

Wilmington University
College of Education

Master’s in Special Education (Grades K-12)

Course Number: MSE 7991

Course Title: Practicum I

Faculty Contact:

Course Description: Practicum I is a structured, field-based, semester-long exploratory clinical course that requires at least 60 hours of supervised classroom experience in an approved setting. Fieldwork is monitored by Wilmington University Practicum advisors and Mentor Teachers. Placement priority is given to settings that serve culturally, linguistically, and socioeconomically diverse student populations. Fieldwork is supported by 30 hours of Practicum seminar sessions. Seminars are conducted at the University sites by faculty of the College of Education.

Practicum I introduces the teacher candidate to essential content and pedagogical knowledge related to the components of professional practice, Charlotte Danielson’s Enhancing Professional Practice: A Framework for Teaching and DPAS II (Delaware Performance Appraisal System II).

Practicum I provides the teacher candidate with opportunities to observe, describe, interpret, and understand all aspects of professional practice and to reflect on the personal and professional attributes required for success in teaching. Candidates in Practicum I focus on the development and characteristics of learners, individual learning differences, dispositions expected of professionals within the education field, learning environments and social interaction. Candidates will plan, prepare and teach two lessons within an approved classroom setting, as well as working with individual students.

Minimum Time Requirements (in clock hours):

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<th>Teacher Led Instruction</th>
<th>SEA</th>
<th>Fieldwork/Clinical</th>
<th>Lab</th>
<th>External Learning</th>
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<td>30</td>
<td>5</td>
<td>60</td>
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College Education Program Attributes

The manner in which we prepare educational personnel is informed by eight essential attributes:

1. ensuring that programs are knowledge-based;
2. viewing educational personnel as learners, including a focus on deconstructing past experiences as learners in coursework and field experiences and developing appropriate knowledge of the content and discourse of the disciplines to be taught;
3. contextual and cultural sensitivity;
4. facilitating inquiry and reflection, i.e., providing structured opportunities for critical reflection on and taking action in one’s daily work;
5. enabling authentic participation, collegiality and collaboration;
6. building an ongoing developmental program that allows for continuous improvement, experimentation, and professional growth;  
7. ensuring that programs are standards-driven; and  
8. ensuring that programs promote the effective use of technology.

**Program Standards:** Interstate Teacher Assessment and Support Consortium (InTASC)

**Technology Standards:** International Society for Technology in Education (ISTE)

**Specialized Professional Association Standards:** Council for Exceptional Children (CEC) informed by the Specialty Sets: K-12 Individualized General Curriculum and Individualized Independent Curriculum, Combined; Developmental Disabilities and Autism Spectrum Disorder; Initial Specialty Set: Early Childhood Special Education/Early Intervention; Association for Childhood Education International (ACEI); Association for Middle Level Education (AMLE)

**Wilmington University Graduation Competencies:**

**Delaware Performance Appraisal System II:** DPAS II Evaluation Rubrics

**Learning Methods:** A variety of teaching methods including inquiry–based learning, game-based learning, personalized learning, differentiated instruction, collaborative projects, and class participation will be used in a student-centered approach to learning. Candidates are encouraged to move from passive receivers of information to active participants in their own learning.

**Learning Outcome 1 – Knowledge of Students (ACEI 1.0, 3.2, 3.4 / AMLE 1a, 1b, 3a / CEC 1.1,1.2,7.1,7.2 / InTASC 1,2,10)**

**Learning Activities/Performance Tasks:**

1. The candidate will evaluate and analyze community, district, and school contextual and demographic factors influencing instruction.  
2. The candidate will evaluate and analyze classroom and student contextual and demographic factors influencing instruction.  
3. The candidate will develop and administer a student interest survey.  
4. The candidate will evaluate and analyze results of student survey to influence planning, instruction, student interaction, and engagement.  
5. The candidate will collaborate with resource personnel to evaluate and analyze school resources to address student learning differences and needs.  
6. The candidate will use school and district resources to influence planning, instruction, student interaction and engagement.  
7. The candidate will identify or create modes of teacher to family communication that impact student engagement.

**Assessment(s):** Candidates will analyze and reflect on the factors impacting instruction and student learning demonstrating their understanding of the assigned classroom regarding students, school, district, and the community.
Learning Outcome 2 - Designing Coherent Instruction and Learning Activities that are Highly Suitable for Diverse Learners [differentiated] and Support Instructional Outcomes. (ACEI 3.1, 3.2, 3.3, 3.4 / AMLE 1c, 1d, 2a, 2b, 2c, 4c, 4d / CEC 3.1, 3.2, 3.3, 4.1, 5.1, 5.2 / InTASC 4, 5, 6, 7, 8)

Learning Activities/Performance Tasks:
1. The candidate will identify learning objective(s) that align to national and state standards that are clear and appropriate for students within the age and content of the classroom.
2. The candidate will understand various assessment approaches and protocol.
3. The candidate will understand determine research based instructional strategies that are aligned to content area, standards and learning objectives.
4. The candidate will demonstrate knowledge of the various aspects of the WilmU Teaching and Learning Roadmap.
5. The candidate will determine appropriate learning activities, student groupings needed during assessment and/or instruction.
6. The candidate will be able to identify differentiation strategies based on contextual factors.
7. The candidate is able to articulate the connection between student learning and real world application.

Assessment(s): Candidates will evaluate and reflect on existing teacher lessons. Candidates will design, plan, and implement a minimum of two lessons. Candidates will analyze and reflect on the design of instructional planning, the use of technology, and student learning.

Learning Outcome 3 – Learning Environment (ACEI 3.4 / AMLE 1a, 1d, 2c, 3b / CEC 2.1 / InTASC 3)

Learning Activities/Performance Tasks:
1. The candidate will identify and maintain classroom teacher’s expectations and procedures in coordination with students.
2. The candidate will implement appropriate behavior modifications, strategies, and accommodations based on student needs.
3. The candidate will continuously reflect and refine classroom expectations and procedures based on student learning and behavioral needs.
4. The candidate will identify, plan, and arrange the physical environment to adapt or accommodate for varying learner needs.

Assessment(s): Candidates will evaluate and reflect on existing classroom expectations, procedures and routines. Candidates will create, plan and implement a minimum of two lesson plans. Candidates will record each lesson and reflect on student behavior and implemented modifications and strategies.

Learning Outcome 4 – Professionalism (ACEI 5.1, 5.2 / AMLE 3b, 5a, 5b, 5d / CEC 6.1, 6.2, 6.3 / InTASC 9)

Learning Activities/Performance Tasks:
1. The candidate will analyze and reflect upon his or her own personal learning goals.
2. The candidate will select appropriate professional development and learning activities that align to his or her learning goals.
3. The candidate will communicate to colleagues, peers, families, students and the greater community in a professional manner.
4. The candidate will demonstrate and maintain professional teaching dispositions and
Assessment(s): Candidates compose a philosophy of education integrating a research based learning theory. Candidates reflect and compose written responses to the Professional Growth and Responsibilities form. Candidates will document active engagement in assigned classroom through TaskStream portfolio. Candidates create a dispositional and professional growth video-based reflection.

Level of Engagement within the 60 hours:
Your practicum experience should include, but not limited to the following experiences. At least 10 items must be documented.

- Tour facility and introduce yourself to principal, secretary and other faculty / staff determining and identifying any responsibilities or requirements during your 60 hours of field experience
- Participate in staff / faculty meetings (with permission)
- Attend and assist with one family-related activity
- Attend and assist with one field trip
- Learn school and teacher grading policies
- Learn school and classroom PBIS, RTI or behavior based interventions
- Assist with recess duty
- Assist with lunch duty
- Take role and record attendance (if allowed)
- Review, score, grade and provide feedback on student work
- Write a letter of introduction to families
- Discuss content areas and implemented curriculum with Mentor Teacher
- Learn district lesson planning format
- Observe small and whole group lesson while following the Mentor Teacher's plan. Discuss instructional strategies used.
- Review student classroom files (if appropriate and allowed). Discuss personalized learning goals for students.
- With Mentor Teacher, examine textbooks, curriculum guides, technology devices and other resource materials.
- Observe room, organization, arrangement and types of visuals displayed for students
- Design and make bulletin boards
- Read to / with students
- Tutor/ Teach individual or small group (ELL, Special Education, Severe Exceptionalities, RTI, Gifted)
- Supervise seat-work or independent work
- Supervise free-reading period
- Use the technology afforded to the classroom as support for lessons being taught be Mentor Teacher or during lessons taught by Teacher Candidate

Additional Course Information and Schedule of Class Activities will be posted on the course blackboard site
Assignments and Grading
1. Class discussions, activities, and reflections
2. Professional Growth Plan
3. Philosophy of Education
4. Plan, develop, and enact two lesson plans integrating technology
5. Analyze and reflect on instruction and student learning outcomes
6. Knowledge of students – Impact on teaching and learning
7. Video based dispositions reflection
8. Field based engagement portfolio

*These required projects are briefly described in the “Learning Outcomes” section of the syllabus. Additional details and resources, including OERs, can be found on the Blackboard course site.*

College of Education Attendance Policy:
In the College of Education, faculty must approve all requests for absences that are exceptions to the University policy. Vacations are not considered legitimate reasons for missing classes. Faculty must be contacted prior to class in all cases except valid emergencies. Failure to obtain approval for exceptions may result in lowering the final passing grade or assigning a FA (failure due to absence).

Students who have registered for a course and never attended the class at all will receive a grade of NA (never attended). Early departures and late arrivals will be cumulative toward class absences. It is the student's responsibility to obtain and complete assignments on the due dates. Students who register and enter the course on the drop/add date have four days to complete the first week’s assignments.

Course Materials and Reading List

Delaware Performance Appraisal System II – DPAS II A document from the Delaware Department of Education; DPAS II is Delaware's statewide educator evaluation system. As a statewide system, DPAS II establishes consistent educator and student performance expectations and outcomes across all schools.


Praxis Performance Assessment for Teachers An examination and documents from Education Testing Systems (ETS); The PPAT assessment evaluates test takers on their abilities to impact student learning as it relates to the InTASC Model Core Teaching Standards, demonstrating that they have the basic pedagogical content knowledge and application for the classroom to begin teaching as an entry-level teacher.

The Framework for Teaching A document from the Danielson Group, The Framework for Teaching is a research-based set of components of instruction, aligned to the INTASC standards, and grounded in a constructivist view of learning and teaching.

Understanding Learning - Links
- Blueprint for Personalized Learning in Delaware
- Bloom’s Taxonomy
- Classroom Management
- Group work: Using cooperative learning groups effectively
- Increasing Inclusivity in the Classroom
- How People Learn
- Metacognition
- Mindfulness in the Classroom
- Motivating Students
- Personalized Learning
- Substitution Augmentation Modification Redefinition Model
- Technological Pedagogical And Content Knowledge
- Teacher Toolbox
- Visual Learning

Supporting Resources – Found in Wilmington University Library
Films for the Humanities & Sciences (Firm), Films Media Group, & Public Broadcasting Service (U.S.) (Directors). (2001). Teach me different! : The nature of the condition [Motion picture on online video].
Films Media Group, & Promedion (Firm) (Directors). (2016). Educational psychology in the classroom [Motion picture on Online video].