SED 712 04: Seminar in Assessment Methods in Special Education
Classes begin on Mondays and continue through Friday each week

Beginning date: Monday, October 15th, 2018   Ending date: Friday, December 7th, 2018

“If assessment is to be a positive force in education, it must be implemented properly. It cannot be used to merely sort students or to criticize education. Its goals must be to improve education. Rather than ‘teach to the test’, we must ‘test what we teach’ “.

~Lockwood & McLean

Dr. Linda P. Domanski
724-946-7182 Campus Phone; 724-923-8472 Cell Phone
Email address for instructor: domanslp@westminster.edu

Virtual Office Hours: Tuesdays from 1:30 p.m. to 4:30 p.m.; and Wednesdays from 12:30 – 1:30 p.m. or by an appointment for a pre-arranged phone during the week I answer email daily, so that is typically the way we will correspond.

Course Description: Students will acquire an understanding of the assessment process used with children and youth. Norm-referenced standardized tests, curriculum-based assessments, authentic, and portfolio assessments will be included in the approaches to assessment that will be studied.

Course Objectives:
Students will:
• Identify assessment questions and describe the different steps and purposes for assessment.
• Create a Student Inventory list of appropriate questions to ask of family members or others about the student.
• Develop an assessment game in an area or subject determined by the candidate.
• Describe how to administer various assessments.
• Discuss interpreting assessments with accommodations or modifications.
• Apply professional standards and ethical principles to assessment.
• Define reliability and validity.
• Explain why assessment approaches should be responsive to diversity.
• Explain a variety of ways to involve families in the assessment process.
• Describe norm-referenced standardized assessment.
• Describe the process for planning and conducting interviews and assessments.
• Discuss the process of interpreting assessment.
• Explain the general principles of assessment reports.
• Explain the integral link between instruction, assessment, self-assessment, and peer assessment.
• Discuss approaches to the assessment of achievement, including norm-referenced standardized tests, criterion-referenced assessment, curriculum-based assessment and performance-based assessment.
• Describe approaches to oral and written language assessment, including norm-referenced standardized tests, writing samples, journals, notebooks, essays, homework, discussions, group work, interviews, alternative assessment, performance testing, self-assessment, and peer assessment.
• Describe how the physical, learning, and social environments influence assessment.
• Describe approaches to reading, mathematics, and language arts assessments.
• Describe specific tests of intelligence.
• Explore standard assessment rationale and practices and the types of decisions made using assessment data.
• Investigate the primary types of assessments that are conducted when a student is experiencing difficulty in school: assessing instruction and assessing the student.
• Describe two main ways in which test performance is quantified: norm-referenced assessment and criterion-referenced assessment.
• Discuss the reasons for testing adaptations and the participation of students with disabilities in testing.
• Interpret a Reevaluation Report (RR) written for a student who has special needs.
• Create a mini-MOCK IEP based upon the aforementioned RR.
• Demonstrate an ability to critique a variety of assessment instruments.
• Complete a 30 hour Practicum within a school setting working with students who have disabilities and submit assessment assignments and a reflective practicum journal at the end of the 30 hour period.
• Conduct collaborative assessment for the purpose of understanding ongoing data collection practices and subsequent instructional needs of students (i.e., curriculum-based assessment and progress monitoring) during the embedded Practicum.

Required Text:
The text is available in the College Bookstore, which is open until 4:30 p.m. throughout the week.

Course Requirements:
1. **Weekly participation** in Discussion Forums (20 points total which includes all of the discussions), as guided by Chapter topics and content queries provided by the instructor. 
   A) Students must participate by posting an original item before they may respond to the posts of others. 
   B) All queries by the instructor must be addressed by every student, and 
   C) each student must respond substantively to at least two (or more) posts of peers weekly. 
   D) Discussion posts in response to weekly queries by the instructor and replies to fellow students’ posts are due by 11:00 p.m. on Thursday of each week and 
   E) The instructor will respond to all original posts by midnight Saturday each week.

2. **Student Inventory.** (50 points) You will design a student inventory of at least 20 questions. There are no incorrect questions – this exercise is for you as the teacher to find out helpful information you would like and/or need to know about the student. Questions on demographics/family information, personal preferences, rewards, strengths/weaknesses, and learning style are required; others of interest to you should also be included. Specify a grade level or age-range in which you might use this inventory. The material in Chapters 3 & 4 should help you to craft this item to be a tool to learn more about the student and his or her family which will ultimately aid instructional planning. The inventory will include graphics and various structured answer formats (fill-in-the blank, yes – no, often – rarely - never, open-ended, or checklists) and is to be deposited in the Drop Box folder on Saturday, November 3rd at the end of Week 3 by 4:00 p.m.

3. **Assessment Game.** (50 points) You will design and name a game and the accompanying materials/procedures in a chosen subject area that tests skills and determines student learning levels and/or progress made. Since this is a game for children who have special needs, it must be designed to contain various levels of skills, so that a student may advance through the levels to demonstrate progress. The game may also be played by multiple players at the same time who may not all be at the same ability level. **Hint:** color-coded question or problem cards for the various levels of difficulty are most useful in designing these types of assessment games. Keep in mind that the game rules and sequence of play must be understood by all who play and by the teacher who will explain the game initially to the students. Many students find it helpful to use a file folder format that is later laminated along with accompanying player cards. Large jars with items inside and dice also work well for certain subjects, as do large foam core poster board formats. Some students also have chosen to adapt traditional board or card games for use (Trouble, Sorry, Uno, etc.) by making modified cards and rules of play. Use your imagination! The game as designed, produced, and explained thoroughly along with all accompanying electronic materials (digital photos or scans of the game and components and MS Word processed rules in a file will suffice) are to be placed in the Drop Box folder by 4:00 p.m. Friday, November 16th, 2018 by 10:00 p.m. of Week 5.
4. **CBA and Progress Monitoring** assignments, with reflections summaries, (20 points each). Further instructions for these assignments are found in the Practicum Handbook that is at the end of this syllabus. There is a 30 hour Practicum during this course [30 hours] in a setting working with students who have disabilities. The instructor has also uploaded o D2L examples of previously completed CBA and PM assignments and accompanying reflections for your review. The CBA assignment may be submitted after the completion of 15 hours of Practicum, then the PM assignment may be submitted following 30 hours of total Practicum time has been completed. The submission dates of these assignments may vary, as candidates will necessarily complete their 30 hours working with students who have disabilities in a setting(s) within a school system according to their own personal schedules and availability of placements within a district. In any event, these two CBA and PM assignments are due no later that [Week 7 Saturday, December 1st by 4 p.m.](#) in the Drop Box folder for SED 712.

5. **Practicum Reflective Journal (40 points)** will outline the Practicum setting events in the ways described in the Practicum Handbook Information section of this syllabus, in a 7-10 page paper. At least six (6) events/days must be represented, however, more items may be included as desired. When writing the reflective journal please keep in mind that over the course of your 30 hours spent working with students who have special needs you will be contemplating the following questions as found in the Reflection Summary Rubrics:

What types of assessments were used? What specific tests were given? How were the assessments used to direct instruction? How were were IEPs impacted? How was the assessment feedback shared? How were the students involved in the process of self-assessments, goal setting? What knowledge was gained in observing and administering various assessments? What insights into the assessment/instruction connection were made?

Also, while completing your Practicum experiences you will no doubt ponder the following: *What am I learning about students who have special needs in these settings? What am I learning about the process of assessment in today’s school systems? And, most importantly: What am I learning about myself as a teacher?*

For confidentiality, please provide fictitious names for your students and teachers. I will be the only one reading your reflective journals. You [may name the school](#) in which you are completing your practicum and the grade levels or special education setting in which you spend the 30 hours. The completed MS Word processed Reflective Journal is due no later than **Tuesday, December 4th**,
by 10:00 p.m., the Practicum Experience Verification Form and signed Log of Hours are to be placed in the Drop Box folder provided by Thursday, December 6th, 10:00 p.m., the last week of the course.

6. A MOCK IEP activity will be part of this course (100 points). You will read several sample IEPs and evaluation reports provided in D2L, then engage in a Discussion Forum as you read through a Sample Evaluation Report of a student. After reviewing the sections of the Reevaluation Report (RR) with the instructor via a Discussion Forum, you will be required to download a blank MS Word IEP template to then craft your own MOCK IEP for submission. At that point, you are required to go to save-as to save the template by your last name, first name as a document. You may then enter data into the IEP document to complete it for the student in question. Once all IEPs are submitted in the Drop Box, the instructor will load a completed IEP for the student in question to compare your thinking to that of other professionals in creating a workable and measurable IEP document for the student identified in the RR. The MOCK IEP is due on Friday, December 7th of Week 8 by 10:00 p.m. to the Drop Box folder.

7. Two quizzes will be required as part of this class (50 points each). The quizzes will be available through the D2L program and must be completed in a timely manner once available. The first quiz covers Chapters 1-8, and the second quiz covers Chapters 9-14, and 16-18. Two hours will be allotted to complete each quiz once it has been started. Plan your time accordingly. The first quiz must be completed on Friday of Week 4, November 9th by 10:00 p.m. The final quiz 2 is to be completed on the Wednesday, December 5th, of Week 8 by 10:00 p.m.

8. Attendance, Participation, and Professionalism. (50 points) Participation in weekly Discussion Forums and completing weekly readings, assignments, and quizzes by the due dates are components of this point category. The points for this category are divided over the eight weeks of the course, with 5 points earned each week for virtual attendance and participation, and the remaining 10 points earned for professionalism while completing Practicum. Professionalism is also expected at all times whether communicating via D2L or in person during the Practicum. Should you have an unforeseen emergency (death in the immediate family, hospitalization, or serious illness) please contact me immediately via cell phone or email to work out arrangements to “make-up” work missed. It is generally advisable, however, to fully participate in the class while it is in session to avoid falling behind.

*Integrity in your assignments: All written assignments are expected to demonstrate college level work with the correct use of grammar, writing mechanics,
spelling and proper format. All assignments are due by the weeks/dates specified in this syllabus, no later than the times specified, and considered late thereafter. Late assignments will lose 20% the first week and 40% of the grade the second week. Students should also be familiar with Westminster’s Academic Integrity Policy. Any assignments found to contain plagiarized material will be submitted to the Vice-President of Academic Affairs. Central to the purpose and pursuit of any academic community is academic integrity. All members of the Westminster community, including students, faculty, staff, and administrators, are expected to maintain the highest standards of honesty and integrity, in keeping with the philosophy and mission of the College. Academic dishonesty is a profound violation of this code of behavior. For specific examples of and consequences for academic dishonesty, please refer to the Academic Catalog AY 18-19.

**Evaluation & Grading:**

1. Attendance, Participation, and Professionalism – Because this is a content area methods class and the information and skills presented build on each other, any student missing two or more sessions may be asked to withdraw. Additionally, learning is not passive. We will depend on each other for learning through discussion and questioning. Be prepared to actively participate in class discussion forums and by completing all readings, viewings, and assignments. Active participation is essential and will be evaluated in the following way: Excellent- proactive participation through discussions: leading, originating, informing, challenging contributions that reflect in-depth study, thought, and analysis of the topic under consideration. This does not mean dominating discussion or using many words to say little. Satisfactory - reactive participation: supportive, follow-up contributions that are relevant and of value, but rely on the leadership and study of others, or reflect opinion rather than study, thought, and contemplation. Minimally Acceptable - passive participation: present, but not actively involved. Unsatisfactory- uninvolved: absent, present but not providing relevant contributions so as to inhibit the progress of the discussion, or exhibiting discourteous, or disruptive behavior.
Grading Scale:

**Grading**

94-100 Of all possible points= A
92-93 = A-
90-91 = B+
84-89 = B
82-83 = B-
80-81 = C+
74-79 = C
72-73 = C-
65-71 Of all possible points= D

Below 65= Failure of course

**Those pursuing teaching certification must earn a minimum of a 3.0 in this course.**
SED 712 meets the following PDE PreK-8 Program Guidelines/Competencies and the Accommodations & Adaptations Guidelines

<table>
<thead>
<tr>
<th>I. Special Education System in the United States</th>
<th>Course activity, project, assignment, assessment measure</th>
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<tbody>
<tr>
<td>A. Foundations 1, 3,5,7,9</td>
<td>Readings, discussion, test performance, examples shared from prior field experiences</td>
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<tr>
<td>B. Understanding Diversity 3</td>
<td>Readings, discussions, test performance, examples shared from prior field or life experiences, associated Practicum, Student Inventory</td>
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<td>X. Prevention and Early Intervention 1' 3-7, 9</td>
<td>Readings, discussions, test performance, associated Practicum, PM &amp;</td>
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<th>II. Cognition and Development</th>
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<tr>
<td>A. Development of academic, functional performance 1-5, 8</td>
<td>Readings, discussions, test performance, IEP writing, RR, Mock IEP, PM &amp; CBA work</td>
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<tr>
<td>B. Individual Differences 1,3,4,5</td>
<td>Readings, discussions, test performance, Student Inventory, Assessment Game, IEP writing, RR, Mock IEP, PM &amp; CBA work, in-class activities related to examination of student work, de-briefings following</td>
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| III. Assessment A-C, E-T                         | Readings, discussions, test performance, examination of assessment materials in math, writing, behavior, language, Assessment Game, IEP writing, RR, Mock IEP, PM, Practicum |

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<th>IV. Pedagogy</th>
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<td>B. 10,11, 16-18, 23</td>
<td>Readings, discussions, test performance, course activities</td>
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<tr>
<td>C. Language Development 1,2,5,6, 15</td>
<td>Readings, discussions, test performance, course activities, examination of assessment materials</td>
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| IV. Instructional Planning, E.2,9-11,14,16      | Readings, discussions, test performance, IEP writing, RR, Mock IEP, PM & CBM work |

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<th>V. Inclusion in the LRE</th>
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<tr>
<td>A. LRE School Wide 7,9-12</td>
<td>Readings, discussions, test performance, Mock IEP, RR, and recommendations</td>
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<td><strong>B. Effective Instructional Strategies</strong>&lt;br&gt;3-12</td>
<td><strong>Readings, discussions, test performance, course activities, Game Assessment, as evidenced on IEPs and RR and recommendations</strong></td>
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<td><strong>C. Inclusion in State/Acad. Stds.</strong></td>
<td><strong>Readings, discussions, test performance,</strong></td>
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<td>2,4,5,6,7,9</td>
<td><strong>Practicum lesson planning assessments</strong></td>
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<td><strong>VI. Professional/Ethical Practice</strong>&lt;br&gt;A-C, E,F</td>
<td><strong>Readings, discussions, test performance, diagnostic assessment for RR, and Mock IEP work, associated Practicum assignments CBA &amp; PM</strong></td>
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<td><strong>VII. Collaboration</strong> A-G,J</td>
<td><strong>Readings, discussions, test performance, RR and Mock IEP work, - Course activity related to PM &amp; CBA</strong></td>
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<td><strong>ACCOMMODATIONS &amp; ADAPTATIONS for STUDENTS with DISABILITIES in an INCLUSIVE SETTING</strong></td>
<td><strong>All course activities, Mock IEP assignment, assessment measures taken and LPs designed in</strong></td>
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<tr>
<td><strong>I. Types of Disabilities</strong> A,B,C</td>
<td><strong>Readings, discussions, test performance, examples shared from Practicum</strong></td>
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<td><strong>II. Cognitive Skill Development</strong></td>
<td><strong>Readings, discussions, test performance, examples shared from Practicum experiences, RR, Mock IEP, PM &amp; CBA work, examination of assessment materials, and performance in Practicum, LPs, interventions, and reflective journal</strong></td>
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<tr>
<td><strong>III. Assessments (meets all)</strong></td>
<td><strong>RR, Mock IEP, PM, CBA, Game</strong></td>
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NOTE: The content of this syllabus is subject to change at the instructor’s discretion. Online courses begin on a Monday and conclude on a Friday, the same as any other graduate school class. All assignments are set to be due prior to the end of the session. Course weeks run from Monday to Friday, although some assignments are due on the weekend, as you will note, so that you may have sufficient time to complete them.

Class Schedule:

Week 1 Date October 15 - 20*  Chapter 1 & 3 Understanding Assessment/Assessment Framework
Discussion Forums: - Participate in Introductions, Getting to Know You and Why Assessment and Framework
Read: Syllabus for SED 712 and Assessment Information and Forms
Activities: Read Professor’s Highlights and Notes for Chapters 1 & 3 and other uploaded documents
Media: View video on IEPs and the PDE Website
Assign: Read Practicum Handbook (see p. 13-18 of this syllabus) requirements

Week 2 Date October 22 - 27*  Chapter 2 Response to Intervention
Discussion Forum: Participate in Response to Intervention
Activities: Read Professor’s Highlights and Notes for Chapter 2 and other uploaded documents
Media: View videos on Response to Intervention and Universal Design Read and Ask Instructor About: Practicum Handbook requirements
Assign: Read over Student Inventory Rubric and assignment

Week 3 Date October 29*- November 3rd  Chapter 4 Involving Families and Selected items from Chapters 5 Reliability & Validity and Chapter 6 Developing Technical Skills
Discussion Forum: Today’s Families
Activities: Read Professor’s Highlights and Notes/Chapters 4-6 and other uploaded documents
Media: View videos on Parent Involvement, Building Relationships, and Criterion and Norm Referenced Tests
Assign: Read over Game Rubric
Submit: Student Inventory Assignment by Saturday Nov. 3rd at 4:00 p.m.

Week 4 Date November 5 – 10th  Chapters 7 Test Interpretation
and Writing
and Chapter 8 Observing, Interviewing, and Conferencing
Discussion Forum: Participate in The Case of Gina Anderson
Activities: Read Professor’s Highlights and Notes/Chapters 7 & 8
and other uploaded documents (Event, Duration, and Whole Interval Recordings)
Media: View videos on IEP Tips and ER, and conferencing with students
Assign: Start creating an Assessment Game
Activity: Quiz 1 Due by Friday November 9th at 10:00 p.m.

Week 5 _ Week November 12 - 17th
Chapter 9 Behavior and 10 Achievement: Overall Performance
Discussion Forum: Behavioral Interventions in Practicum and Real Life
Activity: Read Professor’s Highlights and Notes/Chapters 9 & 10
and other uploaded documents
Media: View the Top 10 PBIS Resources, Teacher Behavioral Strategies,
And Helping Young Aggressive Children, and CBA Introduction
Submit: Assessment Game due on Friday Week 5 November 16th
by 10:00 p.m.

Week 6 Week November 19 - 24th
Chapters 11 Reading and 14 Math
Activity: Participate in Discussion Forum “On the Subjects of Reading and Math....”
Activity: Read Professor’s Highlights and Notes/Chapters 11 & 14
and other uploaded documents
Media: Assessment-based Responsive Teaching, Reading Rockets, Read Naturally, Special Education Math, and Making Music with Math
Assign: Reading of RR for student who has Autism, re-read sample IEPs
and Annotated IEP as provided in preparation for Mock IEP writing

Week 7 Week November 26th - December 1st
Chap. 12 Written &13 Oral Language
Activity: Participate in Discussion Forum Written and Oral Expressive Language Skills and IEP Prep
Activity: Read Professor’s Highlights and Notes/Chapters 12 & 13
and other uploaded documents
Media: View Aims Web, Writing Conferences, and RTI in Action: Oral Language videos
Submit: CBA and PM assignments due to Drop Box folder no later than Saturday December 1st, Week 7 by 4:00 p.m.
Assign: Read IEP Template and begin Writing Mock IEP assignment

Week 8  Week December 3 – 7th  Chapters 16, 17, 18 Intelligence, Young Children, and Youth in Transition
Activity: Participate in Discussion Forum Working with Children and Youth and Putting It All Together
Activity: Read Professor’s Highlights and Notes/Chapters 16-18 and other uploaded documents
Media: View videos on Brigance Screening, Real-World Special Education, and Transition
Submit: Practicum Reflection Journal due on Tuesday, December 4th, Week 8 by 10 p.m. Note that the items relating to Practicum may be submitted earlier when the total 30 hours of Practicum have been completed, if desired.

Activity: Take Quiz 2 due on Wednesday, December 5th, Week 8 by 10:00 p.m.

Submit: Practicum Experience Verification Form (scanned and uploaded) to Drop Box by 10 p.m. on Thursday, December 6th.

Submit: The completed MOCK IEP (using the template) is due on Friday, December 7th of Week 8 by 10:00 p.m. to the Drop Box folder.

OFFICE OF DISABILITY RESOURCES
Westminster College is committed to providing services and resources to remove unnecessary barriers for students who have disabilities as consistent with the Americans with Disabilities Amendments Act and Section 504 of the Rehabilitation Act. Students who have disabilities who are seeking options to address any potential programmatic barriers, which includes academic accommodations, should contact the instructor for further information. The instructor will then meet with the student and the Director of the Office of Disability Resources to discuss his or her demonstrated concerns.

For more information visit the Disability Resources Section under the Student Services Section on the Westminster website.

NOTES
PRACTICUM HANDBOOK INFORMATION
To Whom It May Concern:

This student is enrolled this semester in a graduate course in a certification program in the Department of Education at Westminster College. S/he has enrolled in the course listed below that requires all students to complete 30 hours of practicum experience with students with specific special needs and/or at a specific age/grade level in a school setting:

SED 712: Seminar in Assessment Methods in Special Education

As the instructor for this course, I am asking you to allow this student to come into the classroom to complete the specific assignment outlined below:

**Student Assessment and Instruction Project**

In order to plan effective instruction, the WC students need to learn how to informally assess children’s knowledge of concepts, read assessment reports, plan interventions, and monitor students’ progress. The WC student will complete these assignments with a child from their practicum placement. Students are to choose a child from their practicum placement that they can then continue to work with throughout the semester. Following the initial observations and informal assessment, the student will conduct curriculum based assessment and progress monitoring with subsequent interventions and monitor the child’s progress throughout the intervention time. The student will create an ongoing reflective summary describing their curriculum based assessment and progress monitoring and subsequent interventions.

**Practicum Reflective Journal Summary**

Students will keep a reflective journal of the practicum experiences for the purpose of identifying and exploring elements of course content. This journal includes a minimum of 6 entries that can focus on one event, student, etc. or multiple events, students, etc. during the course of the Practicum experience for a total of 7-10 pages. Each entry must address the assessment questions found in the Reflective Journal Rubric. Ask the student to share this item with you.
The completion of assignment(s) will require at a **minimum** the following contact hours: **30 CONTACT HOURS** (due no later than December 6, 2018 to instructor)

All students admitted into the special education Master’s Program at WC are required to file a signed agreement with a specific school system that has agreed to permit practicum experiences. The student is responsible for complying with all school policies and behaving in a professional manner. Confidentiality of students in the school will be maintained since work submitted as a result of these assignments will not identify any location or individual by name and will not be reviewed by anyone other than the student and the instructor for the course. Please feel free to contact me if you need additional information. The WC faculty appreciates your cooperation in our personnel preparation programs.

Sincerely,

Dr. Linda Domanski,  
Professor Emerita  
School of Education  
Westminster College  
724-946-7182 Office  
724-923-8472 Cell  

domanslp@westminster.edu
PRACTICUM EXPERIENCE VERIFICATION

Student: ______________________ Course: _________ Semester/Year: _________

School Site: ______________________ City/State: ________________

Non-School Site*: ______________________ City/State: ________________

*indicate if school or non-school (use non-school ONLY if requirements allow such a placement)

Supervising Educator(s) Name and Position: ______________________

Site Characteristics:
Student Exceptionalities: ______________________

Student Ethnic/Economic/Linguistic Diversity: ______________________

Approving Administrator and Position: ______________________

Signature of Approving Administrator: ______________________ Date: _______

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Requirements:
- Minimum of 30 Contact Hours for Course
- Completion of Practicum Reflective Journal and CBA & PM Assessment/Instruction Projects

Record of Activities (please describe requirements based on course assignments):
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<tr>
<th>Date/Times</th>
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<th>Activities Completed</th>
<th>Relationship to Assignment(s)</th>
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Total Number Contact of Hours__________________

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***** I confirm that I completed the activities listed on the dates identified above and affirm that I have met the minimum requirements for the Practicum in this course.

______________________________  ________________
Signature of Student         Date

I confirm that I hold a teaching certificate and can confirm that this student engaged in these activities at this site as indicated above.

______________________________  ________________
Signature of Certified Educator  Date