



FAYETTEVILLE STATE UNIVERSITY
SCHOOL OF EDUCATION

Department of Middle Grades, Secondary and Special Education

1. LOCATOR INFORMATION

Semester Fall Year 2009
Credit Hours 3
Course Number and Name SPED 600 Practicum in Special Education
Course Location & Meeting Time TBA [Field Experience]
Office Hours TBA

Instructor Dr. Virginia J. Dickens
Office Location 248 Butler
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2. FSU POLICY ON ELECTRONIC MAIL

Fayetteville State University provides to each student, free of charge, an electronic mail account (username@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail. Rules and regulations governing the use of FSU email may be found at <http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf>

3. COURSE DESCRIPTION

This is a supervised field experience course requiring a concentrated significant teaching experience in an exceptional children's educational setting with one or more Specialty Areas for the purpose of acquiring practical experience in developing the skills needed to become effective educators of exceptional children and applying the knowledge base acquired. The practicum normally requires a 10-week, full-time commitment (300 hours) in a resource room, self-contained classroom, or other

appropriate placement.

The Practicum in Special Education course is designed for post-baccalaureate students in the Master's or certification programs who are not certified in Special Education [MAT program] or students with SLD, MD or BED [MEd program].

The practicum is designed to offer a concentrated field experience that would give students an opportunity to work directly with mild to moderately learning disabled, and/or mentally disabled and/or emotionally disabled students in educational settings. Depending upon the student's qualifications and needs, the practicum will be supervised in one of two (2) of the following options:

1. Special Placement Practicum
2. In-service or Classroom Practicum

The Special Placement Practicum is designed for persons not currently teaching in a classroom setting suitable for completion of the practicum (with disabled students in the appropriate Specialty Area). In such a practicum, students would be placed in a suitable setting with a qualified site supervisor.

The In-service or Classroom Practicum option is designed for persons currently teaching or serving in a special education setting (inclusion classroom, resource room, separate setting, etc.) with students with disabilities from the appropriate Specialty Area with whom they could complete the Practicum requirements. The University Instructor in cooperation would supervise such a placement with a site supervisor identified within the school or system.

4. **DISABLED STUDENTS' SERVICES**

In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910 672 – 1203.

5. **TEXTBOOKS**

Kinnard, J. (2006) *From crayones to cyberspace: Creating a professional teaching portfolio*. Wadsworth. ISBN # 9780495189299

Lengel, J.G., & Lengel, K. (2005) *Integrating Technology: A Practical Guide* Allyn & Bacon. ISBN # 0-205-45939-0

Other readings as assigned

6. **SCHOOL OF EDUCATION'S CONCEPTUAL FRAMEWORK**

The conceptual framework of the School of Education is reflected in this course and establishes a shared vision of its efforts in preparing educators to work effectively in P-12 schools. It defines the educator as a *Facilitator of Learning*, one who seeks to make the learning process accessible and one who enables learning to take place successfully. This

presupposes that the educator is reflective and serves as a catalyst, stimulator, and motivator of the teaching for learning process. The conceptual framework defines the unit's vision which underscores the school's purpose for preparing its candidates for teaching and leadership roles in a global society. The unit prepares candidates who support student learning, within the context of family and community participation, for a diverse, technological, and global society. We achieve this vision through teaching, research, and service. Our conceptual framework serves as a lens through which we view our education professionals in the music program. The themes of our conceptual framework are: (1) caring dispositions and ethical responsibility; (2) communication; (3) knowledgeable and reflective educators; (4) research and leadership; (5) respect for diversity and individual worth; (6) technological competence and educational applications; and (7) working with families and communities.

7. STANDARDS

CORE STANDARDS

Standards Used in Course	NC Core Standards	CEC Common Core Standards; NCATE Standards	Assessments
X	1. Teachers demonstrate leadership.	# 9 Professional and Ethical Practice; # 10 Collaboration # 1 Knowledge, Skills, Dispositions	Online discussions, Portfolio, seminar participation, professional development activities
X	2. Teachers establish a respectful environment for a diverse population of students.	# 5 Learning Environments and Social Interactions; # 1 Knowledge, Skills, Dispositions	Field experience observations
X	3. Teachers know the content they teach.	#3 Individual Learning Differences #4 Instructional Strategies; # 1 Knowledge, Skills, Dispositions	Portfolio, Field experience observations
X	4. Teachers facilitate learning for their students.	# 6 Communications #1 Foundations; # 1 Knowledge, Skills, Dispositions; #4 Diversity	Portfolio, Field experience observations
X	5. Teachers reflect on their practice.	# 9 Professional and Ethical Practice # 1 Knowledge, Skills, Dispositions	Online discussions, Portfolio, seminar participation,

MASTER'S DEGREE STANDARDS

Standards Used in Course	North Carolina Master's Standards; CEC Standards; <i>NCATE Standards</i>	Assessments
x	1. Instructional Expertise The candidate demonstrates instructional expertise by applying the theoretical, philosophical, and research bases for educational practice in P-12 settings to improve student learning. # 1 Foundations	Field Observations Field Experience/Individual Activities Portfolio Self-Assessments

	#4 Instructional Strategies #7 Instructional Planning <i># 1 Knowledge, Skills, Dispositions</i>	
x	2. Knowledge of Learners The candidate incorporates knowledge of the nature of the learner, learning processes, variations in learning abilities and learning styles, and strategies for evaluating learning into the planning, delivery, and evaluation of instruction. # 2 Development and Characteristics of Learners #3 Individual Learning Differences #4 Instructional Strategies #7 Instructional Planning # 8 Assessment <i># 1 Knowledge, Skills, Dispositions</i> <i>#4 Diversity</i>	Field Observations Field Experience/Individual Activities Portfolio Self-Assessments
x	3: Research The candidate uses research to examine and improve instructional effectiveness and student achievement. #4 Instructional Strategies #7 Instructional Planning <i># 1 Knowledge, Skills, Dispositions</i>	Field Observations Field Experience/Individual Activities Portfolio Self-Assessments
x	4: Content Knowledge The candidate demonstrates advanced depth and breadth of knowledge and skills in the academic discipline and in education. #4 Instructional Strategies #7 Instructional Planning <i># 1 Knowledge, Skills, Dispositions</i>	Field Observations Field Experience/Individual Activities Portfolio Self-Assessments
x	5: Professional Development and Leadership The candidate engages in continued professional development and provides leadership at the classroom, school, and community levels, and within the profession. # 9 Professional and Ethical Practice <i># 1 Knowledge, Skills, Dispositions</i>	Field Observations Field Experience/Individual Activities Portfolio Self-Assessments

SPECIALTY AREA STANDARDS* (MEd students)

Standards Used in Course	NC SPED Specialty Area Standards (SLD)	CEC Standards NCATE Standards	Assessments
x	Standard 1: Teachers have an extended knowledge of the structure and concepts of language arts and mathematics.	# 1 Foundations #7 Instructional Planning; # 1 Knowledge, Skills, Dispositions	Field Observations Field Experience/Individual Activities Portfolio Self-Assessments
x	Standard 2: Teachers have an extended knowledge of research-based learning strategies and their relationship to the learning of individual students	# 1 Foundations #7 Instructional Planning # 1 Knowledge, Skills, Dispositions	Field Observations Field Experience/Individual Activities Portfolio Self-Assessments
x	Standard 3: Teachers use clinical teaching (diagnostic-prescriptive) procedures involving curriculum-based language, and	#3 Individual Learning Differences #7 Instructional Planning;	Field Observations Field Experience/Individual Activities

	cognitive assessments, to guide instructional planning and the selection of teaching techniques for individual students.	# 8 Assessment # 1 Knowledge, Skills, Dispositions	Portfolio Self-Assessments
x	Standard 4: Teachers use knowledge about cultural, socio-economic and family dynamics to guide instructional and/or management planning and selection of teaching techniques.	#3 Individual Learning Differences #4 Instructional Strategies # 5 Learning Environments and Social Interactions #7 Instructional Planning; # 1 Knowledge, Skills, Dispositions #4 Diversity	Field Observations Field Experience/Individual Activities Portfolio Self-Assessments
x	Standard 5: Teachers know the legal, historical, and medical foundations and the major milestones and contributions in the field of learning disabilities.	# 1 Foundations # 1 Knowledge, Skills, Dispositions	Field Observations Field Experience/Individual Activities Portfolio Self-Assessments
x	Standard 6: Teachers know the research, theories and issues related to the causes and the identification and instruction of individuals with learning disabilities	# 1 Foundations # 2 Development and Characteristics of Learners #3 Individual Learning Differences # 1 Knowledge, Skills, Dispositions #4 Diversity	Field Observations Field Experience/Individual Activities Portfolio Self-Assessments
x	Standard 7: Teachers use research findings and conduct informed classroom research on the instruction and management of students with learning disabilities to improve their instruction.	#4 Instructional Strategies #7 Instructional Planning; # 1 Knowledge, Skills, Dispositions	Field Observations Field Experience/Individual Activities Portfolio Self-Assessments
x	Standard 8: Teachers practice their profession with ethical commitment to the use of validated practices, confidentiality, and advancing the lives of individuals with learning disabilities.	#7 Instructional Planning # 9 Professional and Ethical Practice # 1 Knowledge, Skills, Dispositions	Field Observations Field Experience/Individual Activities Portfolio Self-Assessments
x	Standard 9: Teachers know and advocate for supportive resources and information to assist students, parents, and other professionals in providing services for students with learning disabilities	# 1 Foundations # 6 Communications # 10 Collaboration # 1 Knowledge, Skills, Dispositions #4 Diversity	Field Observations Field Experience/Individual Activities Portfolio Self-Assessments
x	Standard 10: Teachers know early intervention research, curriculum and advocate for early intervention for students who, without intervention, may be inaccurately identified as Learning Disabled.	# 1 Foundations # 2 Development and Characteristics of Learners # 1 Knowledge, Skills, Dispositions	Field Observations Field Experience/Individual Activities Portfolio Self-Assessments

Standards Used in Course	NC SPED Specialty Area Standards (MD)	CEC Standards NCATE Standards	Assessments
x	Standard 1: Teachers have an extended knowledge of the structure and concepts of language	# 1 Foundations #7 Instructional Planning;	Field Observations Field Experience/Individual

	arts and mathematics as required for independent living.	# 1 Knowledge, Skills, Dispositions	Activities Portfolio Self-Assessments
x	Standard 2: Teachers have an extended knowledge of research-based learning strategies, accommodations, and assistive technology and their relationship to the learning of students with mental disabilities.	# 1 Foundations #7 Instructional Planning; # 1 Knowledge, Skills, Dispositions	Field Observations Field Experience/Individual Activities Portfolio Self-Assessments
x	Standard 3: Teachers have an extended knowledge base of the functional academic areas addressed in the North Carolina Standard Course of Study (SCS) and its extensions.	# 1 Foundations #7 Instructional Planning; # 1 Knowledge, Skills, Dispositions	Field Observations Field Experience/Individual Activities Portfolio Self-Assessments
x	Standard 4: Teachers have an extended knowledge of concepts, requirements, laws, and philosophy that guide the development of an appropriate occupational preparation program for high school students with disabilities.	# 1 Foundations # 1 Knowledge, Skills, Dispositions	Field Observations Field Experience/Individual Activities Portfolio Self-Assessments
x	Standard 5: Teachers employ clinical teaching procedures involving formal and informal assessments to guide instructional planning and teaching techniques for individual students.	#3 Individual Learning Differences #4 Instructional Strategies; # 8 Assessment # 1 Knowledge, Skills, Dispositions	Field Observations Field Experience/Individual Activities Portfolio Self-Assessments
x	Standard 6: Teachers create an environment that models, teaches, and practices equal and equitable treatment of all learners and staff.	#3 Individual Learning Differences # 5 Learning Environments and Social Interactions; # 1 Knowledge, Skills, Dispositions	Field Observations Field Experience/Individual Activities Portfolio Self-Assessments
x	Standard 7: Teachers apply a wide variety of instructional strategies and methods that result in meaningful student learning outcomes across a variety of curricula, environments, and people.	#3 Individual Learning Differences #4 Instructional Strategies; #7 Instructional Planning; # 1 Knowledge, Skills, Dispositions	Field Observations Field Experience/Individual Activities Portfolio Self-Assessments
x	Standard 8: Teachers use knowledge about cultural, socio-economic and family dynamics to guide instructional and/or management planning and selection of teaching techniques.	# 2 Development and Characteristics of Learners # 5 Learning Environments and Social Interactions; #7 Instructional Planning; # 1 Knowledge, Skills, Dispositions #4 Diversity	Field Observations Field Experience/Individual Activities Portfolio Self-Assessments
x	Standard 9: Teachers know the legal, historical, and philosophical foundations and the major milestones and contributions in the field of mental disabilities.	# 1 Foundations; # 1 Knowledge, Skills, Dispositions	Field Observations Field Experience/Individual Activities Portfolio Self-Assessments

x	Standard 10: Teachers know the research, theories, and issues related to the causes, identification, and instruction of individuals with mental disabilities.	# 1 Foundations # 2 Development and Characteristics of Learners #7 Instructional Planning; # 1 Knowledge, Skills, Dispositions #4 Diversity	Field Observations Field Experience/Individual Activities Portfolio Self-Assessments
x	Standard 11: Teachers use research knowledge and conduct educational research to improve their instruction and support of students with mental disabilities.	#7 Instructional Planning; # 1 Knowledge, Skills, Dispositions	Field Observations Field Experience/Individual Activities Portfolio Self-Assessments
x	Standard 12: Teachers practice their profession with ethical commitments to students with mental disabilities.	# 9 Professional and Ethical Practice # 1 Knowledge, Skills, Dispositions	Field Observations Field Experience/Individual Activities Portfolio Self-Assessments
x	Standard 13: Teachers know and provide supportive resources and information to students, parents, and other professionals that maximize student learning experiences and educational outcomes.	# 1 Foundations # 6 Communications # 10 Collaboration # 1 Knowledge, Skills, Dispositions	Field Observations Field Experience/Individual Activities Portfolio Self-Assessments
x	Standard 14: Teachers pursue in-depth professional development and learning to improve schools and advance knowledge in the field of mental disabilities.	# 9 Professional and Ethical Practice # 1 Knowledge, Skills, Dispositions	Field Observations Field Experience/Individual Activities Portfolio Self-Assessments

Standards Used in Course	NC SPED Specialty Area Standards (BED)	CEC Standards NCATE Standards	
x	Standard 1: Teachers have an extended knowledge of the structure and concepts of language arts and mathematics.	# 1 Foundations #7 Instructional Planning; # 1 Knowledge, Skills, Dispositions	Field Observations Field Experience/Individual Activities Portfolio Self-Assessments
x	Standard 2: Teachers have an extended knowledge of research-based learning strategies and their relationship to the learning of students with BED.	# 1 Foundations #7 Instructional Planning; # 1 Knowledge, Skills, Dispositions	Field Observations Field Experience/Individual Activities Portfolio Self-Assessments
x	Standard 3: Teachers have extended knowledge of the scope of social/emotional skill content across age levels.	# 1 Foundations # 2 Development and Characteristics of Learners # 5 Learning Environments and Social Interactions; # 1 Knowledge, Skills, Dispositions	Field Observations Field Experience/Individual Activities Portfolio Self-Assessments
x	Standard 4: Teachers employ systematic screening and evaluation procedures specific to	# 8 Assessment # 1 Knowledge, Skills, Dispositions	Field Observations Field Experience/Individual

	the identification of students with BED.		Activities Portfolio Self-Assessments
x	Standard 5: Teachers employ procedures involving curriculum-based, strength- based and functional assessments to guide instructional planning and teaching techniques for individual students with BED.	#3 Individual Learning Differences #4 Instructional Strategies; #7 Instructional Planning # 8 Assessment # 1 Knowledge, Skills, Dispositions	Field Observations Field Experience/Individual Activities Portfolio Self-Assessments
x	Standard 6: Teachers develop highly structured classroom designs and management systems for students with BED.	# 5 Learning Environments and Social Interactions; #7 Instructional Planning; # 1 Knowledge, Skills, Dispositions	Field Observations Field Experience/Individual Activities Portfolio Self-Assessments
x	Standard 7: Teachers employ crisis management techniques for management and instruction for students in crisis.	# 5 Learning Environments and Social Interactions; #7 Instructional Planning; # 1 Knowledge, Skills, Dispositions	Field Observations Field Experience/Individual Activities Portfolio Self-Assessments
x	Standard 8: Teachers employ instructional strategies for addressing disruptive, aggressive, school survival, withdrawal, self-stimulatory and injurious behavior.	#4 Instructional Strategies #7 Instructional Planning; # 1 Knowledge, Skills, Dispositions	Field Observations Field Experience/Individual Activities Portfolio Self-Assessments
x	Standard 9: Teachers use knowledge about cultural, socio-economic and family dynamics to guide instructional and/or management planning and selection of teaching techniques.	# 2 Development and Characteristics of Learners #7 Instructional Planning; # 1 Knowledge, Skills, Dispositions #4 Diversity	Field Observations Field Experience/Individual Activities Portfolio Self-Assessments
x	Standard 10: Teachers know the legal/medical/historical and philosophical foundations and the major milestones in the field of emotional behavioral disorders.	# 1 Foundations # 1 Knowledge, Skills, Dispositions	Field Observations Field Experience/Individual Activities Portfolio Self-Assessments
x	Standard 11: Teachers know the research, theories and issues related to the causes, identification and instruction of students with BED.	# 1 Foundations # 2 Development and Characteristics of Learners # 1 Knowledge, Skills, Dispositions #4 Diversity	Field Observations Field Experience/Individual Activities Portfolio Self-Assessments
x	Standard 12: Teachers use research knowledge and conduct informed classroom research on the instruction and management of students with BED.	#7 Instructional Planning; # 1 Knowledge, Skills, Dispositions	Field Observations Field Experience/Individual Activities Portfolio Self-Assessments
x	Standard 13: Teachers practice their profession with ethical commitments to confidentiality and	# 9 Professional and Ethical Practice # 1 Knowledge, Skills,	Field Observations Field Experience/Individual

	to advocacy for appropriate services for students with BED.	Dispositions	Activities Portfolio Self-Assessments
x	Standard 14: Teachers know and provide support for resources and information to assist students, parents and other professions in providing services for students with BED.	# 1 Foundations # 6 Communications # 10 Collaboration # 1 Knowledge, Skills, Dispositions	Field Observations Field Experience/Individual Activities Portfolio Self-Assessments
x	Standard 15: Teachers know early intervention research, curriculum and advocate for early intervention for students who, without intervention, may be inaccurately identified as BED.	# 1 Foundations # 2 Development and Characteristics of Learners # 1 Knowledge, Skills, Dispositions	Field Observations Field Experience/Individual Activities Portfolio Self-Assessments

*Students select 1-2 specialty areas for the MEd program

SPECIAL EDUCATION: GENERAL CURRICULUM INITIAL STANDARDS* (MAT STUDENTS)

Standards Used in Course	North Carolina SPED:GC Standards	CEC Common Core Standards NCATE Standards	Assessments
	Standard 1: Knowledge base in each of the basic skills in language arts and mathematics	#7 Instructional Planning # 1 Knowledge, Skills, Dispositions	
	Standard 2: Knowledge of research-based learning strategies	# 2 Development and Characteristics of Learners #4 Instructional Strategies # 1 Knowledge, Skills, Dispositions	
	Standard 3: Can teach behaviors that promote success	# 5 Learning Environments and Social Interactions # 1 Knowledge, Skills, Dispositions	
x	Standard 4: Organizes effective student learning environments.	# 5 Learning Environments and Social Interactions # 1 Knowledge, Skills, Dispositions	Field Observations Field Experience/Individual Activities Portfolio Self-Assessments
	Standard 5: Teachers use a variety of assessment techniques to determine instructional content, instructional procedures, and documentation of student learning and progress	# 8 Assessment # 1 Knowledge, Skills, Dispositions	
x	Standard 6: Teachers explicitly teach research-validated instructional and behavior strategies to facilitate learning across the curriculum.	#3 Individual Learning Differences #4 Instructional Strategies # 1 Knowledge, Skills, Dispositions	Field Observations Field Experience/Individual Activities Portfolio Self-Assessments

	Standard 7: Teachers use systematic, explicit, multi-sensory methods to teach reading, written expression, and mathematics	# 4 Instructional Strategies # 1 Knowledge, Skills, Dispositions	
x	Standard 8: Teachers use knowledge about cultural, socio-economic and family dynamics to guide instructional and/or management planning and selection of teaching techniques.	# 6 Communications #1 Foundations # 1 Knowledge, Skills, Dispositions #4 Diversity	Field Observations Field Experience/Individual Activities Portfolio Self-Assessments
x	Standard 9: Teachers know the process and procedures for providing special education services.	# 1 Foundations # 1 Knowledge, Skills, Dispositions	Field Observations Field Experience/Individual Activities Portfolio Self-Assessments
x	Standard 10: Teachers collaborate and consult with general education teachers, parents and other professionals.	# 10 Collaboration # 1 Knowledge, Skills, Dispositions	Field Observations Field Experience/Individual Activities Portfolio Self-Assessments
x	Standard 11: Teachers pursue continued professional development and learning to improve schools and advance knowledge.	# 9 Professional and Ethical Practice # 1 Knowledge, Skills, Dispositions	Field Observations Field Experience/Individual Activities Portfolio Self-Assessments

*Applies to persons not yet licensed in SPED in the MAT or MEd programs

8. COURSE REQUIREMENTS*

There are two basic requirements for SPED 600. They are listed as A and B below:

(*If this is a student teaching experience additional objectives may be specified by the instructor)

- A. **Field Placement Experience with SPED Field Experience and Technology Portfolio** —Students are expected to complete a site placement practicum experience in Special Education in a disability area or inclusion setting, to observe, and to assume planning/teaching responsibility for one or more groups of students for a major portion (approximately ten weeks) of the practicum experience, as specified by the nature of the field experience under the guidance of the University instructor and site supervisor.
- B. **Research Validated Best Practices Advanced Portfolio**-In addition to the SPED Field Experience placement, students will plan and

begin the production and implementation of a Research Validated Product of Learning Project (Best Practices Portfolio, Action Research Project, or Thesis), required of all master's degree students and designed to be carried out across the initial and advanced field experience courses.

While all three projects are available, most students select the **Research Validated Best Practices Advanced Portfolio**. Should this option be selected, approximately 1/2 of this Portfolio will be completed during SPED 600, and it will be completed during SPED 698, normally the final course.

The Best Practices Advanced Portfolio is an electronically Produced product consisting of a collection of three [3] product Showcase Area narratives, reflections and evidences/documentation that will serve to affirm selected areas of your professional practice related to research validated best practice standards and research. **For SPED 600 students (non-student teaching) the requirements for Showcase Area #1 is consist of the SPED Processes and Procedures Project**. This project is designed to demonstrate that the student has competence in the basic special education and technology skills.

The Guidelines for both the SPED Processes and Procedures Project and the Research Based Best Practices Advanced Portfolio are available in the SPED 600 folder in Course Documents in the SPED Field Experience Blackboard course site.

Portfolio Contents (* indicates what must be completed by SPED 600 students)

Section A

1. Cover Page/Committee ID Form*
2. Table of Contents* (as much as available)
3. Professional Resume*
4. Self-Introductory/Purpose Statement*
5. Organizational Framework* (as much as available)
6. Self-Evaluations & Reflections*
7. Instructor & Site Supervisor Evaluations (minimum 2 of each)*
8. Summative Reflective Evaluation
9. Product Sharing Report
10. Plan for Continued Professional Growth

Section B

11. Three (3) Product Showcase Area Narratives with Supporting Artifacts, Reflections (*The SPED Processes and Procedures Project must be completed by SPED 600 students as Showcase Area # 1 as well as a draft of the Showcase Area # 2 narrative must be completed)

Section C

12. Technology Text Chapter Summaries*

13. Other Evidences of Professional Growth (Optional/Selected)

Additional information related to the Portfolio is located on the accompanying Blackboard site for SPED Field Experiences.

9. EVALUATION

- A. Performance on the Field Placement Experience SPED Field Experience and Technology Portfolio = 50% of Final Grade (as measured by performance observations, seminar participation, and Portfolio Rubric)
- B. Performance toward specified completion of Best Practices Advanced Portfolio (or other selected Product) = 50% of Final Grade (as measured by use of product feedback and scoring rubrics)

Final Grades will be assigned according to the FSU catalog grading guidelines
[Final grades are assigned as follows: A= 92-100% of points, B= 84-91% of points, C= 76-83% of points; F=Below 76% of points]
and the new grading policy, which appears at the end of this syllabus

10. COURSE OUTLINE: SEMINAR TOPICS

Dates	Topics
Seminar 1: _____	The Practicum Field Experience: Purposes & Contents
Seminar 2: _____	Field Experience Issues
Seminar 3: _____	Field Experience Issues
Seminar 4: _____	Field Experience Issues
Seminar 5: _____	Field Experience Issues

11. METHODS OF INSTRUCTION

Instruction will take place by means of readings, seminar discussions, on-site setting visitations/feedback, Web enhanced resources, and student projects.

12. REFERENCES

Students are expected to make efficient use of professional publications in the field of their particular licensure, such as:

- Journal of Learning Disabilities
- Journal of Special Education
- Learning Disabilities Quarterly
- Behavioral Disorders
- Teaching Exceptional Children
- Exceptional Children
- Academic Therapy
- American J. of Mental Deficiency

Intervention in School & Clinic

Web Resources:

A Teaching Portfolio Should Include...

<http://resumes-for-teachers.com/teaching-portfolio.htm>

Teacher Portfolios for Exhibit: A Great Idea or a Waste of Time?

<http://langue.hyper.chubu.ac.jp/jalt/pub/tlt/97/jan/portfolios.html>

Learning for Lifetime

<http://fp.uni.edu/learning/portfolios/>

Building Teacher Portfolios

<http://www.region15.org/cia/teacherport.html>

Teacher Portfolios

http://www.mediaworkshop.org/ourwork/projects/k_8teacher_portfolios.html

What is a Teacher Portfolio?

<http://www.eyesoftime.com/teacher/pfolio.htm>

Center for Technology and Teacher Education

<http://curry.edschool.virginia.edu/curry/class/edlf/589-07/sample.html>

National Board for Professional Teaching Standards

<http://www.nbpts.org/>