SPED 980 D
Advanced Practicum:
Students with Disabilities in
Special Education

Instructor: Mark Stengel, M.S.Ed.
E-mail: mstengel@mail.sdsu.edu
Phone: 619-403-6838
Office Hours: By appointment

Description
Integration and application of skills and knowledge gained in credential coursework. May be repeated in other specialties.

A. Mild/Moderate Disabilities  B. Moderate/Severe Disabilities
D. ECSE: Infants/Toddlers & Preschool

California Teaching Credential Standards Addressed
Core Standards: #13 Special Education Field Experiences with Diverse Populations & Preparation to Teach English Learners, #18 Determination of Candidate Competence, #21 General Education Field Experiences; Credential-Specific ECSE: #32 Field Experiences

Course Purpose
Regularly scheduled participation with students with disabilities currently placed in general and special education settings under the direction of a special education teacher or in a state approved Internship Credential Program with the support and assistance provided by the participating School District. Credential candidates will be involved in a planned sequence of observation/participation activities with students with disabilities in various general and special education settings. The SPED 980 experience will generally be at a school/program site that serves both typical students and those with disabilities. Approximately 15% of this time will be spent meeting with the special education teacher/intern support provider to plan instruction, review student progress, confer with other educators and parents, and attend IEP meetings. The remainder of their time will be involved in instructional activities in which they will assume increasing levels of responsibility. Candidates in an Intern Program assume full program responsibility with support provided by the School District as appropriate. This support may be provided by the site, Intern Support Provider (ISP), or other district personnel. The SPED 980 practicum is offered in separate sections for each of the credential authorizations. This practicum requires approximately 455 hours of participation in program settings and is the culminating practicum completed in the final semester of Level 1 and
completed concurrently with their final Level 1 specialization coursework. It will span 14 weeks, with candidates participating in the identified program settings five full days per week during the 14 weeks. Candidates’ responsibility for instruction will increase over time, with them assuming full responsibility for all class or caseload instruction for a minimum period of 10 consecutive school days. As previously stated, Intern Candidates assume full classroom responsibility upon entering the Intern Program. As in SPED 970, there will be required self-videotaping and self-analysis, with both the master teacher and university supervisor guiding continued reflective analysis of classroom interactions and the candidate’s instructional delivery. During this culminating experience, candidates will participate, as appropriate, in school/program site faculty meetings, study team meetings, IEP or multidisciplinary team meetings, and parent conferences and will, under the guidance of the master teacher/ISP, provide consultation to other educators at the school site.

The second semester courses provide didactic instruction with application assignments to be completed in the practicum settings. During the experience, candidates will be directly teaching individual, small groups, and large groups of students in addition to observing master teachers/caregivers, parent conferences (as appropriate) and student study and IEP or multidisciplinary teams. Course requirements will include self-videotaping of components of instruction in the designated setting, lesson planning, and informal assessment of academic, social skills, and study skills behaviors. Candidates will record and analyze their own instruction. Videos and self-evaluation protocols will be presented in the periodic seminar or specialization course meetings where the faculty member or supervisor will facilitate and extend candidate reflection on their experiences while applying their emerging knowledge and skills.

**Objectives**

- Design and implement instruction which enhances and supports students with different linguistic, cultural and ethnic background

- Select and use appropriate assessment instruments and techniques for on-going program evaluation and utilize computer technology in summarizing and reporting assessment data.

- Use assessment results when writing long- and short-term objectives for individuals, instructional groups, and whole classes.

- Outline general steps in instructional lessons and identify the research validation of each step.

- Demonstrate skill in teaching strategies, which capitalize on the strengths, linguistic and cultural, background of the student with disabilities, and minimize limitations.

- Contribute effectively to the development, implementation, and evaluation of annual IEP’s.

- Identify the role of research in improving educational practices and in establishing education as a profession.
• Demonstrate the ability to critically analyze various empirical approaches to teaching students within the specialist credential area.

• Evaluate and propose appropriate adaptations in instructional materials for use in the individualized instructional programs.

• Monitor activities in the classroom while involved in teaching a student or group.

• Communicate clear behavioral expectation to students.

• Provide positive feedback on desirable academic and classroom behavior.

• Evaluate and modify management programs based on student performance data.

  ▪ Analyze student and class progress data to evaluate the usefulness of theoretically based instructional systems in individual cases and determine the need for program changes.

• Demonstrate the ability to teach using research validated practices that maximize student academic learning time, teacher-directed instruction, student success, and content coverage.

• Adjust instruction to meet the special characteristics and needs of varying student populations.

• Implement correction procedures for instruction and practice activities.

• Design and monitor independent activities.

• Collect, record, and display student performance data at appropriate intervals.

• Create an individualized plan for family and multidisciplinary team involvement in the development of students with disabilities, including students from diverse cultural backgrounds.

• Discuss issues confronted in applying the Council for Exceptional Children's Code of Ethics and Professional Standards in daily performance.

• Establish and maintain rapport with students, parents, staff, and professionals.

• Carry out all assigned responsibilities in a timely manner.

  ▪ Avoid discussion of students/teachers/parents; particularly of confidential information.

  ▪ Develop relationship-based interactions with families including sensitivity to cultural, linguistic, socio-cultural, experiential, and educational diversity

  ▪ Utilize appropriate instructional procedures responsive to children’s assessed level of English proficiency
**Course Expectations**

In addition to the daily practicum activities, this course may include seminar meetings with the University Supervisors. Candidates are expected to follow the assigned participation schedule and must attend all seminar sessions.

1. *Portfolio*: Candidates are also required to maintain a Working Portfolio that will contain working documents. This working portfolio will be developed using task stream and include the following sections:
   1) Teaching Philosophy;
   2) Vitae;
   3) School Data/Information;
   4) Sample Assignments *(see task stream for specifics)*
   5) Self and supervisor evolution of your performance using Competency Rating Forms, and
   6) Professional Development Goals: *In preparation for Clear Credential program, students will develop three professional goals. These goals should be based on an analysis of the competency rating forms, university supervisor observations, reflective journals, and the candidate’s overall practicum experience.*

2. *Weekly Journals*: Each candidate will be responsible for writing weekly journal entries during the term. The entries should focus on feelings, issues, thoughts, concerns, and actions related to your own growth as a teacher. The journal entries will be shared with your university supervisor. Although your supervisors might provide feedback on your reflections, the journal entries will NOT be graded. It is candidates’ responsibility to arrange a working way to share the journals with their supervisors.

**Student Conduct**

Students preparing to become special educators are expected to conduct themselves in a highly ethical manner that is consistent with the Council for Exceptional Children *Code of Ethics and Standards of Professional Practice* as well as with SDSU *Statement of Student Rights and Responsibilities.*

(Note: former can be found on the Council for Exceptional Children Web Pages: [http://www.cec.sped.org/ps/code.html](http://www.cec.sped.org/ps/code.html) and the latter can be found on the SDSU Web Pages: [http://www.sa.sdsu.edu/srr/statement/index.html](http://www.sa.sdsu.edu/srr/statement/index.html))

**Grading:**

The Course Instructor will evaluate the portfolio to assure that the materials are present and the portfolio is complete and presented in a professional manner.

**Grading Standards**

Credit = 80%+
No-Credit = 79% or below.