**EDUC 4582**

**Special Education Level III Practicum**

**Credit Hours: 3**

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| --- | --- | --- | --- |
| **Instructor:** |  |  |  |
| **Office Locations:** |  |  |  |
| **Office Hours:** |  |  |  |
| **Phone:** |  |  |  |
| **Email:** |  |  |  |
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| --- | --- |
| **Class Time:** |  |
| **Class Location:** |  |

**Course description**

The purpose of this practicum is to provide teacher candidates with opportunities to implement content-specific instruction and demonstrate quality instruction while working in secondaryspecial education classrooms.

**Course Outcomes**

WSU’s teacher preparation conceptual framework theme is, “Student Achievement: Students, Teachers, & Communities Working Together”. The model that illustrates the programs purposes, philosophy, outcomes and evaluation is represented by an easel, at the center of which is three overlapping components: Reflecting, Engaging, and Collaborating. The program standards are performance-based; they describe what teacher candidates should know and be able to do in order to be awarded a license.

“The Utah Effective Teaching Standards (UETS) have been established by the Utah State Board of Education (R277–530) as the foundation for effective teaching practice. The standards constitute the minimum knowledge and skills required to successfully teach the Common Core and serve as a basis for educator evaluation and a tiered licensing system. They are designed to guide expectations for the screening, hiring, and induction of teachers, and the state approval of licensing preparation programs. The UETS draw heavily upon the concepts in CCSSO’s Model Core Teaching Standards, as well as the needs of Utah districts. They support high quality instruction, one of the Board’s **Promises to Keep** goals” (p. 41).

**Course Objectives**

The Utah Effective Teaching Standards (UETS) are a description of highly effective teaching as adopted by the Utah State Board of Regents. They also represent the knowledge and skills necessary to teach the Utah Core Curriculum Standards. They align with [Utah effective teaching standards](http://www.uen.org/k12educator/uets/), national [Council for Exceptional Children initial preparation standards](http://www.cec.sped.org/~/media/Files/Standards/Professional%20Preparation%20Standards/Initial%20Preparation%20Standards%20with%20Elaborations.pdf) (CEC, 2012), [NCTE/IRA standards](http://www.ncte.org/library/NCTEFiles/Resources/Books/Sample/StandardsDoc.pdf) (NCTE, 2010) and current research on effective teaching practice.

The following areas, based on the **Utah Effective Teaching Standards** & **CEC Standards**, will be addressed:

|  |  |
| --- | --- |
| **Utah Effective Teaching Standards (UETS) and CEC Initial Level Special Educator Preparation Standards**    **Outcomes** | **Evidence** |
| **1. Learner Development (**CEC Standard 1) |  |
| The teacher understands cognitive, linguistic, social, emotional and physical areas of student development.  CEC | *\*TSD-Lesson Plans,*  Cooperating Teacher Checklist  Observations |
| **2. Learning Differences  (**CEC Standard 1) |  |
| The teacher understands individual learner differences and cultural and linguistic diversity | *\*TSD-Lesson Plans,*  Observations |
| **3. Learning Environments (**CEC Standard 2) |  |
| The teacher works with learners to create environments that support individual and collaborative learning, encouraging positive social interactions, active engagement in learning, and self-motivation. | *\*TSD-Lesson Plans*  Observations |
| **5.  Assessment  (**CEC Standard 4) |  |
| The teacher uses multiple methods of assessment to engage learners in their own growth, monitor learner progress, guide planning and instruction, and determine whether the outcomes described in content standards have been met. | *\*TSD-Assessments and Rubrics*  Cooperating Teacher Checklist  Observations |
| **6. Instruction Planning  (**CEC Standard 3 & 5) |  |
| The teacher plans instruction to support students in meeting rigorous learning goals by drawing upon knowledge of content areas, the Utah Core Standards, instructional best practices, and the community context. | *\*TSD-Unit Overview*  *\*TSD-Lesson Plans*  Observations |
| **7. Instructional Strategies  (**CEC Standard 3 & 5) |  |
| The teacher uses various instructional strategies to ensure that all learners develop a deep understanding of content areas and their connections, and build skills to apply and extend knowledge in meaningful ways. | *\*TSD-Lesson Plans*  Observations |
| **8. Reflection and Continuous Growth**(CEC Standard 6) |  |
| The teacher is a reflective practitioner who uses evidence to continually evaluate and adapt practice to meet the needs of each learner. | *\*TSD-Lesson Plan Reflection*  Reflection and Goal setting, Summary  Cooperating Teacher Checklist |
| **9. Leadership and Collaboration (**CEC Standard 7) |  |
| Is a leader who engages collaboratively with learners, families, colleagues, and community members to build a shared vision and supportive professional culture focused on student growth and success. | Cooperating Teacher Checklist |
| **10. Professional and Ethical Behavior (**CEC Standard 6 & 7) |  |
| The teacher demonstrates the highest standard of legal, moral, and ethical conduct as specified in Utah State Board Rule R277-515. | Cooperating Teacher Checklist  Supervisor Observation |

*\*Primary Formative Assessment will be seen in Educ 4555, 4570, 4580* 

**Course expectations**

Teacher candidates are required to spend at least 75 hours in an assigned classroom and 12 hours in a community organization that compliments the topics learned in the Educ 4580. Candidates need to make sure that they can meet the requirements of the co-requisites, teach every day for at least two consecutive weeks, and be able to teach throughout the semester, so that the supervisor will be able to observe you and you can meet the video requirements. Co-requisites: EDUC 4545, 4565, 4575, 4580

**Course Assignments:**

Practicum grading: Grading of teacher candidates performance during the semester will include (1) supervisor observations, (2) reflective responses and goal setting, (3) peer video feedback and guidance, and (4) cooperating teacher checklists.

(1) **Informal and Formal Live Observations**

Teacher candidates will be observed at their practicum setting during the semester by their supervisor. The first observation is a video of the teaching. Feedback is provided, but does not count toward the grade. There will be two informal (video) and three formal in-person observations. Lesson plans (or those of the cooperating teacher) must be available when observations are made or when videos are submitted.

(2) **Peer-review Reflections**

Reflective responses and goal setting will be completed based on the feedback of each observation by the supervisor and peers. Teacher candidates will submit these by the due dates and work to show improvement in these areas during subsequent observations.

(3) **Informal Video Observations**

Teacher candidates will video themselves and post the video on GoREACT website. Peer observations will be completed based on the second and third videos submitted by teacher candidates. Supervisors will assign teacher candidates to partners for peer review. Points are earned when you submit feedback to others, not when you receive feedback.

(4) **Cooperating Teacher Materials**

The Cooperating Teacher Checklist addresses classroom preparation, management, instruction, response to cooperating teacher feedback, and professional conduct. The practicum teacher candidates will give the cooperating teacher enough notice to complete the field work expectation sheet, practicum log, and checklists, so that they can be turned in by the due dates.

**Assignment Weights:**

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| --- | --- |
| Informal and Formal Live Observations | 82% |
| Informal Video Observations | 6% |
| Peer-review Reflections | 6% |
| Cooperating Teacher Materials | 6% |
| TOTAL | 100% |

**Grades**

|  |  |  |  |
| --- | --- | --- | --- |
| **Percentage** | **Grade** |  |  |
| 94 ‐ 100 | A | 77 – 79 | C+ |
| 90 – 93 | A‐ | 74 – 76 | C |
| 87 – 89 | B+ | 70 – 73 | C‐ |
| 84 – 86 | B | 65 – 69 | D+ |
| 80 – 83 | B‐ | 60 – 64 | D |
|  |  | Below 60 | E |

**A Grade of B- or better is required in the program**

**University Ethics Policy:**

Failure to maintain academic ethics/academic honesty including the avoidance of cheating, plagiarism, collusion and falsification will result in an E in the course and may result in charges being issued, hearings being held, and /or sanctions being imposed. For further clarification of WSU’s policy please review Section 6-22 of the Policies and Procedures Manual.

Plagiarism is complex because it comes in many shapes and forms, but in simple terms it means copying material from somewhere else and passing it off as your own work, either intentionally or unintentionally. For the sake of clarity, keep in mind the following: every word of your paper is expected to be your own work, written specifically for this class (no resubmitting work from previous classes). It is acceptable to use a few short quotations so long as the source is properly attributed and quotation marks are used, but papers copied in whole or in part are entirely unacceptable. Failure to use quotation marks, even if only by accident, is still plagiarism.

If you are caught submitting a copied paper, even if you didn’t mean to, you are guilty of plagiarism and the range of penalties runs from failing the assignment (for the most minor infractions only), failing the class (the most common penalty) or expulsion from the university (for extreme repeat offenders). These penalties also apply to anyone caught cheating on exams.

**ADA Statement:**

Any teacher candidate requiring accommodations or services due to a disability must contact Services for Teacher candidates with Disabilities (SSD) in room 181 of the Student Service Center.  SSD can also arrange to provide course materials (including this syllabus) in alternative formats if necessary.

**Counseling and Psychological Services:**

Weber State University has counseling services free of charge to students. If you feel you may be in need of these services for any reason, please contact them at 801-626-6406. Or visit the office in suite 280 of the Student Service Center.

**Campus Closure:**

In the event that WSU is closed for an extended period of time due to an unforeseen event, please access the course website https://learn-wsu.uen.org/login for information on how class will proceed.

Course calendar

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| Week | Day | Details |
| 1 | Monday | Field Work Expectation Agreement |
| Friday | Informal observations 1 (video) |
| 2 | Monday & Friday | At practicum placement |
| 3 | Monday | Informal observation (video) reflection  Observation 1 |
| Friday | Informal observation 2 (live) |
| 4 | Monday | Peer review reflection #1 |
| Friday | At practicum placement |
| 5 | Monday & Friday | At practicum placement |
| 6 | Monday | Observation 2 (live) |
| Friday | Informal observation 3 (video) |
| 7 | Monday | Informal observation (live) reflection |
| Friday | At practicum placement |
| 8 | Monday & Friday | At practicum placement |
| 9 | Monday & Friday | At practicum placement |
| 10 | Monday | Observation 3 (live) |
| Friday | Informal observation 4 (live) |
| 11 | Monday | Observation peer video #2  Peer review reflection #2 |
| Friday | At practicum placement |
| 12 | Monday | Informal observation 3 (video and live) reflection |
| Friday | Final formal observation |
| 13 | Monday & Friday | At practicum placement |
| 14 | Monday | Final checklist  Practicum log |
| Tuesday | Final formal observation reflection |