 **Department of Exceptional Student Education**

**College of Education**

**Florida Atlantic University**

**Instructor:** **Office**:

**Phone:** **E-mail**:

**Office Hours**: **Class Day/Time:**

Course Number: EEX 4842 (1 – 3 Credits)

**Course Title:** **Practicum I: Students with Moderate / Severe Disabilities**

**Catalog Description**

An in-depth supervised field experience. The student will spend a minimum of 6 to 9 hours per week over a 3-day period in an educational setting. *Grading: S/U*

**Overview of the Course**

Practicum I: Students with Moderate / Severe Disabilities is designed to give pre-service exceptional education students the opportunity to practice basic teaching skills under the supervision of a cooperating teacher and a university supervisor. During this experience, the students will practice and ultimately be evaluated on their ability to demonstrate beginning level instructional practices in a setting for students with moderate to severe disabilities. Practicum I students will rely on their university instructors (EEX 4472 and EEX 4601), cooperating teacher, and university supervisor for guidance in decision making. **Students are expected to be at the assigned placement a minimum of three days a week for a minimum of 6 to 9 instructional hours per week.**

**PREREQUISITES**

EEX 2091 (or EEX 2010), EEX 4050, EEX 4101, EEX 4250, EEX 4221, programmed major.

**COREQUISITE**

EEX 4472 & EEX 4601

COURSE CONNECTION TO CONCEPTUAL FRAMEWORK:

As a reflective decision-maker the student will make informed decisions, exhibit ethical behavior, and provide evidence of being a capable professional by implementing an ecological assessment and developing an appropriate instructional plan based on the data from the assessment.

MATERIALS

**Required Text**:

Department of Exceptional Student Education Undergraduate Practicum I Handbook.

TECHNOLOGY

*E-mail*: Your FAU email address will be used.

*Blackboard*: This course may be web assisted through FAU Blackboard site. Some handouts, forms, handbook and resources may be available on the website. Go to the website: <http://blackboard.fau.edu> (Do not type www). Your username is the same as your FAUNet ID. Your initial password for Blackboard is your PIN (for students this is 2 zeros followed by your 2 digit DAY of birth and 2 digit YEAR of birth).

**LiveText Statement for Syllabus** (Revised Jan 2010)

Required Resources: LiveText

Students in this course are required to have an active LiveText account to track mastery of programs skills, competencies and critical assignments and to meet program and college accreditation requirements. Information regarding obtaining an account is provided on the College of Education website, <http://coe.fau.edu/livetext>.

Guidelines Used in Developing Course Objectives

* CEC International Standards for Preparation and Certification of Special Education Teachers (CEC)
* State of Florida Certification Standards for Exceptional Student Education (ESE)
* Florida Educator Accomplished Practices (EAP)
* Florida Subject Area Competencies ESOL (ESOL)

**Course Objectives**

By the end of the course, practicum students are expected to demonstrate beginning level proficiency in the following areas:

1. Formulate, implement, and evaluate educational plans for students with moderate to severe disabilities, including plans for students with limited English proficiency. (CEC cc4S3, cc7S2, cc7S6 , cc7S7, cc7S13, cc8S6) (ESE 3.1) (EAP a.2.a, a.2.d, a.2.f, a.2.h, a.3.g, a.3.h**)** (ESOL D1: S1.1, D4: S4.1, D4: S4.2)
2. Demonstrate knowledge and skills in the use of specific culturally appropriate behavioral and classroom management methods appropriate to students with moderate to severe disabilities. (CEC cc5S1, cc5S4, cc5S5, cc5S10, cc5S11, cc5S12, gc5S6) (ESE 4.3) (ESOL D1: S1.1, D2: S2.2)
3. Plan a series of sequential lessons recognizing gender, religious, ethnic, cultural, socioeconomic and racial differences that enable students with moderate to severe disabilities to master IEP objectives in the behavioral, social, emotional, affective, vocational, and/or academic areas. (CEC cc7S8, cc7S6) (ESE 3.2, 3.4, 3.5, 6.1, 6.2) **(**EAP a.2.a, a.2.d, a.2.f, a.2.h, a.3.g, a.3.h) (ESOL D1: S1.1, D4: S4.1, D4: S4.2)
4. Demonstrate direct instruction skills and the use of various levels of technology in the presentation of content as appropriate for students with moderate to severe disabilities, including culturally and linguistically diverse students. (CEC gc4S1, gc4S6) (ESE 3.2, 3.5) (EAP a.2.g, a.2.i,a.3.g) (ESOL D3: S3.3, D4: S4.2)
5. Work collaboratively with other school professionals, parents, and/or family members to facilitate student progress. (CEC cc10K4, cc10S1, cc10S9, cc10S10, cc9S8, cc7S3) (ESE 3.6) (EAP b.1.d, b.1.a, b.1.e, a.2.f, b.2) (ESOL D1: S1.1, D5: S5.2, D5: S5.3)
6. Employ effective problem-solving techniques in program implementation for culturally diverse students with moderate to severe disabilities, including those with limited English proficiency. (CEC cc10K4, cc10S9, cc10S10, cc9s11, gc5S5) (ESE 3.6) (EAP a.2.c, a.3.i, 6. a.2.f, b.2) (ESOL D5: S5.2, D5: S5.3)

**course content**

* Lesson planning and presentation
* Student assessment and ongoing evaluation
* Research based teaching practices
* Collaborative problem solving and communication
* Classroom and behavior management

COURSE REQUIREMENTS

1. CRITICAL ASSIGNMENT: Practicum 1 - Narrative Observation Feedback Summary Form:

Practicum students will be evaluated formally by the university supervisor and the cooperating teacher (for a minimum of 3 observations) working together to complete the Practicum 1 - Narrative Observation Feedback Summary (P1-NOFS). The overall ratings on the P1-NOFS indicators will be used to determine whether the student meets the expectations for the critical assignment. At the mid-term and the end of the semester, both the university supervisor and the cooperating teacher will jointly complete the P1-NOFS.

1. **CRITICAL ASSIGNMENT:** **Professional Attribute Rubric (PAR):**

As part of the mid-term and the final practicum observation by the university supervisor, the university supervisor and cooperating teacher will conduct a three way conference with the practicum student to discuss the PROFESSIONAL ATTRIBUTE RUBRIC (PAR). This conference is designed to provide the student with an evaluation of the critical professional skills not generally measured by lesson observations. The PAR should be submitted as part of the practicum paperwork. The practicum student should keep these attributes in mind throughout the semester.

*Critical Assignments and Florida Educator Accomplished Practices*

The Florida Department of Education has identified a set of Accomplished Practices that must be mastered in order to continue in the ESE Bachelor’s Degree Program**. For this course, the Educator Accomplished Practices (EAP a.2.i, a.1.a, b.1.a,b.2,) will be measured by the Practicum 1 - Narrative Observation Feedback Summary Form and the Professional Attribute Rating, which are the Critical Assignments.** Please read carefully the ESE departmental policy on Critical Assignments.

**ESE Departmental Policy on CRITICAL ASSIGNMENT(S):**

**Assessment Criteria**

A student must earn a **minimum grade of 73%** (for this course 73% or better = a grade of “S”) of the points allotted for the Critical Assignment to receive a passing grade in this course. In other words, a student cannot pass the course without successfully completing the critical assignments.

**Remediation Policy**

If a student has failed to pass the Critical Assignments (either the Practicum 1 - Narrative Observation Form or the Professional Attribute Rating) with a minimum of 73% of the possible points, the student will receive a “U in the Practicum course and will need to repeat the course. The Field Coordinator in conjunction with appropriate faculty and the student will develop a Professional Development Plan which will address the deficits and areas of concern indicated during the Practicum I. **Upon successful completion of the Professional Development Plan within the time frame specified,** the student may continue in the ESE sequence of courses. **If the Professional Development Plan is not successfully passed,** the student will not be allowed to continue in the ESE program. (See Department of Exceptional Student Education policies for directions for PDP).

1. **Practicum Notebook**

The practicum student is expected to keep a field experience notebook throughout the course of the practicum. Included in this notebook will be informational forms (schedule, contact numbers, student lists, etc), ATTENDANCE LOG, observation summaries, evaluative observation feedback, lesson plans, and instructional sequences for all direct instruction provided to students. The notebook should be kept up-to-date and must be available, at all times, for the university supervisor and cooperating teacher.

1. **Practicum Seminars**

Practicum students are expected to attend all scheduled practicum seminars and orientation in order to receive a final grade for the course. Students are expected to activate and maintain their FAU email accounts, as notification of times, dates, and location for seminars and orientation is disseminated through the MyFAU email system.

**5. Site Information Form and Observation Schedule:**

Practicum students are expected to meet with their cooperating teacher (CT) within a week after orientation. At that time the CT and practicum student will develop a practicum attendance schedule (3-4 days a week with an average of 9-10 hours per week in direct teaching contact with students). Also completed at that time is the SITE INFORMATION FORM and a copy made for the student’s University Supervisor (US). Student will complete and upload an electronic version of the SITE INFORMATION FORM at the Practicum 1 course website and send it to the Field Experience Coordinator.

Students will develop an OBSERVATION SCHEDULE that includes clinical educator and university supervisor *tentative* observations for the semester. Students will post the *draft* schedule to the Practicum 1 course website by the end of the second week of practicum. Students are reminded that they must submit all required documentation in order to receive a final grade for the course.

**Assignments Related to Block Classes**

Students enrolled in Practicum 1 are also enrolled in EEX 4472 and EEX 4601. These two classes have classroom-based assignments which are to be completed during the practicum. Specific details and due dates for each assignment will be available in the respective classes. The practicum student should provide the cooperating teacher with a copy of both EEX 4472 and EEX 4601 syllabi.

**Professional Ethics / Policies and Expectations**

ESE students, as reflective decision-makers, are expected to practice ethical behavior during class, in the university community, and while participating in field experiences. ESE students are expected to demonstrate a professional demeanor in their FAU courses including attendance, participation and responsible attention to requirements and deadlines necessary for the successful completion of the ESE program.ESE students are also expected to demonstrate a professional demeanor in field experience settings through their dress, actions, and sensitivity to the students, teachers and administrators at the host schools.

**TEACHING METHODOLOGIES**

Methods of instruction may include lectures, discussions, modeling, guided practice, group activities, cooperative learning presentations, and media presentations. Participants will acquire knowledge and skills related to teaching students with exceptionalities, including students from various cultural, religious, ethnic, socioeconomic and language backgrounds.

**ASSESSMENT PROCEDURES**

|  |  |  |
| --- | --- | --- |
| **Assignment** | **Points** | **% of Course Grade** |
| \*\*Practicum 1 - Narrative Observation Feedback Summary Form | 50 | 50% |
| \*\*Professional attribute rubric (par) | 50 | 50% |
| Practicum notebook | S/U |  |
| Practicum seminars | S/U |  |
| Site information form & observation schedule | S/U |  |
| **Total** | 100 | 100% |

\*\* Critical Assignments

**GRADING (ESE GRADING SCALE for *PRACTICUM 1*)**

Activity scores are cumulative and the grade scale represents percentage of total points earned.

S = 73% and higher U = 72% and lower

**POLICIES AND PROCEDURES**

To avoid learner confusion or disappointment, the following are assumptions and expectations for this course:

**University Attendance Policy:**

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of nonattendance. Attendance includes active involvement in all class sessions, class discussions, and class activities, as well as professional conduct in class.

Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-sponsored activities (such as athletic or scholastic team, musical and theatrical performances, and debate activities). It is the student’s responsibility to give the instructor, University Supervisor, and cooperating teacher notice prior to any anticipated absence, and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student’s final course grade as a direct result of such absence.

**Practicum Attendance Policy**

If a practicum student must be absent, s/he must follow the procedures described below:

1. The student will inform the cooperating teacher and university supervisor of the absence as far ahead of time as possible.

2. The student will make sure that the cooperating teacher has all the materials necessary to fulfill his/her teaching responsibilities in his/her absence.

3. An absence from the practicum, regardless of the reason, does not absolve the student from fulfilling all responsibilities, including meeting the minimum of 9 hours per week requirement.

4. The student must make up any time missed each week either the week before the absence or the following week.

Practicum 1 is intended to be an *intensive* school, community, or agency-based learning experience. There are many requirements and many new demands placed on the FAU student. Learning for the student takes place through observation, practice, trial and error, and collaboration. It is critical that all parties, the student, cooperating teacher, and university supervisor, work together to maximize the practicum experience. If conflicts arise during Practicum 1, any member of the team may initiate a problem solving meeting to correct a specific issue.

**POLICIES:**

1. The course carries one to three (1-3) credits. Students are expected to complete course requirements sufficient to earn these credits during the time-span of the course.

2. Students are encouraged to talk with the University Supervisor if there are concerns or problems relating to the course

3. A minimum grade of S (not U) is required to continue in sequence in the ESE Bachelor’s program.

4. All **written assignments** must follow the directions on the assignment for presentation.

5. Due dates for assignments are provided by the University Supervisor and will be enforced.

**STUDENTS WITH DISABILITIES:**

In compliance with the Americans with Disabilities Act (ADA) and FAU policy, students with disabilities who require special accommodations to properly execute course work must register with the Office for Students with Disabilities (OSD) and provide the instructor of this course with a letter from OSD which indicates the reasonable accommodations that would be appropriate for this course. OSD offices are located on Boca, Davie and Jupiter campuses. Information regarding OSD services and locations can be found on the FAU website.

**HONOR CODE:**

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty, including cheating and plagiarism, is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see <http://www.fau.edu/regulations/chapter4/4.001_Honor_Code.pdf.>

**CLASSROOM ETIQUETTE:**

In addition to being prepared for class, criteria for class participation includes: punctuality, attendance, contributing to discussions without dominating them, maintaining an attitude that is open to diverse perspectives, and treating others with respect (even when you disagree with them).

FAU policy on electronic devices states: “*In order to enhance and maintain a productive atmosphere for education, personal communication devices, such as cellular telephones and pagers, are to be disabled in class sessions*.” Cell phone use, text messaging, and using a computer for purposes other than note-taking is unacceptable during class and may result in a reduction in participation points and/or a request that you leave the class.

**BIBLIOGRAPHY**

Browder, D. M., & Spooner, F. (2006). *Teaching language arts, math, and science to students with significant cognitive disabilities.* Baltimore, MD: Paul H. Brookes Publishing Co.

Brown, L., Branston, M.B., Hamre-Nietupski, S., Pumpian, N., Certo, N., & Gruenewald, L. (1979). A strategy for developing chronological age-appropriate and functional curricular content for severely handicapped adolescents and young adults. *Journal of Special Education, 13*(1), 81-90.

Kennedy, C.H., Shukla, S., & Fryxell, D. (1997). Comparing the effects of educational placement on the social relationships of intermediate school students with severe disabilities. *Exceptional Children, 64*, 277-289.

Meyer, L.H., Peck, C.A., & Brown, L. (2005), *Critical issues in the lives of people with severe disabilities*. Baltimore, MD: Paul H. Brookes Pub.

Roe, B.D., Ross, E.P., & Smith, S. H. (2006). *Student teaching and field experiences handbook* (6th ed.). Upper Saddle River, NJ: Prentice Hall.

Rosenberg, M. J., O’Shea, L. J., & O’Shea, D. J. (2006). *Student teacher to master teacher: A practical guide for educating students with special needs* (4th ed.). Upper Saddle River, NJ: Prentice Hall.

Snell, M. E., & Brown, F. (Eds.) (2005). *Instruction of students with severe disabilities* (5th ed.). Upper Saddle River, NJ: Merrill.

Scheeler, M. C., Ruhl, K. L., & McAfee, J. K. (2004). Providing performance feedback to teachers: A review. *Teacher Education and Special Education, 27,* 396 – 407.

Taylor, S. (1988). Caught in the continuum: A critical analysis of the principle of the least restrictive environment. *Journal of the Association of Persons with Severe Handicaps, 13,* 41-53.

**APPENDIX A**

**GUIDELINES USED IN THE DEVELOPMENT OF THIS COURSE.**

The instructor has included the guidelines of knowledge and skills related to the goal and objectives of this course for beginning special education teachers. The intent is to help the student understand the direction of the course and the relevancy of the material to be learned.

***COUNCIL FOR EXCEPTIONAL CHILDREN STANDARDS (CEC)***

*What every special educator must know: Ethics, standards and guidelines for special educators (6th ed.) 2009.*  Reston, VA: CEC Publications.

1. ***Instructional Strategies***

cc4S3 Select, adapt, and use instructional strategies and materials according to

characteristics of the individual with exceptional learning needs

cc4S4 Use strategies to facilitate maintenance and generalization of skills across

learning environments

gc4S1 Use research-supported methods for academic and nonacademic instruction of

individuals with exceptional learning needs

gc4S6 Modify pace of instruction and provide organizational cues

gc4S7 Use appropriate adaptations and technology for all individuals with exceptional

learning needs

gc4S13 Identify and teach essential concepts, vocabulary and content across the general

curriculum

1. ***Learning Environments and Social Interactions***

gc5K3 Methods for ensuring individual academic success in one-to-one, small-group,

and large-group settings

cc5S1 Create a safe, equitable, positive, and supportive learning environment in which diversities are valued

cc5S3 Identify supports needed for integration into various program placements

cc5S4 Design learning environments that encourage active participation in individual and group activities

cc5S5 Modify the learning environment to manage behaviors

cc5S10 Use effective and varied behavior management strategies

cc5S11 Use the least intensive behavior management strategy consistent with the needs of the individual with exceptional learning needs

cc5S12 Design and manage daily routines

gc5S5 Use skills in problem-solving and conflict resolution

gc5S6 Establish a consistent classroom routine for individuals with exceptional

learning needs

1. ***Instructional Planning***

cc7S1 Identify and prioritize areas of the general curriculum and accommodations for individuals with exceptional learning needs

cc7S2 Develop and implement comprehensive, longitudinal individualized programs in collaboration with team members

cc7S3 Involve the individual and family in setting instructional goals and monitoring progress

cc7S5 Use task analysis

cc7S6 Sequence, implement, and evaluate individualized learning objectives

cc7S7 Integrate affective, social, and life skills with academic curricula

cc7S8 Develop and select instructional content, resources, and strategies that respond

to cultural, linguistic, and gender differences

cc7S9 Incorporate and implement instructional and assistive technology into the

educational program

cc7S10 Prepare lesson plans

cc7S11 Prepare and organize materials to implement daily lesson plans

cc7S12 Uses instructional time effectively.

cc7S13 Make responsive adjustments to instruction based on continual observations.

gc7S2 Select and use specialized instructional strategies appropriate to the abilities and

needs of the individual

1. ***Assessment***

cc8S1 Gather relevant background information

cc8S5 Interpret information from formal and informal assessments

cc8S6 Use assessment information in making eligibility, program, and placement decisions for individuals with exceptional learning needs, including those from

culturally and/or linguistically diverse backgrounds

cc8S8 Evaluate instruction and monitor progress of individuals with exceptional

learning needs

cc8S9 Create and maintain records

***9. Professional and Ethical Practice***

cc9S8 Use verbal, nonverbal, and written language effectively

cc9S9 Conduct self-evaluation of instruction

cc9S11 Reflect on one’s practice to improve instruction and guide professional growth

***10. Collaboration***

cc10K4 Culturally responsive factors that promote effective communication and

collaboration with individuals with exceptional learning needs, families, school personnel, and community members

cc10S1 Maintain confidential communication about individuals with exceptional learning needs

cc10S9 Communicate with school personnel about the characteristics and needs of

individuals with exceptional learning needs

cc10S10 Communicate effectively with families of individuals with exceptional learning

needs from diverse backgrounds

***STATE OF FLORIDA CERTIFICATION STANDARDS***

***FOR EXCEPTIONAL STUDENT EDUCATION (ESE)***

* 1. Analyze assessment information to identify a student’s environmental needs &

instructional levels, to select appropriate specialized techniques & learning

strategies, & to determine IEP content.

* 1. Select instructional practices that reflect individual learning needs & incorporate a

wide range o leaning strategies & specialized materials to crate an appropriate

instructional environment for students with disabilities

* 1. Select relevant general education & special skills curricula appropriate for a given

student’s age, instructional needs, & functional performance across settings.

* 1. Identify methods of accommodating & modifying assessment, instruction, &

materials to met individual student needs.

* 1. Identify effective methods of communication, consultation, & collaboration with

students, families, parents, guardians, administrators, general education teachers,

paraprofessionals, & other professionals as equal members of education teams.

* 1. Select appropriate instructional procedures for teaching adaptive life skills based on

observations, ecological assessments, family interviews, & other student

information.

* 1. Identify methods for evaluating & documenting student progress in acquiring,

generalizing, & maintaining skills related to interpersonal interactions &

participation in activities across settings.

***FLORIDA EDUCATOR ACCOMPLISHED PRACTICES 2010***

1. Quality of Instruction

2. The Learning Environment

a. Organizes, allocates, and manages the resources of time, space, and attention

d. Respects students' cultural, linguistic, and family background

f. Maintains a climate of openness, inquiry, fairness, and support;

h. Adapts the learning environment to accommodate the differing needs and diversity of students;

3. Instructional Delivery and Facilitation. The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:

g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding

g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding

1. Continuous Improvement, Responsibility, and Ethics
2. Continuous Professional Improvement. The effective educator consistently:
3. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;

d. Engages in targeted professional growth opportunities and reflective practices, and

e. Implements knowledge and skills learned in professional development in the teaching and learning process.

***FLORIDA STANDARDS FOR ESOL ENDORSEMENT 2010***

Domain 1: Culture (Cross-Cultural Communications)

D1: S1.1: Culture as a Factor in ELLs’ Learning Teachers will know and apply understanding of theories related to the effect of culture in language learning and school achievement for ELLs from diverse backgrounds. Teachers will identify and understand the nature and role of culture, cultural groups, and individual cultural identities.

Domain 2: Language and Literacy (Applied Linguistics)

D2: S2.2: Language Acquisition and Development Teachers will understand and apply theories and research on second language acquisition and development to support ELLs’ learning.

Domain 3: Methods of Teaching English to Speakers of Other Languages (ESOL)

D3: S3.3: Effective Use of Resources and Technologies Teachers will be familiar with and be able to select, adapt and use a wide range of standards-based materials, resources, and technologies.

Domain 4: ESOL Curriculum and Materials Development

D4: S4.1: Planning for Standards-Based Instruction of ELLs Teachers will know, understand, and apply concepts, research, best practices, and evidenced-based strategies to plan classroom instruction in a supportive learning environment for ELLs. The teacher will plan for multilevel classrooms with learners from diverse backgrounds using a standards-based ESOL curriculum.

D4: S4.2: Instructional Resources and Technology Teachers will know, select, and adapt a wide range of standards-based materials, resources, and technologies.

Domain 5: Assessment (ESOL Testing and Evaluation)

D5: S5.2: Language Proficiency Assessment Teachers will appropriately use and interpret a variety of language proficiency assessment instruments to meet district, state, and federal guidelines, and to inform their instruction. Teachers will understand their uses for identification, placement, and demonstration of language growth of ELLs from diverse backgrounds and at varying English proficiency levels. Teachers will articulate the appropriateness of ELL assessments to stakeholders.

D5: S5.3: Classroom-Based Assessment for ELLs Teachers will identify, develop, and use a variety of standards- and performance-based, formative and summative assessment tools and techniques to inform instruction and assess student learning. Teachers will understand their uses for identification, placement, and demonstration of language growth of ELLs from diverse backgrounds and at varying English proficiency levels. Teachers will articulate the appropriateness of ELL assessments to stakeholders.

**EEX 4842**

**Rubric for Critical Assignment 1**

*Formal Observation / Final Evaluation Summary*

Course Name: *Practicum I: Students with Moderate / Severe Disabilities*

Florida Educator Accomplished Practice: 2, 5, 12 Indicator: 2.1, 5.1, 12.2

**Description: Formal Observation:** Each student will be observed formally by both the University Supervisor and the Cooperating Teacher throughout the semester. The observations include both verbal and written feedback (Practicum 1 - Narrative Observation Form) regarding the student’s progress in planning and teaching a lesson, as well as the student’s ability to communicate instructional expectations in a positive and supportive manner appropriate to the functioning level of students with moderate to severe disabilities. The observer will synthesize the information on the Practicum 1 - Narrative Observation Feedback Summary Form.

|  |  |
| --- | --- |
| Student: | Date Completed: |
| Evaluator(s):  US:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  CT:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | School: |

***DIRECTIONS:***The purpose of this form is to provide the Department of Exceptional Student Education with a summary of the student’s overall communication and teaching proficiency. Please circle one of the following: “Exceeds Expectations,” “Meets Expectations,” or “Does Not Meet Expectations,” which will be used to indicate student’s final grade on this Critical Assignment.

|  |  |  |
| --- | --- | --- |
| **Exceeds**  **Expectations**  **“E”** | **Meets**  **Expectations**  **“M”** | **Does Not Meet**  **Expectations**  **“U”** |
| Majority of scores are 5’s & 4’s on final observations or evidence of continuous improvement; no 1s or 2s. | Majority of scores are 3’s on final observations or evidence of continuous improvement; no 1s or 2s. | Scores are 1’s & 2’s on observations;  no evidence of continuous improvement. |  |

*Please see PRACTICUM 1 - NARRATIVE OBSERVATION FEEDBACK SUMMARY FORM – Final Evaluation for detailed results of student performance on indicators of teaching proficiency/EAP 2-Communication, EAP 5-Diversity, EAP 12- Technology*

**CA DATABASE**

Student:

Final CA Score: E M D

Date entered:

Initials:

**EEX 4842**

**Rubric for Critical Assignment 2**

***Professional Attribute Rating Scale (PAR) / Final Evaluation Summary***

Course Name: *Practicum I: Students with Moderate / Severe Disabilities*

**Florida Educator Accomplished Practice:** 3, 6 **Indicator:** 3.2, 6.2

**Description:** The Cooperating Teacher and University Supervisor discuss and rate (using the PAR) the student’s demonstration of critical professional skills not generally measured by lesson observations. These skills include such areas as judgment, tack, reliability, dependability, collegiality, professional development, ethical behavior, and independence.

|  |  |
| --- | --- |
| Student: | Date Completed: |
| Evaluator(s):  US:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  CT:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | School: |

***DIRECTIONS:***The purpose of this form is to provide the Department of Exceptional Student Education with a summary of the student’s overall professional development and behavior. Please circle one of the following: “Exceeds Expectations,” “Meets Expectations,” or “Does Not Meet Expectations,” which will be used to indicate student’s final grade on this Critical Assignment.

|  |  |  |
| --- | --- | --- |
| **Exceeds**  **Expectations**  **“E”** | **Meets**  **Expectations**  **“M”** | **Does Not Meet**  **Expectations**  **“U”** |
| Majority of scores for descriptor areas are 3s.  No 1s or 2s. | Majority of scores for descriptor areas are 2s.  No 1s. | A score of 1 in any professional attribute areas on final scores. |  |

*Please see PROFESSIONAL ATTRIBUTE RUBRIC – Final Evaluation for detailed results of student performance on indicators of professional development/EAP 3-Continuous Improvement, EAP 6-Ethics & Professionalism.*

**CA DATABASE**

Student:

Final CA Score: E M D

Date entered:

Initials: