**Course Number:** MSE 7992  

**Course Title:** Practicum II  

**Faculty Contact:**  

**Course Description:** Practicum II 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.  

Practicum II requires the teacher candidate to implement, analyze and reflect on all aspects of professional practice in direct relation to current research, current professional standards and the Delaware Performance Appraisal System II. Candidates will learn to explore decision-making processes through the application of knowledge and skills gained in the prerequisite courses.  

Candidates in Practicum II will demonstrate their understanding of designing instruction and assessment for student learning. Candidates focus on key elements within instructional design to create learning opportunities for K-12 students that align to state and national standards. Candidates analyze student assessment data to construct learning opportunities for K-12 students emphasizing lesson modification and personalized learning.  

Candidates analyze and reflect on their performance in teaching content lessons to K-12 students with disabilities. Candidates will plan, prepare and teach two lessons within an approved classroom setting, as well as working with individual students by utilizing the WilmU Teaching and Learning Roadmap.  

**Minimum Time Requirements (in clock hours):**  

<table>
<thead>
<tr>
<th>Teacher Led Instruction</th>
<th>SEA</th>
<th>Fieldwork/Clinical</th>
<th>Lab</th>
<th>External Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
<td>5</td>
<td>60</td>
<td></td>
<td>30</td>
</tr>
</tbody>
</table>

**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 - 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 create or select 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 use assessment results to determine research based instructional strategies that are aligned to content area, standards and learning objectives.
3. The candidate will use assessment results to determine and implement accommodations and different research based instructional approaches.
4. The candidate will determine appropriate learning activities, student groupings needed during assessment and/or instruction.
5. The candidate will know and apply academic language, central concepts, tools of inquiry, and structures of the discipline.
6. The candidate is able to connect student learning to real world application aligned to content.
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 2 – Data Driven Instruction / Assessment for Student Learning (ACEI 4.0 / AMLE 4a, 4c / CEC 4.1, 4.2, 4.4 / InTASC 6)

Learning Activities/Performance Tasks:
1. The candidate will design and administer appropriate assessments to determine student knowledge and skill as aligned to standards and learning objectives.
2. The candidate will analyze and reflect on assessment results to determine student knowledge and skill as aligned to standards and learning objectives.
3. The candidate will create and describe a rubric or scoring guide aligned to lesson learning goals and assessment.
4. The candidate will identify, assess, analyze, and reflect on the modifications of the assessment for students with exceptionalities or learning differences.
5. The candidate will identify, assess, analyze, and reflect on the learning activities, and student groupings arranged during the administration of the assessment.

Assessment(s): Candidates will evaluate and reflect on existing teacher made assessments. Candidates will analyze and reflect on the development of assessments, application of assessments, data collection 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.
5. The candidate will analyze and reflect on student to student interaction and candidate to student interaction.
6. The candidate will plan, implement, and reflect on various instructional groups used during lesson.

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 behavior.

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.

- Meet and introduce him/herself to Mentor Teacher, establish a professional relationship, convey aspirations for education, create a schedule for attendance and individual opportunities to meet and discuss various aspects of teaching.
- 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
- Collect community, district, school, classroom, and student contextual demographics.
- Attend and assist with family-related activities
- Attend and assist with field trip
- Attend one school sporting event (if school provides – offers)
- Learn school and classroom PBIS, RTI or behavior based interventions
- Participate in behavior based intervention meetings
- Participate in PLC meetings
- Participate in a Building Leadership Team (BLT)
- Attend a parent teacher conference
- Attend an IEP meeting
- Learn about goal setting for students
- Discuss with Mentor Teacher text complexity, Lexile Levels, and guided reading
- Discuss with Mentor Teacher state mandated assessment grade level requirements
- Observe room, organization, arrangement and types of visuals displayed for students
- Observe small and whole group lesson while following the Mentor Teacher’s plan. Discuss instructional strategies used.
- Discuss with Mentor Teacher any accommodations to the physical environment for students with special needs
- Collect lesson plan(s) from Mentor Teacher that represent differentiated instruction, accommodations, and varying learning activities.

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 Designing Lessons for Student Learning
6. Analyze and reflect on Assessment for Student 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].


