A. Course Description
In their practicum experience, students build on knowledge and competencies gained throughout their master’s program to synthesize their knowledge and apply recommended practices in EC/ECSE settings for children birth to 3 years of age.

B. Prerequisites
- Successful passing of the ECSE PLACE/PRAXIS II test
- Successful passing of the Elementary Content PLACE or Praxis II OR provide documentation of elementary education licensure. (Please fax the results of both ECSE and Elementary PLACE to your advisor)
- Successful completion of the courses, if any, on your Professional Teacher Education Program (PTEP) plan
- Prior approval from course instructor.

A. Relationship of this Course to the Program Knowledge Base
The faculty of the School of Special Education shall facilitate the development of educators who are able to implement professional standards, advocate for children and youth with exceptionalities and their families, and adhere to the following beliefs and values:
- Children and youth with exceptionalities are part of a larger community of diverse learners;
- Children and youth with exceptionalities can learn when provided with effective and/or differentiated instruction, the adaptation of the learning environment, and culturally responsive pedagogy and curriculum;
- Children and youth with exceptionalities excel when they are held to high standards and expectations;
- The larger mission of education is best served when special educators collaborate with families, general educators, and related services professionals.
- Children and youth with exceptionalities develop lifelong attitudes and behaviors when responsibility, self-determination, and ownership of their education are expected.

B. Professional Standards Met
[see Appendix A for details]
The knowledge base for Early Childhood Special Education Program (Generalist) license at the University of Northern Colorado relates to the following program standards:
E. Course Goals and Objectives

1. Engage in professional and reflective collaborative practice with children birth-3 years of age receiving early intervention services in natural environments
   a. Conduct individual assessment activities, selecting instruments appropriate to the purpose of the assessment, collaborating with other professional and the child’s family, and communicating results in an accurate and professional manner.
   b. Participate in the development and ongoing monitoring of an Individualized Education Plan (IEP) in collaboration with families.
   c. Embed targeted individual goals and objectives within planned group activities in an integrated format, adapting activities to accommodate individual needs.
   d. Address the full range of content knowledge with a strong emphasis on early literacy with attention to developmental, individual, and functional appropriateness.
   e. Engage in collaborative, team-based service planning and delivery.
   f. Engage in ongoing professional development.
   g. Show a high level of professionalism in written and verbal communication, collaborative relations, and professional dispositions.

CDE 9.04: (1)(h, i), (3)(a, b, d, e, h, j), (4)(c, d, e, r), (5)(a, b), (6)(a-c, h, i, l, n), (7)(b)(vii)

CDE 9.08: (2)(d, e, g, h(i-iv)), (3)(a, b), (4)(a, d-f), (5)(a-e), (6)(a), (8)(a, b), (9)(a-c), (10)(a-c)

CDE 8.01: (2)(f (i-iv)), (3)(a), (4)(a), (5)(a-c)

CRD: 5.01 (.1-.5)

PBSCT: 5.01(1) (4)(a,b,c,d,e) (5); 5.02(1)(a,b,c,d,e) (2); 5.03(1)(2)(3)(4)(5)(6)(8); 5.04(1)(2)(3)(4); 5.05(1)(2)(3)(4)(7)(8)(9); 5.06(1)(2)(3)(4)(5)(6)(7); 5.07(1)(2)(3)(4)(5); 5.08(5)

2. Apply recommended EC/ECSE practices.
   a. Plan learning environments, IEP goals & objectives / outcomes, intervention activities, and program transitions in ways that are challenging and are developmentally, functionally, and individually appropriate for children, applying knowledge of factors that influence typical and atypical development, and modifying plans based on ongoing assessment.
b. Engage in supportive, collaborative, and respectful relations with families of different cultural and linguistic backgrounds, recognizing their central role in their children’s development.

c. Apply knowledge of research in EC/ECSE to practice settings.

d. Engage in a strengths-based approach to intervention with children and families, building on existing resources, interests, and family-stated priorities.

e. Plan activities that maximize peer interaction among diverse learners.

f. Implement services with an understanding of and respect for applicable laws and standards.

CDE 9.04: (1)(a-e), (2)(a, d, e, f), (4)(a, b, e-p, s)

CDE 9.08: (1)(b), (2)(a-c, f, h(v-vii)), i), (3)(c-e), (6)(c,e), (10)(a-c)

CDE 8.01: (1)(b), (2)(a-e), (3)(c), (5)(a-c)

CRD: 5.01-5.10.5

3. Conduct a pre-assessment and plan and implement developmentally, individually, and functionally appropriate IEP outcomes in the practicum setting for at least one child/family, incorporating team and family input and priorities. Provide documentation of targeted child progress. Address literacy development as appropriate to the child’s age and developmental needs.

CDE 9.04: (3)(a-j), (6)(a-i, k, l, n)

CDE 9.08: (2)(a-c), (3)(e), (5)(a-e), (6)(a-e), (9)(c)

CDE 8.01: (1)(b), (4)(a-f)

CRD: 5.01 – 5.05

CEC: CC: 4S(104), 7S(2-7, 10-13), 8S(1-9)

F. Content of the Course

- Individual assessment
- IEP development and monitoring
- Curriculum and activity planning
- Embedding and individualizing instruction
- Collaborative, team-based collaboration
- Parent/professional collaboration
- Content instruction
- Professionalism in EC/ECSE practice
- Development of challenging and appropriate learning environments and activities
- Application of research-based practices in EC/ECSE settings
- Promoting peer socialization
- Application of laws, professional ethics, and standards in ECSE practice

G. Course Requirements

Guidelines are provided for each of these assignments under the Assignments tab in Blackboard: [www.blackboard.unco.edu](http://www.blackboard.unco.edu).

Refer to due dates in the Schedule in Appendix D. Refer to Appendix B for guidelines and rubrics.
<table>
<thead>
<tr>
<th>Assignment Description</th>
<th>Standards Addressed</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Getting Started Paperwork:</strong></td>
<td>CDE 9.04: (1)(e)</td>
<td>50</td>
</tr>
<tr>
<td>• Request for Payment</td>
<td>CDE 9.08: (3)(b), (4)(a, b-f), (8)(a)</td>
<td></td>
</tr>
<tr>
<td>• Request for Waiver Letter (if applicable)</td>
<td>CDE 8.01: (3)(a(i-iii), c(i-ii)), (5)(a-c)</td>
<td></td>
</tr>
<tr>
<td>• Student and Placement Contact Information Form</td>
<td><strong>Included</strong> in grades for Due Date #1 and #2</td>
<td></td>
</tr>
<tr>
<td>• Pre-practicum Self-Assessment</td>
<td><strong>Participation, communication and professionalism with Professional Supervisor,</strong> <strong>UNC Practicum Supervisor and families/children including:</strong></td>
<td></td>
</tr>
<tr>
<td>• Supervising Professional Interview Form</td>
<td>CDE 9.04: (1)(a-c, e, i), (2)(d,f), (3)(a-e), (4)(b-f, n), (5)(a, b), (6)(a-n), (7)(b)(vii)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CDE 9.08: (1)(b), (2)(f-h(iv-vii)), (3)(a, b), (4)(a, d-f), (5)(c, d), (6)(a, e), (8)(a,b), (9)(c(i-ii)), (10)(a-c)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CDE 8.01: (2)(b-d, f (i-iv)), (3)(a-c), (4)(c, d), (5)(b)</td>
<td></td>
</tr>
<tr>
<td><strong>Due Date #1</strong></td>
<td><strong>(Teacher Candidate Evaluation Form as well as communication with UNC Practicum Supervisor will inform this item)</strong></td>
<td></td>
</tr>
<tr>
<td>• Teacher Evaluation Form (20 pts)</td>
<td>CDE 9.04: (1)(d), (2)(a, d, e, f), (3)(a-j), (4)(a-s), (5)(a, b), (6)(a-i, k, l, n), (7)(b)(vii))</td>
<td>100</td>
</tr>
<tr>
<td>• Video Tape #1 (25pts)</td>
<td>CDE 9.08: (2)(a-h(i-vii)), (3)(c-e), (5)(a-e), (6)(a-e), (8)(b), (9)(a-c), (10)(a-c).</td>
<td></td>
</tr>
<tr>
<td>• Reflective Journal #1 (25pts)</td>
<td><strong>Conduct and submit work samples to include:</strong></td>
<td></td>
</tr>
<tr>
<td>• Work Samples: Assessment Summary (25pts)</td>
<td><strong>Included</strong> in grades for Due Date #1 and #2</td>
<td></td>
</tr>
<tr>
<td>• Record of Practicum Hours #1 (5pts)</td>
<td><strong>(Teacher Candidate Evaluation Form as well as communication with UNC Practicum Supervisor will inform this item)</strong></td>
<td></td>
</tr>
</tbody>
</table>
Pre-assessment and plan and implement developmentally, individually, and functionally appropriate IEP goals & objectives in the practicum setting for at least one child/family, incorporating team and family priorities and knowledge of factors that influence typical and atypical early development. Modify plans based on ongoing assessment. Address literacy development as appropriate to the child’s age and developmental needs. Provide documentation of targeted child progress with follow-up assessment data.

Due Date #2
- Teacher Evaluation Form #2 (20pts)
- Video Tape #2 (25pts)
- Reflective Journal #2 (25pts)
- Work Samples: Lesson Plan and Daily Transitions Plan (25pts)
- Record of Practicum Hours #2 (5pts)

Conduct and submit work samples to include:
Lesson plan addressing IEP goals and/or assessment outcomes; Plan activities that maximize peer interaction among diverse learners. Address transitions to and from planned activities.

**IWebfolio - Assessment/Intervention Plan Summary**
Complete an ongoing reflective journal. Student engages in continuous, reflective learning. The assignment will be submitted as **IWebfolio - Journal Summary**

**Discussion Board - 14 weeks**
(In the summer you will get week 13 and 14 free since there are only 12 weeks) NOTE: CREDIT IS ONLY GIVEN IF PARTICIPATION OCCURS WITHIN THE REQUIRED WEEK!

**Total:**

<table>
<thead>
<tr>
<th>H. Grading Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade</td>
</tr>
<tr>
<td>A</td>
</tr>
<tr>
<td>A-</td>
</tr>
<tr>
<td>C-</td>
</tr>
</tbody>
</table>
I. Required Readings (any two):

Electronic portfolio subscription ($35.00 per year) is also required for students who enrolled in the ECSE program. You will receive information on how to subscribe to iWebfolio at the start of the ECSE program.

**Suggested Readings** [See Appendix C]

J. Accommodations Statement
Students who believe that they may need accommodations in this class are encouraged to contact the Disability Support Services, voice/TTY (970) 351-2289, or fax (970) 351-4166, or visit [www.unco.edu/dss](http://www.unco.edu/dss) as soon as possible to ensure that accommodations are implemented in a timely fashion.

K. Academic Honesty
Students are required to follow guidelines related to academic honesty as outlined in the student handbook, available at [http://www.unco.edu/dos/docs/StudentHandbook.pdf](http://www.unco.edu/dos/docs/StudentHandbook.pdf). Also see guidance related to plagiarism at [http://www.unco.edu/dos/student_plagiarism.html](http://www.unco.edu/dos/student_plagiarism.html).

L. Inclusivity Statement
The College of Education and Behavioral Sciences (CEBS) supports an inclusive learning environment where diversity and individual differences are understood, respected, appreciated, and recognized as a source of strength. We expect that students, faculty, administrators and staff within CEBS will respect differences and demonstrate diligence in understanding how other peoples’ perspectives, behaviors, and worldviews may be different from their own.
APPENDIX A

Professional Standards Met in the Course
<table>
<thead>
<tr>
<th>Course: ECSE 538 Practicum</th>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Objectives</td>
<td>Literacy - CO</td>
</tr>
</tbody>
</table>

EDSE 539: Syllabus
<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>Standards</th>
<th>Literacy - CO</th>
<th>PBSCT-CO</th>
<th>ECE- 8.01</th>
<th>ECSE- 9.08</th>
<th>ECSE Specialist- 9.04</th>
</tr>
</thead>
</table>
| 1.Engage in professional and reflective collaborative practice with children birth-3 years of age receiving early intervention services in natural environments  
   i. Conduct individual assessment activities, selecting instruments appropriate to the purpose of the assessment, collaborating with other professional and the child's family, and communicating results in an accurate and professional manner.  
   ii. Participate in the development and ongoing monitoring of an Individual Family Service Plan (IFSP) in collaboration with families.  
   iii. Embed targeted individual outcomes within planned group activities in an integrated format, adapting activities to accommodate individual needs.  
   iv. Address the full range of content knowledge with a strong emphasis on early literacy with attention to developmental, individual, and functional appropriateness.  
   v. Engage in collaborative, team-based service planning and delivery.  
   vi. Engage in ongoing professional development.  
   vii. Show a high level of professionalism in written and verbal communication, collaborative relations, and professional dispositions. | R 5.01.1-5.01.5 | PBSCT: 5.01 - 5.08 | (2)(f (i-iv)) | (2)(d, e g, h(i-iv)) | (1)(h, i) |

**READINGS:**
- Koenig (2012).
- Pretti-Frontczak & Bricker (2004)
- Sandall & Ostrosky (1999)

**ASSIGNMENTS:**

**Participation Assignments:**
- 14 Discussion boards
- Getting started paperwork
- Professional collaboration with Supervising professional, and Early Intervention team, including families
- Reflective Journal entry
- Videotape #1
- Assessment Summary

**IWeebfolio - Assessment/Intervention Plan Part 1:**
Pre-assessment and plan and implement developmentally, individually, and functionally appropriate IFSP outcomes or IEP goals & objectives in the practicum setting for at least one child/family, incorporating team and family priorities and knowledge of factors that influence typical and atypical early development. Modify plans based on ongoing assessment. Address literacy development as appropriate to the child’s age and developmental needs.

Provide documentation of targeted child progress with follow-up assessment data.
## Course: ECSE 538 Practicum

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>Literacy - CO</th>
<th>PBSCT-CO</th>
<th>ECE- 8.01</th>
<th>ECSE- 9.08</th>
<th>ECSE Specialist- 9.04</th>
<th>Readings &amp; Assignments including Pg #</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Apply recommended EC/ECSE practices.</td>
<td>R 5.01.1-5.01.5</td>
<td>PBSCT: 5.01 - 5.08</td>
<td>(1)(b)</td>
<td>(1)(b)</td>
<td>(1)(a-e)</td>
<td><strong>READINGS:</strong></td>
</tr>
<tr>
<td>i. Plan learning environments, IFSP goals &amp; objectives / outcomes, intervention activities, and program transitions in ways that are challenging and are developmentally, functionally, and individually appropriate for children, applying knowledge of factors that influence typical and atypical development, and modifying plans based on ongoing assessment.</td>
<td>(2)(a-e)</td>
<td>(2)(a-c, f, h(v-vii))</td>
<td>(2)(a, d-f)</td>
<td>(3)(c-e)</td>
<td>(4)(a, b, e-p, s)</td>
<td></td>
</tr>
<tr>
<td>ii. Engage in supportive, collaborative, and respectful relations with families of different cultural and linguistic backgrounds, recognizing their central role in their children’s development.</td>
<td>(3)(c)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>iii. Apply knowledge of research in EC/ECSE to practice settings.</td>
<td>(5)(a-c)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>iv. Engage in a strengths-based approach to intervention with children and families, building on existing resources, interests, and family-stated priorities.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>v. Plan activities that maximize peer interaction among diverse learners.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>vi. Implement services with an understanding of and respect for applicable laws and standards.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**ASSIGNMENTS:**

**Participation Assignments:**

A. 14 Discussion boards
B. Professional collaboration with Supervising professional, and Early Intervention team, including families
C. Reflective Journal entry
D. Videotape #2
- Lesson Plan and Daily Transitions Plan

**Webfolio - Assessment/Intervention Plan Part 2:**

Conduct and submit work samples to include:

- Lesson plan addressing IFSP goals and/or assessment outcomes; Plan activities that maximize peer interaction among diverse learners.
<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>Literacy - CO</th>
<th>PBSCT-CO</th>
<th>ECE- 8.01</th>
<th>ECSE- 9.08</th>
<th>ECSE Specialist- 9.04</th>
<th>Readings &amp; Assignments including Pg #</th>
</tr>
</thead>
</table>
| 3. Conduct a pre-assessment and plan and implement developmentally, individually, and functionally appropriate IFSP outcomes in the practicum setting for at least one child/family, incorporating team and family input and priorities. Provide documentation of targeted child progress. Address literacy development as appropriate to the child’s age and developmental needs. | R 5.01.1-5.01.5 | PBSCT: 5.01 - 5.08 | (1)(b)     | (2)(a-c)  | (3)(a-j)              | READING S:  
  • Noonan & McCormick (2006)  
  • Koenig (2012)  
  • Pretti-Frontczak & Bricker (2004)  
  • Sandall & Ostrosky (1999) |
|                                                                                  |              |          | (4)(a-f)  | (3)(e)    | (6)(a-i, k, l, n)    | ASSIGNMENTS:  
  Participation Assignments:  
  • 14 Discussion boards  
  • Professional collaboration with Supervising professional, and Early Intervention team, including families  
    • Record of practicum hours |
|                                                                                  |              |          |           |           |                      | IWebfolio - Journal Summary  
  Student Engages in continuous, reflective learning. |
|                                                                                  |              |          |           |           |                      | IWebfolio - Assessment/Intervention Plan Summary  
  See description in Objectives 1 and 2 |
|                                                                                  |              |          |           |           |                      | Work Sample #1  
  Work Sample #2 |
The early childhood special education (ECSE) teacher is knowledgeable about child development and learning, and is able to articulate:

(a) theories of and research on typical and atypical child development, and to integrate them into cognitive, physical, social, emotional, language/communication, and aesthetic development.

(b) the importance of recognizing, and addressing in planning, the individual strengths of all children, including those with special needs.

(c) how all children, including those with special needs, learn, as related to the stages of cognitive, physical, social, emotional, language/communication, aesthetic development, and play; and the construction of knowledge, leading to literacy, e.g., language, reading, writing, the arts, and math.

(d) the conditions which affect the development and learning of all, including children with special needs, as related to the effects of physical, biological and environmental factors; and family, culture, society, and economics.

The early childhood special education teacher is knowledgeable about curriculum development and is able to:

(a) apply knowledge of how all children, including those with special needs, develop, to provide opportunities that support cognitive, physical, social, emotional, language/communicative, aesthetic development, and play of all young children, including those with special needs.

(b) apply knowledge of how young children differ from one another in their development, and utilize a wide variety of approaches to promote student learning; to mitigate developmental delays; and to take advantage of the special abilities individual children may manifest, including those with special learning needs.

(c) address, in planning for students, conditions that may affect the development and learning of all children from diverse populations including addressing how learning may be affected by physical, biological, environmental, familial, cultural, societal, and economic influences, to optimize child development, especially for the special needs learner.

The early childhood special education specialist is knowledgeable about advanced child development and learning, and is able to:

(a) incorporate a wide-variety of proven-effective child development and learning theory and practice, typical and atypical, with an emphasis on cognitive, motor, social-emotional, communication, adaptive, and aesthetic development in education, family, and community contexts.

(b) identify pre-, peri-, and postnatal development, and factors such as biological and environmental conditions, that affect children’s development and learning.
(c) identify specific disabilities, including the etiology, characteristics, and classification of common disabilities in young children, and articulate specific implications for development and learning in the first years of life.

(d) apply knowledge of cultural and linguistic diversity, and the significance of socio-cultural and political contexts, for development and learning, and recognize that children are best understood in the contexts of family, culture, and society.

(e) identify and apply strategies which address conditions that affect the development and learning of children, including the effects of biological and environmental factors, family, culture, society, and economics.

(f) apply knowledge of current research and theory related to stages of development of content areas include, but not limited to: English language arts, reading, writing, the arts, and math.

Colorado Department of Education (CDE) Early Childhood Education Standards, Section 8.01

(1) The early childhood educator is knowledgeable about early childhood education; its multiple historical, philosophical and social foundations; how these influence current thought and practice; and be able to demonstrate the ability to utilize such knowledge in the instruction of students. In planning for and implementing instructional delivery, the early childhood educator is able to incorporate:

(a) proven concepts related to typical and atypical traits of child development which can affect the acquisition of knowledge, skills, and abilities by students, including, but not limited to:

   (i) characteristics, stages, and styles of learning, as related to cognitive, physical, social, emotional, language/communicative, play, and aesthetic development.

   (ii) the effects of biological and environmental factors, culture, society, family, and family economics, on learning.

Council for Exceptional Children

Council for Exceptional Children, Knowledge and Skill Base for All Beginning Special Education Teachers of Early Childhood Students: EC:

2K (1) Theories of typical and atypical early childhood development
2K (2) Effect of biological and environmental factors on pre-, peri-, and post-natal development.
2K (3) Influence of stress and trauma, protective factors and resilience, and supportive relationships on the social and emotional development of young children
2K (4) Significance of sociocultural and political contexts for the development and learning of young children who are culturally and linguistically diverse.
2K (5) Impact of medical conditions on family concerns, resources, and priorities
2K (6) Childhood illnesses and communicable diseases

National Association for the Education of Young Children

*National Association for the Education of Young Children, Core Standards*

(1) Promoting Child Development and Learning:
- 1a: Knowing and understanding young children’s characteristics and needs
- 1b: Knowing and understanding the multiple influences on development and learning
- 1c: Using developmental knowledge to create healthy, respectful, supportive and challenging learning environments

(2) Building Family and Community Relationships
- 2a: Knowing about and understanding family and community characteristics

(4) Teaching and Learning
- 4c. Understanding content knowledge in early education

(5) Becoming a Professional
- 5b: Knowing about and upholding ethical standards and other professional guidelines
- 5c: Engaging in continuous, collaborative learning to inform practice
- 5d: Integrating knowledgeable, reflective, and critical perspectives on early education
Discussion Board

**General Directions:** Each week you will be required to participate in a Discussion Board topic. I will post a topic or question and you can respond according to your experience at your site. PLEASE NOTE: Not only do you need to tell us about your site, you are also required to participate in the DB discussion by responding to your colleagues' posts as well.

The weekly DB opens at 5 pm on Sunday and closes at midnight on the following Sunday night. If you have not posted by midnight on Sunday night you will received 0 points for that week. It would be best for you to post in the first part of the week. If you wait until the weekend, you may not be able to participate in this discussion.

These are suggested topics for discussions:

**Discussion #1:** Introduce yourself and your placement

**Discussion #2:** What challenges are you having getting started this week?

**Discussion #3:** Talk a little about your supervision set up. How often do or will you see your professional supervisor? In what capacity does he/she serve at your site? Are you getting your questions answered? Do you anticipate any challenges with this person? Is he/she able to give you the experiences you need and desire in this practicum?

**Discussion #4:** Resource and Referral: What is your experience with making referrals for internal and external resources? Do you find you refer for certain resources more than others? Are there resources in your community that you are lacking? Have you had opportunity to meet with your supervising professional about community resources? If not, please schedule some time with your supervisor to discuss the procedure for making referrals for families.

**Discussion #5:** Please discuss 1 child with special needs in your placement:
What is the child's diagnosis?
What services are being provided in your setting?
Have you been part of the process of assessment/ providing services?
From your observations, is the child getting the services he/she needs?
If not, what would you recommend?

**Discussion #6:** Describe your role with parents? I know that many of you are working with professionals that still espouse to the medical model, i.e. a therapist doing the "intervention" while the parent looks on (or is busy). Early Intervention should be consultative!!!! Please describe the way in which your supervising profession approaches intervention with young children as well as their role with parents.

**Discussion #7:** Transitions: How are transitions handled in your practicum sites?

**Discussion #8:** Please share ideas for positive classroom management and/or behavioral, strategies you have observed or ideas you have for this age group.
Discussion #9: Identify a professional in your current practicum that you believe has successful interactions with the children he/she works with. What does this success look like?

Discussion #10: Please describe some of the cultural differences that exist in your placement including staff. How does this add to the richness of your placement? How does it create challenges? Are there ethical dilemmas that you face?

Discussion #11: Tell us about your assessment experience: Describe the assessment you used. What worked well? What challenges did you experience with the actual assessment? (this does not include the process of video taping) What would you do differently?

Discussion #12: Please share your experience related to developing a lesson plan. Did you plan for a whole group of children? or one child? What are the needs of the child you wrote the plan for? If you wrote a lesson plan for a group, what was the main goal/intent of the plan? Have you started this intervention? If so, how has it worked for you? Have you found that you need to make adaptations or adjustments?

Discussion #13: What is your greatest lesson learned as a result of your reflective journal?

Discussion #14: What part of your practicum has been particularly useful for the age group with which you are working?

Discussion #15: As you finish this practicum, what advice would you give incoming practicum students?

- What recommendations can you make to me regarding the practicum experience that might aid in providing the best and most useful experience for future students/teacher candidates? (Please post on DB)

- In order to best place future students, please rate the following: (please email to me. DO NOT post on DB.)

1. Overall, how satisfied were you with this practicum placement? Why/Why not?
2. Overall, how satisfied were you with this practicum supervisor?
3. Was your supervisor readily available to you?
4. Was your supervisor responsive to your practicum needs?
5. Was your supervisor responsive to your professional needs, i.e. willing and able to answer your professional development related needs?

Additional Comments:

Please rate the following:
1. I learned how to apply the assessment process with this age group.
2. I learned about goal planning and IFSP/IEP development with this age group.
3. I learned about intervention planning with this age group of children.
4. I learned a variety of functional/practical intervention strategies with this age group.
5. I learned how to incorporate parents/families into a child’s education experience.
6. Overall, I feel comfortable and competent working as an interventionist/educator with this age group.

Additional Comments:

My greatest challenge with this practicum experience was: ______
I suggest that in the future the university______

Please complete the electronic class/teacher evaluation when it is available to you. This helps me improve this course. Thank you!
APPENDIX B
Suggested Readings


**Online Resources:**

[http://catdir.loc.gov/catdir/samples/cam032/99025362.pdf](http://catdir.loc.gov/catdir/samples/cam032/99025362.pdf)


IDEA (Individuals with Disabilities Act) 2004 (P.L. 108-446), Part C at  


Division of Early Childhood (DEC). [http://www.dec-spEd.org](http://www.dec-spEd.org)

Zero to Three [http://zerotothree.org](http://zerotothree.org)
APPENDIX C

Course Schedule
SCHEDULE: EDSE 539: Practicum 5-8

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic (s)</th>
<th>Graded Assignments</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>Practicum Challenges</td>
<td>DB*</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>Supervision Set-Up</td>
<td>DB* Getting Started Paperwork (You may not provide direct service unless this paperwork has been submitted)</td>
<td>5 50</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>Resource and Referral</td>
<td>DB*</td>
<td>5</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>Case Study</td>
<td>DB*</td>
<td>5</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>Role with Parents: Benefits and Challenges</td>
<td>DB*</td>
<td>5</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>Transitions</td>
<td>DB*</td>
<td>5</td>
</tr>
<tr>
<td>7</td>
<td></td>
<td>Behavioral Management</td>
<td>DB* Due Date #1- Assessment</td>
<td>5</td>
</tr>
<tr>
<td>8</td>
<td></td>
<td>The Successful Professional</td>
<td>DB*</td>
<td>5</td>
</tr>
<tr>
<td>9</td>
<td></td>
<td>Assessment Experience</td>
<td>DB*</td>
<td>5</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>Cultural Discussions</td>
<td>DB*</td>
<td>5</td>
</tr>
<tr>
<td>11</td>
<td></td>
<td>Intervention Planning</td>
<td>DB* Due Date #2- Intervention</td>
<td>5 100</td>
</tr>
<tr>
<td>12</td>
<td></td>
<td>Reflective Journal Lessons Learned</td>
<td>DB*</td>
<td>5</td>
</tr>
<tr>
<td>13</td>
<td></td>
<td>Advice to Incoming Students</td>
<td>DB* Assessment/Intervention Summary Reflective Journal Summary</td>
<td>5 40 40</td>
</tr>
<tr>
<td>14</td>
<td></td>
<td>Practicum Site Assessment</td>
<td>DB* Submit iWebfolio</td>
<td>5</td>
</tr>
</tbody>
</table>

Total Points Possible: 400

*Black Board - Discussion Board available each week on Sunday @ 5pm