Seminar Dates: September 3 – December 10    10:30 – 12:00
Room #: Room 3236 Benjamin Bldg.
Office Hours: By Appointment; Faculty Mailboxes located Rm. 1308 Benjamin Bldg.
Field Placement: Start by September 21 or September 28 – December 10

Seminar Instructor: Anne Butler
anneb@umd.edu
OFFICE: (301) 405-7914
CELL: (301) 938-3168

Seminar Supervisors:
Dr. Paul Livelli
plivelli@sheppardpratt.org
Dr. Betsy Halloran Tornquist
halloran@umd.edu
OFFICE: (301) 405-0991

COURSE DESCRIPTION: EDSP 402 is a three morning a week field placement with a regularly scheduled seminar. This course is taken in conjunction with courses in the first semester of the severe specialty area. For the field experience, placements will be arranged in public schools with classrooms or programs for students with moderate to severe disabilities. Opportunities will be provided to observe and participate in "hands-on" experiences under the guidance of the classroom (Mentor) teacher. The purpose is to provide Teacher Candidates (TC) with applied classroom experience.

Handbook for Mentor Teachers and Teacher Candidates Field Placement III: Special Education Age-Based Practicum – Semester I (Fall 2010) The Department of Special Education has put the Handbook for EDSP 452/402 on our website. Please visit the website as soon as possible after receiving this information.
Go to: http://www.education.umd.edu/EDSP/
Click on "Course Syllabi for Fall 2010". Next to the syllabus for EDSP 402 is a link to your handbook. Please print a copy of the handbook, as well as the appendices listed. Your supervisor will bring a copy of the handbook for your MT.

Academic Integrity: The University of Maryland has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. For more information on the Code of Academic Integrity or the Student Honor Council, visit www.shc.umd.edu which defines the following terms:

ACADEMIC DISHONESTY: any of the following acts, when committed by a student, shall constitute academic dishonesty:
EDSP 402: Fall 2010
Special Education Field Placement and Seminar for Severe Certification

(a) CHEATING: intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
(b) FABRICATION: intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
(c) FACILITATING ACADEMIC DISHONESTY: intentionally or knowingly helping or attempting to help another to violate any provision of this Code.
(d) PLAGIARISM: intentionally or knowingly representing the words or ideas of another as one’s own in any academic exercise.

University Honor Code: The Student Honor Council proposed and the University Senate approved an Honor Pledge. The University of Maryland Honor Pledge reads, “I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination.” This pledge statement should be handwritten and signed on the front cover of your placement notebook in which all assignments for this course will be kept.

ACADEMIC ACCOMMODATIONS: If you have a documented disability and wish to discuss academic accommodations, contact instructor at the beginning of the semester. For information on accommodations see www.counseling.umd.edu/DSS For all: help in study skills, time management, writing, etc. is available at the Learning Assistance Service (LAS), a division of the Counseling Center. Location is: Suite 3125 in the South Campus Dining Hall. (301) 314-7651.

Assistance for Students in Distress: If you feel you are encountering problems that hamper your academic performance or life on campus, you may wish to call the Counseling Center 301-314-7651 for resources or referrals. The Counseling Center is located on the 4th floor of Susquehanna Hall.

RELIGIOUS OBSERVANCES: Students will not be penalized because of religious observances, and shall be given opportunity to make up within a reasonable time any academic or practicum assignment missed due to individual participation in religious observance.

College of Education Technical Standards/Foundational Competencies: The College of Education Technical Standards/Foundation Competencies Policy was adopted in May 2004 and specifies the professional criteria expected of all Teacher Candidates in the College. Performance that meets Technical Standards/Foundation Competencies is expected across all professional settings, including university-based coursework and field placements. If concerns arise in any professional setting, a referral will be made to the Teacher Candidate’s advisor. Each Teacher Candidate and University Supervisor will complete the Technical Standards/Foundation Competencies evaluation at the end of each field placement experience. Additional Technical Standards/Foundation Competencies evaluation forms may be completed if concerns arise in any professional setting. These evaluations will be reviewed along with candidates’ performance across all program requirements and coursework. Continuation in the EDSP teacher certification program depends on both satisfactory completion of all coursework and satisfactory ratings on the Technical Standards/Foundation Competencies. (08/24/07)

Live Text: LiveText is an electronic portfolio and Accreditation Management System that is required for all students enrolled in the teacher preparation programs in the College of Education. LiveText accounts can be purchased at the University Book Center; see EDUC-EDUC in the Book Center course listings. In the bookstore, it is listed as FALL 2010 › EDUC › EDUC › ALL. An active subscription to LiveText is a requirement for this class and for other courses that comprise your professional education program. LiveText is a one-time purchase that lasts the duration of your time at the College of Education and one year following program completion (up to a period of five years), so if your account is active, you do not need to re-purchase the software.

Physical Restraint and Seclusion: Teacher Candidates are not permitted to implement physical restraint and seclusion procedures, or to participate in school system training on the use of physical restraint and seclusion procedures. We urge Teacher Candidates to become thoroughly familiar with the ethical responsibilities involved in dealing with these issues. Please refer to the Council for Exceptional Children's Policy on Physical Restraint and Seclusion Procedures in School Settings (adopted September 2009) which is located at the following link. After clicking on the link scroll to the final paragraph and click on "'click here' for CEC's formal policy...":

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Toileting Procedures: If toileting procedures are implemented at your placement site please review the protocols with your University Supervisor as soon as possible after the start of the placement.

ABBREVIATIONS
S=Supervisor
MT=Mentor Teacher
TC=Teacher Candidate
FPBA=Field Performance Based Assessment
PBSP= Positive Behavior Support Plan

EXPECTED OUTCOMES FOR EDSP 402

Expected outcomes are based on skills in the Council for Exceptional Children (CEC) Performance-Based Standards for Beginning Teachers. CEC website is http://www.cec.sped.org/ps/perf_based_stds/standards.html

Standard: TC will demonstrate professional and ethical practices through work habits, reflection and specific professional practices. *

Standard: TC will demonstrate collaboration through specific collaborative practices and interpersonal communication. *

Standard: TC will demonstrate individual learning differences through planning for diversity and use of individual approaches. *

Standard: TC will demonstrate characteristics of learners through differentiation of instruction.

Standard: TC will demonstrate learning environments and social interactions through establishment of classroom climate, use of positive behavior supports, and social skills development. *

Standard: TC will demonstrate assessment through evaluation of instruction and its’ application. *

Standard: TC will demonstrate instructional planning through preparing lessons, linking lessons to curriculum and content, and including specified lesson components. *

Standard: TC will demonstrate instructional strategies through use of appropriate instructional methods. *

*See Field Performance Based Assessment for specific competencies.
COURSE REQUIREMENTS

Placement
You are required to arrive on time and be actively involved in the classroom according to “PLACEMENT SCHEDULE GUIDELINES” in syllabus. If you must be absent, you are required to contact S and MT immediately. Absences must be made up. Failure to complete all required days in placement may result in a failing grade. Keep attendance sheet and once completed, have MT sign or initial; give to S at final seminar.

Seminar
You are expected to attend and participate in seminars and to be on time. Lateness will be recorded; repeated lateness may result in a lowered grade. Note that seminar may be canceled if weather is inclement, even if UM holds classes. Your instructor will contact you, but if in doubt, call your I.

Observations
By mentor teacher: You will be observed at least three times during the semester by MT, at dates and times to be mutually determined. MT’s are asked to provide written feedback, which should be discussed with you. Feedback should be kept with the lesson plan in the notebook and dated and initialed by MT when discussed. You and MT should meet regularly (ideally weekly) for conferences, also mutually determined. It is your responsibility to make certain that observations and conferences occur and that you and MT complete Field Performance Based Assessment (FPBA) before meeting with S for midpoint and final conference.

By supervisor: S will make three observations (initial, midpoint, and final). Following observations, S will conduct a three-way conference with TC and MT, time permitting. The initial visit is an observation and conference only. At midpoint and final observation, the FPBA will also be completed.

Evaluations
You and your MT each complete a midpoint and final FPBA that reflects your performance in placement. You are expected to be an active participant in evaluation process, and discuss your self assessment and MT assessment with your MT prior to the supervisor’s midpoint observation and conference. S will discuss completed FPBA with you and MT at the midpoint and final conferences. All three signatures are required. Points are given on both FPBA’s, but only points on the final FPBA are used to calculate your grade. Keep completed FPBA’s in a separate section of your Practicum Notebook.

Grading
You may earn a maximum of 60 points for EDSP 402. Your final points are determined by totaling final FPBA (maximum=40 points) and seminar assignments (maximum=20 points). You will be given a letter grade breakdown, which corresponds to the points. (See “GRADING” for the breakdown). Note that UM has implemented a plus-minus grading system, which started Fall 2001. There is no automatic “rounding up” of points for grades ending in “.5.” All assignments are due on the dates specified in the syllabus, and must be completed accurately and professionally to receive full credit. Late assignments will receive a grade of 0 (zero) unless prior arrangements have been approved by the supervisor. Unexcused late assignments will be reviewed and feedback will be given. A pattern of late and/or incomplete assignments will also be reflected on the FPBA and the Technical Standards/Foundational Competencies evaluations.

Seminar assignments
Seminar assignments worth a total of 20 points are detailed in “SEMINAR ASSIGNMENTS” in syllabus. All assignments are to be typed and double spaced (unless otherwise noted), and presented in a professional manner, with attention to content, organization, style, clarity, spelling, grammar, and neatness. All assignments must be turned in on time. Any exceptions, due to emergencies, must be arranged with the instructor and supervisor prior to the due date on the assignment. If permission has been given to leave the assignment in S mailbox, it will be considered late unless it is in the mailbox BEFORE seminar begins on the Friday morning of its due date. Unexcused late assignments will be reviewed for feedback, but points will not be awarded. All assignments must be completed to receive a passing grade. Missing or incomplete assignments may necessitate an extension of the placement to demonstrate mastery.

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SEMINAR ASSIGNMENTS

#1 Pre-Professional Resume  Bring 2 copies (for S and MT) to orientation meeting. One copy should be given to and reviewed with your MT and one should be shown to your S and placed in your notebook. This assignment is worth 1 point.

The purpose of this assignment is to serve as the beginning of your professional resume, as well as to provide the mentor teacher with information about you. It should be typed with care and attention given to the visual presentation and content. Keep the original; you may want to add to this to develop a resume. Include the following:

- Name, address and phone
- Education courses that you have completed with brief content description
- Education courses in which you are currently enrolled, with brief content description
- Previous school placements, including type of school, level or grade, frequency of observation/participation, and dates of experiences
- Volunteer or work experiences with children and youth, including description of the location, duties, student population and dates
- Particular strengths or talents you bring to this placement, i.e. second language, musical/artistic talents, technology skills
- State your goals for this semester. What do you expect to accomplish? Discuss experiences you would like to have and/or areas you would like to improve.
- List of field based assignments and due dates – It is crucial that you review these with your mentor teacher at the outset of your placement.

#2 Letter to Parents

You are expected to write a letter to the parents of the class introducing yourself and explaining that you are a Teacher Candidate at the University of Maryland and will be working with the students and their teacher for the semester. The letter should be approved by your MT and sent home during the first week of your placement. Ask your MT to advise you about getting this letter approved by the administrator, as well. Please bring the letter to the orientation so it can be approved by your supervisor. This assignment is worth 1 point.

#3 Positive Behavior Support Plan

The plan is worth 3 points.

Follow guidelines from Positive Behavior Support Seminars on 9/24 and 10/1.

The plan DOES NOT need to be implemented this semester. However, it must be complete in order to receive the 3 points.

- Identification of student strengths.
- Identify and define one target behavior (behavior of concern).
- Identify patterns when the behavior does / does not occur by gathering data.
- Identify the communicative function of the behavior by completing the Motivation Assessment Scale (MAS). You and two other people (MT, Para.) should complete the MAS.
- List at least three initial supports that could be put in place.
- Develop a response plan for when the behavior of concern occurs and articulate those steps using if/then statements beginning with the least intrusive support gradually increasing to a more intrusive support.
#4 Placement Notebook DUE DATE: Reviewed at each formal supervisor observation / bring to each seminar/ COMPLETED NOTEBOOK DUE AT FINAL OBSERVATION

A Note on lesson plans: Written plans are intended to help teacher candidates develop and improve the central responsibility of teachers: to deliver meaningful, well-designed, engaging, individualized, efficient instruction. This is where the science and art of good teaching come to life. In this placement, teacher candidates are just beginning to practice and apply this skill in special education settings. Carefully written lesson plans help the teacher candidate develop and improve essential instructional skills. Written lesson plans allow university supervisors to assess the teacher candidate’s ability to analyze instruction and intervene appropriately with students.

a. Formal Lesson plans: Minimum of 8 formal written lesson plans and 1 lead teaching plan - all formal lesson plans will be typed and include all sections. The data collection format is designed in advance, and the critique and evaluation sections are completed after the lesson is taught. All lessons you teach should have a written plan (not necessarily typed, but professionally written and legible) included in your notebook. All lesson plan drafts should be submitted to the mentor teacher 2 days in advance for feedback/approval. * You may substitute the Individual Student Support Plan for the UM Lesson Plan Format, if appropriate. Examples of when the Individual Student Support Plan is applicable include support of a student participating in general education, support of a student during a community outing, or support of a student during a work related activity. Formats for both the UM Lesson Plan Format and the Individual Student Support Plan are in the syllabus forms appendix.

1 lesson plan - observe your MT and write a lesson plan based on your observation of his/her instruction
3 lesson plans - when your supervisor comes for formal observations provide 2 copies of the plan for your supervisor. One you'll get back (initialled/comments) one the supervisor will keep. Please give your supervisor the evaluation and critique by email the evening of your observation.
3 lesson plans - when your mentor teacher does formal observations of you. These should be initialed with comments as needed from the mentor teacher.
1 lesson plan - observe a general educator and write a lesson plan based on your observation of his/her instruction. You may observe a teacher who includes students on your caseload for a part of the day or you may observe a teacher in the building who teaches students who are the same age as those on your caseload. This experience can be beneficial in keeping perspective on age-appropriateness.

8 Formal Lesson Plans are worth 2 points total

1 lead teaching plan - for the week you will be lead teaching, develop a plan which includes the schedule for the days you are lead teaching, including lessons you will teach, the supports that will be in place, and lessons or activities you will delegate to your MT or a paraprofessional. Your seminar instructor will share examples of lead teaching plans with you. YOU ONLY NEED TO CREATE A PLAN FOR THE DAYS THAT YOU ARE TYPICALLY IN YOUR PLACEMENT

The Lead Teaching Plan is worth 1 point

b. Alternate Lesson Plans –In addition to the formal lesson plans explained above, TCs must have a documented/written plan for 10 additional/alternate lessons taught, included in the notebook. These plans may include Individual Student Support Plans, which should be written in advance and relevant for support in general education classes, followed up with a critique. All lessons must have a lesson critique/self-reflection section completed and attached to the lesson plan after the lesson is taught. It is expected that a minimum of 10 alternate lesson plans should be documented and kept in the placement notebook. During the lead teaching week in particular, TC’s should be responsible for documenting 2-3 lessons each day of placement. The lesson plan format for these ongoing plans can take on a variety of alternate formats (i.e. may follow school system format, may be handwritten, may include several days’ instruction on one plan.) Please discuss the adjusted lesson plan format with your S during your initial observation visit. These plans do not need to be typed. It is expected that alternate plans include the overall lesson objective, IEP objectives, lesson steps, a self critique, and data collected. Please see an example of an alternate / informal lesson plan template in the syllabus.

10 Lesson Plans – Alternate plans are worth 2 points total
c. **All written feedback** - Your own critique on each lesson and written feedback from your MT and S should be clipped with each lesson plan. Remember to keep the FPBA in a separate section of your notebook.

d. **Journals** - Write nine total reflections. Eight are based on CEC standards (see handbook) and the ninth reflection is based on your PBS plan development. Journals should demonstrate that you have reflected carefully on the standard and how it relates to an aspect of your current placement. Please write the reflections in the following order and they are to be emailed to your supervisor on Thursday evenings. They may be a part of the upcoming seminar discussion. Use “Instructional Journal Reflections” in syllabus as a guide. Journal Reflections on CEC Standards are worth 2 points and a copy should be kept in your notebook.

Journals are due through email to your supervisor on the following THURSDAY evenings:
- Sept. 23 – Professional and Ethical Practices
- Oct. 7 – Learning Environment and Social Interactions
- Oct. 14 – Collaboration
- Oct. 21 – Characteristics of Learners
- Oct. 28 – Instructional Planning
- Nov. 4 – Instructional Strategies
- Nov. 11 – Individual Learning Differences
- Nov. 18 – Assessment

Your PBS reflection is due on Dec. 3rd and should be turned in with your completed PBS plan.

*This notebook assignment is ongoing and will be evaluated throughout the practicum placement experience. Your S may review your notebook at seminar and site visits. Your notebook should be ready and available at every supervisory visit. If your notebook is not maintained and available to your supervisor, you will be downgraded on your evaluation.*

#5 Implementation/Graphing of Lesson Plan: Prompt Hierarchy/ Total Task Chaining-

The description of this assignment can be found in your EDSP 602 syllabus. The expectations regarding this assignment for this seminar are that you will implement the instruction and collect data. Your draft (for feedback) of this assignment is due on 10/13. You MUST start implementation and data collection of this instruction by 10/27. Please see attached rubric for this assignment that is due on December 10th at noon. This assignment is worth 5 points towards your seminar course grade.

#6 Implementation/Graphing of Lesson Plan: Time Delay-

The description of this assignment can be found in your EDSP 602 syllabus. The expectations regarding this assignment for this seminar are that you will implement the instruction and collect data. You do not need to turn in a draft for this assignment. The implementation of this assignment will be discussed in seminar on November 5th. You MUST start data collection by 11/10. Please see attached rubric for this assignment that is due on December 10th at noon. This assignment is worth 3 points towards your seminar course grade.
**GRADING**

<table>
<thead>
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<th>SEMINAR ASSIGNMENTS</th>
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<tr>
<td>Pre-Professional Resume</td>
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<td>Parent Letter</td>
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<td>Behavior Support Plan w/ reflection</td>
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<td>Placement notebook (Including all written feedback, reviewed throughout semester, due at final evaluation):</td>
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<td>Formal lesson plans</td>
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<td>Alternate lesson plans</td>
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<td>Lead teaching plan</td>
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<td>Journals (emailed to S on specified Thursdays)</td>
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<td><em>Prompt Hierarchy/Total Task Chaining Implementation and Graph</em></td>
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<tr>
<td>*Time Delay Lesson Plan Implementation and Graph</td>
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*These two assignments are given in EDSP 602. As part of this EDSP 402 seminars, you are expected to implement this assignment in your placement. Dr. Kohl and Anne Butler will review the assignments together to determine points counted towards EDSP 602 grade and EDSP 402 seminar grade. Please refer to your “Assignments for EDSP 602 and/or 402” chart for details about draft and final copy due dates and to whom you will turn in these assignments. Please see rubrics attached in this syllabus.

**TOTAL POINTS for ASSIGNMENTS:** 20

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<th>STANDARDS ON FPBA</th>
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<td>Professional and ethical practices</td>
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<td>Collaboration</td>
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<td>Individual Learning Differences</td>
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<td>Characteristics of Learners</td>
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<td>Learning environments and social interactions</td>
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<td>Instructional planning</td>
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<td>Instructional strategies</td>
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<td>Assessment</td>
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Total = 40

Grading Scale

Seminar Assignments = 20
Standards on FPBA = 40
Total = 60

60= A+  59-55= A  54= A-
53= B+  52-49= B  48= B-
47= C+  46-43= C  42= C-
41= D+  40-37= D  36= D-
Below 36= F
Rubric: Lesson Plan/Prompt Hierarchy

FOR IMPLEMENTATION and GRAPHING

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<th>Requirements:</th>
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<td>Graph: labeling dates, instructional changes, absences; plotting data</td>
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<tr>
<td>Making Data Based Decisions/Modifications to Procedures</td>
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<td></td>
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<tr>
<td>Number of Instructional Sessions (Started by 11/03 and implemented each day of placement)</td>
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<td>Reflection Statement (1 -2 paragraphs reflecting on the implementation of this instructional program)</td>
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Total Maximum Points for EDSP 402: 5

Points Earned: _____
**Rubric: Lesson Plan/ Time Delay Procedure**

FOR IMPLEMENTATION and GRAPHING

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<td><strong>Graph: labeling dates, instructional changes, absences; plotting data</strong></td>
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Total Maximum Points for EDSP 402: 3  Points Earned: _____
**SEMINAR SCHEDULE**

**September 3**  
Introduction and Review of Syllabus / Handbook/ Assignments

**September 10**  
Developing lesson plans and Individual Student Support Plans

**Assignment # 1:** Pre-Professional Resume due at orientation meeting, one for your S & one for your MT. Parent letter draft due to S and MT at orientation and sent home with students during the first week of placement.

**September 17**  
Working Session: NO SEMINAR, but plan to possibly attend an orientation meeting with S and MT at your placement.

*Tuesday, September 21st or Tuesday September 28th are potentially the first days of placement.*

**September 24**  
Positive Behavior Support Seminar – Part 1: 10:30-12:00. Required for all 4th year TC’s and 1st year grad TC’s. **Room to be announced**

**October 1**  
Positive Behavior Support Seminar Part 2 –10:30-12:00. **Room to be announced**

**October 8**  
Working with Para Professionals/ Collaboration / Review of Prompt Hierarchy assignment  
Prompt Hierarchy Draft due to Anne by 10/13. Implementation and data collection must be started by 10/27.

**October 15**  
Working Session: NO SEMINAR (e.g., individual office hours, work on placement projects, reflective journal writing, time in the field)

**October 22**  
Accommodations and Modifications

**October 29**  
Working Session: NO SEMINAR (e.g., individual office hours, work on placement projects, reflective journal writing, time in the field)

**November 5**  
Time Delay: Review of assignment with Dr. Kohl (MUST start implementation and data collection by 11/10.)  
**Draft of PBSP DUE today to supervisor**

**November 12**  
**10:00-12:** Red Folder Presentation (Praxis, Certification, CEC Standards, Portfolios, Technical Standards/Foundation Competencies) **THIS IS REQUIRED. Room 1121 (PLEASE NOTE TIME CHANGE!)

**November 19**  
Assistive Technology/Augmentative Communication

**November 26**  
NO SEMINAR (UM is Closed for Thanksgiving Holiday)

**December 3**  
Video Sharing (Assignment given in EDSP 602) **FINAL COPY OF PBS PLAN DUE**

*Thursday, December 9th is the last day of placement IF you do not have any days to make up.*

**December 10**  
Prompt Hierarchy and Time Delay Lesson Plans are due in seminar.  
Wrap-up. Feedback forms (MT Feedback on US; TC Feedback on US, TC Feedback on MT/Placement), Technical Standards/Foundation Competencies Form, and signed attendance sheet.
PLACEMENT SCHEDULE GUIDELINES

These are suggested guidelines, which may be modified according to TC or placement needs. Guidelines are addressed to both TC and MT.

**Weeks One and Two**

- TC should become oriented to the school by:
  - Obtaining general information about school policies, and if possible, reviewing a copy of the school handbook.
  - Introducing yourself to administrators, faculty, instructional assistants, school secretaries, custodians, and other staff members.
  - Becoming familiar with the diversities within your school.
  - Becoming familiar with roles of special service providers in your school, such as the speech and language pathologist.
- TC and MT should participate in an Orientation meeting with S and TC should provide MT and S with Information Statement. Observation and evaluation dates should be reviewed at this time, and if changes are necessary, to make them as soon as possible.
- TC should observe MT and become familiar with his/her style of teaching and communicating.
- TC and MT should establish a weekly meeting time.
- TC should work with individuals and small groups of learners, using MT plans.
- TC should establish with MT a tentative schedule for working within the classroom.
- TC should review student records and IEP’s as permitted, obviously observing confidentiality.

**Weeks Three and Four**

- TC and MT should meet on weekly basis. Be sure to review lesson plans together.
- TC should continue instruction with individual and small groups of learners.
- TC and MT should discuss advisability of adding additional learners to caseload.
- TC should make arrangements and participate in initial observations by MT and S and make certain MT is kept informed.

**Weeks Five through Seven**

- TC and MT should continue to meet on weekly basis.
- TC should continue working with groups of learners and take on additional responsibilities such as collecting lunch money, etc.
- TC and MT should review and complete Midpoint FPBA together before S’s second visit. TC should participate in midpoint observation by MT and S, and three-way evaluation meeting (after S completes 2nd observation. All three signatures are needed on the FPBA. (This may occur in week eight)

**Weeks Eight through Ten**

- TC and MT should continue to meet on weekly basis.
- TC should work with MT on developing plans to take on lead teacher role for one week by end of semester.
- TC should begin to develop own plans for teaching, with prior approval from MT before implementation.
- TC should add on additional group of learners. If schedule permits, TC should be responsible for three groups of learners each time he/she is in placement.

**Weeks Eleven through Thirteen**

- TC and MT should continue to meet on a weekly basis.
- TC should begin to take on more teaching responsibility in anticipation of the week of “lead” teaching.
- TC should plan independently for groups of learners and make certain plans are pre-approved by MT.
- TC should assume role of lead teacher during final week of placement. This includes delegation to IA. It would be appropriate for the MT to be an observer at this point.
- TC and MT should review and complete Final FPBA together before S’s final visit. They should participate in final observation and evaluation with S. All three signatures are needed on final FPBA. The points attained on Final FPBA contribute to TC final grade for practicum.
- TC should make plans to say good-bye to students and members of school staff.
- TC should formally thank MT and principal for providing the opportunity to do a practicum
in their school and for all the time and guidance they have offered.
## Daily Lesson Plans

<table>
<thead>
<tr>
<th>Date:</th>
<th>Teacher 1:</th>
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</thead>
<tbody>
<tr>
<td>Subject:</td>
<td>Teacher/Instructor 2:</td>
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<tr>
<td>Lesson Topic:</td>
<td>Unit:</td>
</tr>
<tr>
<td># of Students:</td>
<td>Length of Lesson:</td>
</tr>
</tbody>
</table>

### Purpose:
- Overarching, broad purpose
- Cite MSDE: Voluntary State Curriculum Goal, Core Learning Goal and/or MMSR (for Early Childhood)
- Cite School System and/or Published Curriculum Goals as relevant

### Lesson Objective(s):
- Measurable, observable objective(s) for this lesson
- What will the student(s) know/be able to do that is new at the end of lesson?

### Individualized Objective(s)
- Measurable, observable objective(s) for specific students
- Based on IEP goals & objectives
### INSTRUCTIONAL DELIVERY PROCEDURES

**OPENING / WARM-UP / MOTIVATION**

**Prior Knowledge Assessment:**
- What should students know before you begin this lesson?
- What will you do if students don’t demonstrate this prior knowledge as expected?
- How are you connecting this lesson to what they know?
- Setting the purpose for the students: Why is this important to them?

<table>
<thead>
<tr>
<th>Time Allocated</th>
<th>Activities</th>
<th>Materials Needed</th>
<th>Accommodations/ Modifications</th>
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### INSTRUCTIONAL STEPS AND STRATEGIES

- List teacher behaviors to facilitate learning.
- Identify strategies to be used such as: prompt hierarchy, time delay, every pupil responds (not limited to these)
- Be specific and indicate how you will deal with anticipated problems.
- Specify student groupings
- Indicate any use of technology
- Identify transitions within lessons
- UDL Connections
- Identify upward and downward extensions

<table>
<thead>
<tr>
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**Behavior Support and Classroom Management**

- Briefly describe Classroom Management Plan
- Identify Positive Supports that may be implemented as needed, such as verbal praise, proximity control, providing choices.
planned ignoring, breaks, etc.

- Note individual Behavior Support Plans if in place and attach a copy

<table>
<thead>
<tr>
<th>Classroom Management Plan – Brief description (bullets not narrative)</th>
<th>Positive Behavior Support Plans in Place?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>YES or NO If “YES” attach plan(s)</td>
</tr>
</tbody>
</table>

**CLOSURE**

- Should match the objectives (whole class & individual): what was learned today?
- Link to future Instruction
- Transition to next activity

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**EVALUATION**

**Before teaching:**
- Attach data collection form that will be used to document student performance on stated lesson and/or individual objectives
- Objectives should be stated on the form and format should be user-friendly!

**After Teaching**
<table>
<thead>
<tr>
<th>I think the lesson went...</th>
<th>What I liked:</th>
<th>What I would change:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Were you prepared? Adjust on-the-spot? Student response?</td>
<td>Identify 1-2 things you did especially well!</td>
<td>Identify 1-2 things you want to work on improving in the next lesson</td>
</tr>
</tbody>
</table>

Revised January 2009
Alternate Lesson Plan

Department of Special Education
University of Maryland
Informal Lesson Plan Format

Date: 
Subject: 
Lesson Topic: Unit: 
# of Students: Length of Lesson: 

LESSON PLAN OBJECTIVES
• Lesson/Unit Objective(s):

• Individualized Objective(s):

OPENING / WARM-UP / MOTIVATION

OVERVIEW OF INSTRUCTIONAL STEPS AND STRATEGIES

CLOSURE

EVALUATION/ASSESSMENT PLANS

SELF-CRITIQUE
Individual Student Support Plan (ISSP) for
Name: __________________________  Class: ___________________________

Goals/objectives as a reader:

Goals/objectives as a writer:

Goals/objectives for social/communication:
State preferred method of communication for the student in addition to the goals/objectives in this area.

Interest, strengths and talents:

Special strategies/concerns:

Peer supports/Grouping/Seating Arrangements
_____ assign partner. S/he does best with peers who
_____ seat near front /seat near back (Circle one)

Transitions
_____ does best when given breaks every ___ minutes

Materials
(Indicate who will be responsible for creating the adapted materials)
_____ adapted worksheets/text

Presenting/Feedback
_____ extra time for processing
_____ model tasks
_____ graphic organizers, visuals, picture cues
_____ tactile, verbal, visual learner (Circle one)

Data will need to be collected on the following:
(Indicate who will be responsible for collecting data)
•
•
•

Reinforcement and Follow-Through
Does well with:
_____ positive reinforcement (verbal praise, high fives, etc.)
_____ tangible reinforcements
_____ checks for understanding
_____ uses behavioral contracts/daily charts

The following plans are attached:
_____ Positive Behavior Support Plan
_____ Emergency Plan

Expected accomplishments in this class:

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Instructional Journal Reflections # ____ / 9

Name ____________________________ Date_____/___/2010

Topic for Reflection:

The Opportunity/ Insight/ Challenge:

Outside Influences: Consider time of day, holidays, weather, crisis event, illness, change in routine, staff absence, etc.

Reflection: What changes or modifications might improve this situation in the future?

CEC Standard: ______
QUICK RESUME TIPS FOR EDUCATION MAJORS

Name
Address (permanent and current)
Telephone number(s)
Email address

Objective: State 2-3 objectives for this placement

Education: Degree/Area of Study
University/College Attended
Expected Graduation Date
Academic Honors
Relevant Coursework/Study Abroad

Practicum Experience/Placement Sites:
(use bullets and action verbs to describe experiences):
Assessments, Curriculum Development, Classroom Management,
Parent Involvement, Collaborative Projects, Diversity Initiatives,
MCPS Reading Initiative, etc.

Teaching/Work Related Experience (tutoring, mentoring, babysitting, summer camps)

Relevant Volunteer Experience/Community Service

Professional Organizations and Offices Held

Skills: Bilingual, fluent in Spanish, Microsoft Word, Access, Excel, PowerPoint

Resources: “Meet Your School District Days”-Montgomery County Public
Schools, Anne Arundel County Public Schools, Frederick County Public Schools
Middle Atlantic Association for Employment in Education (MAEE)
University of Maryland Career Center

Created by Stacey Brown, UMD Career Center, Revised January 2005

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