University of Maryland College Park
Department of Special Education

EDSP 421
FALL 2010

Field Placement III – Special Education Age-Based Practicum

Instructor
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301-606-6031 (Cell)
barnwell@umd.edu

Dates & Times: September 3 – December 10
   Fridays, 10:30am –12:00 Noon

Location: Room 0114 Benjamin Building

Office Hours
   Before or after class by appointment
Expected Outcomes

The teacher candidate (TC) is expected to demonstrate skills based on the Council for Exceptional Children (CEC) Performance-Based Standards for Beginning Teachers. Refer to the FPBA for the list of specific competencies for each of the following standards. For questions, refer to the CEC website for clarification.

http://www.cec.sped.org/ps/perf_based_stds/standards.html

EXPECTED OUTCOMES FOR EDSP 421

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 that he/she can establish and maintain **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.
Course Description

COURSE DESCRIPTION: EDSP 421 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 Early Childhood specialty area. Opportunities will be provided to observe and participate in hands-on experiences under the guidance of the Mentor teacher. The purpose is to provide Teacher Candidates (TC) with practical experience.

The Department of Special Education has put the Handbook for EDSP 421 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 your placement there is a link to your handbook. Please print a copy of the handbook, as well as the appendices listed. We will also give this address to your Mentor Teachers for downloading.

Important course documents and announcements will also be posted on the course site on Blackboard at www.elms.umd.edu

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:
(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 all assignments and examinations in this course.

DO: The Honor Code statement needs to be written, signed, and placed at the beginning of your placement notebook.

Accommodations for Students with Disabilities: If you have a documented disability and
wish to discuss academic accommodations with me, please contact me as soon as possible. For information on accommodations see www.counseling.umd.edu/DSS. The disability support center is located on 4th floor of Susquehanna Hall.

For all students: help in study skills, time management, writing, etc. is available at the Learning Assistance Service (LAS), a division of the Counseling Center. More information can be found at: http://www.inform.umd.edu/LASRV

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

Attendance Guidelines: University policy excuses the absences of students for illness (self or dependent), religious observances, participation in University activities at the request of University authorities, and compelling circumstances beyond the student's control. Students must request the excuse in writing and supply appropriate documentation.

Religious Observance: Students should not be penalized because of religious observances, and shall be given opportunity to make up, within a reasonable time, any academic assignment missed due to individual participation in religious observance.

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...:

http://www.cec.sped.org/AM/Template.cfm?Section=Home&TEMPLATE=/CM/HTMLDisplay.cfm&CONTENTID=13614

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.

College of Education Technical Standards/Foundational Competencies Policy: specifies professional criteria expected of all Teacher Candidates. Performance that meets Technical Standards is expected across all professional settings, including university-based coursework and field placements. Each Teacher Candidate and University Supervisor complete the Technical Standards evaluation at end of each field placement experience. Additional Standards evaluation forms may be completed if concerns arise in any professional setting and be reviewed along with
candidates’ performance across all program requirements and coursework. Continuation in EDSP teacher certification program depends on satisfactory completion of all coursework and satisfactory ratings on Technical Standards.

**LiveText**: 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.
Course Requirements

Placement
You are required to arrive on time and be actively involved in the classroom setting. If you must be absent, you are required to contact your S and MT immediately. Absences must be made up. Failure to complete all required days in placement may result in a failing grade. Keep an attendance sheet and give to S at final seminar (download attendance sheet from handbook appendices).

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 the seminar may be canceled if the weather is inclement, even if UMCP holds classes. Your supervisor will contact you, but if in doubt, call your supervisor.

Seminar assignments
Seminar assignments worth a total of 10 points are detailed in “SEMINAR ASSIGNMENTS” in the syllabus. All assignments are to be typed, double spaced and presented in a professional manner, with attention to content, organization, style, clarity, spelling, grammar, and neatness. Assignments must be submitted in seminar on the due date. Each assignment is graded with points; unexcused late assignments are given the grade of “0.”

Practicum Notebook
Practicum notebook includes: (see next section for detailed description of each)
- Copy of Letter to Parent
- Copy of Pre-professional resume
- 8 formal lesson plans (with critique and self-reflection)
- 10 informal lesson plans (with critique and self-reflection)
- Lead teaching lesson plan
- Feedback from S and MT
- 10 Journal entries
- Completed FPBA
- Other resources as appropriate

Observations
By mentor teacher: You will be observed at least three times during the semester by your 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 your notebook. You and MT should meet regularly (ideally weekly) for conferences. It is your responsibility to make certain that observations and conferences occur.

By supervisor: S will make three visits (initial, midpoint, and final). Following observations, your S will conduct a three-way conference with TC and MT. At midpoint and final observation FPBA will also be discussed.
**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 midterm observation and conference. S will discuss completed FPBA with you and MT at the midpoint and final conferences. 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 50 points for EDSP 421. Your final points are determined by totaling final FPBA (maximum=40 points) and written assignments (maximum=10 points). **All assignments must be completed to receive a passing grade. Missing or incomplete assignments may necessitate an extension of the placement to demonstrate mastery. Failure to complete all assignments may result in a failing grade.**

**Grading Criteria**

<table>
<thead>
<tr>
<th>Practicum notebook</th>
<th>7 points</th>
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<tbody>
<tr>
<td>Pre-professional Resume</td>
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<td>Letter to Parents</td>
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<td>8 formal lesson plans</td>
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<tr>
<td>10 informal lesson plans</td>
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<td>Lead teaching lesson plan</td>
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<tr>
<td>Developmental/activity matrix</td>
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<td>10 Journal Entries</td>
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<tr>
<th>Videotape/peer coaching</th>
<th>3 points</th>
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<tr>
<th>Standards on FPBA</th>
<th>40 points</th>
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**TOTAL** 50 points

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**Grades**

<table>
<thead>
<tr>
<th>LETTER GRADE</th>
<th>POINTS</th>
<th>LETTER GRADE</th>
<th>POINTS</th>
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<tr>
<td>A+</td>
<td>50</td>
<td>C+</td>
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<td>49-46</td>
<td>C</td>
<td>38-36</td>
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<tr>
<td>A-</td>
<td>45</td>
<td>C-</td>
<td>35</td>
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<tr>
<td>B+</td>
<td>44</td>
<td>D+</td>
<td>34</td>
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<tr>
<td>B</td>
<td>43-41</td>
<td>D</td>
<td>33-31</td>
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<tr>
<td>B-</td>
<td>40</td>
<td>D-</td>
<td>30</td>
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<td>F</td>
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<td>F</td>
<td>29 and below</td>
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Practicum Responsibilities and Seminar Assignments

I. Practicum Notebook (7 points) The Honor Code statement needs to be written, signed, and placed at the beginning of your placement notebook.

Practicum notebook includes: (see below for detailed description of each)
   A. Copy of Pre-professional resume
   B. Copy of letter to parent/guardian
   C. Lesson plans
      • 8 formal lesson plans (with critique and self-reflection)
      • 10 informal lesson plans (with critique and self-reflection)
      • Lead teaching lesson plan
      • Feedback from S and MT
   D. Developmental/activity matrix
   E. 10 Journal entries

A. Pre-professional Resume
   DUE: Bring 2 copies for S and MT to orientation meeting.
   Include:
   • Name, address, phone numbers
   • Education courses you have completed
   • Education courses you are currently enrolled
   • Previous placements (dates, type of school, level or grade, your responsibilities)
   • Volunteer or work experiences with children (dates, your responsibilities)
   • Individual talents, interests, and other abilities you bring to this experience
   • At least two specific goals you would like to accomplish in this placement

B. Letter to parents/guardians
   DUE: Bring draft to orientation meeting or first week of placement
   Include:
   • Who you are
   • How long you will be with the class or in your placement
   • Your purpose for being with the children
   • Your affiliation with the University of Maryland
   • Explanation of videotape requirement
   • Copy of videotape permission

C. Lesson Plans
   8 formal written lesson plans using the UM format (included at end of syllabus). All lesson plans are to be typed. The data collection/evaluation of lesson is to be designed in advance. The critique and self-evaluation are completed after the lesson is taught. Lesson plan drafts must be submitted to the MT 2 days in advance for feedback/approval. The 8 plans include:
• 1 observation of lesson taught by MT. Observe teacher and write lesson plan including critique and evaluation. **DUE: Seminar Oct 1st (post on Blackboard under Course Documents by seminar).**
• 3 lesson plans for observation by MT
• 3 lesson plans for observation by S
• 1 lesson plan for videotape/peer coaching assignment

10 informal lesson plans using variety of alternative formats (i.e. may follow school system format, may be handwritten, may include several days’ instruction on one plan.) Informal plans must include an objective, brief description of procedures, evaluation of child performance and self-critique. Complete one informal plan for each week you are in placement.

**Lead teaching plan** is written for the one week you will be lead teaching (co-teaching). Lead teaching plan includes the schedule for the days you are lead teaching, lessons you are teaching, supports that will be in place, and lessons you will delegate to MT or paraprofessional. A lead teaching matrix is available online in Handbook.

**D. Developmental/Activity matrix**
Create a matrix for your class that includes the activities on the schedule and the developmental skills that could be addressed during that time of the day (See sample.) This is due by midpoint evaluation.

During the last half of placement, choose a target child who may be at-risk for delays or for special education referral. Create a matrix for this particular child that includes the activities of the day and the specific skills that you would have your target child work on during that activity. At least one formal or informal lesson plan should be based on an activity including specific skills for this child. This is due by the end of placement.

**E. 10 Weekly Journal entries**
Based on the 10 CEC Standards, write one reflective journal entry each week. Every week, turn in a journal entry to your supervisor (individual arrangements to be made with your supervisor about how entries are to be turned in, i.e., e-mail or paper.) Your entry should demonstrate that you have reflected carefully on the standard and how it relates to an aspect of your current placement. Your final journal reflection for the semester will be a summary of your strengths and perceived needs. Save this document to update your professional goals and to share with your new Supervisor at the start of the next semester. Use Instructional Journal Reflections form in the syllabus as a guide. Journal entries should include:
• CEC Standard – learning environments
• CEC Standard – collaboration
• CEC Standard – individual learning differences
• CEC Standard – characteristics of learners
• Videotape/reflection review **DUE: 11-12**
- CEC Standard – assessment/data collection
- CEC Standard – instructional planning
- CEC Standard – instructional strategies
- CEC Standard – social interactions
- Reflection on semester including your strengths, needs, and next professional goals DUE: 12-10

DO NOT COME TO PLACEMENT OR SEMINAR WITHOUT YOUR NOTEBOOK. YOUR NOTEBOOK SHOULD BE READY AND AVAILABLE AT EVERY SUPERVISORY VISIT. YOUR SUPERVISOR SHOULD NOT HAVE TO ASK TO SEE IT. KEEPING YOUR NOTEBOOK ORGANIZED IS IMPORTANT. PLEASE CONSIDER IT A PRIORITY. IF YOUR NOTEBOOK IS NOT MAINTAINED AND AVAILABLE TO YOUR SUPERVISOR, YOU WILL BE DOWNGRADED ON YOUR EVALUATION.

II. Videotape/peer coaching (3 points)
DUE: November 12
You will need to obtain written permission from parents of children in your class for videotaping using the University of Maryland form even if the students have permission on file at the school. Video permission form is in Handbook.

The purpose of this assignment is to give each TC the opportunity to learn and practice skills in self-reflection and in giving peer feedback. Each student will
- Write one formal written lesson plan for this assignment
- Videotape the lesson
- View the videotape and write reflection of your teaching (journal entry). Use the Reflection/Videotape Feedback Guide as a guide for your observations, reflections, and journal entry.
- Meet with a peer to watch the videotape. Be sure the peer has a copy of the formal lesson plan. Seminar time will be given for meeting with your peer.
- Your peer will complete the UM supervision observation form for the lesson.
- You will also view your peers’ videotaped lesson and provide them with feedback.
- Include the lesson plan with peer feedback in your notebook.
- Also include a copy of the feedback you gave your peer in your notebook.
<table>
<thead>
<tr>
<th>Seminar Schedule</th>
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<tbody>
<tr>
<td><strong>September 3</strong></td>
</tr>
<tr>
<td>Overview/Syllabus/Handbook/Assignments</td>
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<tr>
<td>CEC standards for early childhood special educators</td>
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<tr>
<td>FPBA and Technical standards</td>
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<tr>
<td><strong>September 10</strong></td>
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<tr>
<td>Lesson planning in early childhood</td>
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<tr>
<td>Data collection</td>
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<tr>
<td><strong>September 18</strong></td>
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<tr>
<td>No seminar. Plan to attend orientation meeting with S and MT at your placement.</td>
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<tr>
<td><strong>DUE: Pre-professional resume and parent letter at orientation meeting.</strong></td>
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<td><strong>Placement should begin by week of SEP 21 or 28</strong></td>
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<td><strong>September 24</strong></td>
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<td>-no regular seminar instead:</td>
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<td>Positive behavior support plans-Part 1</td>
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<tr>
<td><strong>October 1</strong></td>
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<tr>
<td>-no regular seminar: instead:</td>
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<tr>
<td>Positive behavior support plans-Part 2</td>
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<tr>
<td><strong>DUE: Post on Blackboard or email to Supervisor:</strong></td>
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<tr>
<td>Formal lesson plan from observation of MT</td>
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<td><strong>October 8</strong></td>
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<tr>
<td>No seminar/working session (e.g., individual office hours, work on placement projects, reflective journal writing, time in field)</td>
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<td><strong>October 15</strong></td>
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<tr>
<td>Preparation for midpoint observations. Review of FPBA, Technical Standards</td>
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<tr>
<td>Discussion of challenges, successes of first month of placement</td>
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<td><strong>DUE: Developmental Activity Matrix (At Midpoint Evaluation Conference)</strong></td>
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<tr>
<td><strong>October 23</strong></td>
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<tr>
<td>Accommodations and modifications in the general education setting.</td>
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</tbody>
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Practicum Schedule

Week 1: September 21 or 28
- Familiarize yourself with children and review assignments with mentor
- Learn class routines
- Set up weekly conference time
- Review IEPs (if any child has one)
- TC observes and assists in first week, working each day with children using the teacher’s lesson plans
- Write Parent letter and share with MT; give approved letter to families

Week 2 – 3:
- TC continues to teach using plan of MT
- Write formal lesson plan for observation of a lesson taught by MT
- Write formal lesson plans for first observation by supervisor
- First observation by supervisor
- Choose child(ren) for videotape assignment

Week 4:
- TC writes and implements 1 formal lesson plan for MT observation
- For center-based placements, TC should be teaching small groups of children daily
- First observation by MT

Weeks 5-6:
Midpoint conferences and observations will take place during weeks 5 and 6. Please make sure FPBA (with self-scoring and specific comments) is completed prior to your midpoint and ready for your University Supervisor.
- TC and MT complete FPBA
- TC and MT meet prior to observation to discuss FPBA
- TC writes and implements formal lesson plan for supervisor to observe
- TC completes Developmental/activity matrix prior to mid-point
- TC, MT, and Supervisor meet to discuss observation and conduct midpoint evaluation
- TC, MT, and Supervisor complete Midpoint Action Plan
Weeks 7-8:
- TC should be teaching small groups and beginning to conduct whole group lessons
- Second observation by MT including formal lesson plan
- Complete videotaping assignment including formal lesson plan
- Observe meeting with parents, progress reporting if possible

Weeks 9-11:
- Lead teaching week. TC writes and implements lead teaching plan for 1 week.
- TC writes lead teaching plan that includes the schedule for the days you are lead teaching, lessons you are teaching, supports that will be in place, and lessons you will delegate to MT or paraprofessional.
- Final observation by MT including a formal lesson plan
- Observe meeting with parents, progress reporting if not done before

Weeks 11-12:
**Final conferences and observations will take place during weeks 11 or 12. Please make sure FPBA is completed prior to your observation and ready for your University Supervisor.**
- TC and MT complete final FPBA
- TC and MT meet prior to observation to discuss FPBA
- TC writes and implements formal lesson plan for supervisor to observe
- TC completes Developmental/activity matrix for target child prior to final evaluation
- Third observation by supervisor
- TC, MT, and Supervisor meet to discuss observation and conduct final evaluation
- By final seminar (December 11) all assignments, placement notebook (lessons, journals, feedback), evaluations, attendance, and technical standards form should be complete.