

AEDX 415P
Practicum in Methods and Materials for
Teaching People with Intellectual Disabilities

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Fall, 2008

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I. Descriptive Information

A. *Practicum in Methods & Materials for Teaching People with Intellectual Disabilities* (AEDX 415P) is a supervised clinical experience in a special education classroom. Observation and participation in a classroom setting are required regarding the application of methods and materials for people with mental retardation.

B. USCA School of Education Conceptual Framework: The objectives of this course are designed to facilitate the candidate's development as a Dynamic Educator. This course will focus specifically on the development of the Dynamic Educator as an Instructor and Professional.

II. Course Goals and Objectives

A. General Goals

The goal of this course is to provide directed clinical observations in intellectual disabilities that allow candidates to study and reflect upon the curricula and environment in which they are developed and implemented, develop short-term and long-term planning skills, and demonstrate an understanding of various methods and materials used to educate students with mental retardation. This practicum builds on the experiences in previous practicum experiences by providing candidates the opportunity to become more actively involved in classroom instruction through assisting the classroom teacher and teaching a minimum of two lessons. Course content is correlated with the co-requisite course, AEDX 415.

B. Instructional Objectives

Each candidate will:

1. Observe, critique, and reflect upon instruction in a special education class.
2. Demonstrate an understanding of aspects of the South Carolina curricula, including scope and sequence.
3. Plan, implement, and evaluate two lesson plans, using a variety of formats.
4. Plan and teach a lesson that focuses on character development.

5. Describe the curricula as they relate to the SC Standards, classroom management, teaching strategies, students' IEPs, and non-instructional activities.
6. Demonstrate the use of an instructional material developed by the candidate.
7. Demonstrate the use of assistive technology.
8. Demonstrate the use of various assessment strategies.
9. Discuss activities and techniques that teach independent learning and decision-making skills in learners.
10. Discuss stereotyping in curriculum materials and the ability to instruct appropriately when responding to this issue.
11. Discuss activities and techniques that will build the self-esteem of learners.
12. Discuss differing economic, social, racial, ethnic, and religious groups and the implications of addressing them.
13. Discuss learning styles as they apply to teaching.
14. Consistently demonstrate professional attitudes and behaviors.

III. Course Readings

There are no required texts in this course. Candidates should access an on-line copy of the ADEPT Manual and the various South Carolina Standards for the grade(s) they are teaching.

Additional text, audio files, and article readings may be assigned at the Instructor's option. Candidates will be expected to read and understand these materials and be able to discuss them in class. If materials are added via Blackboard, candidates will be notified during class or via email.

IV. Instructional Procedures

The primary format of instruction for this course will be the observation and participation in the assigned clinical setting. While there may be class sessions that may include the use of lecture, small and large group discussion and activity groups, and technology, the focus of this course will be on the candidates' successful experience in their placements.

V. Course Requirements

A. Administrative Requirements

1. It is the responsibility of all members of the USCA academic community to promote, maintain, and enforce academic honesty as noted in the Academic Code of Conduct published in the USCA Student Handbook. Candidates have the right to expect that the provisions of this Code will be enforced and it will be done. The following statement (as shown below) must be included with each and every assignment on the assignment's cover sheet.

On my honor as a University of South Carolina Aiken student, I have completed my work according to the principle of academic integrity. I

have neither given nor received any unauthorized aid on the assignment/examination.

Signature _____ Date _____

If an assignment is electronically submitted, a typed signature will be accepted in lieu of a handwritten signature.

2. If a candidate has a physical, psychological, and/or learning disability which might affect performance in this class, please contact the Office of Disability Services, 126A B & E, (803) 641-3609, as soon as possible. The Disability Services Office will determine appropriate accommodations based on medical documentation. Also, please see me during the first week of the semester.

3. Our time together is very important to the achievement of our class goals. Punctual attendance at all class sessions is expected. Absence from a class does not alter any student responsibilities.

It is also the candidate's responsibility to get a copy of anything distributed during class and to learn the material covered during the class. It is suggested candidates exchange contact information with other students in the class at the beginning of the term.

Similarly, a pattern of tardy arrival and/or leaving class early is not acceptable and will result in a lowered grade. Being ten or more minutes late or leaving class ten or more minutes early is disruptive to the class. Any combination of two such instances will count as an absence.

4. Candidates must be familiar with how to access your USCA email . It is his/her responsibility to check email on a regular basis.

B. Required Activities

1. Engagement Observations Papers	10% (5% each)
2. Lesson Plans	40% (20% each)
3. Reflections	20% (10% each)
3. Notebook	30%
4. Practicum Participation (25 hours)	Acceptable or Target
5. Professionalism	Acceptable or Target
6. Clinical Dispositions Evaluation	Acceptable or Target

VI. Evaluation & Grading Scale

It is the intention of this class that every student be successful. Since individual grades are not computed on a curve, it is possible for every student in the class to earn an A.

A. Incompletes

This course is designed so that candidates can successfully meet their responsibilities within this semester. However, incompletes may be granted at the discretion of the instructor but only in very rare and exceptional cases under

extenuating circumstances beyond the student's control. It is the student's responsibility to provide proof that they were not able to complete the required work for the course due to special circumstances. Prior arrangements must be made with the Instructor for such a grade to be assigned and the appropriate form submitted. Review USCA policy for additional information.

B. Extra Credit

The class is designed so that all students can be successful. Under these circumstances, extra credit is not needed.

C. Evaluation and Grading Scale

If you have any questions or concerns about the grading process or your progress in particular, I encourage you to come and see me. Grades will be posted on Blackboard for you to view.

A	(93 - 100%)
B+	(90 - 92%)
B	(83 - 89%)
C+	(79 - 82%)
C	(70 - 78%)
D+	(66 - 69%)
D	(60 - 65%)
F	(59% and below)

VII. Other Requirements

A. Assignments

Assignments are an integral part of the learning process. They are due at noon on the date posted. Late assignments, unless arrangements have been made before the beginning of class, will result in a lowered grade. It is recommended that candidates not try to complete assignments at the last minute since computer and printer problems will not be an acceptable excuse for not turning in an assignment on time. Late assignments will result in point deductions.

Unless assigned by the instructor, computers are not to be turned on during class. All cell phones and other devices are to be on non-audio during class and during your practicum.

B. Written Work and Research

1. The Publication Manual of the American Psychological Association (5th ed.) is the style guide to be used in this course. All assignments submitted must adhere to the requirements set forth in this manual. All assignments must have a title page (with Honor Code) and be double-spaced with 1" to 1.5" margins on all four sides. If appropriate, assignments are to have a Reference page. Copies of the APA Manual are available in the USCA library. Information on the APA format also may be accessed through the Internet at several sites, including:

<http://www.wisc.edu/writetest/Handbook/DocAPAFormatting.html>
<http://www.crk.umn.edu/library/links/apa5th.htm>.

Failure to adhere to APA format will result in a reduction in the number of points awarded for the assignment.

2. Candidates are encouraged to use all appropriate sources (e.g., books, audio and videotapes, interviews, lectures, and articles) as references. In every paper that includes outside sources, documentation of references is necessary to give value to the originality of the candidate's own contribution to the assignment and to avoid charges of plagiarism. Also, an explanation of how the candidate determined credibility of the references used will be included with each assignment.

3. Plagiarism occurs when a writer takes any other person's ideas and/or language and uses the materials as his own without proper acknowledgment through some form of referencing. Plagiarism may be the result of carelessness, ignorance, or premeditation, but any form of it in any assignment is inappropriate. Papers that contain plagiarized material will result in the student receiving a failing grade on the assignment and a disciplinary report being sent to the appropriate administrative officer. The following are some types of plagiarism:

- a. Word by word copying without an appropriate citation and/or without using quotation marks.
- b. Copying numerous words or phrases without an appropriate citation and/or without using quotation marks.
- c. Copying an occasional key word or phrase without an appropriate citation and/ or without using quotation marks
- d. Paraphrasing without an appropriate citation.
- e. Taking another's idea(s) without acknowledging the source.

4. No paper, project, or assignment may be submitted to fulfill the requirements of more than one course. Failure to adhere to this policy will result in disciplinary action being taken. If you have any question at all regarding this Policy on Written Work and Research, contact the Instructor immediately.

C. Assignment Descriptions

The following are short descriptions of assignments and assessments for the semester. More specific information and explanations will be distributed in class or sent via email.

Engagement Observations Paper

Candidates will conduct six one-minute engagement observations each on two students (for a total of twelve) and write a report and reflection for each student based on these observations. Observations for each student must occur on a different day i.e., on six different days). Candidates are to turn in the observation sheets with their papers.

Lesson Plans

Candidates will develop and teach two lesson plans, one of which must focus on character education (EEDA standards). At least one lesson plan must include the use of technology. Candidates will videotape themselves giving one of the lessons. Candidates will complete a self-evaluation for both lessons.

Both lesson plans must be approved by the Cooperating Teacher and the University Supervisor a minimum of one week prior to being taught. If a candidate does not receive an email from the University Supervisor specifically stating that he/she is approved to teach the lesson, he/she is not yet approved and may not yet teach the lesson.

Reflections

For each lesson plan taught, candidates will write a 2-3 page reflection of the experience. Instructions and a scoring rubric will be provided in class.

Notebook:

Candidates must keep a daily journal of their experience in the classroom. The first section (each section is to be labeled separately) is a 2 – 3 paragraph account of what was observed in the classroom, including student behavior and learning as well as teacher instruction and strategies. The second section is to be a short (1-2 paragraph) reflection on the experience. Candidates are encouraged to reflect on the experience, its meaning to them, and how they might have acted/taught had they been the teacher.

The following information is to be maintained in a notebook in the following order:

1. cover page with Honor Code
2. class schedule, including times, subject(s) grade(s), number of students, disabilities and diversities represented among the students, using only first names;
3. a description of the physical setup of the classroom, including seating arrangements;
4. a daily journal
5. an ongoing discussion on types of teaching techniques employed by the teacher and their match with the content;
6. an ongoing discussion on the techniques used in the classroom intended to individualize implementation of the curriculum or to address student differences;
7. a chart/table of classroom management techniques along with explanatory text;
8. a chart/table of techniques used for handling non-instructional tasks or activities along with explanatory text;
9. an ongoing discussion on the evidence of ADEPT training in the instruction and delivery of content;
10. any other information deemed valuable by the candidate **or** Cooperating Teacher; and
11. a final reflection of the overall experience.

Practicum Participation

Candidates are expected to complete a minimum of 25 hours in a special education classroom. The expectation is that these hours will be scheduled over an approximate 10- to 12-week period. Candidates must submit their schedules to the University Supervisor. To receive credit in the course, all 25 hours must be completed and document. The University Supervisor will provide a time sheet for each candidate. At the end of each observation period, the candidate is to record the date, starting time, finishing time, and total time of the visit. Both the candidate the Cooperating Teacher must initial the time sheet **each time** to verify each classroom visit. A 'backup' copy of the time sheet is recommended. An accurate time sheet must be submitted to receive credit in this course. During each visit to your class, in addition to observing, candidates should assist the teacher whenever possible and as requested. All activities should take place within the classroom under the direct supervision of the teacher. Examples of assistance candidates might provide are working with individual students or small groups of students, grading quizzes, or participating in class discussions where appropriate.

Professionalism

Candidates are expected to demonstrate those characteristics typically associated with professional educators. This includes everything from appropriate dress to checking into the school office to interpersonal communication. Use the evaluation form filled out by the Cooperating Teacher as a guide. In addition, remember to schedule visits with the teacher in advance. Be on time, prior to the start of class. Notify the teacher as soon as possible if you are going to be late or will miss a scheduled observation. At no time are your observations to be discussed with anyone outside of the context of this course. Be aware of your surroundings and do not discuss the students with anyone other than your Cooperating Teacher or University Supervisor while on site. When discussing your experiences within the context of our class, do not make any comments that would result in the identification of particular students or teachers. You must receive a rating of either "Acceptable" or "Target" to pass this course.

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The first class meeting will be in B&E 130. For the remainder of the semester, unless where specifically noted on the schedule below, you will spend your time at the practicum site. All assignments must be completed on time. Because of the time constraints of the semester, no time extensions can be given.

***Tentative Class Schedule**

<u>Date</u>	<u>Topic/Assignments</u>
8-22	<u>Class meeting:</u> Introductions, Expectations, & Explanations
9-5	Candidate's schedule Teacher and school contact information
9-12	<u>Class meeting:</u> lesson plans, self-evaluation, & reflections Due: A class schedule table that includes times & subject(s) A table giving students' ages, grades, disabilities, and diversities (do not use students' real names)
9-17	Lesson Plan #1 due Engagement Observations Papers due Notebook check
10-3	Lesson plan #2 due
10-31	ADEPT self-evaluation of videotaped lesson plan #1 Lesson plan #1 Reflection
11-14	ADEPT self-evaluation of videotaped lesson plan #2 Lesson plan #2 Reflection
12-2	Notebook
12-5	Time Sheet Dispositions Form

*The schedule may change at the instructor's discretion.

