



**Professional Education Unit**  
Department of Early Childhood, Elementary, and Special Education

**Practicum in Special Education**  
**Six Hours Credit**  
**EDSP 675 – 001**  
**Fall 2011**

Robin Lester  
301 Ginger Hall  
Office Hours: by appointment  
606-652-3145  
r.lester@morehead-st.edu

**Course Description:** EDSP 675: Practicum in Special Education

Supervised practice in working with specific groups of exceptional children in educational, clinical, or institutional settings using a holistic, multi-discipline approach to therapy and/or prescriptive teaching.

This is a full semester student teaching placement for individuals enrolled in the Master of Arts in Teaching in Special Education who are not employed as a classroom teacher and who have completed the 100 hour practicum in EDUC 650

***“Community Engagement: A Light to and from the Mountains”***

*The Professional Education Unit at Morehead State University delivers rigorous, high quality programs that prepare professionals informed by best national and international scholarship, plus research, literature, and experiences specific to Appalachia- preparing professionals to improve the schools, quality of life, and the communities in which they live and serve. This statement is not only the strategic mission for the College, but it also incorporates the conceptual framework that guides all our activities.*

**Conceptual Framework Outcomes (CFOs):**

The Unit and the faculty within individual programs assess the degree to which its graduates:

1) Master the content knowledge, professional and the twenty – first century skills need to make an optimal contribution to “whole” student learning in education settings.

- 2) Are competent in the collection and use of data to inform decision – making and to demonstrate accountability for student learning.
- 3) Demonstrate professional dispositions
- 4) Are culturally competent and understand the regions from which they have come utilizing knowledge and experiences to effectively “bridge the gaps” (economic, achievement, and geographic) ensuring optimal learning for all students.
- 5) Engage in authentic field experiences in collaboration with committed school – based partners and are empowered to improve the quality of education throughout this region and beyond.

**Student Learning Outcomes (SLOs):** By the end of this course, the successful candidate will demonstrate mastery of the following CEC standards for Special Educators:

**Standard 1: Foundations** Special educators understand the field as an evolving and changing discipline based on philosophies, evidence-based principles and theories, relevant laws and policies, diverse and historical points of view, and human issues that have historically influenced and continue to influence the field of special education and the education and treatment of individuals with exceptional needs both in school and society.

**Standard 2: Development and Characteristics of Learners** Special educators know and demonstrate respect for their students first as unique human beings.

**Standard 3: Individual Learning Differences** Special educators understand the effects that an exceptional condition can have on an individual’s learning in school and throughout life.

**Standard 4: Instructional Strategies** Special educators possess a repertoire of evidence-based instructional strategies to individualize instruction for individuals with exceptional learning needs.

**Standard 5: Learning Environments and Social Interactions.** Special educators actively create learning environments for individuals with ELN that foster cultural understanding, safety and emotional well being, positive social interactions, and active engagement of individuals with exceptional learning needs..

**Standard 6: Language** Special educators understand typical and atypical language development and the ways in which exceptional conditions can interact with an individual’s experience with and use of language.

**Standard 7: Instructional Planning.** Special educators develop long-range individualized instructional plans anchored in both general and special curricula.

**Standard 8: Assessment** . Special educators use the results of assessments to help identify exceptional learning needs and to develop and implement individualized instructional programs, as well as to adjust instruction in response to ongoing learning progress.

**Standard 9: Professional and Ethical Practice** Special educators are guided by the profession’s ethical and professional practice standards.

**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.

**Recommended Textbooks:** none

**Course Evaluation:** The candidate’s course evaluation is determined by teaching observations, teacher dispositions, and successful completion of the MAT portfolio. The course content is cross referenced with assignments in the co-requisite seminar, EDSP 612.

**NCATE/ EPSB Accreditation Alignment of CFOs and SLOs:**

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Aligned with→ Assessment→ (point values)	Kentucky Teacher Standards (KYS)	Kentucky Education Reform Act (KERA)	Education Professional Standards Board (EPSB)	CEC/ SLOs
4 Observations (100 pts) CFO: 1,2,3,4,5	1,2,3,4,5,6,7,8	<ul style="list-style-type: none"> <li>• Learning goals and academic expectations,</li> <li>• program of studies,</li> <li>• core content for assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Diversity</li> <li>• Assessment</li> <li>• Closing the Achievement Gap</li> </ul>	1,2,3,4,5,6,7,8,9,10
MAT Evidence Binder CFO: 1,2,3,4,5	1,2,3,4,5,6,7,8,9,10	<ul style="list-style-type: none"> <li>• Learning goals and academic expectations,</li> <li>• program of studies,</li> <li>• core content for assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Diversity</li> <li>• Assessment</li> <li>• Closing the Achievement Gap</li> </ul>	1,2,3,4,5,6,7,8,9,10

**Assignment Descriptions:**

<b>Program: Master of Arts in Teaching Practicum in Special Education EDSP 675</b>	
<b>Assessment (point value)</b>	<b>Description</b>
Observations (100)	The University instructor and the school based mentor will formally observe the teacher candidate teaching using the MAT Teacher Candidate Record of Performance. Written and verbal feedback is provided to the teacher candidate. The lessons observed are expected to demonstrate “Best Practices” of planning, teaching, assessment, management, and disposition. The teacher candidate will be formally observed a minimum of four times during the semester.
MAT Portfolio	Teacher candidate will keep a running documentation as they work toward proficiency in the Kentucky Teacher Standards. The binder (portfolio) should present a record of products which document that the teacher standards are met. Documentation will include but not be limited to differentiated lesson plans, management plans, assessment, student work, teacher feedback, evidence of content knowledge, use of technology, communication with parents, evidence of collaboration, and reflection and personal growth. Additionally, all candidates will complete the MAT Mentorship Inventory which documents collaboration with the school based mentor. <b>This is a program assessment which is evaluated at the conclusion of the candidate’s program</b>
Disposition	Disposition forms are completed by the University instructor two times per semester. As a result, an individual growth plan will be designed that will guide the teacher candidate in working towards improvement in areas of growth. Additionally, the disposition forms will be completed by the school based mentor and a self evaluation disposition will be completed by each teacher candidate. <b>This assessment is not formally included in the grade for this practicum but is also a critical program assessment.</b>

**Grading Criteria**

**Points**

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|---|-----|
| <ul style="list-style-type: none"> <li>• Observation (at least monthly) in field setting by university supervisor and mentor teacher</li> </ul> | 100 |
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<b>Scale (Percentages)</b>	<b>Letter Grade</b>
90-100	A
80-89	B
70-79	C
60-69	D

**Attendance Policy:** Student's will accept the responsibility for 1) observing the same hours as the cooperating teacher; 2) attending teacher meetings, staff meetings, conferences, evening events, field trips; any other school events which teacher are expected to attend; 3) notifying the university supervisor and principal or teacher, at school If you are ill and cannot attend school; and 4) meeting the posted due dates for Blackboard activities and MSU seminars (EDSP 611/12).

**STUDENT LEARNING ACTIVITIES:**

- Active classroom participation during the **minimum of one hundred (100) hour of field experience** will provide for a wide variety of learning experiences, all directly connected to the Teacher Standards.
- Each Candidate will be observed by and conference with their university supervisor at least once each month during this practicum. Additionally the cooperating/mentoring teacher is asked to formally conference with candidate on a weekly basis and to observe them on a monthly basis. The university supervisor will consult with the mentoring teacher prior to or during the monthly visit. This mechanism will be used to identify areas of need and help the candidate address need skill development.
- The development of a portfolio that will serve as a collection of works related to the Teacher Standards will be ongoing throughout EDUC 650 and EDUC 651/EDSP 675.

Note: Multiple authentic assessments include: rubric evaluation of each learning project module, student reflections included in student time log and in the portfolio, teacher observation, peer evaluation using rubrics, and teaching evaluations utilizing the KTIP instrument

**SCHEDULING**

Regular on-site meetings and observations (at least once monthly) with the university supervisor will be scheduled individual with each candidate

**Links to Websites for NCATE/ EPSB Alignment:**

<http://www.kyepsb.net/teacherprep/standards.asp> This site contains the revised KYS.

<http://www.education.ky.gov/KDE/Instructional+Resources/Curriculum+Documents+and+Resources/Teaching+Tools/Combined+Curriculum+Documents/default.htm> This site contains the KERA Combined Curriculum Documents 4.1 (Academic Expectations, Program of Studies, and Core Content for Assessment with DOK Levels).

<http://www.kyepsb.net/teacherprep/cart/themes6.asp> This site lists the four themes of pre-service teacher preparation that are integrated within this course.

**Academic Honesty**

Cheating, fabrication, plagiarism or helping others to commit these acts will not be tolerated. Academic dishonesty will result in severe disciplinary action including, but not limited to, failure of the student assessment item or course, and/ or dismissal from MSU. If you are not sure what

constitutes academic dishonesty, read the Eagle: Student Handbook or ask your instructor. An example of plagiarism is copying information from the internet when appropriate credit is not given. The policy is located at <http://morehead-st.edu/units/studentlife/handbook/academicdishonesty.html>

### **Americans with Disabilities Act (ADA)**

In compliance with the ADA, all students with a documented disability are entitled to reasonable accommodations and services to support their academic success and safety. Though a request for services may be made at any time, services are best applied when they are requested at or before the start of the semester. To receive accommodations and services the student should immediately contact the Disability Services Coordinator in the Office of Academic and Career Services, 223 Allie Young Hall, 606-783-5188, [www.moreheadstate.edu/acs/](http://www.moreheadstate.edu/acs/)

### **Campus Safety Statement**

Emergency response information will be discussed in class. Students should familiarize themselves with the nearest exit routes in the event evacuation becomes necessary. You should notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency evacuation. Students should familiarize themselves with emergency response protocols at <http://www.moreheadstate.edu/emergency>