Practicum:
Students with Disabilities in
General and Special Education

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Description

Participation in general and special education programs for students with disabilities; supervised by a special educator. Integration and application of skills and knowledge gained in credential coursework.

A. Mild/Moderate Disabilities  B. Moderate/Severe Disabilities

Course Purpose

Regularly scheduled weekly participation in general and special education settings under the direction of a special education teacher. Students in a credential program will be visiting a site during which they will be involved in a planned sequence of observation and participation activities with students with and without disabilities in various general and special education settings. Students who are in the part-time program will participate in various activities designed to prepare and support their instructional practices in the classroom.

Course Design

Program courses (assessment, the special education and general education methods courses, behavior management, etc.) will provide didactic instruction with application assignments to be completed in the practicum setting. During this semester, candidates will be directly observing individual and small groups of students in addition to observing master
teachers/caregivers, parent conferences (as appropriate) and student study and IEP or multidisciplinary teams.

**Course Goals:**

1. Identify and describe environmental factors in school settings that are conducive to the success of students with disabilities.
2. Discuss and identify instructional “best practices” supported by research that meet the needs of all students.
3. Discuss and describe procedural applications in educational programs for students with exceptional needs.
4. Identify challenges for the new teacher and discuss viable solutions that promote career longevity in the field of special education.
5. Discuss California Standards for the Teaching Profession. Observe and report on educational settings and instructional practices that exemplify each of the six standards

**Course Standards:** Standard 15: Field Experience in a Broad Range of Options; Standard 16: Assessment of Candidate Performance-Portfolios, TPEs

**Course Expectations**

1. Attendance and participation at selected school site.

2. In addition to the weekly practicum activities at the individual site, this course will have 5 seminar meetings of 120 minutes each. Students are expected to follow the assigned observation/participation schedule, attend all seminar sessions, and participate in the professional dialogue. Seminar sessions cannot be made up. Credit for this course is contingent upon attendance and participation in all scheduled seminars and the completion of the assignments below.

3. Assignments: Observation Reports

   It is important that teacher candidates become familiar with the California Standards for the Teaching Profession. The standards are found at ctc.ca.gov/reports/cstpreport.pdf.

   Each observation should include the following:

   1. Observation place, time, date.
   2. A brief description of the environment.
   3. Identify the standards and specific elements being observed.
   4. Discuss the use of standards implemented by objectively describing the lesson/activity. Three observations are required. Address one- two standards in each observation (depending on prior completion on previous 970 course). Observations are due on the dates indicated. All observations must be submitted for students to receive credit for SPED 970.
   5. The length of each observation should be 3-4 pages (double-space).
4. Perform all tasks and duties at assigned settings in a professional manner.

**Grading Standards**

Credit - Satisfactory performance at assigned school site, attendance, participation in all seminars, and assignment completion (observation reports and group presentation).

No-Credit – Unsatisfactory performance at assigned school site, lack of professional behavior regarding seminar, unacceptable electronic portfolio.

**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 WebPages: [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 WebPages: [http://www.sa.sdsu.edu/srr/statement/index.html](http://www.sa.sdsu.edu/srr/statement/index.html))

In this course, each student is expected to contribute to a positive learning environment. Being on time to class, not leaving class early, turning off cell phones and beepers, and, in all class-related interactions, treating others in a manner that is courteous and that promotes mutual respect and equality of others will facilitate this process. Inclusive in this course is the student’s conduct while in a participating school/school district. Students’ dress and behavior must be consistent with expectations and must conduct themselves in a professional manner.

Further, students are expected to exhibit academic conduct that reflects the highest levels of honesty and integrity. The Student Disciplinary Procedures for The California State University specifically prohibit cheating or plagiarism and provide that such acts may result in a student being expelled, suspended, placed on probation, or given a lesser sanction.

**Syllabus Statement for Students with Disabilities**

If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact Student Disability Services (SDS) at 619-594-6473. To avoid any delay in the receipt of your accommodations, you should contact SDS as soon as possible. Please note that accommodations are not retroactive, and that I cannot provide accommodations based upon disability until I have received an accommodation letter from SDS. Your cooperation is appreciated.

**Tentative Outline of Course**

9/5:

*Introductions, course description*

10/3

1. CSTP observation 1 & 2
2. Discussion: “Effective Instruction: Off to a Good Start”

10/24
1. CSTP Observation 1 & 2 due. CSTP 3 & 4 discussed.
2. Discussion: “Every Student Can Learn: The Art of Student Engagement”

11/7
1. CSTP Observation 3 & 4 due. CSTP 5 & 6 discussed.
2. Discussion: “Why can’t students behave?”

12/5
1. CSTP 5 & 6 Due.
2. Wrap up & Discussion