Special Education 4901
PRACTICUM WITH INDIVIDUALS
WITH EXCEPTIONAL LEARNING NEEDS

Instructors:
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Appointments: Sign up in the notebook in 1212 Buzzard Hall.
Location/Time: All Sections meet at 8:15 a.m. MTWR in 1103 Buzzard Hall

CATALOG DESCRIPTION

SPE 4901 Practicum with Individuals with Exceptional Learning Needs. (0-8-4) F, S. Provision of explicit instruction to students with exceptional learning needs in a supervised and evaluated practica; including the designing, implementing, and evaluating of individualized instruction/instructional plans. Specialized instructional strategies which support the learner in the general and expanded curricula are practiced in school settings. Concurrent enrollment in SPE 4900. Prerequisite: SPE 4800. University Teacher Education requirements apply and department requirements for enrollment must be met.

> *We have much to do together.*
> *Let us do it in wisdom and respect and joy.*
> *Let us make this the human experience.*
> Zukav, 1989

Learning Model:

The primary learning model for this course is the Ecological Model (Henley, Ramsey, & Algozzine, 1993).

The Unit Theme is: Educator as Creator of Effective Education Environments

- Knowledge of Diverse Students
- Knowledge of Diverse Societies and Communities
- Knowledge of Diverse Subject Areas and Levels
- Knowledge of Diverse Strategies
- Knowledge of Diverse Technologies

TEXTBOOKS

Masters L.F., Mori, B.A., & Mori, A.A. (1999). *Teaching secondary students with mild learning and behavior problems*: *Methods, materials, and strategies.* Austin, TX: PRO-ED.

Mercer, C.D., Mercer, A.R., & Pullen, P.C. (2011). *Teaching students with learning problems* (8th ed.). Upper Saddle River, NJ: Pearson.

Outline of the Course DCC Approved: 04/30/03

SPE 4901 Detailed Practicum Outline

I. Curriculum Based Assessment (1 week)
   a. Writing Benchmarks
   b. Scope and Sequence of Curriculum
      i. Language Arts
         1. Reading (including skills of emergent literacy, phonemic awareness, word attack, and comprehension.)
         2. Writing
         3. Speaking
      ii. Mathematics
      iii. Content Areas
         1. Social Science
         2. Science
         3. Other
      iv. Social Emotional/Behavioral
      v. Functional Skills
         1. Life Skills
         2. Functional Academics
         3. School Survival
         4. Organizational/Study Skills

II. Evidence Based Practices in Special Education (1 week)
   a. What constitutes "evidence"?
      i. Types of Research
      ii. Criteria
      iii. Accessibility of practices
      iv. Application to classroom practice
         1. Language Arts
            a. Reading
            b. Writing
            c. Speaking
         2. Mathematics
         3. Content Areas
            a. Social Science
            b. Science
            c. Other
         4. Social Emotional/Behavioral
         5. Functional Skills
            a. Life Skills

b. Functional Academics
c. School Survival
d. Organizational/Study Skills

III. Practicum on site (14 weeks)

COURSE REQUIREMENTS/ASSIGNMENTS

1. Attend all class sessions, participate, and complete all assignments. Each candidate is required to successfully complete a minimum of 90 hours of supervised practicum with students who have exceptional learning and/or behavioral needs at the K-12 (elementary/middle/secondary) level. In the SPE 4901 practicum experience, each candidate is responsible for instructional assessment, planning, classroom and behavior management, implementation and monitoring of instruction in accordance with the academic, social, adaptive/functional needs of the learners. Practica is conducted in accordance with the CEC Code of Ethics and requires candidates to use research-based effective instructional and behavioral strategies and practices. Moreover, the course instructor assures that each candidate's practice is in alignment with local, state, and federal law and regulation. (*CEC CC, IGC, and IIC Standards 4, 5, 6, 7, & 8; Illinois CC 3, 4, 5, 6, 7, & 9;* Illinois LBS1 3, 4, 5, 6, 7, & 9; Illinois Language Arts Standards 1D-1G, 2C- 2H, and 3C-3G; Illinois Technology Standards 1B-1F, 2B-2H, 2J, 3B-3F, 5B-5H; IPTS 1,2,3,4,5,6,7,8,9)

   The practicum experience includes a detailed evaluation of each of the aforementioned activities. Specifically, a minimum of two formal evaluations and two informal evaluations are conducted on each candidate by the supervisor in consultation with the cooperating teacher/professional. Additionally, each candidate is required to be involved in the evaluation process by completing systematic "self-evaluation" using reflective journals whereby feedback from course instructors can be provided.

2. Each candidate is required to develop and implement a comprehensive assessment of the assigned children/youth. The assessment includes the administration of informal inventories, systematic observation, and curriculum-based assessment (CBA). The assessment tools and data collection methods used are designed and implemented by candidates to obtain information regarding the current performance and instructional/behavioral needs of children/youth with disabilities in the following areas: academic, social, adaptive/functional and behavioral. Assessment is conducted in consultation with the course instructor and cooperating teacher/professional. Each candidate will then be required to provide a written summary report of assessment results to the consulting teacher/professional. *(CEC CC,IGC, and IIC Standards 5,7, & 8; Illinois CC 3,4, & 5; Illinois LBS1 3 & 4; Illinois Language Arts Standards 2C, 2D, 2F, and 3C; Illinois Technology Standards 1B-1F, 2B-2H, & 5B-5H; IPTS 1,2,3,4,5,6,7,8,9)*

3. Each candidate will design and implement a classroom management plan. The classroom management plan is to contain rules or standards for behavior, positive and negative contingencies for appropriate and inappropriate behavior, and a reward menu. The classroom management plan is designed to facilitate daily classroom routines including the use of instructional and transition time, establish a safe, positive and supportive learning environment, and increase independence and self-

advocacy of the learners through self-management. The classroom management plan is based on observational assessment found in CBA report and is designed and implemented with feedback from the course instructor and cooperating teacher/professional. (*CEC CC, IGC, & IIC Standard 5; Illinois CC and LBS1 Standard 5, IPTS 1,2,3,4,5,7,8,9)*

4. Each candidate will design and implement a behavioral (contingency) contract with at least one student. Standards for behavior and positive and negative consequences will be negotiated with the student based on individual behavioral needs and assessment data obtained though observation. (*CEC CC, IGC, & IIC Standard 5; Illinois CC and LBS1 Standard 5, IPTS 1,2,3,4,5,7,8, 9)*

5. Each candidate will develop an Individual Educational Program (IEP) that reflects the academic and adaptive behavior needs of the learner. The IEP will be based upon assessment information gathered from CBA results, informal inventories, systematic observation, and in consultation with the cooperating teacher/professional who has access to academic, medical, behavioral, and family history. The IEP must contain the following information: present levels of performance, annual goals and benchmarks including methods for evaluating learner performance, primary and related services provided, amount of time in which the student is and is not integrated into a general education setting, state assessment data, and other information required by course instructor. Candidates will also evaluate the learner's progress in meeting the goals/benchmarks on the IEP and provide graphical results of baseline and intervention phases of instruction/behavior change as well as a reflection discussing the IEP process and the resulting impact on the P-12 learner. *(CEC CC,IGC, and IIC Standards 5,7, & 8; Illinois CC 3,4, & 5; Illinois LBS1 3 & 4; Illinois Language Arts Standards 2C, 2D, 2F, and 3C; Illinois Technology Standards 1B-1F, 2B-2H, & 5B-5H; IPTS 1,2,3,4,5,7,8,9)*

6. Each candidate will be required to devise and implement daily lesson plans. The lesson plans are developed based upon the IEP for the learner. Lesson plans must be developed for each academic and adaptive behavioral area taught and must be individualized to the learner. Additionally, lesson plans should encourage participation by the learner in a variety of individual and group learning activities. Lesson plans will be checked daily by the course instructor and/or cooperating teacher/professional. Format for the lesson plans will be discussed in SPE 4900. (*CEC CC, IGC, and IIC Standards 5,7, & 8; Illinois CC 3,4, & 5; Illinois LBS1 3 & 4; Illinois Language Arts Standards 2C, 2D, 2F, and 3C; Illinois Technology Standards 1B-1F, 2B-2H, & 5B-5H; IPTS 1,2,3,5,6,7,8,9)*

7. Each candidate will evaluate his/her instructional effectiveness daily using a reflective journal. The journal is to be provided to the course instructor electronically and is to address the effective and ineffective aspects of instruction/management, changes that could be made to enhance instructional effectiveness, and sources from the literature to support instructional choice and/or the proposed changes. Course instructors will provide feedback to each candidate. *(Illinois CC and LBS1 Standard 9; and Illinois Technology Standard 6C, IPTS 1,2,3,4,5,6,7,8,9)*

8. Each candidate will maintain detailed records of all activities engaged in with students. At the close of the semester, a portfolio will be created to demonstrate how/to what extent each public school student actually learned/improved. Items to be included in the portfolio include: a title page, a description of the teaching arrangement, CBA, IEP, the classroom management plan and behavioral contract, work samples, teacher made materials/resources, and a comprehensive summary of the

learner's progress as well as recommendations for the student. Portfolio will be provided to the cooperating teacher/professional. (IPTS 2,8,9)

9. Throughout the semester, each candidate is required to develop and implement teacher-made materials that will be used in the delivery of instruction. The materials are to be adapted and modified to the individual instruction and adaptive skill needs of each learner and be respectful of cultural, linguistic, and gender issues. A minimum of two teacher-made materials will be evaluated by the course instructor. Additional ideas will also be created and submitted for evaluation within the student portfolio described above. (*CEC CC, IGC, & IIC Standards 4 & 7; Illinois CC and LBS1Standards 4 & 6; Illinois Language Arts Standards 3C & 3G; Illinois Technology Standards 3F, 7C & 7D; IPTS1,2,3,4,5,9)*

10. During SPE 4900/4901, each candidate is required to submit the completed CEC Common Core matrix identifying the course(s) in which each specific CEC knowledge and skill statement was addressed in his/her teacher preparation program. THIS COURSE REQUIREMENT IS A DEPARTMENT REQUIRED DOCUMENT IN YOUR DEPARTMENTAL PORTFOLIO.

*NOTE: ALL assignments, regardless of point value, MUST be completed and submitted in order to pass SPE 4901

CLASS/PRACTICUM ATTENDANCE

Candidates are expected to attend all classes. If prevented by an acute illness or an emergency, the candidate should contact the instructor in as timely a manner as is possible. When the candidate can anticipate the absence, the instructor must be contacted before the absence occurs. After due consideration as to the reason for the absence, the instructor may deny the candidate's request to make-up missed assignments or exams. Candidates who are absent from class, for whatever reasons, are held responsible for the material covered during their absence.

Additionally, since this is a practicum course, all candidates are expected to call the practicum site and the university supervisor as well as the SPE office prior to the time they are expected to be at the site on the day of the absence. If these calls are not made according to these guidelines, the absence, regardless of reason, will be considered unexcused. If any absences occur, excused or unexcused, the candidate may be in jeopardy of earning an unsatisfactory grade in the practicum, regardless of total points earned in the course.

IMPORTANT: As in the "real world" of teaching, an absence during the practicum will necessitate a substitute arrangement. In the event of an absence, each candidate is responsible for arranging that a substitute take over or getting that day's lesson plan and needed materials to the cooperating teacher(s) so she/he can carry out the plan.

PRACTICUM STANDARDS

As per the Special Education Department Curriculum Committee (DCC) of Eastern Illinois University, "If practica are judged to be less than satisfactorily completed, then no more than a 'D' may be earned in the class, regardless of the number of points earned." Deductions may be taken for unprofessional, unethical, or

irresponsible conduct that occurs in and/or outside the school/classroom setting. See deduction sheet for further information.

Special Note: "LiveText" must be purchased and used in this course. Candidates who do not successfully complete the required performance assessments and submit via "LiveText" as directed by the course instructor will earn less than a "C" for the course.

The DCC "strongly encourages instructors and candidates to dress in an appropriate, professional manner when participating in practicum components of courses." Appropriate clothing, the absence of body piercings, and unobtrusive hairstyles are expected. If a cooperating professional or administrator expresses concerns about any of the abovementioned, candidates may be immediately removed from the course. Additionally, candidates are reminded that comments and interactions with children/youth in the practicum site are to remain confidential. Sensitive information is not to be shared with anyone with the exception of the cooperating teacher/professional and the course instructor.

PROFESSIONAL PRESENTATION OF WRITTEN ASSIGNMENTS

SPE 4900/4901 is the capstone experience in the Special Education department. By this late point in one's teaching preparation program, the instructors expect certain basic skills will have been acquired by all candidates. These skills include:

1. appropriate sentence and paragraph structure;
2. appropriate grammatical usage (e.g., plural nouns need plural verbs), both written and oral;
3. correct capitalization and punctuation skills;
4. correct spelling; and
5. professional language skills, both written and oral;
6. and the ability to use APA style correctly.

The instructors realize that everyone will make infrequent errors in these areas. However, any written assignment in which frequent errors are found in these skills will be returned to the candidate for mechanical corrections before the assignment is formally graded. You will have 2 days from the date of return to correct mechanical errors. Any assignment not corrected or not turned back in within the 2-day period will receive the automatic grade of 0.

If previous Special Education instructors have suggested that you attend the Writing Center or Student Success Center and you have chosen not to do this, you are strongly urged to use these resources to remediate the problems now! You can not get a good grade in either SPE 4900 or SPE 4901 without adequate writing skills.

LATE ASSIGNMENT POLICY

Each instructor will announce due dates for assignments that are to be completed throughout the semester.

Assignments are due the class period of the day listed as the DUE DATE for the assignment. Any assignment turned in after this without prior permission/extension is considered late. Assignments turned in late will be assessed a percentage of the total point value for the assignment. Penalties are as follows:

1. Late assignments will be assessed a 10% penalty for each day (including weekends and University non-attendance days) they are late.
2. Any assignment more than 1 week late, without prior approval, will be evaluated by the instructor. However, the score will be scored as a "0".

3a. There will be a 10-point reduction in final point total in the course for each time the candidate is late in arriving at the practicum site. *More than 2 occurrences of lateness will place the candidate at risk for unsuccessful practicum completion.*

3b. There will be a 40-point reduction in final point total in the course for each time the candidate does not show up at the practicum site without calling (see attendance guidelines). *More than 1 such occurrence will result in an automatic "F" for the course*.

3c. Lesson plans may be spot-checked at any time. Failure to have lesson plans out and in use will result in a 20-point reduction in final points each time it occurs. Failure to have lesson plans completed at beginning of practicum session and easily accessible to university supervisor will also result in this 20-point reduction.

DETERMINATION OF FINAL GRADE

Classroom Management Plan	20
Student Contract	20
Informal Assessment Report (CBA)	65
Individual Educational Program, data, and reflection	90
"Teacher-made" materials (two at 15 points each)	30
Instructor Lesson plan evaluation comments	variable
* (See note 1—each graded lesson plan =60 points)	
Reflective Journal	variable
** (See note 2)	
Observations of teaching (minimum of 2); both must be satisfactory	
*** (See note 3)	
Final Portfolios	65

*NOTE 1: At least 2 to 3 evaluations of written lesson plans will be completed throughout the semester. If there is time or the need arises, it is possible that more evaluations will be completed.

**NOTE 2: To encourage you to think about your teaching, you will write reflective comments after teaching daily and/or weekly. These will be turned in via e-mail according to your supervisor's timelines. Since the number of days will vary on a candidate-by-candidate basis, these points will vary on a candidate-by-candidate basis.

***NOTE 3: Observation Evaluations

At least 2 formal observations of each candidate will be completed during the times the candidate is scheduled to teach. Each candidate's formal evaluation will not contribute to total points for the class but will be used to determine successful completion of practicum requirements. In order to successfully complete practicum, a candidate must receive a "satisfactory" on a minimum of 2 formal evaluations. Satisfactory is defined as earning "70% or more of possible points in each area on each of

the evaluations." However, teaching evaluations do not figure into the candidate's final grade for the course. Please note: Each person's possible points may vary!

Eastern Illinois University is committed to the learning process and academic integrity that is defined in the Student Conduct Code (1.1). To encourage original and authentic written work, any written assignment created in this course may be submitted for review to Turnitin.com and will become a searchable document with the Turnitin-protected and restricted use database.

Cell Phone Policy

All cellular phones, pagers, and messaging devices must be turned off upon entering classroom or practicum site. If special circumstances warrant the necessity of accessibility via cell phone, permission must be given by instructor and at no time should this means of communication interrupt teaching or learning. Abovementioned devices are not allowed in the testing setting during tests or exams. If discovered, it will be assumed they are being used inappropriately and will result in a grade of "zero". At no time during class, teaching on site, or tests is text messaging allowed! Anyone in violation of this policy will be asked to leave the class and the absence will be considered unexcused.

Email/Electronic Communication

Students are encouraged to use email as a means of communicating with the instructor(s); however not all questions and issues can be addressed using this forum. As in all interactions, students are expected to be respectful and professional. In addition, students must realize that email is asynchronous and therefore should allow ample time for a response from the instructor(s). Further, it is the student's responsibility to follow up on contact made via email if no response is received. Remember there are times when technology fails and thus messages are not always received when sent. Do NOT simply assume that the information reached the intended recipient(s).

Student Success Center

Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center (www.eiu.edu/~success) for assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call 217-581-6696, or go to 9th Street Hall, Room 1302.

Evaluation

The grade for this practicum course will be determined by satisfactory completion of all performance objectives as reflected by formal evaluations of assignments, direct observation of teaching skills using a structured evaluation form, and attendance. In addition, satisfactory daily observations of how thoroughly each practicum candidate is prepared and fulfills his/her responsibilities are required in order to pass this course.

Total possible points will be announced during the semester for each candidate as there will be a different number of points awarded on a candidate-by-candidate basis. Final grades will be determined using the

following scale:
90% - 100% = A
80% - 89% = B
70% - 79% = C
60% - 69% = D
Below 60% of total points = F

SAFETY INFORMATION
DEPARTMENT OF SPECIAL EDUCATION

If there is an emergency such as fire, tornado, bombs, earthquake or other emergencies, 911 will notify the Dean's Office of the College of Education and Professional Studies (Doug Bower) who will in turn notify each Department. Medical or health emergencies should be reported directly to the Department of Special Education. EIU has closed only once in its history, SPE closes only when EIU does. Eastern Illinois Special Education is EIASE and is not the Special Education Dept.

Evacuation Procedures:

Clear the building as rapidly and orderly as possible.

Move to the designated areas as directed by the Police Departments or Fire Departments.

Do not return to the building until you are given the all clear signal.

Fire Alarms:

When the fire alarm sounds, everyone in the first floor north wing of Buzzard Hall is to leave the building by way of the 9th Street Circle doors. Everyone is to leave the building; just because you can't see or smell the fire/smoke does not mean there is not a fire. You are to move at least 50 feet away from the building. You are to wait until the Fire Chief gives the all-clear sound.

Tornadoes:

The Department of Special Education, after receiving warning, will contact each classroom on the north, first floor of Buzzard Hall. Opening windows allows damaging winds to enter the structure. Leave the windows along; instead, immediately go to a safe place. Most tornadoes are likely to occur between 3 and 9 p.m., but have been known to occur at all hours of the day or night. If you have been told that there is a tornado warning you should move to your pre-designated place of safety. There are designated areas marked by the "Severe Weather Shelter" signs. There will not be an all clear siren. The tornado warning will be over when the weather has improved. Stay away from windows and automobiles. Eastern Illinois University has a website for Tornadoes at http://www.eiu.edu/~environ/welcome.htm that you can access for more information about tornadoes and what to do.

Bombs:

The University Police will respond to a bomb threat to your building. The University Police will assist with the search and/or evacuation. You will be directed by the University Police as to how, when, and where to evacuate the building.

Earthquakes:

Earthquakes occur without warning. At best, a person may move under his/her desk.

Violence in the Workplace:

In the event an individual displays aggressive behavior, use extreme caution. If a firearm is suspected or evident, leave the building. Move to safety, and call 911 and the Building Coordinator (Doug Bower (7972). If building residents express a "cause to feel uncomfortable", call the Human Resources Department (3514) or University Police (3213). Do not try to become involved with the violent person. Let the University Police handle the situation as they are trained to handle such behavior.

Medical or Health Emergencies:

If a person becomes injured or ill and can make decisions regarding transportation and/or treatment, assistance should be given in making those arrangements. Call 911 and 3213. If the person cannot make decisions regarding transportation and/or treatment, an ambulance will be called. Call 911 and 3213. The Safety Officer is Gary Hanebrink (7068).

Under no circumstances will the University provide transportation, despite the extent of the injury or illness.

An appropriate accident report must be filed. Forms may be found on the web page, http://www.eiu.edu/~environ/safmanl/accdform.htm.

Emergency Notification System

Eastern Illinois University has installed additional emergency notification system devices. When there is a warning for weather or an emergency, the exterior horn will sound and the message will be played across the emergency notification speakers inside Coleman Hall, Klehm Hall, Buzzard Hall, and Lantz Building. Blair Hall, Booth Library, and Doudna Fine Arts Center will receive the message through the fire alarm speakers. There are also flashing lights that have different colors for certain emergencies. An amber light means that there is an emergency. A white light means that there is a fire. If the alarm is sounded, take immediate action as directed by the emergency notification system. Check your campus email for further instructions.

Gary Hanebrink, Environmental Health and Safety Posted Aug 03, 2011