Auburn University

Department of Special Education, Rehabilitation, and Counseling

**1**. **COURSE NUMBER:** RSED 7910/7916

**COURSE TITLE:** Practicum (Elementary – Auburn City and Lee County ESY)

**CREDIT HOURS:** 1

**PREREQUISITES:** Departmental Approval

**CO-REQUISITES:** None

# **University Supervisor Information**

Mrs. Schweck

1234B Haley Center

(334)844-3588

(334)524-6493

[kschweck@auburn.edu](mailto:kschweck@auburn.edu)

Office hours by appointment

**2**. **TERM**: Summer 2018

**Day/Time: All groups** – 5/30 meeting on campus 9:00 a.m.

**Auburn City**: 6/7 8 a.m.-12 p.m., 6/11-6/14, 6/18-6/21, 7/9-7/13, 7/16-7/18 7:30 a.m. – 12 p.m., 7/19 7:30 a.m.-3 p.m.

**Lee County:** 6/4-6/29 M-Th 7:45 a.m. – 12 p.m., Fridays 7:45 a.m. – 11:45 a.m.

**Place**: **Auburn City:** Auburn Early Education Center

**Lee County:** Beauregard Elementary, South Smith Station Elementary, or Sanford Middle School

**DATE SYLLABUS PREPARED:** May 2010, updated May 2018

**3**. **TEXT**: AL Extended Content Standards, Transition Standards

**4**. **COURSE DESCRIPTION (**variable): The practicum provides the 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. **STUDENT LEARNING OUTCOMES**: 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 his or her needs and the nature of the 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

**• 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 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, 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 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)

**6.** **COURSE CONTENT:** SEE SUMMER PROGRAM SCHEDULE AND ADDITIONAL INFORMATION ON CANVAS

1. **COURSE REQUIREMENTS:**

**Program Participation:** The summer program involves direct services to students with disabilities. Students are required to attend all pre-planning meeting days before practicum begins with K-12 learners. Students must attend and actively provide instruction for 18 out 19 days. Active participation includes planning/preparation, implementation of instruction, and various classroom duties. Each student will sign in daily. Failure to attend for 18 out of 19 days will be considered a failure to meet the professional dispositions. Late arrival and early departure will also affect one’s professional dispositions evaluation; more than two unexcused occurrences will result in failure to meet professional dispositions.

**Assignments:**

Memorandum of Understanding and Syllabus Signature Page (no points/must have to participate): Students must sign the Memorandum of Understanding and the Syllabus Signature Page and submit on Canvas (forms on Canvas).

Daily Attendance Log (100 points): Students are expected to sign in/out each day at practicum using exact arrival and departure times.

Student Intervention and Progress Reports (200 points):Students will complete an intervention plan and progress report for one student.This will include selecting a goal for intervention with input from cooperating teachers, creating and implementing an intervention that addresses the goal, collecting data weekly and reporting progress, and reporting final progress. See rubric for additional details.

Personal and Professional Dispositions Evaluation (500 points): Students will be evaluated by a university supervisor with input from cooperating teachers and program staff. All indicators listed on the Personal and Professional Dispositions Evaluation must be met at the Development of Principles and Practice Level. This includes requirements in the Memorandum of Understanding. The demonstration of all 5 indicators in at least the Development of Principles and Practice Level will result in 500 points toward the final grade. Failure to meet the Development of Principles and Practice Level for any of the indicators will result in a loss of 100 points per indicator. (Form is available on Canvas).

Observation of Teaching:When possible, students will be observed while providing instruction. Feedback will be provided in relevant areas included on the classroom observation form. Feedback could be provided from cooperating teachers, university supervisors, or program administrators in either verbal or written form. Students are expected to accept and act on constructive criticism and suggestions in appropriate ways. Performance in this area will be evaluated on the personal and professional dispositions evaluation form.

1. **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. In order to receive a S for the course, the following criteria must be met:

* All assignments must be completed
* Revisions must be made to assignments until they are considered satisfactory by the supervisor
* Students must demonstrate Personal and Professional Dispositions throughout the field experience. If concerns regarding student performance in this area are brought up by program staff, the situation will be assessed.
* Students must adhere to all policies outlined in the syllabus and Memorandum of Understanding.

Grades will be assigned according to the following scale:

**80%- 100% = Satisfactory/Pass course**

**0-79.9% points = Unsatisfactory/Fail course**

9. **CLASS POLICY STATEMENTS:**

**Attendance Policy**

Students are required to attend all orientation and training meetings and be present and providing instruction for 19/20 days (Lee County) or 17/18 days (Auburn City) of the summer program. Students should arrive at the summer program at least 5 minutes early each day and sign in on the attendance log. Students must remain at practicum for the entire scheduled day.

One excused absence is allowed. More than one will result in a grade of FA/U. Exceptions are up to the discretion of Mrs. Schweck and will be considered only under extreme circumstances (i.e. death in the family, serious illness, etc.). If there is a condition or circumstance that will prevent you from meeting this expectation, it is suggested that you drop the course.

Excused Absences**:** Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student’s immediate family, the death of a member of the student’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. Students who wish to have an excused absence from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than 24 hours after the absence. Appropriate documentation for all excused absences is required within 24 hours of the absence. Please see the [Student Policy eHandbook](http://www.auburn.edu/student_info/student_policies/) for more information on excused absences (<http://www.auburn.edu/student_info/student_policies/>).

**In the case of an absence, contact Mrs. Schweck and your site supervisor/cooperating teacher immediately. This notification should be at least one day in advance when possible. If this is not possible, then notification should take place prior to 7:30 a.m. on the day of the absence. For each day missed, students must participate in alternate activities for 4 hours. Excuses must be submitted within 24 hours of the absence.**

**Assignments:** All assignments should be typed (unless otherwise instructed) and prepared in a professional manner (e.g., neat, correct grammar, spelling). Additionally, assignments are due on the date listed in the syllabus at the time noted. **There is no credit for late assignments; any assignment turned in after the time noted on the assigned due date will be assigned a grade of 0.** Exceptions are at the discretion of the instructor in cases of verified university approved absences. If a student misses turning in an assignment and has a university approved excuse, he or she will have **one day** from the date of the excuse to turn in the assignment. Electronic assignments should be in one of the following formats: .doc, .docx, .pdf. Revisions for assignments are due within 3 days feedback from the instructor is provided and should be in a different color font.

**Confidentiality**

All events, student information, and material related to the program are confidential and are not to be shared outside of the program setting or with people not directly related to the summer program. Failure to comply will result in a U for the course and a meeting with your advisor and/or the SARA Committee.

**Safety Issues**

Be familiar with your students. Know them and their habits. Ask about medical or behavior issues and appropriate procedures to follow. Do not participate in any physical restraint procedures that might be a part of a student’s behavior plan.

**Electronics**: Cell phones are not permitted at the summer program and should remain at home or in your vehicle. Laptops, ipads, etc. are not permitted at the summer program unless being used during a lesson that is being taught.

**Academic Honesty Policy:** All portions of the Auburn University student academic honesty code (Title XII) found in the *AU Bulletin* 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. You are not allowed to submit work for this practicum experience that you have submitted for another class. All work must be original.

**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).

**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)

**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, and addendum to your syllabus and/or course assignments will replace the original materials.

**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

**Dress Code**

You should dress casually but professionally in a manner that permits movement and minimizes distraction. It is mandatory that you wear closed toed shoes. Please refrain from wearing jewelry. Tattoos should not be visible. Piercings in places other than your ears are not allowed.

Recommended Attire: Clothes that are not permitted:

Capri pants Scrubs

Shorts (2 inch rule) Short shorts

Crewneck t-shirts (containing appropriate content) Flip flops, sandals, heels, dressy flats

Closed toe full coverage shoes Tank tops, Shirts with deep v-necks or scoops, Tight fitting shirts

**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.

I have read and reviewed the **RSED 7910/7916 Special Education Practicum Syllabus for the current semester**. In compliance with the information outlined, **I agree to adhere to the policies and procedures outlined in this document.** 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 students and any information pertaining to them.

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Student Signature Date

Intervention Plan and Progress Report Rubric

Summer 2018

|  |  |  |  |
| --- | --- | --- | --- |
| **(100 points possible)** | **10 points each** | **5 points each** | **0 points each** |
| Description of student background, current functioning, and needs | Includes   * Student background information related to academic or functional performance, including strengths, weaknesses, and impact of deficit on functioning * Describes the student’s individual differences and unique learning needs * Describes the student’s needs behaviors that are observable and measurable that directly relate to the annual goal and benchmarks. * Descriptions are specific and tell what the student did and on what date(s). * Describes the students’ interests and preferences | Missing or incomplete information in 1st revision. Upon resubmission the 2nd revision includes:   * Student background information related to academic or functional performance, including strengths, weaknesses, and impact of deficit on functioning * Describes the student’s individual differences and unique learning needs * Describes the student’s needs behaviors that are observable and measurable that directly relate to the annual goal and benchmarks. * Descriptions are specific and tell what the student did and on what date(s). * Describes the students’ interests and preferences | One or more criteria not met in 2nd revision |
| Description of intervention goal as related to student needs  IGCIS1 | * Intervention goal is stated in observable and measurable terms * Intervention goal includes timeframe, condition, behavior, criteria * Intervention goal includes reference to appropriate state standard(s) | Missing or incomplete information in 1st revision. Upon resubmission the 2nd revision includes:   * Intervention goal is stated in observable and measurable terms * Intervention goal includes timeframe, condition, behavior, criteria   Intervention goal includes reference to appropriate state standard(s) | One or more criteria not met in 2nd revision |
| Description of skills associated with intervention goal | * Describes the order of skills that come before the goal and after the goal is mastered | Missing or incomplete information in 1st revision. Upon resubmission the 2nd revision:   * Describes the order of skills that come before the goal and after the goal is mastered | One or more criteria not met in 2nd revision |
| Description of instruction  ISCI3S1 | Includes   * Detailed description how skill will be taught, step by step of the intervention * Includes actual words (teacher talk) used with the student. * Clearly explains how the environment will be set up. * Clearly explains how corrective feedback will be given * Intervention is research-based and related to strategies and methods included in coursework * Clearly explains how instructional methods and materials incorporate and address the students’ * communication needs including augmentative and alternative communication if appropriate * Describes how the student’s interests and preferences will be used to engage the student and provide reinforcement for participation | Missing or incomplete information in 1st revision. Upon resubmission the 2nd revision includes:   * Detailed description how skill will be taught, step by step of the intervention * Includes actual words (teacher talk) used with the student. * Clearly explains how the environment will be set up. * Clearly explains how corrective feedback will be given * Intervention is research-based and related to strategies and methods included in coursework   Clearly explains how instructional methods and materials incorporate and address the students’ communication needs including augmentative and alternative communication if appropriate   * Describes how the student’s interests and preferences will be used to engage the student and provide reinforcement for participation | One or more criteria not met in 2nd revision |
| Description of instructional implementation related to daily routine  IGC5S1 | * Indicates how instruction on this goal is possible within the student’s daily routines | Missing or incomplete information in 1st revision. Upon resubmission the 2nd revision includes:   * Indicates where instruction on this goal is possible within the student’s daily routines | One or more criteria not met in 2nd revision |
|  | **25 points each** | **15 points each** | **0 points each** |
| Description of student progress  ISCI4S8 | * Describes steps that the student achieved on his or her way to achieving intervention goal * Description of student progress includes reference to decisions related to repeated instruction or adjustment to the goal * Clearly explains how corrective feedback was provided to student * Includes student progress with regard to communication supports provided within the intervention | Missing or incomplete information in 1st revision. Upon resubmission the 2nd revision includes:   * Describes steps that the student achieved on his or her way to achieving intervention goal * Description of student progress includes reference to decisions related to repeated instruction or adjustment to the goal * Clearly explains how corrective feedback was provided to student   Includes student progress with regard to communication supports provided within the intervention | One or more criteria not met in 2nd revision |
| Reporting and graphic analysis of student progress  ISCI4S7  ISCI4S8 | * Report includes the instructional objective * Graph includes labels on the x-axis and y-axis that are logical based on the instructional objective * At least 1 data point and narrative entry a week appear on the graph * Narrative is dated -- notes are logical based on visual analysis of the data points, clearly describes student performance (what, how, AND why) and indicates progress toward mastery * Data are included in submission | Missing or incomplete information in 1st revision. Upon resubmission the 2nd revision includes:   * Report includes the instructional objective * Graph includes labels on the x-axis and y-axis that are logical based on the instructional objective * At least 1 data point and narrative entry a week appear on the graph * Narrative is dated -- notes are logical based on visual analysis of the data points, clearly describes student performance (what, how, AND why) and indicates progress toward mastery * Data are included in submission | One or more criteria not met in 2nd revision |