SCHOOL OF EDUCATION MISSION STATEMENT

The mission of the School of Education at Westminster College is to prepare PreK-4 early childhood/PreK-8 special education and secondary teachers who are distinguished by their subject matter knowledge, interpersonal capacities, pedagogical skills, and professional attitudes.

The School of Education seeks to create a community of learners in which stimulating and challenging expectations are addressed in a positive, caring, and encouraging environment which is respectful of all individuals. The faculty seeks to model the personal attributes and pedagogical practices which distinguish the teaching profession at its best.

Through study in the Westminster Plan, the Intellectual Perspectives, general course work, and professional education, students are encouraged to build a professional knowledge base. Meaningful classroom experiences, opportunities with children, and partnerships with schools and agencies enable students to make connections between academic work and the field of basic education.

Competencies are sought in content knowledge, understanding learners, instructional strategies, management, communication, planning, assessment, professionalism, and collaboration.

The nobility and significance of the preparation of professional educators is acknowledged as the demands for service to an ever-changing, diverse, global, and technological world increase.

Upon program completion, candidates will have acquired the knowledge, demonstrated the skills, and assumed the attitudes necessary to begin a teaching career, and the credentials necessary for initial certification.

The departmental outcomes are consistent with the standards, guidelines, and outcomes of the College and the Pennsylvania Department of Education.
Special Education Block Practicum will provide you with an opportunity to consider constructivist teaching ideas. For four weeks this semester, pre-service teachers will spend the day in regional school district classrooms observing and participating in various special education settings.

**Professionalism**
Your preparation, promptness, positive attitude, and professional attire are all a reflection of your commitment to teaching and Westminster's educational program. If you are ever ill and cannot attend one day, leave a phone message with your practicum teacher at the school office and call your practicum advisor by 7:45 AM. Make-up days for any absences will be arranged with your classroom practicum teacher and approved by your practicum advisor.

We expect you as pre-service teachers to be fully prepared to work with students each day. Please leave the pressures of college work outside the classroom door and focus on learning with your students and teachers. Appropriate, professional attire is expected.

**Teaching and Planning**
For Reading Strategies, Behavior Management, Legal Issues and Assessment, and Teaching Strategies, you will have specific assignments to complete. Preparation for this lesson will occur one to two weeks prior to the lesson/project. In order for the learning experiences to fit into the classroom curriculum, talk with your teacher about up-coming topics or subjects he/she will be exploring. Share your tentative plans the week before you teach the lesson with your teacher in order to gain feedback and allow time for adaptations when necessary. Be flexible and negotiate all plans. On alternate weeks or days, your classroom practicum teacher will give you an assignment.

Take the initiative each day and offer to assist in teaching small groups and working with individual students throughout the school day. We expect you to be actively involved with children from the time you arrive in the morning until you leave at the end of the school day.

**Orientation to the School**
Visit your classroom on the first assigned day (see semester schedule in this book) and orient yourself to your teacher's routines. Think about a unique way (i.e., Life Rope) to introduce yourself to your students. Begin to plan your first lesson with your classroom practicum teacher.

**Classroom Observational Notes and Reflections on Lesson**
You will take observational notes of learning events throughout the classroom day on four days. These reflections allow you to think critically about various learning experiences. These observations will be posted on Facebook via a group page.
Lesson Plans
The Special Education Block instructors will share a general lesson plan outline. Share a copy of the lesson with your classroom practicum teacher one week before you share the lesson with your students for additional feedback.

Communication
Building a productive professional relationship with your classroom practicum teacher is essential. You need to find time each day to communicate about relevant issues which impact your work in her/his classroom.

Special Education Block Instructors:

- SED 402, Behavior management in Special Education, Dr. Amy Camardese 724-946-7183, camardah@westminster.edu
- SED 404, Reading Strategies for Exceptional Children, Mrs. Jane Dean, 724-944-9413, deanj@westminster.edu
- SED 411, Legal Issues in Special Education, Dr. Alison DuBois, 724-946-6039, duboisal@westminster.edu
- SED 412, Assessment Methods in Special Education, Dr. Alison DuBois, 724-946-6039, duboisal@westminster.edu
- SED 413/414, Strategies in High & Low Incidence in Special Education, Dr. Linda Domanski, 724-946-7182, domanslp@westminster.edu
Pedagogical Reminders

Listed below are some reminders which may help you meet expectations of those who are concerned with your success in this experience.

1. Dress neatly, tastefully, and professionally in accord with school and college expectations.

2. Be courteous and respectful to school personal and students.

3. Do not be critical of school policies or personal.

4. Be friendly, but not familiar, with your students. You are now a teacher.

5. Take initiative.

6. Maintain a positive attitude… refuse to be discouraged.

7. Meet frequently with your cooperating teacher to discuss your progress.

8. Be cooperative, and accept suggestions and/or criticisms professionally and gracefully.

9. Be a problem solver, but don’t be afraid to seek help.

10. If you err, admit it. No one can know all the answers.

11. Be thorough in your preparations.

12. Engage in a wide range of teacher activities:
   - Become familiar with available instructional resources and technology;
   - Observe particular pupils for specific reasons;
   - Arrange bulletin boards and displays;
   - Supervise individual or group study;
   - Help with individual and small-group instruction;
   - Handle matters that pertain to classroom management;
   - Keep an attendance register;
   - Direct specific activities with or without the cooperating teacher in the room;
   - Make daily plans and unit plans.

13. Use a variety of appropriate teaching strategies, procedures, and materials.

14. Involve your students in your class.

15. Be fair and objective with your students when evaluating progress.
SPECIAL EDUCATION BLOCK PRACTICUM
LESSON PLAN FORMAT

Lesson Plan Format

I. Big Idea
   A core concept, principle, theory, or process that should serve as a focal point of curriculum, instruction, and assessment
   Ex. People adapt to their environments

II. Reference to PA and Common Core Standard(s)

III. Essential Question
   A provocative question designed to engage student interest and guide inquiry into the important ideas in a field of study. Reflect the key understanding you want your students to have after they have completed your curriculum.
   Ex. What does it mean to adapt to your environment?

IV. Lesson Objectives
   State behaviorally specific lesson objectives. What do you expect the students to be able to know or understand from this lesson? Objectives should be observable and measurable.

V. Materials
   Note a list of instructional materials to be used during the lesson. (Include texts, pictures, audio visuals, manipulative materials, etc.)

VI. A. Introduction (Anticipatory Set)
   State how you will focus students’ attention on the lesson. How will you activate the students’ prior knowledge of the lesson topic?

B. Lesson Development (Activities, Procedures)
   State the procedures and activities you will use to develop the lesson. Include such things as modeling, describing, giving examples, discussions, demonstrations, problem solving procedure, checking for understanding, guided practice and independent practice. This section should be step-by-step procedures that you will use to present the lesson.

C. Closure/Summary
   State how you will bring the lesson to closure. This part of the lesson should reinforce the major objectives. It consolidates and draws attention to the end of the lesson. (review, checking for understanding, questioning, etc.)

VII. Assessment/Evaluation
   State how you will evaluate or assess the students’ performance and mastery in terms of each objective. Note: Every learning experience provided during the lesson is for the purpose of developing or evaluating the stated objectives.

VIII. Adaptations, Modifications and Extension Activities
   What instructional techniques might you use to address the special needs students? (gifted, learning disabled, ADD, etc.)

IX. Interdisciplinary Connections
   How could this lesson tie into other disciplines?

X. Self-Evaluation
   How did I do with the lesson? What changes would I make to produce better results and could be used in subsequent lessons?
Special Education Block Pre-service Teachers’
Statements of Professionalism

APPEARANCE:

* Females should wear conservative clothing (fingertip rule!)
* Males should wear shirts and ties.
* All clothing should be neat and clean (tucked in and ironed).
* Refrain from excessive facial/body piercing.
* Tattoos should be concealed.
* Men should be clean-shaven.
* Well groomed- hair and nails.

ATTITUDE:

* Have positive attitudes
* Smile!
* Be honest with your peers and your teachers.
* Encourage one another!
* Be approachable.
* Accept criticism from your teachers and your peers.

RESPONSIBILITY:

* Be on time for all schedules activities.
* Attendance is key.
* Be prepared for all planned events and unplanned events.
* Be reliable
* Contact the necessary supervisors/teachers if any problem exists.

BEHAVIOR:

* Smile and be positive!
* Be prepared.
* Avoid gossip.
* Volunteer, participate, go the extra mile!
* Follow school policies.
* Follow the golden rule.
Dear Practicum Teacher,

Thank you for working with our Westminster pre-service special education teachers. I hope the time spent in your classroom will be productive not only for them but also for you. Students find their practicum classroom experience valuable and instrumental in learning how to work with students with disabilities.

There are several assignments for students to complete during their practicum and they are attached to this letter. It is my hope that some of these assignments will be of benefit to you. I understand that there will need to be flexibility in completing the assignments. We have discussed several possibilities in class and appreciate your suggestions. If you have any questions about these assignments, do not hesitate to contact me.

Sincerely,

Amy Camardese
Chair, School of Education
Professor, Education Special Education Coordinator
Westminster College
New Wilmington, PA 16172
724-946-7183
camardah@westminster.edu
PRACTICUM ASSIGNMENTS
PRACTICUM ASSIGNMENTS

All lesson plans are to be created with suggestions and final approval by the classroom teacher and college methods instructors.

NOTE: Details for each assignment can be found on the following pages

1. SED 411/412, Assessment Methods, Dr. DuBois
   A. The pre-service teacher will assess one special education student and develop a curriculum-based assessment or conduct progress monitoring that is appropriate for that individual student’s needs.

2. SED 413/414, High and Low Incidence Strategies in Special Education, Dr. Domanski
   A. After consulting with the classroom teacher, the pre-service teacher will: Plan two lessons (one in each setting or possibly during the embedded time) - both lessons must include strategies discussed this semester, and one lesson must be co-taught.
   B. Practicum Reflection Journals

3. SED 402, Behavior Management, Dr. Camardese
   After consulting with the classroom teacher, the pre-service teacher will create a social story and a behavior management plan or make a selection from the menu.

4. SED 404, Reading Strategies for Exceptional Children, Mrs. Dean
   After being assigned one struggling student in the high incidence setting, the pre-service teacher will need to follow the instructions for the Literacy Case Study.
PRACTICUM ASSIGNMENTS FOR
SPECIAL EDUCATION BLOCK
PRE-SERVICE TEACHERS

PURPOSE:
To give pre-service special education teachers an opportunity to spend several weeks in a
high-incidence setting and a low-incidence classroom setting. Pre-service teachers will be
responsible for carrying out assignments from both the classroom teacher and college
teachers. Students are encouraged to take initiative and assist the classroom teacher with
instructional and non-instructional duties.

Practicum assignments are for two weeks:
First two week session is: October 31, November 1-13
Second two week session is: November 14-21, 28 and December 1
SED 404
Mrs. Jane Dean

Rubric for Literacy Case Study

Being able to diagnose students’ reading problems and then plan and implement instruction to help correct those problems are critical skills for teachers of reading to possess. A case study experience to help pre-service teachers learn to use these skills to teach a struggling reader will be an assignment for practicum.

Computers, IPads, or other learning aids that will help in the instruction may be used.

Case Study Rubric

1. Choose one struggling reader from your learning placement (not the autistic placement).

2. Assess the student’s literacy strengths and weaknesses. Use the tests or ideas that you learned in 404 and Assessment. List the name of the test, the results of the tests (in chart and narrative form) and what you feel the student is having difficulty learning in your report. A spelling inventory should be given.

3. Develop an instructional tutoring plan to meet the specific needs of the student. Discuss this with your cooperating teacher.

4. Develop a 4 session lesson plan that addresses the specific needs you have identified through the testing and tutor the student for at least 10 minutes for each session. Remember to focus in on only two skills, one phonics skill and one comprehension skill. The skills may be one phonemic awareness skill and one listening comprehension skill for younger students.

5. You should also find and use at least 2 strategies that target the learning you have identified for the student. IPads or Smart Phone Apps are only some of the ways to find and teach the strategies for improved student learning. Game boards and Action Based Learning activities along with traditional methods may be used. A sort is to be included in at least one lesson.

6. Discuss your progress throughout the process with your co-op.

7. Retest the student with one evaluation tool. This may be an evaluation designed by you.

8. Write a 3 page summary of what you have learned from working on this case study. Label each section according to the sample. The format will be taken from Cohen, L.G. and Spenciner, L.J. (2011). Assessment of Children and Youth with Special Needs (4th ed.). A handout with this information will be given to you. What did you learn from working with one student: in testing, in using a variety of strategies to tutor and in discussing your work with a faculty member and a peer teacher? An additional 1 page reflection on the assignment is required also.

9. Put your student report, examples of lessons, student work and your 1 page/reflection in a 3 ring binder and give it to me.
Rubric for SED 404 Literacy Case Study

Instructions and examples are given in the text *Assessment of Children and Youth with Special Needs* by Libby Cohen and Loraine J. Spenciner pg. 117-126. The seven areas needed in the report are delineated on 117-119. A sample report is given on pg. 125-126.

Some information will not be available and will need to be fabricated. Please include plausible information and denote it by highlighting it.

__/2 Points  1. **Format** is visually appealing, organized, and neat. Correct grammar, spelling, and mechanics are used.

__/2 Points  2. **Identifying data** (identifies the student -use names for the parents, the school, the test, and the examiner- include contact information for both the parents and the school)

__/2 Points  3. **Reason for Referral/Assessment**

__/4 Points  4. **Background Information** (birth, developmental milestones, family, health concerns or difficulties and/or reports from other related service personnel-you may make up plausible information)

__/4 Points  5. **Observation of the Environment** (Describe the classroom learning environment, the testing environment, and the 5 lesson tutoring environment)

__/4 Points  6. **Behavioral Observation** (description of student behavior during testing and tutoring)

__/4 Points  7. **Tests Administered** (list all used and give a brief description of each test)

__/10 Points  8. **Discussion of the Results** (delineate all scores and levels determined-tables or charts and charts must be included. A narrative to explain the results should also be included.)

__/4 Points  9. **Summary** -This should be a short review of all the sections –1-10, (a teacher reading this would have an overview of the entire case study).

__/4 Points  10. **Recommendations** (statement of further testing to determine eligibility for a special education placement, types of services needed, delivery options-setting and type of program, future plans for goals, assessments etc.)

__/60 Points  **Folder** (Report will be placed in a folder along with the four session lesson plan used, test protocols, materials used in teaching-worksheets, game boards, etc. and one page reflection for tutoring assignment will be included.)

__/100 Point  **TOTAL**
General Guidelines for designing video Modeling procedures

*(Video Modelling and Behavior Analysis by Christos Nikopoulos and Mickey Keenan)*

1. After a task analysis, each component of a specific task should be videotaped. The number of sequences to be shown needs to be gauged for a particular child.

2. Preferably one model should be used.

3. Simple behaviors demonstrated by the model should be about 30-40 seconds maximum.

4. At the initial stages, the setting viewed in the videotape should be the same as the setting in which the child will demonstrate the imitative behavior. Thereafter, different settings could be used.

5. The treatment provider has to be sure that the videotape shows a close-up of the action he or she wants the child to imitate.

6. The child should be allowed to watch each video clip at least once.

7. The child has to be allowed to have at least two or three minutes to demonstrate the modeled behavior. Whether or not the child has imitated the videotaped behavior, the treatment provider could occasionally provide him or her with praise or a small piece of food for behaving well unless disruptive or challenging behaviors are in place.

8. The child should watch the same modeled sequence again if he or she fails to imitate the behaviors, this should be done at least three times.

9. The treatment provider must keep data for every trial and let the child have at least three successful trials before he or she moves to the next video clip.

10. Programming for maintenance and generalization of the imitative behavior must take place across settings, stimuli, people and time.
SED 402  
Dr. Camardese  

Behavior Management  
Creating a video to promote a social skill  

1. With your cooperating teacher identify a student and social skill to promote.  
2. Write a rationale for selecting the specific behavior  
3. Write a ‘script’ for your video  
4. Recruit ‘actor/actor’s (written permission slips will be needed if you are using children)  
5. Decide on a location for filming the video-tape.  
6. Video-tape your social skill segment (cameras are available in the Education Dept. or from LIS services).  
7. Share the video-tape with your cooperating teacher  
8. Child watches the video at least once.  
9. Give the child 2-3 minutes to demonstrate the modeled behavior. Refer to number 7 of basic guidelines for designing video modeling procedures.  
10. Child should watch the same modeled sequence again if she/he fails to imitate the behaviors, this should be done at least three times.  
11. Keep data for every trial.
SED 402
Dr. Camardese

Rubric for Video Modeling

1. Rationale for selecting social skill (20 points)
   a. Why was this social skill selected?
   b. Background information about the student
   c. How will this student benefit from successfully modeling and internalizing this social skill?

2. Script for video (20 points)
   a. Write a detailed plan for your video, include setting, ‘actor/actors, what materials are needed, what the actor will say or do.
   b. Refer to the basic guidelines for designing video modeling procedures.
   c. Share your script with your cooperating teacher and obtain her approval.

3. Create the video (20 points)
   a. Quality of the video (clear, easy to see, easy to hear)
   b. Are the social skills desired clearly visible, focus is on the social skill
   c. Are the actor’s someone the student can relate to?
   d. Is the student able to successfully model the social skill?

4. Data (15 points)
   a. Maintain records that indicate whether or not the student was able to imitate the desired behavior.
   b. Summarize the video-tape project
      What worked/what didn’t work?
      How did the student respond?
      What would you do differently next time?
      Was the project successful?
Rubric for Social Story

1. Rationale for selecting social skill (20 points)
   a. Why was this social skill selected?
   b. Background information about the student
   c. How will this student benefit from successfully modeling and internalizing this social skill?

2. Script for social story (20 points)
   a. Write a script for your social story
   b. Share your script with your cooperating teacher and obtain her approval.

3. Create the social story (20 points)
   a. Quality of the social story (photos/graphics/print size)
   b. Are the social skills desired clearly visible, focus is on the social skill
   c. Can the student relate to the social story?
   d. Is the student able to successfully model the social skill?

4. Data (15 points)
   a. Maintain records that indicate whether or not the student was able to imitate the desired behavior.
   b. Summarize the social story project
      What worked/what didn’t work?
      How did the student respond?
      What would you do differently next time?
FUNCTIONAL BEHAVIOR ASSESSMENT
50 points

During your practicum, identify a student to complete a functional behavior assessment (FBA). Make sure you work with your practicum cooperating teacher.

Structured Interview
Gathering descriptive information or data concerning the target behavior through a structured interview.

Conducting Behavioral Observations
Conducting behavioral observations to determine the antecedents and consequences associated with the target behavior and any patterns that might exist.

Creating a Hypothesis
Formulate a hypothesis related to the function(s) of the behavior. It may be necessary to conduct a functional analysis consisting of systematic manipulations of antecedent and consequence variables to validate their relationship to the behavior and also to confirm the function of the behavior.

Intervention Strategies
What prevention strategies, behavior change strategies, and consequence strategies would you suggest based on the information gathered?
“Menu” Choices for SED 402 Practicum Assignments

Explanations and more details will be handed out in class on each choice. You will pick two of the following items to complete during your practicum hours in the classroom setting.

Video Modeling of a skill (e.g. a social skill, job interview skills, etiquette skills, hygiene skills, dressing or other self help skills)
Social Story (see examples above)
Target Behavior Plan (collect baseline data, devise a behavior contract, implement if possible)
Token Economy System (create a token economy to be used with one student, a small group of students or the entire class)
Picture schedule (to be used for one student or for an entire class)
Compliance Drill

Functional Behavior Assessment

For each item you choose you will provide the product & a reflective write-up answering the following questions:

Why you chose this particular strategy?
Was the strategy successful? Why or why not?
What if anything would you change if you decided to use this strategy again?
What in general did you learn from creating and implementing this strategy in a classroom?
SED 413/414
Dr. Domanski

Assignments:
1. Practicum Reflection Journals
2. 2 Lesson Plans

Assignment description:

**Practicum Reflection (5 points)**
Keep a reflective journal of the practicum experiences for the purpose of identifying and exploring elements of course content and assignments. This journal should not be a time log of daily events but include your observations (of students, teachers, other professionals) and the types of instructional decisions made. At the end of each placement you will submit this electronically via D2L with a special one paragraph reflection after both placements. Your daily entries can focus on one event, student, etc. or multiple events, students, etc. You must have at least one paragraph a day. This reflection will serve as a focused summary of your practicum experiences, so when you are on job interviews next year you can refer back to this document. The last paragraph of your 2nd journal reflection must address the following two prompts:

1. What was the one thing you learned most from your special education practicum experiences that will impact your future teaching?
2. What was a challenge you encountered during these practicum placements, and how did you address it?

**Practicum Lesson Plans (5 points)**
Creation of 2 lesson plans (one from each practicum) for students who have special needs using appropriate modification and adaptations for academic, social, and emotional needs of students. One of these lessons must be co-taught and co-planned with a general educator (if possible). If access to a general educator during instruction is not available you must co-teach a lesson with your cooperating teacher or other pre-service student in your classroom placement. Your lessons must include:
- Clear objectives connected to state standards (inclusive classroom) or students IEP goals (self-contained classroom)
- Lesson activities and assessment (informal or formal) are directly connected to the objectives
- All materials, handouts, manipulatives, and directions for what should be completed by the co-teacher, paraprofessionals and other adults are clear and included

At the end of your lesson type a short paragraph reflection of your thoughts on the lesson (what went well, what would you change, how students responded, etc.), include a few sentences describing specifically how an instructional strategy you used connected to a course activity (reading, assignment, etc), and submit your lesson plan with reflection as one document electronically to D2L. This lesson should mirror the typical instruction in your placement, so it can be whole class, small group, or one-on-one.

**Grading Guidelines for Lesson Plans (5 points total for both)**
- Lesson plans have clear objectives connected to state standards (inclusive classroom) or students IEP goals (self-contained classroom) (2 points)
- Lesson activities and assessment (informal or formal) are directly connected to the objectives (2 points)
- All materials, handouts, manipulatives, and directions for what should be completed by the co-teacher, paraprofessionals and other adults are clear and included (1 point)
CBM or Progress Monitoring Information

Curriculum Based Measurement and Progress Monitoring techniques that were presented and practiced in SED 412 may be used to meet the requirements for this assignment. The practicum teacher may be currently using other forms of CBM or PM and the pre-service teacher may continue these if the teacher grants permission.

Reading, writing, oral language, spelling, or math measures may be chosen for either the PM or CBM. A simple method to complete a PM is to monitor and collect data on:

- total correct digits (TCD) for daily math seat work or homework
- correct letter sequences (CLS) total or number of words spelled correctly (TWC) for spelling pre-trial and post tests for two weeks
- oral reading fluency over time with 3 or 4 reading samples of appropriate length
- total number of words written (TWW) in a daily journal or 3-4 samples of paragraph timed writings from prompts

Please complete a choice of (either a single CBM or PM) in one practicum setting. The data collected should be presented in graph or table form. Use of an Excel type spreadsheet is recommended.

The PM/CBM data must include a written narrative. Use the format delineated in the rubric. The information should be presented in a clear manner so that another professional could replicate the work you have done with the student being assessed. As you analyze the data, remember to write the implications for future student progress. Please include in the recommendations the intervention that is planned for the learner.

CBA/CB
M Rubric

Format......................................................................................................... /2
Format is visually appealing, correct in grammar, mechanics, and spelling.

Area tested and Test Used ................................................................. /1
Subject area is stated. Test name (if commercial) is listed.
If the test has been created by the teacher or the practicum student indicate as such.

Subject ..................................................................................................... /4
Information is provided about the student- age, grade, reason for measuring abilities. Observations are included about the behaviors noted during testing.
Procedures..................................................................................................  /4
   How the measurement was given is provided.

Results.........................................................................................................  /4
   The scores are provided in charts, graphs or tables. A
   narrative is included to explain those graphics.

Recommendations.....................................................................................  /5
   Information is given as to the use of the findings. How
   will they be shared? How will they be used to direct instruction? How will they impact further testing?

Total.............................................................................................................  /20

Progress Monitoring Rubric

Format.........................................................................................................  /2
   Format is visually appealing, correct in grammar, mechanics, and spelling.

Area tested and Test Used .................................................................  /1
   Subject area is stated. Test name (if commercial) is listed.
   If the test has been created by the teacher or the practicum student that is stated.

Subject .....................................................................................................  /4
   Information is provided about the student- age, grade, reason for measuring abilities. Observations are included about the behaviors noted during testing.

Procedures..................................................................................................  /4
   How the measurement was given is provided.

Results.........................................................................................................  /4
   The scores are provided in charts, graphs or tables. A narrative is included to explain those graphics.

Recommendations.....................................................................................  /5
   Information is given as to the use of the findings. How will they be shared? How will they be used to direct instruction? How will they impact further testing?

Total.............................................................................................................  /20
FOR CLASSROOM PRACTICUM TEACHERS

“TO DO IDEAS FOR SPECIAL EDUCATION BLOCK PRACTICUM STUDENTS”

Bulletin Boards
Learning Centers
Small group teaching
One-on-one tutoring
Create and/or lead games
Teach a lesson in Spelling, English, or Science

Teach a lesson different from their college directed lesson in math, reading, literature or social studies

Assist with grades/grading
Create a rubric
Visit “specials” with the class

Attend IEP meetings
Attend Child Study Team meetings

We truly value those things our students can experience only by being out in a classroom. Please feel free to assign, have them help, or try whatever you feel would be helpful for them to experience. Thank you so much.
WESTMINSTER COLLEGE
SCHOOL OF EDUCATION
SPECIAL EDUCATION BLOCK PRACTICUM
FIRST TWO WEEK EVALUATION

Classroom teacher____________________________________________________
Practicum student_____________________________________________________
School______________________________________________________________
Grade_______________________________________ Date____________________

1. Please evaluate your pre-service teacher’s professionalism (attitude, preparedness and promptness) using a scale of 1-10. (10 is outstanding)

   Comments:

2. Please evaluate your pre-service teacher’s lesson plans, teaching of lessons and interactions with your students using the scale 1-10. (10 is outstanding)

   Lesson plans________     Teaching of lessons________
   Interactions with students___________

   Comments:

3. List any concerns or suggestions you may have for your pre-service teacher or the practicum in general.

Please return this form to the School of Education in the envelope provided during the last week of practicum. THANK YOU!
Please mail with the Special Education Block Practicum Evaluation (next page)
Westminster College Special Education Block Practicum

1. What were the strengths of this program?

2. What were the weaknesses of this program?

3. What suggestions do you have to make it better?

Would you be willing to work with a Westminster pre-service practicum student in Spring?_____ Fall?_______

Please return this form to School of Education in the envelope provided during the last week of the practicum. THANK YOU!