

EST 576

The teacher as a responsive, reflective professional: a partner in learning

Professionalism/Inquiry/Contextualism /Partnership

**EST 576 - Practicum: Early Childhood Special Education**

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| **Phone:** | **216-802-3043** |  | **Office Hours:** | **Monday – Friday, 8-5, by appt.** |
| **Office:** | **JH 187** |  | **Room:** | **Field site** |
| **Meeting Times:** | **Field hours, varied** |  |  |  |

1. **Course Description**

University-supervised practicum experience in one of three settings: early intervention, preschool programs for children with disabilities, or primary grade special education programs; 100 hours over a prescribed number of weeks, observing and teaching or providing early intervention services under the direction of a cooperating teacher. Required for licensure as an Early Childhood Intervention Specialist.

1. **Course Rationale**

This is the required practicum course for an early childhood intervention specialist licensure.

1. **Texts**

There is no required text for this course.

1. **Course Goals and Objectives**

1.1 - I can provide evidence that shows my knowledge of how young children with disabilities learn, the developmental characteristics of the age groups with which I am working, and how specific disabilities and “at-risk” conditions might affect a child’s developmental progress.

(Knowledge)

1.2 - I can identify student’s prior knowledge, abilities and cultural background and use this knowledge to meet the needs of students.

(Knowledge, Skills)

1.3 - I can prepare lessons that reflect the expectations that all students will achieve to their full potential.

(Disposition)

1.4 - I can model respect for students’ diverse cultures, language skills, and experiences through the cognitive, social and Emotional and physical environment I create.

(Disposition)

1.5 - I can identify characteristics of gifted students, students with disabilities and at risk students in order to assist in appropriate instruction.

(Knowledge, Skills)

2.1 - I can demonstrate the need for knowledge of content area in order to plan instruction.

(Knowledge, Skills)

2.2 - I can articulate content -specific instructional strategies used to reflectively teach the central concepts and skills of the discipline.

(Knowledge, Skills)

2.3 - I can determine school and district curriculum priorities and the Ohio academic content standards.

(Knowledge)

2.4 - I can connect prior and new knowledge with in the discipline to other content areas.

(Knowledge)

2.5 - I can connect content to relevant life experiences and career opportunities for students.

(Skills)

3.1 - I can identify assessment types (e.g., written, observational, formal, informal, affective and cognitive) their purpose and the data they generate.

(Knowledge)

3.2 - I can select and use a variety of diagnostic, formative and summative assessments.

(Skills)

3.3 - I can with support analyze data to monitor student progress and learning to plan instruction.

(Skills)

3.4 - I can communicate student progress with students and mentor teachers.

(Skills)

3.5 - I can involve learners in self-assessment and goal setting.

(Skills)

4.1 - (A) I can create developmentally appropriate instructional goals evidenced through isolated lessons/units aligned with school/district priorities and Ohio’s academic standards.

4.1 - (B) I can create developmentally appropriate learning activities that align with the instructional goals and school/district priorities and Ohio academic content standards.

(Knowledge, Skills)

4.2 - (A) I can identify and record students’ learning and performance information to plan and deliver effective instruction.

(Knowledge, Skills)

4.3 - (A) I can state and post clear learning goals/objectives and provide opportunities for students to explain learning goals/objectives throughout lesson.

4.3 - (B) I can provide evidence that learning activities are linked to defined goals.

(Knowledge, Skills)

4.4 - I can plan and deliver effective instruction and/or early intervention using task analysis and other relevant tools to include a range of behavioral and academic strategies that keep students motivated, engaged, focused in isolated lessons.

(Knowledge, Skills)

4.5 - I can demonstrate differentiated instructional techniques inclusive of multi-sensory and multi-disciplinary approaches that include play-based intervention to support learning needs of all students when teaching small group lessons.

(Knowledge, Skills)

4.6 - I can create and utilize multiple teaching and learning strategies that engage students in active learning opportunities that promote:

a. independent learning

b. individual choice

c. successful inclusion of young children with disabilities

d. communication modes and skills as a vehicle for learning.

(Knowledge, Skills)

4.7 - I can use available resources to promote student growth and performance by incorporating:

a. variety of instructional strategies and materials

b. technology tools

c. valid assessment measures

(Knowledge, Skills)

5.1 - I can treat all students equally by establishing a respectful, supportive and caring environment by:

a. establishing and maintaining routines, procedures and expectations

b. providing equity of response opportunities for students

c. promoting positive relationships and supportive interactions with students

(Knowledge, Skills, Disposition)

5.2 - I can create a physically and emotionally safe environment by providing:

a. modeling of positive interactions amongst students and adults

b. validating student contributions and thinking

c. proactive, and consistent responses to student behavior.

(Knowledge, Skills, Disposition)

5.3 - I can motivate students to work productively and assume responsibility for their own learning by:

a. utilizing positive public praise and private correction techniques

b. implementing cooperative and collaborative learning activities that involve

choice

c. providing relevant, real-world application to learning

d. providing self-monitoring tools

(Knowledge, Skills)

5.4 - I can create positive learning situations by organizing, preparing, and monitoring independent and group work allowing for full and varied participation of all individuals.

(Knowledge, Skills)

5.5 - I can take responsibility for establishing and maintaining a positive classroom climate by:

a. demonstrating effective classroom management strategies promoting positive

relationships

b. providing organization and consistent management of time, space, activities,

and resources

c. providing active and equitable engagement of all students

(Knowledge, Skills, Disposition)

6.1 - I can Use effective verbal, non-verbal and media communication techniques to communicate clearly and effectively.

(Skills)

6.2 - I can with support, practice positive relationships and supportive interactions as the foundation of my work with all children and families.

(Skills)

6.3 - I can collaborate effectively with mentor teachers and supervisors.

(Disposition)

6.4 - I can identify community agencies to promote a positive environment for student learning.

(Knowledge, Skills)

7.1 - I can act professional at all times by following the professional ethics, policies and legal codes of professional conduct, including the need for confidentiality as informed by the Council for Exceptional Children Standards.

(Disposition)

7.2 - I can use self-reflection as a professional development tool and identify professional development opportunities that will enhance my skills and knowledge.

(Disposition)

7.3 - I can advocate for students needs and differentiate lessons for student learning in the least restrictive environment.

(Skills)

1. **Instructional Strategies/Activities Related to Technology and Diversity**

In keeping with CSU’s commitment to preparing effective urban educators, candidates are required to complete at least one major field experience (practicum or student teaching) in a city designated by the Ohio Department of Education as “urban.”

As part of every lesson plan, candidates are expected to explain how their learning outcomes are based on a thorough knowledge of the educational contexts and the students they teach. They need to demonstrate responsiveness to a wide variety of student diversity, including gender, race, ethnicity, ability, and interest. Prompts for some Guided Reflections explicitly require candidates to reflect on the social issues that impact education in diverse educational settings. The Teacher Work Sample assignment requires candidates to explain how the instructional strategies they use are appropriate for the students in the classroom.

Candidates are assessed on their effective use of technology in each formal observation. **Course Requirements**

* 1. ***Field Requirements***
* Practicum candidates complete 240 hours working with an early childhood intervention specialist in an early grades (PK-3) classroom, with at least 180 hours in direct contact with students. These hours are composed of four hours per day, four days per week, for the entire 15 week semester. The classroom placement will be in one of the two content area concentrations.
* All practicum candidates will attend five seminars during the semester.
* Candidates are expected to observe, assist, and co-teach with the mentor teacher to complete the assignments listed below. Candidates will be observed a total of four times in the classroom by the CSU supervisor and twice by the mentor teacher. **For each observation, the candidate must provide a full lesson plan 48 hours in advance.**
* At the midpoint and end of the semester, the candidate will participate in a “triad meeting” with the university supervisor and mentor teacher to assess progress in the course and to determine the final aggregated observation scores.
  1. **Assignments/Assessments**

Practicum candidates will complete each of the following written assignments in addition to their teaching responsibilities. Further assignment supports can be found on Taskstream.

* **Context for Learning-**The Context for Learning Information form is provided in the OFS Taskstream. This DRF form provides essential information about your children and your school/classroom.
* **Refined Philosophy -** Throughout your special education coursework at Cleveland State University, you have been asked to write philosophy statements. At times these have focused on particular aspects of your work as an intervention specialist (e.g., your work with families). The philosophy statement that you write for this assignment should be one that you could share with a perspective employer. It needs to be written in a very concise fashion that summarizes your beliefs in no more than one page.
* **Unit Plan/Special Education Teacher Work Sample-** Includes everything from individual lesson plan PLUS: (1) Evidence of how you used the Class Profile/Context for Learning to inform your instruction; (2) Appropriate incorporation of technology in at least one lesson; (3) Appropriate sequencing of instruction over a 5-10 day period; (4) candidate-generated summative assessment with scoring rubric. Must include evidence of a variety of formal and informal assessments as well as a videotaping component.
* **IEP/IFSP -** Develop an IEP for at least one child. Use the Ohio Department of Education IEP form. If the school district in which you are matched uses a different form, you may use the district’s IEP. School districts develop IEP at various times of the year; some write them in the spring, some in the fall, and others develop them around the students’ birthdays. If IEPs are being written for students in your matched classrooms during your experience there, select one student and draft an IEP for him or her. Your mentor teachers may want to use this as the basis for the actual IEP that will be finalized in the meeting. However, even if they do not want to use it in this way, you should develop the IEP to give you experience in this process. If IEPs are not being developed for students during your internship, you should select a student and develop an IEP to give you practice with this process.
* **Instructional Videotaping -** For this assignment you will video record yourself teaching a lesson, edit the video to produce a short clip illustrating your use of an instructional strategy that worked effectively, and reflect on how this strategy was effective.
* **Behavior Intervention Plan –**The purpose of the Behavior Intervention Plan is to give interns the opportunity to plan a behavioral intervention for a single child (or a group of children) who is experiencing problematic behavior. This assignment should include the following content: a description of the setting, child(ren), and problematic behavior, baseline data on the problematic behavior data for a minimum of five days, and a clearly-delineated intervention plan that is based upon the collection of data and the function of the behavior.
* *In addition to these written assignments, candidates intending to student teach the following semester must complete and satisfy the criteria for a Taskstream Checkpoint 2 portfolio to be eligible for student teaching. For complete guidelines, refer to the Taskstream handbook and template, or contact the Associate Dean of Academic Programs.*

1. **Grading criteria**

A field grade is earned through a calculation of three separate variables:

All field assignments are graded on a scale of 0-3, with 2 being a proficient level.

Scale for converting Taskstream graded components to a letter grade.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Grade | Points or  % |  | Description | % OF FINAL GRADE |
| A | >2.14 | Assignments | 40% |
| A- | 2.13-2.02 | Candidate Pre-Service Assessment of Student Teaching (CPAST) | 40% |
| B+ | 2.01-1.90 | Specialized Program Area criteria | 20% |
| B | 1.89-1.78 |
| B- | 1.77-1.66 |
| C+ | 1.65-1.54 |
| C | 1.53-1.42 |
| D | 1.41-1.30 |
| F | 1.29 > |

**ASSIGNMENTS MUST BE SUBMITED THROUGH TASKSTREAM IN THE OFS DRF or PROGRAM AREA DRF**

1. **Course Outline**

|  |  |  |  |
| --- | --- | --- | --- |
| Week | Topic | Activity/Assignment | Due Date |
| 1 |  |  |  |
| 2 | Seminar 1 |  |  |
| 3 | Supervisor Observation 1 | Context for Learning |  |
| 4 | Mentor Observation 1 | By this week Students will Complete OBR Module assessing knowledge of the Resident Educator Licensure Program, and the Value-added Progress Dimension Modules in preparation for Seminar discussions. |  |
| 5 | Seminar 2 | Behavior Intervention Plan |  |
| 6 | Supervisor Observation 2 |  |  |
| 7 | Midterm triads held by the end of week 8 |  |  |
| 8 | Seminar 3--  Plans completed for Work Sample assignment |  |  |
| 9 | Supervisor Observation 3 | Instructional Videotaping |  |
| 10 | Co-teaching begins (occurs during weeks 10-14)  Mentor Observation 2  Seminar 4 | IEP/IFSP |  |
| 11 | Teaching for Unit Plan/Work Sample assignment |  |  |
| 12 | Supervisor Observation 4 | Refined Philosophy |  |
| 13 | Seminar 5 | Unit Plan/Special Education Teacher Work Sample |  |
| 14 |  | Taskstream checkpoint portfolio\*  (Taskstream summative checkpoint self-assessment) |  |
| 15 | Final triads completed |  |  |
| Finals |  |  |  |

1. **Course Policies**

A. Attendance and Punctuality

The following policy applies to all Field Experiences. Regular attendance is required according to the requirements of the experience. **This policy includes all field hours as well as orientations, associated seminars, and other professional activities affiliated with the internship.** All students are expected to:

|  |  |
| --- | --- |
| 1 | **Sign in and out** of placement daily, using schools designated system. |
| 2 | Complete the **Intern Attendance Form** daily. (File with Mentor Teacher) |
| 3 | Make available the **Intern Attendance Form** during supervisor’s visits. |
| 4 | **Be present for the full duration** of the time scheduled for each day. Leaving early or arriving late is not permissible without advanced notification and permission. Missing over an hour on any day is considered an unexcused absence. |
| 5 | **Arrive early or stay late as required** for preparation and discussions with a mentor teacher. |
| 6 | Receive mentor teacher and supervisor’s **advance approval for any anticipated absences**, *See Below for information regarding absences.* |
| 7 | **Notify** the mentor teacher, school secretary, and university supervisor of any anticipated absences *See below for information regarding absences.* |
| 8 | **Leave detailed plans** and materials for the mentor teacher who will ‘cover’ for the intern during an excused absence. *See Below for information regarding absences.* |
| 9 | Make-up each excused absence beyond three. *See Below for information regarding absences.* |
| 10 | Attend a concern conference, if attendance or punctuality becomes an issue. (e.g. more than 3 absences.) Failure to make-up absences may require Intern to withdraw from field experience. **Any intern facing such a possibility should confer with the Office of Field Services.** |

**Absences**

Mentors and children expect you to be consistent and reliable with attendance and punctuality.

**Unexcused absences** are not permitted for any reason

**Excused absences** - With proper communication to university supervisor and mentor teacher, in extenuating circumstances, interns are permitted up to three (3) excused absences. Each excused absence beyond three must be made-up. *See* ***Personal Leave Policy*** *below for definition of excused absences*. If more than 3 absences occur**, and these absences cannot be made-up,** interns may be required to withdraw from practicum or student teaching.

**PERSONAL LEAVE** **(excused absence) POLICY**‑

In extenuating circumstances, interns are permitted up to three (3) excused absences during placement. For practicum interns, this shall be taken to mean the daily length of that member’s work schedule, e.g., a 4 hour teacher is eligible for three 4 hour days of personal leave. Personal leave must be approved in advance and shall be used only for such purposes or in connection with activities of the type listed immediately below and which cannot be accomplished during the non-working hours.

**Use of such leave may be for the following:**

A. Intern illness

B. Religious Holidays

C. Personal business matters that cannot be taken care of outside school hours.

D. Attendance at set graduation ceremonies in the immediate family.

E. A son, daughter, spouse, or other person residing in the employee's household leaving for military service or college as a freshman.

F. Weddings of the employee or in his or her immediate family.

G. Attending funerals not covered in the Bereavement Leave Policy.

H. Attendance at ceremonies where the teacher or his/her immediate family is receiving an award of major significance.

I. Appointments required by academic programs or educational requirements.

J. Emergencies affecting the teacher or a member of his/her immediate family.

K. Moving from one permanent residence to another.

1. Late assignment policy. All assignments are to be submitted by the due date. Late assignments will lead to Arbitration. (See OFS Handbook) Due dates are set by the Supervisor and/or Taskstream Timeline.
2. Professionalism Students are to act professional at all times. Professionalism encompasses many areas of behavior, including dispositions, courtesy, attendance and punctuality, appearance, initiative, fulfillment of responsibilities, ethical behavior, and protection of student confidentiality. For complete guidelines on professional behavior, refer to the Office of Field Services Handbook. **Failure to demonstrate professional behavior at any point in the experience may jeopardize an intern’s continuation in his/her program.**
3. Ethics. Cleveland State requires all interns to follow the professional guidelines set by the College of Education and Human Services and the Code of Ethics established by the National Education Association.
4. Ethical and Responsible Technology Use. All interns must adhere to the CSU Information and Technology Resources General Policy when using computer equipment on campus or at the field site. **In addition to the CSU policies, interns are responsible for learning and following the technology policies and procedures of the district in which they are placed.** The application of these policies includes, but is not limited to, any of the following activities:
   1. Use of computer, tablets, or personal electronic devices
   2. Access to computer systems
   3. Possession of computer software or data
   4. Copying or use of computer software or data
   5. Use of computer accounts
   6. Use of computer-related equipment

**NOTE: While cell phones are widely used for personal mass multimedia communication, interns should consult with their mentor teacher and district policies to establish an agreement about the acceptable professional use of these devices as part of their internship experience.**

1. Plagiarism/Academic Integrity. The CSU Student Handbook describes plagiarism as stealing and/or using the ideas or writings of another in a paper or report and claiming them as your own. This includes but is not limited to the use, by paraphrase or direct quotation, of the work of another person without full and clear acknowledgment.
2. Minor infractions comprise those instances of cheating, plagiarism, and/or tampering which affect the grade of an individual class assignment or project of lesser (<25% of grade) importance. Multiple instances of minor infractions within a course or across courses constitute a major infraction.
3. Major infractions comprise those instances of cheating, plagiarism, and/or tampering which affect the overall course grade, such as a major/comprehensive exam, term paper or project, final grade evaluation, or academic standing and status. Major infractions automatically result in an entry on the student's permanent record that the student has engaged in academic misconduct.
4. Procedures of reporting plagiarism are described in the Student Handbook, available at <http://www.csuohio.edu/studentlife/>. Additional information on plagiarism is available at the CSU Writing Center, RT Library 124; (216) 687-6981 or <http://www.csuohio.edu/academic/writingcenter>.
5. Students with Disabilities. Educational access is the provision of classroom accommodations, auxiliary aids and services to ensure equal educational opportunities for all students regardless of their disability. Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Disability Services at (216)687-2015. The Office is located in MC 147. Accommodations need to be requested in advance and will not be granted retroactively.
6. Technical Help*.* If you have a question about Taskstream or require technical assistance with videotaping or editing, you should visit the Center for Educational Technology in JH 118 during posted hours or contact Heather Gallacher (687-3743; [h.gallacher@csuohio.edu](mailto:h.gallacher@csuohio.edu)) or Brian Yusko (875-9774; [b.yusko@csuohio.edu](mailto:b.yusko@csuohio.edu))
7. Professional Dispositions. One important aspect of your education is the development of professional dispositions—ways of working, thinking, and interacting with others—in three areas: Professionalism, Work Ethic, and Communication Skills. You should be monitoring your own development beginning now and continuing throughout your teaching career. The Student List of Professional Dispositions which you received with your acceptance into your program are also available on the OFS website.

**OFFICE OF FIELD SERVICES PRACTICUM RECORD AND EVALUATION FORM**

|  |  |
| --- | --- |
| **Intern:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **School\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Semester/Year\_\_\_\_\_\_\_\_\_\_\_ Grade level\_\_\_\_\_\_\_\_**  **Mentor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Supervisor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | **EST**  **576** |

This form is to inform intern, mentor and supervisor of Intern’s progress on assignments and observations throughout semester. Rubrics in Taskstream DRFs are used to determine Scores on assignments. Final scores are to be recorded here*.* ***Supervisor is to return completed form to OFS at end of semester.***

|  |  |  |  |
| --- | --- | --- | --- |
| **DESCRIPTION**  **(A SCORE OF “2” IS CONSIDERED PROFICIENT)** | | **TASKSTREAM**  **DRF** | **SCORE**  **(0-3)** |
| **Context for Learning** | | **OFS** |  |
| **Refined Philosophy** | | **LICENSURE** |  |
| **Modified Teacher Work Sample\*** | | **OFS** |  |
| **Instructional Video Taping\*** | | **LICENSURE** |  |
| **Behavior Intervention Plan** | | **OFS** |  |
| **IEP/IFSP** | | **LICENSURE** |  |
| \* Denotes SPA Requirements Above | |  |  |
| **4 OBR MODULE Quizzes** (PRACTICUM)  Taskstream OFS DRF | **All OBR module quizzes submit to**  Manager, Cleveland State  ***\*\*****OBR Modules are not scored by supervisor* | **Student Completed**  **YES NO** | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **OBSERVATIONS** | **DATE/TIME** | **Walk Through OR Observation** | **Taskstream Score**  **Met/ Not Met** | **LESSON PLAN**  **Completed** | **COMMENTS** |
|  | OBS | Met Not Met | Met Not Met |  |
|  | OBS | Met Not Met | Met Not Met |  |
|  | OBS | Met Not Met | Met Not Met |  |
|  | OBS | Met Not Met | Met Not Met |  |
|  | W/T OBS | Met Not Met | Met Not Met |  |
|  | W/T OBS | Met Not Met | Met Not Met |  |

|  |  |
| --- | --- |
| **Midterm triad meeting held on \_\_\_\_\_\_\_\_\_\_** | **Signatures and Consensus scores**  **SCORE (0-3)** |
| Intern midterm CPAST score \_\_\_\_\_  SPA score \_\_\_\_\_ | **Intern-** |
| Mentor midterm CPAST score \_\_\_\_\_  SPA score \_\_\_\_\_ | **Mentor-** |
| Supervisor midterm CPAST score \_\_\_\_\_  SPA score \_\_\_\_\_ | **Supervisor-** |
|  | **Consensus CPAST midterm score \_\_\_\_\_**  **Consensus SPA midterm score \_\_\_\_\_** |
| **Final triad meeting held on \_\_\_\_\_\_\_\_\_\_** | **Signatures and Consensus scores**  **SCORE (0-3)** |
| Intern Final CPAST score \_\_\_\_\_  SPA score \_\_\_\_\_ | **Intern-** |
| Mentor CPAST score \_\_\_\_\_  SPA score \_\_\_\_\_ | **Mentor-** |
| Supervisor CPAST score \_\_\_\_\_  SPA score \_\_\_\_\_ | **Supervisor-** |
|  | **Consensus CPAST semester score \_\_\_\_\_**  **(40% of total grade)** |
|  | **Consensus SPA semester score \_\_\_\_\_**  **(20% of Total grade)** |
|  | **Assignment Total Score \_\_\_\_\_**  **(40% of Total grade)** |
| *Grade Calculator can be found on OFS website* | **Final Course Score/Grade for Semester**  **\_\_\_\_\_\_\_\_\_/\_\_\_\_\_\_\_\_\_** |
| Mentor letter received? Yes or no | Supervisor letter received? Yes or no |
| ASSIGNMENTS GRADE KEY   |  |  | | --- | --- | | Grade | Points or % | | A | >2.14 | | A- | 2.13-2.02 | | B+ | 2.01-1.90 | | B | 1.89-1.78 | | B- | 1.77-1.66 | | C+ | 1.65-1.54 | | C | 1.53-1.42 | | D | 1.41-1.30 | | F | 1.29 > | | OBSERVATIONS AND FINAL GRADE KEY   |  |  | | --- | --- | | Grade | Points or% | | A | >1.64 | | A- | 1.63-1.52 | | B+ | 1.51-1.40 | | B | 1.39-1.28 | | B- | 1.27-1.16 | | C+ | 1.15-1.04 | | C | 1.03-0.92 | | D | 0.91-0.80 | | F | 0.79> | |