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 425 Practicum Package B  
Credit: 1  

B. Course Description: Required as the field component with concurrent content courses, SPEE 423, Language Arts/Social Studies Assessment and Instruction, SPEE 424, Math/Science Assessment and Instruction, and SPC 429 Individualized Instructional Strategies and Materials for Learners with Academic Challenges. Teacher Candidates in their senior year engage in this supervised weekly field experience teaching children with diverse abilities in general education and special education settings. The experience provides Teacher Candidates with opportunities to translate theory into practice as they apply assessment procedures, content and instructional strategies. During the 14th and 15th weeks of the semester, Teacher Candidates attend their field placement five mornings a week to gain experience providing continuity in instruction for students. A weekly on-campus seminar is held in conjunction with the field experience. Students must spend one full day per week for this practicum, in addition to Monday through Friday mornings, at semester’s end. Placement will be in a general education K-5 class.  

C. Prerequisites, Co-Requisites and Restrictions:  
Prerequisites  
- Completion of at least 60 hours of Service Learning Credit  
- Satisfactory completion of all 300-level SPC courses; CIEE 229; CISE 340; CODS 371  
- GPA of 2.75  
Co-Requisites  
- SPEE 423, Language Arts/Social Studies Assessment and Instruction for Diverse Learners, K-5  
- SPEE 424, Math/Science Assessment and Instruction for Diverse Learners, K-5  
- SPEE 429, Individualized Instructional Strategies and Materials for Learners with Academic Challenges  

D. Course Objectives: Teacher Candidates will . . .  
1. Make appropriate instructional decisions for students with a range of multicultural, physical, social/emotional, and cognitive characteristics  
2. Analyze available student assessment data and apply knowledge of student characteristics to instructional decision making
3. Plan integrated units, and teach lessons utilizing skills and information presented in the concurrent methods courses, and document student performance
4. Engage in daily tasks and routines inherent in managing instruction and behavior in the classroom
5. Identify and use instructional content and strategies to accommodate the learning and behavioral needs of learners from diverse social, cultural, and religious backgrounds, genders and ability levels
6. Utilize technologies, including adaptive and assistive technologies of all types, to increase teaching and learning options for all learners
7. Enhance classroom environment to maximize learning
8. Manage challenging behaviors using functional behavioral assessment to create and implement appropriate behavioral interventions
9. Reflect on personal and professional growth using the Self-Reflective Journal

E. **Teacher Candidate Learning Outcomes**: Teacher Candidates will...

1. Develop integrated unit plans that incorporate all the NJ CCCS, focusing on the language arts, social studies, mathematics, science and health
2. 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
3. Plan and implement a series of integrated lessons, and assess student learning outcomes of diverse learners in general education and special education settings, using the NJ CCCS
4. Demonstrate the ability to teach lessons and manage whole class and/or small group activities during instructional and non-instructional times, and during transition periods
5. Engage in on-going written self-reflection to analyze personal dispositions and ethical behaviors, and the teaching/learning process using a journal

### Standards Alignment

<table>
<thead>
<tr>
<th>TCLO’s</th>
<th>CEC</th>
<th>ACEI</th>
<th>NJ PTS</th>
<th>NJ CCCS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Develop integrated unit</td>
<td>7, 8</td>
<td>2, 2.1, 2.8, 3.1, 3.2, 3.3, 3.4, 3.5, 4, 5.4</td>
<td>1, 2, 3, 4, 5, 7, 8</td>
<td>ALL</td>
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<tr>
<td>2. Diversity in all its forms</td>
<td>2, 3, 4, 5, 7, 8</td>
<td>1, 3.1, 3.2</td>
<td>2, 3, 4, 7, 8</td>
<td>ALL</td>
</tr>
<tr>
<td>3. Implement and assess</td>
<td>2, 3, 4, 6</td>
<td>2, 2.1, 2.2</td>
<td>1, 2, 4, 5</td>
<td>ALL</td>
</tr>
</tbody>
</table>
lessons | 7, 8 | 2.2, 2.3, 2.4, 2.8, 3.1, 3.2, 3.3, 3.4, 3.5, 4 | 7, 8 |  
4. Manage instruction/behavior | 5 | 1, 3.1, 3.2, 3.4, 3.5, 5.4 | 2, 6, 7, 8 |  
5. Reflect on professional/personal teaching dispositions | 5, 10 | 1, 3.2, 3.4, 5.4 | 6, 7, 8, 9 |  

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. Develop integrated unit plans that incorporate all the NJ CCCS, with emphasis on the language arts, social studies, mathematics and science, as assessed by faculty who teach each course in which assignments are made using SPEE - - - , Rubric 1
2. Implement integrated lessons using appropriate and sensitive instructional content and strategies to accommodate the learning and behavioral needs of learners from diverse social, cultural, and religious backgrounds, and ability levels, as assessed by cooperating teacher’s and university supervisor’s observations using Office of Field Experience forms, and by student outcomes on standardized and authentic measures of classroom performance.
3. Modify and/or adapt integrated lessons to accommodate the learning and behavioral needs of learners with special needs as rated by University Supervisor and Cooperative Teacher on OFE Instructional Competencies

4. Manage full class, small group, and individualized instruction, and non-instructional activities and transition periods as rated by University Supervisor and Cooperative Teacher on OFE Instructional Competencies

5. Engage in regular self-reflection on professional and personal issues, and on matters of diversity and individual differences as evidenced by entries in Self-Reflective Journal, using SPEE - - -, Rubric 2

I. **Recommended Text/Readings:**
   - Practicum Handbook (OFE, William Paterson University)
   - Live Text
   - 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:**


Logan, J. G. (2003). *Classroom management: Techniques, policies, procedures, and programs to ensure that discipline "rules" in your classroom*. U.S.; Georgia:


