WILLIAM PATerson UNIVERSITY
College of Education
Department of Special Education and Counseling

Course of Study

Theme: Preparing Inquiring Educators: Knowledge, Understanding and Application

A. **Course Title**: SPEE 355 Practicum Package A
   **Credits**: 1

B. **Course Description**: Offered to Teacher Candidates in their junior year, this supervised weekly field experience requires them to teach children with a range of abilities in both general and special education settings. The experience is intended to provide Teacher Candidates the opportunity to apply the knowledge and skills gained in the co-requisite courses, SPC 353 Instruction in Diverse and Inclusive Settings and SPC 354 Classroom Management in Diverse and Inclusive Settings. A weekly seminar is held in conjunction with the field experience to explore practical realities of schools and classrooms. Teacher Candidates must spend one full day per week in a Special Education setting for this practicum.

C. **Prerequisites, Co-Requisites and Restrictions**:
   **Prerequisites**
   - Completion of all general education course work
   - Admission to the Dual Endorsement special Education/K-5 Elementary Education Program
   - Completion of at least 60 hours of Service Learning Credit
   - Satisfactory completion of all SPC-core courses; CIEE 229; CISE 340; CODS 371
   - GPA of 2.75
   **Co-Requisites**
   - SPC 353, Instruction in Diverse and Inclusive Settings
   - SPC 354, Classroom Management in Diverse and Inclusive Settings

D. **Course Objectives**: Teacher Candidates will . . .
   1. Make appropriate instructional decisions for students with a broad diversity of multicultural, social, personal, and cognitive characteristics
   2. Analyze available student assessment data and apply knowledge of student characteristics to early efforts at instructional decision making
   3. Teach lessons utilizing the skills and information presented in the concurrent courses, and document student learning
   4. Engage in daily tasks and routines inherent in managing a K – 5 classroom
5. Implement and document use of culturally-sensitive lesson materials to demonstrate respect for the inclusion of all learners’ backgrounds, heritages, beliefs, and abilities
6. Utilize technologies of all sorts, including adaptive and assistive technologies, to enhance instruction for all learners
7. Create a physically and psychologically safe classroom environment to maximize learning
8. Manage challenging behaviors using functional behavioral assessment to create and implement appropriate behavioral interventions

E. Teacher Candidate Learning Outcomes: Teacher Candidates will...
1. Identify and use appropriate instructional content and strategies to accommodate the learning and behavioral needs of learners from diverse social, cultural, and religious backgrounds, genders and ability levels
2. Plan, teach, and assess student learning outcomes of diverse learners in general education and special education settings for K – 5 students, using integrated lessons, using the NJ CCCS, in the areas of language arts, social studies, mathematics and science
3. Demonstrate the ability to teach lessons and manage whole class and/or small group activities during instructional and non-instructional activities
4. Create a physically and psychologically safe educational environment that fosters learning for all students
5. Reflect on the experience to analyze personal dispositions and ethical behaviors, and guided aspects of the teaching/learning process. Journaling emphasis is on learner characteristics & diversity.

<table>
<thead>
<tr>
<th>Teacher Candidate Learning Outcomes</th>
<th>CEC</th>
<th>ACEI</th>
<th>NJ PTS</th>
<th>NJ CCCS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Diversity in all its forms</td>
<td>1, 2, 3, 4, 7, 8</td>
<td>1, 2, 3.2</td>
<td>1, 2, 3, 4, 5</td>
<td>All Standards</td>
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<td>2. Implement and assess lessons</td>
<td>3, 4, 7</td>
<td>1, 2, 3.1, 3.2, 3.4, 3.5, 4</td>
<td>1, 2, 3, 4, 5, 6, 7, 8</td>
<td>All Standards</td>
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<tr>
<td>3. Manage instruction/behavior</td>
<td>5</td>
<td>3.4, 3.5</td>
<td>6, 7</td>
<td>All Standards</td>
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<tr>
<td>4. Classroom climate</td>
<td>5</td>
<td>3.2, 3.4</td>
<td>6, 7, 8</td>
<td>9.1</td>
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<tr>
<td>5. Positive relationships with colleagues</td>
<td>3, 9</td>
<td>2, 5.1, 5.2</td>
<td>3, 10</td>
<td>All Standards</td>
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</tbody>
</table>

F. Seminar Content:
1. Pedagogical knowledge to manage instruction and behavior in diverse classrooms
2. Physical arrangement, preparation and routines involved in managing diverse classrooms, K – 5
3. Skills and knowledge associated with unit and lesson development
4. Lesson planning, implementation, and assessment skills
5. School politics - interpersonal relationships, collaborative teaching
6. Individual differences, diversity
7. Comparisons between general and special education delivery of instruction
8. Teacher - Parent conferencing
9. Personal and professional dispositions

G. Teaching/Learning Methods:
- Lecture and discussion
- BlackBoard technology to augment classroom activities
- Cooperative group problem solving
- Video vignettes/Case analysis
- Experiential learning
- Guest presenters

H. Performance-Based Assessment: Teacher Candidates will ...
1. Plan, teach, and assess the results of integrated lessons, using the NJ CCCS, to diverse learners in general education and special education settings for K – 5 students, as evaluated by cooperating teacher and university supervisor observations using OFE forms
2. Demonstrate the ability to teach lessons and manage whole class and/or small group activities during instructional and non-instructional activities as evaluated by cooperating teacher and university supervisor observations using OFE forms
3. Follow classroom routines established by the cooperating teacher, and create a positive classroom climate to facilitate own teaching and learning as assessed by cooperating teacher’s feedback and formal observations
4. Establish positive relationships with cooperating teacher, school staff, and university supervisor, and use feedback from these professionals to enhance pedagogical knowledge and instructional skills, as measured by cooperating teacher and university supervisor evaluations and entries into self-reflective field experience journal, using Rubric X, devised for that purpose
5. Identify and use appropriate instructional content and strategies to accommodate the learning and behavioral needs of learners from diverse social, cultural, and religious backgrounds, genders and ability levels, as assessed by student learning outcomes on a range of informal, authentic and alternative measures of student learning
I. Recommended Text/Readings:
- Practicum Handbook (OFE, William Paterson University)
- LiveText
- Additional materials to be determined

J. Preparer’s Name: Marjorie T. Goldstein, Ph.D.

K. Department Approval Date: February 1, 2005

L. Current Revision: N/A

M. Current Department Approval Date: N/A

N. Selected Bibliography:


