

**WILLIAM PATERSON UNIVERSITY**  
**College of Education**  
**Department of Special Education and Counseling**

**COURSE OF STUDY**

Theme: Preparing Inquiring Educators for Diverse Settings:  
Developing Knowledge, Application, Dispositions

**A. Course Title: SPC 5750 Practicum in Special Education**

**Credits: 1**

**B. Course Description:** In this supervised field experience teacher candidates spend one full day per week in a school under the supervision of a cooperating special education teacher, gaining experience in planning and teaching lessons, managing students' behavior, working with students from diverse cultural and linguistic backgrounds, utilizing technology to enhance learning, and becoming familiar with the dispositions expected of professionals in an educational setting. A weekly seminar is held in conjunction with the field experience.

**C. Prerequisites, Co-Requisites and Restrictions:**

**Prerequisites**

- Admission to the Elementary Education k-5/Teacher of Students with Disabilities (TSD) the TSD Endorsement program
- GPA of 3.00
- Minimum of 15 credits toward the TSD endorsement

**D. Course Objectives:**

1. study the contextual factors that influence student learning, including community, school, and classroom factors, and student characteristics;
2. explore instructional decision-making in the context of lesson planning for students with a broad diversity of multicultural, social, personal, and cognitive characteristics;
3. gain experience in lesson planning as a process of identifying the contextual factors and NJ Core Curriculum Content Standards, selecting materials and methods for instruction, and assessing student learning;
4. explore the use of culturally-sensitive lesson materials that demonstrate respect for the inclusion of all learners' backgrounds, heritages, beliefs, and abilities;
5. explore technologies of all sorts, including adaptive and assistive technologies that enhance instruction for all learners;
6. apply skills classroom management in a public school classroom by creating a physically and psychological safe environment that enhances learning;
7. analyze one's own professional dispositions and the resulting effect on collaboration with colleagues and student learning and;
8. reflect on performance in teaching a lesson to k-12 students.

**E. Student Learning Outcomes: The teacher candidate will be able to...**

1. identify the following contextual factors of the educational setting and their impact on learning: community, school, and classroom factors; and characteristics of the students, including their approaches to learning, their skills and prior learning, as evidenced by a contextual factors report;
2. assess the results of instruction, focusing upon evidence of accomplishment of the student learning outcomes, and reflecting upon which aspects of the planning, instruction, and assessment process worked well and which aspects need to be modified, as evidenced by analysis and reflections on lessons taught in a k-12 classroom and; and
3. display appropriate personal and professional dispositions as evidenced by dispositions in the seminar meetings.

<b>Student Learning Outcomes</b>	<b>CEC</b>	<b>NJ Prof. Teaching Standards</b>	<b>WPU 20 Competencies</b>	<b>NJ CCCS</b>
1. Identify contextual factors	1, 2, 3, 6	2, 3	8	n/a
2. Analyze student learning & reflect & self evaluate	7	4	10	3, 4, 5, 6
3. Display appropriate dispositions	9	10	11	n/a

The CEC Standards, New Jersey Professional Teaching Standards, New Jersey Core Curriculum Content Standards, and the College of Education Teaching Competencies can be viewed in full through the following link: <http://www.wpunj.edu/coe/resources/standards.dot>

#### **F. Course Content:**

1. Contextual factors – community, school & classroom
2. Student characteristics that influence learning
3. Lesson planning, implementation & assessment
4. Instructional planning for students from cultural and linguistically diverse backgrounds
5. Educational and assistive technology
6. Pedagogical knowledge to manage instruction and behavior in diverse classrooms
7. Physical arrangement, preparation and routines involved in managing diverse classrooms
8. Interpersonal relationships and collaborative teaching
9. Personal and professional dispositions
10. Instructional decision-making

#### **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 Assessments:**

1. Teacher candidates prepare a report on the contextual factors in the k-12 classroom to which they are assigned as a field experience, including community, school & classroom factors and student characteristics and their effect on learning, as evaluated on a rubric (SLO #1).
2. Teacher candidates prepare entries following the teaching of a lesson in a k-12 setting, with analysis of evidence of student learning and reflections on what worked well and what needs to be modified, as evaluated on a rubric (SLO #2).
3. Teacher candidates prepare journal entries on professional dispositions and their effect on those relationships and on student learning and earn Acceptable or Target ratings in the following areas: A) holding high expectations for all students; 2) respecting diversity and cultural differences; 3) openness to new ideas; 4) reflecting upon teaching; 5) exemplifying high professional and ethical standards, and 6) working collaboratively with colleagues and families (SLO #3).

**I. Recommended Text/Readings:**

- Practicum Handbook (Office of Field Experiences, William Paterson University)

**J. Selected Bibliography:**

Bigge, J.L., & Stump, C.S. (1999). *Curriculum, assessment, and instruction for students with disabilities*. Belmont, CA: Wadsworth Publishing Company.

Blankenstein, A. (2005). *Failure is not an option; Six principles for making student success the only option* (2<sup>nd</sup> ed.). Thousand Oaks, CA: Corwin

Borich, G. D. (2007). *Effective teaching methods: Research based practice* (6<sup>th</sup> ed.) Upper Saddle River, NJ: Pearson.

Conroy, M. A. Sutherland, K. S. Snyder, A. L. & Marsh. S. (2009). Classwide interventions: Effective instruction makes a difference. *Teaching Exceptional Children*, 40(6), 24-31.

Council for Exceptional Children (2009). *What every special educator should know: Ethics, standards, and behaviors*. Alexandria, VA: CEC

Glasgow, N. A., & Hicks, C. D. (2009). *What successful teachers do: 91 research-based classroom strategies for new and veteran teachers* (2<sup>nd</sup> ed). Thousand Oaks, CA: Corwin Press.

Jung, L. E. Gomez, C. Baird, S. M. & Keramidas, C. L. G. (2009). Designing Intervention plans: Bridging the gap between Individualized Education Plans & implementation. *Teaching Exceptional Children*, 41(4). 26-35.

McCarney, S. B. (2006). *Pre-referral intervention manual* (3<sup>rd</sup> ed.). Columbia, MO: Hawthorne

NJ Department of Education (2009). *NJ Curriculum Content Standards and Curriculum Frameworks*. Trenton, NJ: Author.

Nissman, B. S. (2009). *What every teacher should know about teacher-tested classroom management strategies* (3<sup>rd</sup> ed.). Upper Saddle River, NJ: Pearson

Price, K. M. & Nelson, K. L. (2007). *Planning effective instruction: Diversity responsive methods and management* (3<sup>rd</sup> ed.). Florence, KY: Cengage.

Recesso, A. & Orrill, C. (2008). *Integrating technology into teaching: The Technology and learning continuum* (1<sup>st</sup> ed.). Florence, KY: Cengage

Rubin, D. & Opitz, M. (2007). *Diagnosis and improvement in reading instruction* (5<sup>th</sup> ed.). Boston: Allyn & Bacon.

Wong, H. K. & Wong, R. T. (2004). *The first days of school: How to be an effective teacher*. Mountain View, CA: Harry Wong.

Websites:

Attention Deficit Disorder - <http://www.chadd.org/>

Autism - <http://www.autismliteracy.com/>

Disabilities - <http://www.nichcy.org/Pages/Home.aspx>

Dyslexia - <http://www.interdys.org/>

Field Experience and Clinical Practice Standards - <http://www.cec.sped.org>

Inclusion - <http://www.circleofinclusion.org/>

Learning Disabilities - [http://learningdisabilities.about.com/od/readingstrategies/Reading\\_Information\\_and\\_Strategies.htm](http://learningdisabilities.about.com/od/readingstrategies/Reading_Information_and_Strategies.htm)

Learning Disabilities - <http://www.ldanatl.org/>

Learning Disabilities - <http://www.ldonline.org/>

Lesson Planning - [http://www.wpunj.edu/library/currmats/ed\\_topics.shtml](http://www.wpunj.edu/library/currmats/ed_topics.shtml)

Math Disabilities - <http://www.dyscalculia.org>

Special Education Teacher Associations - <http://www.naset.org/>

**K. Preparer's Name:** Jacqueline McConnell

L. **Department Approval Date:** February 2005

M. **Current Revision:** Peter Griswold, December 2010

N. **Current Department Approval Date:** January 2011

Rubric – Contextual Factors (SLO #1)

Area	Target	Acceptable	Unacceptable
Knowledge of Community, School and Classroom	Candidate displays a comprehensive understanding of the characteristics of the community, school, and classroom	Candidate displays some, knowledge of the characteristics of the community, school, and classroom that may affect learning	Candidate displays minimal, irrelevant or biased knowledge of the characteristics of the community, school, and classroom
Knowledge of Characteristics of Students	Candidate displays general & specific understanding of student differences (e.g., development, interests, culture, abilities/disabilities) that may affect learning	Candidate displays general knowledge of student differences (e.g., development, interests, culture, abilities/disabilities) that may affect learning	Candidate displays minimal, stereotypical or irrelevant knowledge of student differences (e.g., development, interests, culture, abilities/disabilities)
Knowledge of Students' Varied Approaches to Learning	Candidate displays general & specific understanding about the different ways students learn (e.g., learning styles, learning modalities) that may affect learning	Candidate displays general knowledge about the different ways students learn (e.g., learning styles, learning modalities)	Candidate displays minimal, stereotypical or irrelevant knowledge about the different ways students learn (e.g., learning styles, learning modalities)
Knowledge of Students' Skills and Prior Learning	Candidate general & specific understanding of student's skills and prior learning that may affect learning	Candidate displays general knowledge of student's skills and prior learning that may affect learning	Candidate displays little or irrelevant knowledge of student's skills and prior learning
Implications for Instructional Planning and Assessment	Candidate provides specific implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics	Candidate provides general implications for instruction and assessment based on student individual differences and community, school, and classroom	Candidate does not provide implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics OR provides inappropriate implications

Rubric – Analysis of Student Learning (SLO #2)

<b>Rating Indicator</b>	<b>Target</b>	<b>Acceptable</b>	<b>Unacceptable</b>
<b>Clarity and Accuracy of Presentation of data on k-12 student learning</b>	Presentation is easy to understand and contains no errors of representation.	Presentation is understandable and contains few errors	Presentation is not clear and accurate; it does not accurately reflect the data
<b>Alignment with Learning Goals</b>	Analysis is fully aligned with learning goals and provides a comprehensive profile of student learning for the whole class, subgroups, and two individuals.	Analysis of student learning is partially aligned with learning goals and/or fails to provide comprehensive profile of student learning relative to the goals for the whole class, subgroups, and two individuals.	Analysis of student learning is not aligned with learning goals.
<b>Interpretation of Data</b>	Interpretation is meaningful, and appropriate conclusions are drawn from the data.	Interpretation is technically accurate, but conclusions are missing or not fully supported by data.	Interpretation is inaccurate, and conclusions are missing or unsupported by data.
<b>Evidence of Impact on Student Learning</b>	Analysis of student learning includes evidence of the impact on student learning in terms of number of students who achieved and made progress toward each learning goal.	Analysis of student learning includes incomplete evidence of the impact on student learning in terms of numbers of students who achieved and made progress toward learning goals.	Analysis of student learning fails to include evidence of impact on student learning in terms of numbers of students who achieved and made progress toward learning goals.
<b>Interpretation of Student Learning</b>	Uses evidence to support conclusion drawn in “Analysis of Student Learning” section. Explores multiple hypotheses for why some students did not meet learning goals.	Provides evidence but no (or simplistic, superficial) reasons or hypotheses to support conclusions drawn in “Analysis of Student Learning” section.	No evidence or reasons provided to support conclusions drawn in “Analysis of Student Learning” section.
<b>Insights on Effective Instruction and Assessment</b>	Identifies successful and unsuccessful activities and assessments and provides plausible reasons (based on theory or research) for their success or lack thereof.	Identifies successful and unsuccessful activities or assessment and superficially explores reasons for their success or lack thereof (no use of theory or research)	Provides no rationale for why some activities or assessments were more successful than others
<b>Alignment Among Goals, Instruction and Assessment</b>	Logically, connects learning goals, instruction and assessment results in the discussion of student learning and effective instruction.	Connects learning goals, instruction, and assessment results in the discussion of student learning and effective instruction, but misunderstandings or conceptual gaps are present.	Does not connect learning goals, instruction, and assessment results in the discussion of student learning and effective instruction and/or the connections are irrelevant or inaccurate.
<b>Implication for Future Teaching</b>	Provides ideas for redesigning learning goals, instruction, and assessment and explains why these modifications would improve student learning.	Provides ideas for redesigning learning goals, instruction and assessment but offers no rationale for why these changes would improve student learning.	Provides no ideas or inappropriate ideas for redesigning learning goals, instruction, and assessment

<b>Implications for Professional Development</b>	Presents a small number of professional learning goals that clearly emerge from the insights and experiences described in this section. Describes specific steps to meet these goals.	Presents professional learning goals that are not strongly related to the insights and experiences described in this section and /or provides a vague plan for meeting the goals.	Provides no professional learning goals or goals that are not related to the insights and experience described in this section.
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