

## **PRACTICUM REQUIREMENTS: SPECIAL EDUCATION CURRICULUM STRATEGIES**

**Spring Quarter, 2007  
Sue Pittman, Instructor**

During your 36 hours of practicum you will document your observations and participation using a portfolio. To complete the portfolio you will need to do the tasks and create the documents described below. Please keep all parts of the portfolio in a 3 ring binder and bring it to each of the class sessions. Your portfolio should provide evidence of each practicum requirement listed below and with the exception of your journal entries, should be in typed, narrative form.

1. Keep a log showing the days and times you were in your practicum and for each day briefly describe what you did. This description should include mention of any specific activities you were involved in that meet practicum requirements (i.e. lesson planning, interviews, etc.)
2. Keep a journal where you write down observations and **reflections** during each visit. Please give a good description of the activities that took place in the classroom, with a focus on curriculum used, lesson planning and lesson presentation.
3. Interview your cooperating teacher about how he/she planned his/her reading and language arts program. Specifically, how does he/she plan for diverse students, including students with learning disabilities? The answers to these questions should then be included in the portfolio in a final, typed version.
4. Compile a list of the curriculum or specially designed instructional resources used in the special education classroom. List for each curriculum area (reading, written language, math, adaptive/social skills). Include in your list any assistive technology used.
5. Review a weeks worth of lesson plans that your cooperating teacher has prepared. What worked? What adjustments were needed? Include the lesson objectives, materials and resources used, and modifications made in your written review.
6. Prepare a one-day lesson plan for each subject area (reading, math, written language, adaptive/social skills). Review with your cooperating teacher. When approved by your cooperating teacher, present your lesson to a small or large group of students. Critique your lessons: How successful was your lesson in accommodating the students' learning problems? How would you have modified it, if at all? Did your lesson meet the objectives? Did the students meet the lesson's objective?
7. Do a case study of a student you have contact with who may be struggling in reading. What are the factors that are influencing his or her learning? What components of the reading process pose the most problem for the student? How would you address his/her learning problem (what instructional strategies and/or curriculum would you use?)

8. What are the strategies used at your practicum site to facilitate maintenance and **generalization** of skills across learning environments?

9. Obtain a copy of a student's IEP for the following:

(a) Check alignment of the goals and objectives with the GLEES and extensions. What adjustments could be made to align them more closely?

(b) Do the IEP goals and objectives reflect the information in the present levels? What information may be missing?

© Does the IEP include participation in general education environment? How do the goals and objectives support this?