·Free of any   grammar and spelling errors |

**Pre-Professional Standards Evaluation**

**Adapted from the Alabama Educator Code of Ethics**

Special Education Program, Auburn University

*RSED 4910, RSED 4920, RSED 7910, RSED 7920*

**Students are expected to demonstrate these standards throughout their program.**

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| **Standards** | **Examples** | **Non-examples** |
| **Standard 1:   Professional Conduct**  *Demonstrates conduct   that follows generally recognized professional standards.* | * Encouraging and supporting professionals,   peers, and students in the development and maintenance of high standards. * Respecting professionals, peers, and students   and participating in the development of a professional and supportive   teaching/learning environment. * Engaging in a variety of individual and   collaborative learning experiences. * Demonstrating appropriate personal hygiene   habits and professional dress that includes no visible piercings or tattoos   other than traditional earrings. * Demonstrating a commitment to teaching. * Demonstrating appropriate command of both oral   and written communication. * Wearing nametag while in schools. | * Harassing professionals, peers, students. * Misusing or mismanaging tests or test   materials. * Using inappropriate language. * Engaging in physical altercations. * Failing to provide appropriate supervision of   students. * Making unfavorable or potentially slanderous   remarks about your cooperating teacher(s), students, school, school   personnel, University classmates, or University faculty. * Emitting overwhelming odors of perfume, cigarette   smoke, etc. * Inappropriate use of cell phones and other   personal electronics. |
| **Standard 2:   Trustworthiness**  *Exemplifies honesty   and integrity in the course of professional practice.* | * Properly representing facts concerning   educational matters in direct or indirect public expression. * Advocating for fair and equitable   opportunities for all children. * Embodying for students the characteristics of   intellectual honesty, diplomacy, tact, and fairness. * Demonstrating dependability to professionals,   peers, and students. * Falsifying, misrepresenting, omitting or   erroneously reporting any information regarding the field experience to   school system professionals and/or university professionals. |  |
| **Standard 3:   Unlawful Acts**  *Abides by federal,   state, and local laws and statutes as well as school system policies* | * Being aware of and abiding by school system   policies. * Providing medical documentation as required. * Abiding by federal, state, and local laws. * Committing any unlawful or inappropriate   conduct. * Dispensing any medication to students. |  |
| **Standard 4:   Relationships**  *Maintains a   professional relationship with professionals, peers, and students, both   inside and outside of the classroom.* | * Fulfilling the roles of trusted confidante,   mentor, and advocate for student growth. * Nurturing the intellectual, physical,   emotional, social, and civic potential of all students. * Providing an environment that does not   needlessly expose students to unnecessary embarrassment or disparagement. * Creating, supporting, and maintaining a   challenging learning environment for all students. * Accepting and acting upon constructive   criticism. * Working productively with teachers, faculty,   and school staff.  These relationships   are void of threats, harassment, and abuse. * Separating personal and professional issues. * Demonstrating an ability to work with   ethnically diverse populations. * Demonstrating an ability to work with   exceptional learners. * Demonstrating appropriate social skills in   professional and social interactions with others. * Committing any act of child abuse – physical   or verbal. * Committing any act of cruelty to children any   act of child endangerment, or any unlawful sexual act. * Engaging in harassing behavior on the basis of   race, gender, national origin, religion, or disability. * Soliciting, encouraging, or consummating an   inappropriate written, verbal, or physical relationship with a student. * Furnishing tobacco, alcohol, or   illegal/unauthorized drugs to any student or allowing a student to consume   alcohol or illegal/unauthorized drugs. * Photographing students without obtaining   permission from cooperating teacher and following school policy. * Providing rides for students. |  |
| **Standard 5:   Alcohol, Drug, and Tobacco Use or Possession**  *Refrains from the   use of alcohol and/or tobacco during the course of professional practice and   should never use illegal or unauthorized drugs.* | * Factually representing the dangers of alcohol,   tobacco, and illegal drug use and abuse to students during the course of   professional practice. | * Being under the influence of, possessing, using,   or consuming illegal or unauthorized drugs. * Being on school premises, at a school-related   activity involving students, or university class setting while documented as   or suspected of being under the influence of, possessing, or consuming   alcoholic beverages or using tobacco.    A school-related activity includes, but is not limited to, any   activity that is sponsored by a school or a school system or any activity   designed to enhance the school curriculum such as club trips, etc. |
| **Standard 6: Public   Funds and Property**  *Demonstrates   honesty, accuracy, and responsibility with public funds and property.* | * Maximizing the positive effect of school funds   through judicious use of said funds. * Modeling for professionals, peers, and   students the responsible use of public property. | * Misusing public or school-related funds * Failing to account for funds collected from   students or parents. * Co-mingling public or school-related funds   with personal funds or checking accounts. * Using school property without the approval of   the local board of education/governing body. |
| **Standard 7:   Remunerative Conduct**  *Maintains integrity   with professionals, peers, students, parents, patrons, or businesses when   accepting gifts, gratuities, favors, and compensation.* | * Insuring that institutional privileges are not   used for personal gain. * Insuring that school policies or procedures   are not impacted by gifts or gratuities from any person or organization. | * Soliciting students or parents of students to   purchase equipment, supplies, or services from the educator or to participate   in activities that financially benefit the educator unless approved by the   local governing body. * Accepting gifts from vendors or potential   vendors for personal use or gain where there appears to be a conflict of   interest. * Tutoring students assigned to the educator for   remuneration unless approved by the local board of education. |
| **Standard 8:   Maintenance of Confidentiality**  *Complies with state   and federal laws and school board policies relating to confidentiality of   student and personnel records, standardized test material, and other   information covered by confidentiality agreements.* | * Keeping in confidence information about   students that has been obtained in the course of pre-professional service   unless disclosure serves pre-professional purposes or is required by law. * Maintaining diligently the security of test   supplies and resources. * Using first names only or code names on   assignments pertaining to students with disabilities. * Following state and school system policies   regarding pre-service teachers and standardized testing administration. * Sharing confidential information concerning   student academic and disciplinary records, health and medical information,   family status/income, and assessment/testing results unless disclosure is   required or permitted by law. * Violating confidentiality agreements related   to standardized testing including copying or teaching identified test items,   publishing or distributing test items or answers, discussing test items, and   violating school system or state directions for the use of tests or test   items. * Discussing matters pertaining to field   experiences in public settings or with individuals not directly involved in   the student’s education. |  |
| **Standard 9:   Abandonment of Contract**  *Fulfills all of the   terms and obligations detailed in class syllabi, orientation handbooks,   internship handbooks, and in discussions with cooperating teachers* | * Attending regularly with only minimal excused   absences. * Calling cooperating teacher and university   supervisor as soon as an absence is expected due to an illness or emergency. * Making up all absences incurred. * Arriving on-time and being prepared.  For interns, on-time means no later than   when teachers are required to report to work. * Departing on time as indicated in   schedule.  For interns, this means   departing when teachers are officially dismissed with exceptions only being   granted for the co-requisite course to internship and University Supervisor   meetings. * Adhering to established timelines with written   work and other assignments. * Refusing to perform services required by   cooperating teachers when the services are reasonable and directly related to   the children to which the pre-professional is assigned.  Any questions regarding reasonableness of   expectations should be addressed with the University Supervisor. |  |

[Instructure, makers of the open source learning management system Canvas](http://www.instructure.com/)[Help](http://help.instructure.com/) [Privacy policy](http://www.instructure.com/privacy-policy) [Terms of service](http://www.instructure.com/terms-of-use) [Facebook](http://facebook.com/instructure) [Twitter](http://twitter.com/instructure)