

Field Experience: By Department

OBSERVATIONS AND PRACTICUM (Spring 2011-Updated 3/25/2011)

Special Education				
Course Number and Name	Identify as Observation or Practicum	Description of teacher candidate activity in classroom/school setting/field experience with General Course Description	Number of hours teacher candidates are working in schools:	How teacher candidates are evaluated and account of whether a RIC faculty member travels to site for assessment measures:
<i>Offered</i>				
SPED300: Introduction to the Characteristics and Education and Children and Youth with Disabilities <i>Fall, Spring, Summer</i>	Practicum	<p>The field experience and the case study (course artifact) are intended to assist candidates in understanding their own personal and emerging professional insights into children with disabilities and the system of special education. The teacher candidate interacts with an elementary or middle level student with a mild/moderate disability and prepares a case study to describe the student's learning needs, the system that supports the student, and the link to effective practice.</p> <p><u>General Course Description:</u> The educational implications of intellectual, physical, and behavioral differences among children are discussed. Definitions, characteristics, etiologies, incidence, and educational provisions are also examined. An assigned practicum is included.</p>	30 hours	<p>Teacher candidates are observed in their assigned special education school setting. Teacher candidates are assessed using a modified Teacher Candidate Observation and Performance Report rubric (indicators included that align with the SPED 300 course content) by both the practicum teacher and the RIC faculty member during an on-site observation.</p> <p>Clinical instructor provides the venue for the Case Study, engages in extensive verbal feedback to candidates about the class setting/student factors affecting learning.</p>
SPED310: Principles and Procedures of Behavior Management for Children and Youth with Disabilities	Practicum	<p>The SPED 310 field experience provides teacher candidates with an opportunity to observe students in a setting that supports positive behavior support and intervention. Candidates spend 30-hours in a classroom, assisting with learning experiences. Candidates use this experience as a basis for their course artifact: The Classroom Structure Project. Candidates observe the influences of classroom features on student learning and behavior. Recommendations for redesigning the special education setting so as to maximize student academic and social learning are presented.</p> <p><u>General Course Description:</u> Included is an eclectic review of</p>	25-30 hours	<p>Teacher candidates are observed in their assigned special education school setting. Teacher candidates are assessed using a modified Teacher Candidate Observation and Performance Report rubric (indicators included that align with the SPED 310 course content) by both the practicum teacher and the RIC faculty member during an on-site observation.</p>

<i>Fall, Spring, Summer</i>		behavioral, psychodynamic, and humanistic concepts and strategies. Data collection, intervention, and evaluation procedures are explored.		Clinical instructor provides the venue for the Classroom Structure Project, engages in extensive verbal feedback to candidates about the behavioral, social & emotional needs of students that affect learning.
SPED311: Language Development and Communication Problems of Children <i>Fall and Spring</i>	Observation	Teacher candidates observe a student with a language disability in an urban culturally diverse classroom setting to identify the effect of language difficulties on classroom performance (social, academic, behavioral). <u>General Course Description:</u> The processes of language development in children are emphasized. Specific techniques for enhancing language development in children with disabilities are considered.	3-5 hours	Teacher candidates observe a classroom with students with language needs to complete a course assignment. No formal practicum accompanies this class. Clinical instructor provides the venue for class-based observation, and answers questions about students' communication strengths/needs.
SPED312: Assessment Procedures of Children and Youth with Disabilities <i>Fall and Spring</i>	Practicum	The primary purpose of the field experience is to provide teacher candidates the opportunity to become acquainted with the process of curriculum-based assessment. Candidates identify a student's skill, assess the skill and identify the growth of skills over a period of time. Candidates assess a student in an area of need using a formal assessment to gather additional information on student learning. <u>General Course Description:</u> The principles and procedures of educational assessment for preschool through secondary level students with mild/moderate disabilities are examined.	25-30 hours	Teacher candidates are observed in their assigned special education school setting. Teacher candidates are assessed using a modified Teacher Candidate Observation and Performance Report rubric (indicators included that align with the SPED 312 course content) by both the practicum teacher and the RIC faculty member during an on-site observation. Clinical instructor provides the venue for the Curriculum-Based Assessment, engages in extensive verbal feedback to candidates about the respective strengths/needs of students, with the intent to formally/informally assess one student.
SPED412: Curriculum, Assessment and Methodology of Instruction of Children	Practicum	The primary focus is to develop core competencies pertinent to assessment and instruction, and provides examples pertinent to elementary or middle school age students with mild/moderate disabilities. The Curriculum Modification Project (a version of the	30 hours	Teacher candidates are observed in their assigned special education school setting. Teacher candidates are assessed using a modified Teacher

<p>with Mild/Moderate Disabilities.</p> <p><i>Fall and Spring</i></p>		<p>Teacher Candidate Mini Work Sample) asks candidates to demonstrate the ability to engage in assessment procedures necessary for developing an Individual Education Program (IEP) goals and objectives, plan a curriculum unit, and teach at least two lessons to elementary students with special educational needs.</p> <p><u>General Course Description:</u> Curriculum and instructional approaches for children with mild/moderate disabilities at the elementary and middle school levels are analyzed. Developmental clinical methods are considered. Thirty hours of an assigned practicum is included.</p>		<p>Candidate Observation and Performance Report rubric (indicators included that align with the SPED 412 course content) by both the practicum teacher and the RIC faculty member during an on-site observation.</p> <p>Clinical instructor provides the venue for the Curriculum Modification Project (an adapted version of the Teacher Candidate Mini Work Sample), engages in extensive verbal/written feedback about elementary education candidates assessment, unit/lesson planning and implementation.</p>
<p>SPED 424: Assessment, Curriculum, and Methodology for Adolescents and Young Adults with Mild/Moderate Disabilities at the Middle School and Secondary Levels</p> <p><i>Fall and Spring</i></p>	<p>Practicum</p>	<p>The primary focus is to develop core competencies pertinent to assessment and instruction, and provides examples pertinent to elementary or middle school age students with mild/moderate disabilities. The Teacher Candidate Mini Work Sample asks candidates to demonstrate the ability to engage in assessment procedures necessary for developing an Individual Education Program (IEP) goals and objectives, plan a curriculum unit and teach at least two lessons to adolescents with special educational needs.</p> <p><u>General Course Description:</u> Curriculum and instructional approaches for adolescents and young adults with mild to moderate disabilities are analyzed.</p>	<p>30 hours</p>	<p>Teacher candidates are observed in their assigned special education school setting. Teacher candidates are assessed using a modified Teacher Candidate Observation and Performance Report rubric (indicators included that align with the SPED 424 course content) by both the practicum teacher and the RIC faculty member during an on-site observation.</p> <p>Clinical instructor provides the venue for the Teacher Candidate Mini Work Sample project, engages in extensive verbal/written feedback about secondary education candidates assessment, unit/lesson planning and implementation.</p>
<p>SPED 435: Assessment and Instruction of Children with Severe/Profound Disabilities</p> <p><i>Fall</i></p>	<p>Practicum</p>	<p>Teacher candidates provide assistance to the teacher, developing an understanding of student communication, prompting needs, and learning style; teacher candidates implement assessment and develop student Individual Education Plans based on student strength; Teacher candidates plan mini-lessons and teaching, and assess student learning at the elementary/middle level.</p> <p><u>General Course Description:</u> This is an analysis of assessment, methodology, curriculum, instructional procedures, and adaptations of</p>	<p>25-30 hours</p>	<p>Teacher candidates are observed in their assigned special education school setting. Teacher candidates are assessed using a modified Teacher Candidate Observation and Performance Report rubric (indicators included that align with the SPED 435 course content) by both the practicum teacher and the RIC faculty member</p>

		materials and strategies for children with severe and profound disabilities.		during an on-site observation.
SPED 436: Assessment and Instructional Alternatives for Adolescents and Young Adults with Severe/Profound Disabilities <i>Spring</i>	Practicum	Assistant to the teacher, planning mini-lessons and teaching Teacher candidates provide assistance to the teacher, developing an understanding of student communication, prompting needs, and learning style; teacher candidates implement assessment and develop student Individual Education Plans based on student strength; Teacher candidates plan mini-lessons and teaching, and assess student learning at the secondary level for students transitioning to adult challenges. <u>General Course Description:</u> This is an analysis of assessment, methodology, curriculum, instructional procedures, and adaptations of materials and strategies for adolescents and young adults with severe/profound disabilities.	25-30 hours	Teacher candidates are observed in their assigned special education school setting. Teacher candidates are assessed using a modified Teacher Candidate Observation and Performance Report rubric (indicators included that align with the SPED 436 course content) by both the practicum teacher and the RIC faculty member during an on-site observation.
SPED 501: Observation: Advanced Assessment of Children/Youth with Mild/Moderate Learning & Behavior Problems <i>Fall</i>	Observation	The Educational Evaluation and IEP Project provides candidates the opportunity to demonstrate skills in formal and informal assessment and use the assessment to develop an individual education program (IEP) for a student with a mild/moderate disability. <u>General Course Description:</u> Experienced teachers develop skills in diagnostic assessment of the academic and behavioral abilities of children and adolescents with disabilities.	10 hours	Teacher candidates observe a classroom with students with language needs. To complete a course assignment. No formal practicum accompanies this class. Clinical instructor provides the venue for class-based observation, assessment opportunities, and answers questions about students' strengths/needs.
SPED 503: Positive Behavior Intervention: Students with Disabilities <i>Fall</i>	Observation	The Classroom/Individual Student Management Project requires candidates to learn about, describe, and come to understand factors in the social context of the special and general education settings that influence student behavior and consequently their social and academic learning. They identify previous intervention, complete a Functional Behavioral Assessment, and analyze situational factors that adversely affect students' learning. Candidates propose a new intervention plan inclusive of a student' developmental and cultural issues, and develop an evaluation process for determining the effectiveness of their redesign. <u>General Course Description:</u> Students with Disabilities Participants apply positive behavioral intervention and supports.	10 hours	Teacher candidates observe a classroom with students requiring behavioral support to complete a course assignment. No formal practicum accompanies this class. Clinical instructor provides the venue for class-based observation, and answers questions about students' behavioral, social and emotional strengths/needs.
SPED 505: Oral & Written Language— Classroom Intervention	Observation	During the Oral Language Project, graduate candidates observe a student with a language disability in an urban culturally diverse classroom setting to identify the effect of language difficulties on classroom performance (social, academic, behavioral).	10 hours	Teacher candidates observe a classroom with students with language needs. To complete a course assignment. No formal practicum accompanies this class.

<i>Spring</i>		<u>General Course Description:</u> The methods, techniques, and materials designed to help remediate oral and written language disorders in elementary and secondary school children with mild/moderate disabilities are studied.		Clinical instructor provides the venue for class-based observation, and answers questions about students' communication strengths/needs.
SPED 518: Reading Instruction for Students with Disabilities <i>Spring</i>	Observation	Graduate candidates select, adapt, implement, and assess reading methods and materials for elementary through secondary level students with mild/moderate disabilities when completing the Word Identification Project. <u>General Course Description:</u> Teacher candidates select, adapt, implement, and assess reading methods and materials for elementary through secondary level students with mild/moderate disabilities.	10 hours	Teacher candidates observe a classroom with students with reading challenges to complete a course assignment. No formal practicum accompanies this class. Clinical instructor provides the venue for class-based observation, and answers questions about students' reading strengths/needs.
SPED 648: Interpreting & Developing Research in Special Education <i>Fall</i>	Observation	For the Research Project, graduate candidates are responsible for synthesizing class content with an identified student need in their classroom. This includes identifying a research problem/need, conducting a literature review, identifying appropriate research methods, designing the research study, implementing study procedures, reviewing results, and making recommendations based on findings. <u>General Course Description:</u> Emphasis is on research and evaluation studies and design as they relate to methodology in various special education programs. This course assists the teacher candidate in the formulation of an original research and evaluation project.	5 hours	Teacher candidates observe a classroom with students with special learning needs to complete a course assignment. No formal practicum accompanies this class. Clinical instructor provides the venue for class-based observation, research, and answers questions about students'/classes' strengths/needs in light of research questions.