I. COURSE DESCRIPTION

Participation in various community centers, schools and programs. Students will be actively involved in the learning situation.

II. RATIONALE

Provides undergraduate students opportunities to teach special needs students in a variety of special education delivery systems.

III. STATE ADOPTED PROFICIENCIES FOR TEACHERS

The state adopted proficiencies covered in this course include the following:

1. Learner Centered Instruction. To create a learner-centered community, the teacher collaboratively identifies needs; and plans, implements, and assesses instruction using technology and other resources.

2. Equity in Excellence for All Learners. The teacher responds appropriately to diverse groups of learners. The administrator promotes equity in excellence for all by acknowledging, respecting, and responding to diversity among students and staff while building on shared values and other similarities that bond all people.

IV. TExES COMPETENCIES

Domain I. Understands Individuals with Disabilities and Evaluating Their Needs
- The special education teacher understands and applies knowledge of the characteristics and needs of individuals with disabilities.
- The special education teacher understands formal and informal assessment procedures and knows how to evaluate student competencies to make instructional decisions.

Domain II. Promoting Student Learning and Development
• The special education teacher understands and applies knowledge of procedures for planning instruction and managing the teaching and learning environment.
• The special education teacher understands and applies knowledge of issues and procedures for teaching appropriate student behavior and social skills.
• The special education teacher promotes students’ academic performance in all content areas by facilitating their achievement in a variety of settings and situations.

Domain IV. Foundations and Professional Roles and Responsibilities
• The special education teacher applies knowledge of professional roles and responsibilities and adheres to legal and ethical requirements of the profession.
• The special education teacher knows how to communicate and collaborate effectively in a variety of professional settings.

V. STUDENT LEARNING OUTCOMES
Students in the EC-12 Special Education program will:

• demonstrate a depth of knowledge of understanding individuals with disabilities and evaluating their needs;
  (SPED 4310, SPED 4320, SPED 4330, and SPED 4335 are linked to this student learning outcome.)
• demonstrate a depth of knowledge of fostering learning and development for individuals with disabilities;
  (SPED 4320, SPED 4330, and SPED 4335 are linked to this student learning outcome.)
• demonstrate a depth of knowledge of foundations of special education and professional roles and responsibilities of the special education teacher;
  (SPED 4310 and SPED 4330 are linked to this student learning outcome.)
• effectively apply the competencies of a special education teacher in their student teaching experience.
  (SPED 4310, SPED 4320, SPED 4325, SPED 4330, SPED 4335, SPED 4397 and SPED 4398 are linked to this student learning outcome.)

V. (continued) Council for Exceptional Children: Initial Level Content Standards

TAMUCC Special Education Program is aligned with the National CEC Standards:
Beginning special educators demonstrate their mastery of the following standards:
Initial Content Standard 1: Foundations
Special educators understand the field as an evolving and changing discipline based on:
• philosophies and evidence-based principles and theories
• relevant laws and policies
• diverse and historical points of view
• human issues that influence the field and professional practice
• issues of human diversity that can impact families, cultures, and schools
• relationships of organizations of special education to the organizations and functions of schools, school systems, and other agencies

**Initial Content Standard 2: Development and Characteristics of Learners**  
**Special educators:**
• know and demonstrate respect for their students first as unique human beings
• understand the similarities and differences in human development
• understand how exceptional conditions can interact with the domains of human development
• use this knowledge to respond to the varying abilities and behaviors of individuals with exceptional learning needs

**Initial Content Standard 3: Individual Learning Differences**  
**Special educators:**
• know and understand the effects that an exceptional condition can have on an individual’s learning in school and throughout life
• utilize active and resourceful means in seeking to understand how primary language, culture, and familial backgrounds interact with the individual’s exceptional condition
• understand learning differences provide the foundation upon which special educators individualize instruction

**Initial Content Standard 4: Instructional Strategies**  
**Special educators:**
• possess a repertoire of evidence-based instructional strategies to individualize instruction for individuals with exceptional learning needs.
• select, adapt, and use these instructional strategies to promote positive learning results in general and special curricula
• modify learning environments appropriately for individuals with exceptional learning needs
• enhance the learning of critical thinking, problem-solving, and performance skills of individuals with exceptional learning needs
• promote increased student’ self-awareness, self-management, self-control, self-reliance, and self-esteem
• emphasize the development, maintenance, and generalization of knowledge and skills across environments, settings, and the life span.

**Initial Content Standard 5: Learning Environments and Social Interactions**  
**Special educators actively:**
• create learning environments for individuals with exceptional learning needs
• foster cultural understanding, safety and emotional well-being, positive social interactions, and active engagement
• foster environments in which diversity is valued
• shape environments to encourage the independence, self-motivation, self-direction, personal empowerment, and self-advocacy
• help their general education colleagues integrate individuals with exceptional learning needs in general education environments and engage them in meaningful learning activities and interactions
• use direct motivational and instructional interventions
• teach students to respond effectively to current expectations
• intervene with individuals with exceptional learning needs in crisis
• coordinate all these efforts and provide guidance and direction to paraeducators and others, such as classroom volunteers and tutors.

Initial Content Standard 6: Language
Special educators:
• understand typical and atypical language development
• use individualized strategies to enhance language development and teach communication skills
• are familiar with augmentative, alternative, and assistive technologies to support and enhance communication
• match communication methods to an individual’s language proficiency and cultural and linguistic differences
• provide effective language models and use communication strategies and resources to facilitate understanding of subject matter for individuals with exceptional learning needs whose primary language is not English.

Initial Content Standard 7: Instructional Planning
Individualized decision-making and instruction is at the center of special education practice. Special educators:
• develop long-range individualized instructional plans anchored in both general and special education curricula
• systematically translate these individualized plans into carefully selected shorter-range goals and objectives taking into consideration an individual’s abilities and needs, the learning environment, and a myriad of cultural and linguistic factors
• emphasize explicit modeling and efficient guided practice to assure acquisition and fluency through maintenance and generalization.
• modify instructional plans based on ongoing analysis of the individual’s learning progress
• facilitate instructional planning in a collaborative context
• develop a variety of individualized transition plans from preschool to a variety of postsecondary work and learning contexts
• use appropriate technologies to support instructional planning and individualized instruction

Initial Content Standard 8: Assessment
Assessment is integral to the decision-making and teaching of special educators and special educators use multiple types of assessment information for a variety of educational decisions. Special educators use the results of assessments:
• to help identify exceptional learning needs and to develop and implement individualized instructional programs
• to adjust instruction in response to ongoing learning progress

Special educators understand:
• legal policies and ethical principles of measurement
• measurement theory and practices
• appropriate use and limitations of various types of assessments

Special educators collaborate with families and other colleagues to:
• assure nonbiased, meaningful assessments and decision-making
• conduct formal and informal assessments of behavior, learning, achievement and environments
• identify supports and adaptations required for individuals
• regularly monitor the progress of individuals
• use appropriate technologies to support their assessments.

Initial Content Standard 9: Professional and Ethical Practice
Special educators are guided by the profession’s ethical and professional practice standards to:
• to practice ongoing attention to legal matters along with serious professional and ethical considerations

Special educators view themselves as lifelong learners and regularly reflect on and adjust their practice to reflect current evidence-based best practices.

Initial Content Standard 10: Collaboration
Special educators routinely and effectively collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways and promote and advocate the learning and well-being of individuals with exceptional learning needs across a wide range of settings and a range of different learning experiences.

VI. COURSE OBJECTIVES AND OUTCOMES

This course is designed to enable students to:
1. Gain practical information on setting up and organizing a classroom for special needs students (III. 1; IV. 003).

2. Teach students both on an individual and group basis under a teacher’s supervision. (III. 1, 2; IV. 005).

3. Document, monitor and evaluate instruction on a daily basis (III. 1; IV. 005).

4. Administer assessment devices to evaluate short term objectives (III. 1; IV. 002).

5. Conduct baseline/intervention studies (III. 1; IV. 002).

VII. COURSE TOPICS

This is a practicum class in which the student interacts and teaches special needs students under the supervision of the classroom teacher.

VIII. INSTRUCTIONAL METHODS AND ACTIVITIES

The methods and activities for instruction include the following:

• Teacher modeling
• Guided practice
• Teaching special needs students on an individual and small group basis
• Administering assessment devices
• Conduct Baseline/Intervention studies
• Observing an ARD meeting

IX. EVALUATION AND GRADE ASSIGNMENT

The methods of evaluation and the criteria for grade assignment are:

A. Grading criteria

• Attendance
  √ 4-5 hours a week

  √ If absent, one must make up the time. If hours are not made up, one will receive a Non Credit (NCR) for the course.
If one is going to be absent, one must leave a message in advance with the cooperating teacher and the university instructor.
If one changes days or times it must be approved in advance by the cooperating teacher and the university instructor.
If absent more than 4 times, one will receive Non Credit (NCR) for the course.

• Punctuality
  If late, one must make up the time. If time is not made up, one will receive Non Credit (NCR) for the course
  • Consistency in maintaining daily notebook
  • General Attitude toward teaching as measured by the Special Education Practicum Cooperating Teaching and/or Rating Scale
  • Classroom performance as measured by the Special Education Practicum Cooperating Teacher and/or Rating Scale

B. Grading is Credit (CR) or Non Credit (NCR)
X. COURSE SCHEDULE AND POLICIES
The weekly schedule (subject to change when necessary) for this course is as follows:

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<thead>
<tr>
<th>Week</th>
<th>Activity</th>
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<tbody>
<tr>
<td>1</td>
<td>Practicum Requirements</td>
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<td>2</td>
<td>Orientation and set-up practicum settings</td>
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<td>3</td>
<td>Working in practicum setting</td>
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Due to the nature of this course, attendance at practicum setting is essential. If absent, student must make up time. Attendance is to be recorded on an attendance sheet.

XI. TEXTBOOK

• No textbook

XII. COURSE POLICIES

Academic Integrity/Plagiarism
University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the
presentation of the work of another as one's own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in failure.

Dropping a Class
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. April 1, 2011 is the last day to drop a class with an automatic grade of "W" this term.

Preferred methods of scholarly citations
Publication Manual of the American Psychological Association, Sixth Edition is the preferred method for citations within papers.

Classroom/professional behavior
All students are expected to act in a responsible manner with consideration of fellow students and toward TAMU-CC faculty and staff members. Specific rules and information is available in the TAMU-CC Student Handbook and available through the website http://studentaffairs.tamucc.edu/StudentCodeofConduct.pdf.

Grade Appeals*
As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

Disabilities Accommodations*
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Driftwood 101.
If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

*Required by SACS
How can I reach you? *Print Legibly*

**Name (as it appears on your Drivers License)**

**Date of Birth**

- **Phone Number:**
- **E-mail:**

**Do you plan to arrange your site placement?** Circle: **Yes** **No**

If yes: **Location:** ____________________________________________

- **Cooperating Teacher (CT):** ________________________________
- **CT e-mail address:** _______________________________________
- **CT phone number:** _______________________________________  

**Do you want me to arrange your site placement?** Circle: **Yes** **No**

If yes:  
**State your preference:**  Elementary  Middle School  High School  
**Preferred School District** ________________________________  
**Other information that will assist me to make your placement:**

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
SPECIAL EDUCATION PRACTICUM AGREEMENT
REQUEST FOR APPROVAL OF PRACTICUM PLAN

NAME_____________________________  DATE____________________

Practicum Description:
Practicum involves a laboratory situation designed to provide the student with a clinical experience involving interactions with teachers and special education students in a variety of educational settings.

Field Component:
The student will spend 4-5 hours per week for a period of 10-12 weeks in a special education classroom or an educational “inclusion” setting under the direct supervision of a special educator to gain experience which promotes the professional growth and development needed leading to the certification of a special education teacher.

Emphasis in this field experience will be on:

a. developing a functional understanding of the instructional needs of individuals with special needs;

b. developing initial competencies in administering tests expected of special education teachers and interpreting data from the educational diagnostic evaluation as it pertains to instructional planning;

c. developing initial competencies in planning and teaching basic skills, content areas, and affective programming reflected in IEP development and lesson planning;

d. development of skills in data-based teaching and charting in the management of academic and/or social behaviors;

e. development of skills in classroom management;

f. development of skills in collaborative consultation with other staff members;

g. application of knowledge gained from content presented in previous courses.

PRACTICUM CONTRACT
Describe the practicum commitment:
(4-5 hours per week for a period of 10-12 weeks)

Emphasis in this field experience will be on:

a. developing a functional understanding of the instructional needs of individuals with special needs;
   Plan:

b. developing initial competencies in administering tests expected of special education teachers and interpreting data from the educational diagnostic evaluation as it pertains to instructional planning;
   Plan:

c. developing initial competencies in planning and teaching basic skills, content areas, and affective programming reflected in IEP development and lesson planning;
   Plan:

d. development of skills in data-based teaching and charting in the management of academic and/or social behaviors;
   Plan:
e. development of skills in classroom management;

Plan:

f. development of skills in collaborative consultation with other staff members;

Plan:

g. application of knowledge gained from content presented in previous courses.

Plan:

h. Other
All participating parties are aware that the Education Rights and Privacy Act applies to all students/clients at the practicum location and to the university students. All participating parties will abide by the requirements of this act as well as the Code of Ethics for Educators of Persons with Exceptionalities (attached).

I agree to help the practicum student develop a plan that meets the above objectives of the practicum experience, and I will assist the student in achieving the approved plan:

____________________________________________  _________________________
Location Supervisor Signature                      Date

____________________________________________  _________________________
Location                                                                 Position

I have reviewed and approve this practicum agreement:

____________________________________________  _________________________
TAMUCC Instructor Signature                      Date

I have developed and agree to fulfill this agreement:

____________________________________________  _________________________
Practicum Student Signature                       Date
SPED 4397  SPECIAL EDUCATION PRACTICUM

Tips for Practicum Students:

- Make the most of this experience; learn all you can!!

- Four documents to be submitted:
  - Practicum Contract (Reflecting your commitments and aspirations!!)
    See tips below to help you complete your contract! (To be submitted with signatures (yours & cooperating teacher) to professor for review by 2/10/2012!)
  - Self-assessment of teaching skills (Pre-evaluation marked with O by 2/10/2012 and post evaluation marked with X by 4/20/2012—to be submitted by 4/20/12)
  - Journal (due 4/20/2012)
    - Observation notes (See guided observation sheet in practicum folder covered in class)
    - Session by session journal entries; dated; initialed by cooperating teacher (Quick entries, take 10-15 minutes; enter what you did in bullet format and elaborate on activities of particular benefit or interest to you.)
  - Practicum Module Project (Use assignment included in your practicum folder to interview your cooperating teacher to complete this assignment; due 4/20/2012)
  - Exceptionality Case Study (assigned to students in their second practicum; due 4/20/2012)

- Stay in touch with professor by voice mail and e-mail
  - Voice mails; well enunciated (name and contact number)

Note: Submit your confirmation Islander e-mail address to me by e-mail

- Be on time to sites; follow school rules regarding entry and departure; always present yourself professionally in manner and attire.
  - If absent, one must make up the time. If hours are not made up, one will receive a Non Credit (NCR) for the course.
  - If one is going to be absent, one must leave a message in advance with the cooperating teacher and the university instructor.
• Submit assignments in a timely manner; check e-mail communication from me for updates and reminders

• Contract tips *aspirations:*
  
  Letter a.
  
  ▪ Observation; discussion/interviews with teacher/s; review of teacher lesson plans; work with students one-on-one or in small groups under direction of co-operating teacher; seek to find out how teachers document within on-going plans that ARDs/IEPs for all students are being met (ex. How are accommodations/modifications being incorporated into daily/ongoing lesson plans?)

  Letter b.
  
  ▪ Many school districts ask the teachers to pre- & post test special education students using the *Brigance Inventory of Skills.* Ask about Texas spring achievement testing of special education students and how the school is working to prepare the students for NCLB/IDEA required assessments.

  Letter c.
  
  ▪ Ask to see teacher lesson plans (keep in mind that teachers in training are often asked to write detailed plans, experienced teachers may use an abbreviated method). Ask if principal checks lesson plans as a matter of practice. Plan and teach mini lessons under the direction of cooperating teachers; ask for feedback. Accept and seek mini lesson teaching assignments; seek experience!

  Letter d.
  
  ▪ Remember what you’ve learned about behavior intervention/change plans. Remember FBAs and BIPs! Ask questions and observe how data is collected in the school setting regarding academic and social behaviors under intervention.

  Letter e.
- Record classroom rules & consequences and their implementation. How does the teacher reinforce positive behaviors.

Letter f.
- Learn all that you can about collaboration within the school setting. Try to attend a Response to Intervention core/ pre-referral meeting or a grade level (elementary) or department (middle & HS) to observe teachers dialoging and collaborating on behalf of students.

Letter g.
- Review content material studied in your classes throughout teacher preparation. Try to make connections…university coursework to public/private school actual application.

Letter h.
- Keep an on-going list of questions to ask your cooperating teacher at a pre-arranged time.
Observe and question during your visits, guided by the following list of topics. Please use subheadings and diagrams where needed when summarizing the appropriate information in your report.

Information for both elementary and middle School

- Classroom environment: describe and diagram if appropriate, especially when it appears well designed and functional.
- Scheduling: How are schedules developed? Where do students need to go, and why? How do students know where to be?
- Ancillary Services: What professionals work with the students? Where, When, and Why?
- Responsibilities of the Educational Assistant (EA)?
- Classroom Interactions: teacher with EA, teacher to students, and student to student.
- Social interactions.
- Planning for individual and small group instruction? What are others doing as the teacher works with individuals or small groups?
- Behavior management: Are rules posted? How does the teacher handle behavior concerns?
- What is reinforcing to the students?

Particularly for elementary school

- Note mainstreaming and/or inclusion and how it is handled.

Particularly for middle school

- Range of ability levels?
- Teacher background (trained with elementary or secondary emphasis?)

Discussion of observations

- Is the arrangement of the elementary school classroom environment different than the middle school arrangement? Please note and describe the differences and try to determine the reasons.
- Note that what is reinforcing to the students in middle school shifts from teacher to peers.)
Observation Assignment  Classroom Inventory Checklist (CIC)

Teacher ______________________  Grade _______  Date _______________
Subject/Activity ________________________________________________
Observer ______________________________________________________

Directions: It may be useful to develop an observation summary listing occurrences throughout the school day and situation-specific activities based on all the observations that have been made. In addition, the observer may wish to interview the teacher briefly to complete the inventory when all the information cannot be gained through observation. For questions 1 through 7, check all that apply or estimate percentage of time.

1. How is the room arranged?
   a. desks    b. study carrels    c. tables
   Notes:

2. What materials are used in the classroom?
   a. blackboard    b. textbooks    c. audiovisuals    d. workbooks    e. worksheets
   f. activity centers    g. games
   Notes:

3. What instructional format is used in the classroom?
   a. teach teaching    b. independent activities    c. peer tutoring    d. lecture/whole group    e. individualized instruction    f. small group
   Notes:

4. At what grade levels (or series/texts) are the students working?
   a. mathematics    b. reading    c. language arts
   Notes:

5. What other personnel are there in the classroom?
   a. teaching assistants    b. peer tutors    c. volunteers    d. no other personnel
   Notes:

6. How is student progress assessed?
   a. tests/quizzes    b. attendance    c. assignments    d. class participation
   Notes:

7. How does the classroom teacher manage student behavior?
   a. reinforcement (tangible/verbal)
   b. response cost (loss of recess, free time, etc.)
   c. use of school discipline procedures (List those procedures the teacher feels are important.)
   Notes:
8. What personal responsibilities does the student have? (e.g., assignments due by certain time, in seat before bell rings, assignments can be taken home vs. assignments must be completed in class.)

9. What are the daily routines in the classroom? (e.g., lunch at 11:20, PE on Thursdays only.)

10. What behaviors does the teacher like? (List behaviors the teacher emphasizes as important?)

11. What are the behaviors the teacher dislikes? (List behaviors the teacher disapproves or punishes.)
Practicum Module Project

Please address each module as a “mini-assignment.” All work should be well organized and completed in 12pt. font. Submit as a separate report! Due 4/20/2012!!

1. Classroom Structure
Observation; discussion/interviews with teacher/s; review of teacher lesson plans; work with students one-on-one or in small groups under the direction of cooperating teacher; seek to learn how teachers document within on-going plans that ARDs/IEPs are being met (ex. How are accommodations/modifications being incorporated into daily/ongoing written lesson plans?) How does the school provide a “continuum” of special education services? What are the school “inclusion” practices, can you observe in several settings over time to optimize your learning experience? Look over for understanding the textbooks and instructional materials being used in the practicum setting.

2. Formal/Informal Assessments
What types of assessments are used for educational and behavioral purposes? Ask to observe different formal/informal assessments. Ask to see CBAs/CBMs (curriculum based assessments/curriculum based measures). How is the school preparing for TAKS? What is the role of the special educator in preparing students and test administration?

3. Administration
- Lesson Plans
  o Ask to see teacher lesson plans
  o Plan and teach mini-lessons under the direction of cooperating teacher(s) – ask for feedback (See lesson observation feedback forms – choice of 2; submit copy of plan and feedback)
  o Accept and seek teaching opportunities
- Scheduling
  o Review schedule of students, staff, and support personnel
  o How are resources used (paraprofessionals, support staff, peer helpers, etc.)
- Team Leadership
  o How often does the special educator meet with paraprofessionals? Conduct trainings?
  o What suggestions would he/she provide for effectively and supportively supervising paraprofessionals?
- Communication
  o Frequency and type of parental communication
  o Frequency and type of colleague communication

4. ARD/ IEP
How are IEPs developed? What is the process?
Ask to observe during an IEP or other student planning meeting
How are goals/objectives monitored (data collection) and charted
5. **Behavior Support**  
Ask to review a behavior intervention/change plan  
Ask questions and observe how data is collected in the school setting regarding academic and social behaviors under intervention – how is this done?

6. **Classroom Management**  
List the classroom rules and procedures  
List the consequences for positive and negative behavior

7. **Assistive Technology**  
Interview a member of the school/district assistive technology team; where/how are they trained?  
What types of low, mid, high tech do you see being used in the classrooms on a regular basis?

8. **Inclusive Practices**  
How are all students included in the school community?  
Do you see opportunities for increased inclusive practices?

9. **Specialization**  
How does the special educator act as a resource to the school?  
Does the special educator consult for the RTI team?  
Observe a RTI meeting

10. **Applying your Knowledge**  
Review content material studied in your classes throughout teacher preparation. Try to make connections – university coursework to actual classroom application.

11. **Other...**  
Please feel free to share any other information that you felt was valuable during your experience.

12. **Personal Reflection**  
At the end of this experience, please review your field notes and your module information and develop an overall reflection of your experience during this time. I would also like you to discuss a few of the most valuable experiences that you’ve learned during this journey. Also, please share some areas in which you may do things differently. This is not a negative reflection on your cooperating teacher/school. We all bring different gifts to the classroom – which makes teaching so unique!
EXCEPTIONALITY/CASE STUDY PROJECT
Required during Second Practicum

Purpose
To become more knowledgeable about and familiar with one specific exceptionality by investigating one student.

Procedure
1. Choose one exceptionality on which you would like to concentrate your efforts. I would suggest you choose an exceptionality which is unfamiliar to you – you’ll be that much more intrigued.
   Definitions & Description of the Exceptionality: Professional definitions of the exceptionality & a description of the population affected.
   Possible Causality of the Exceptionality: Identify & describe possible causes according to current research.
2. With the help of other special education personnel, choose a student with whom to work and study.
3. Obtain written permission from the parents, the child (if applicable), and classroom teachers to conduct the study.
4. Conduct a minimum of 2 classroom observations, a student interview (if applicable), and a parent interview. Make sure you read through the student’s cumulative file and talk with his/her other teachers as well.
5. Teacher Interviews on Strategies & Collaboration (x2)
   Make an appointment with a special education teacher who teaches students with the type of exceptionality you choose to focus on.
   Interview the teacher regarding the following:
   o What successful strategies and adaptations do you use? What are the reasons behind the strategies? Ask specifically about the role of consultation and collaboration in the teacher’s practice. With whom do you consult? When is that decision made? What does collaboration look like in your classroom? Ask about specific assessment devices s/he recommends. Discuss transition issues if appropriate.
   • Be sure to call and arrange your visit before you go, do not drop in on any classroom. Stop at the office and let the school secretary and the principal know you are on campus when you visit the school. Use pseudonyms. Document and summarize the interviews in 1-2 pages (double-spaced, 12 font). Describe the interviews; attach your notes of questions and answers.
6. Classroom Strategy Observations & Collaboration (x2)
Arrange to observe the teacher you have interviewed when s/he is using the described strategies with the student/s with the exceptionality on which you have chosen to focus your research. Visit their public special education class and make note of the following:

- What successful strategies and adaptations do they use? What evidence do you see of collaboration? What do you see that is a result of consultation?
- Be sure to call and arrange your visit before you go, do not drop in on any classroom. Stop at the office and let the office secretary and the principal know you are on campus when you visit the school. Use pseudonyms instead of any names. Document and summarize the observations in 1-2 pages, double-spaced, 12 font. Describe the observations in a summary; attach your moment-by-moment notes. Finish this section with 1-2 paragraphs of your opinion.

7. **Local Resource List for Family of Exceptional Child**

   Identify and list (5) local resources for parents and teachers to use when working with a child who has the exceptionality you are researching. This should include local parent organizations, resource centers, etc. Include copies of any pamphlets available. Include business cards, flyers for services offered, names and numbers when possible. This list can include excellent teachers in the field that you recommend as experts in working with children who have this exceptionality yet should also include other local resources.

8. **Conclusion Paper**

   Discuss the overall result of strategies used with your student.
   - What worked; what didn’t. Why or why not?
   - This paper should include detailed reflection on all of the above components. (5-10 pages).

**Directions**

1. All projects must contain the following items:
   - introduction of project and child
   - family, medical, and social histories
   - academic strengths and weaknesses
   - examples of student work
   - what’s being done to help the child
   - your recommendations
Evaluation

The following general criteria will be used to evaluate the case study:
- Completeness of report
- Thoroughness of investigation
- Quality of written work
- Suggestions and recommendations
- Creativity in project approach

Student _________________________________
Date ________________

From: Mary Ann Zipprich, Ph.D.

Reference: Exceptionality/Case Study Project

Evaluation of this project is based upon the following criteria:

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<th>Criterion</th>
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Total 100 points

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Comments:________________________________________________________________________
Reference: Exceptionality/Case Study Project

Evaluation of this project is based upon the following criteria:

- Exceptionality Project  **Total: 200 points**
  - Definitions & Description of Exceptionality  20 points
  - Possible Causality of Exceptionality  20 points
  - Local Resource List for the Family of Exceptional Child  20 points
  - Teacher Interview on Strategies & Collaboration  20 points
  - Classroom Strategy Observations & Collaboration  20 points
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