# MICO UNIVERSITY COLLEGE

**The Graduate School of Education MASTERS IN SPECIAL EDUCATION**

**COURSE TITLE:** PRACTICUM IN SPECIAL EDUCATION

# COURSE CODE: ZPRC 6201 ( MSE607PDR)

**SEQUENCE: Semester 2 Year 2**

# PREREQUISITE: COMPLETE YEAR ONE and All Year 2 Semester One courses NUMBER OF CREDITS: 3/4

**RATIONALE**

The programme is based on the idea that the effective teacher must be competent, caring, and able to reason, reflect, and respond appropriately to the demands of today's diverse community and classroom. The thrust of the programme is to prepare candidates to become scholarly, reflective, and effective practitioners who are knowledgeable about student-centred, performance-based assessment and instruction, technological applications in education, and the unique needs of special populations.

Our candidates will emerge as skilled decision-makers and active participants in curriculum development and instructional design and modification with global, multicultural perspective and strong interpersonal abilities.

# Course Description

This course provides active practice in an education setting that provided services for children/teens with special learning needs in grades one through nine (Grades 1-9). During the course of this practice, the candidate will become more progressively adept in the development and implementation of effective strategies for children with special educational needs.

Each student will be required to serve at least 120-170 hours(15-20 weeks for 8-10 hours each week) working with children who have special learning needs at a site and consulting with supervisor. In addition, there will be Practicum Seminars (30 hours) which includes lectures, readings, assignments, and presentations. The candidate must be able to work with groups and individualized settings. This practicum is intended to be completed over the course of 3-4 months. As such, many of the assignments are due according to the number of practice hours completed. Seminars are held periodically throughout the semester to provide an opportunity for students to discuss their field- based experiences with faculty and peers.

# PRACTICUM OBJECTIVES/OUTCOMES

1. Given assessment data, the practicum student will develop appropriate instructional objectives and select materials related to planned units of study and based upon indicated students’ ability levels and backgrounds,
2. The practicum student will develop an individualized learning Plan (ILP) addressing need areas as identified in the assessment data.
3. Having been given a learner’s current cognitive and affective levels, and other considerations such as psychomotor characteristics, the practicum student will

design curriculum-based assessments that will allow on-going monitoring of student progress.

1. The practicum student will present direct instructions/explicit instructions tailored to a child’s present level of functioning in order to maximize learner progress.
2. The practicum student will conduct and document an observation of a specific learner’s targeted behavioural characteristics to establish baseline data. Student will then implement and document some intervention designed to elicit a desired (increase or decrease) in behavioural change.
3. The practicum student will select and implement appropriate management procedures, targeting problematic “group” behaviours to be reduced or avoided.
4. After gathering norm-referenced assessment and curriculum-based assessment (CBA) results, practicum student will write an education report for the student.
5. The practicum student will write a case study on a selected learner, comparing pre-intervention performance with post-intervention performance. Analysis will include candidate’s conclusions regarding to the effectiveness of any intervention implemented
6. Evidence of teaching methods adjustment as needed over the course of the practicum based upon the results of student self-evaluation/reflection, supervisor and cooperating teacher input, and indication of learner progress following the practicum student’s instruction and assessment.
7. The practicum student will provide information regarding learner progress to parents or other professionals in a thoughtful, professional manner when presented with the opportunity to conference.
8. The practicum student will develop and maintain a portfolio to show evidence of the quality and scope his/her work throughout the practicum experience, including lesson plans, observation feedback, case studies, and assessments administered.
9. The practicum student will maintain a reflective log consisting self-evaluative comments on his/her perceived effectiveness (instructional and interpersonal) and the success of attempted modifications.
10. The practicum student will participate in seminars to discuss issues encountered in the field and present teaching strategies being utilized in the classroom.

ASSESSMENT

The candidate is to:

1. locate an institution and gain permission to do the practicum,
2. submit information to the Programme Coordinator for approval and to get the relevant document prepared in a timely manner.
3. Attend Practicum Seminar (10 SESSIONS = 30HRS) and the

PRESENTATION on a Teaching Strategy or Technique being utilized on the Practicum

1. Attend Practicum Placement for (120-170 hours)

This course is worth a total of 500- points (trained teachers) or 620 points (non-trained teachers) as indicated below:

| **Trained Teachers (150****hours)** | **Requirements** | **Non-trained Teacher (200 hours)** |
| --- | --- | --- |
| 20 pts. | Field advisor’s first visit | 20 pts. |
| 20 pts. | Field advisor’s mid-way evaluation | 20 pts. |
| 30 pts. | Field advisor’s End of Practicumevaluation | 40 pts. |
| 70 pts. | CASE Study | 70 pts. |
| 200 pts | Teaching Portfolio\* (lesson Plans, Unit Plans, ILP. Class Profile, Classroom Behaviour ManagementPlan etc) | 300 pts |
| 40 pts. | Audio/Video Tape recording of lessons (2 @ 20pts.) 1 whole class& 1 individualized | 40 pts. |
| 20 pts. | Reflective Journal Report \* | 30 pts. |
| 100 pts. | Seminar attendance, participation & Presentation | 100 pts. |
| 500 pts. | Total Points | 620 pts. |

\*REFLECTIVE JOURNAL use outline given in the Seminar

\*TEACHING PORTFOLIO should include:



READINGS/ WEBSITES

<http://www.umass.edu/cft/publications/teachingportfolio.pdf>

<http://www.clt.uts.edu.au/Scholarship/Reflective.journal.htm> <http://www.infed.org/research/keeping_a_journal.htm> <http://www.audiencedialogue.net/journal.html>