



Sul Ross State University
Department of Education

ED 7318, Practicum in Special Education

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Contact Information

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Course Description:

A course which provides field experience in special education in a TEA accredited public, private, or parochial school students spend a minimum of 160-clock hours under the supervision of school (educational diagnosticians, special education teachers, and administrators) and university faculty.

Suggested Text:

Flanagan, D. P., Ortiz, S. O., & Alfonso, V. C. (2013). *Essentials of cross-battery assessment* (Vol. 84). John Wiley & Sons.

Schneider, W. J., Lichtenberger, E. O. & Mather, N. (2018). *Essentials of Assessment Report Writing*, 2nd Edition. Wiley/978-1119218685.

Course Resources:

- Test manuals and videos
- Texas Education Agency <https://tea.texas.gov/Home/>
- Procedural Safeguards www.tea.state.tx.us/special.ed/explanaf
- A Guide to the ARD Process www.tea.state.tx.us/special.ed/ardguide
- Region ESC 18 www.esc18.net
- Council for Exceptional Children www.cec.sped.org
- Test Prep & Testing
- https://tea.texas.gov/Texas_Educators/Certification/Educator_Testing/Test_Registration_and_Preparation/
- Additional useful links will be posted in Blackboard

Professional Standards:

This course is part of the Sul Ross State University, Graduate school of Education, Masters in Special Education Program as well as certification as an Educational Diagnostician. This program complies with the standards published by the Texas Education Agency (TEA). These include:

Ed 7318 Proposed Standards:**Competency 2**

D. Demonstrate the ability to choose relevant and appropriate assessments based on the technical quality of the instruments, referral concerns, data needed to make decisions, and individual student characteristics (e.g., ethnic, cultural, linguistic, age, or socioeconomic factors), and demonstrate knowledge of how to ensure fairness and equity in assessment results.

Competency 3

B. Demonstrate knowledge of the appropriate application and interpretation of derived scores (e.g., standard scores, percentile ranks, age and grade equivalents, stanines, T-scores, z-scores).

C. Apply knowledge of cultural and linguistic diversity in making appropriate evaluation and interpretation decisions.

Competency 7

G. Demonstrate knowledge of qualifications necessary to administer and interpret various assessment instruments and procedures for consistent use of these instruments across instructional settings.

Competency 8

A. Analyze and interpret assessment information on a given student, including qualitative and quantitative assessment data (e.g., anecdotal notes, student work samples, parent/guardian checklists) from a variety of formal and informal assessments (e.g., cognitive, academic, communicative, physical, functional, adaptive, social/emotional) to identify the student's strengths and needs, including the presence or absence of a disability according to state and federal eligibility criteria.

B. Synthesize data and information on the individual student to generate one recommendation for evidence-based instruction and/or intervention.

C. Describe how a teacher would implement and monitor the progress of the recommendation.

ED 7318 will contribute to the following Student Learning Outcomes (SLOs):

- Demonstrate the ability to critically evaluate assessments and understand the implications of chosen assessments
- Analyze the ethical and professional responsibility to the field of special education.
- Effectively collaborate with all parties involved with the identification placement and ongoing support of students with disabilities

Course Objectives:

The practicum serves as a capstone course for the educational diagnostician program. It is designed to allow the student the opportunity to practice the knowledge gained under the supervision of a licensed professional educational diagnostician in the field and university faculty. Students will be supervised in the practice of testing procedures, completing comprehensive assessments, preparing written reports of assessments and other paperwork, attending ARDs and presenting test data to committee members. This includes:

- Employ a variety of assessment methods for determination of special education services
- Utilize framework for eligibility determination
- Participate in the Admission, Review and Dismissal (ARD) process
- Interpretation using descriptive statistics
- Report writing
- Administrative tasks for compliance
- Collaboration with stakeholders in the ARD process
- Compliance of federal and state law
- Extension opportunities involving professional development and professional organizations

General Course Policies

This course will be delivered online in an asynchronous format via Blackboard learning Management System. This course site will be available on August 12th

Login Frequency: Students must actively check the course Blackboard site and their SRSU email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week.

Participation: Students are expected to actively engage in all course activities throughout the length of the course which includes viewing all course materials, completing course activities, completing assignments, and participating in course discussions.

Technical Competence: Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.

Technical Issues: Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.

Workload: Please be aware that this course is not self-paced. Students are expected to meet specific deadlines and due dates listed in the Class Schedule section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

Instructor Support: Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

Writing Expectations: A large component of an Educational Diagnostician's workload is professional writing and synthesis of information. Therefore, a large part of the preparation and participation with this course will involve writing. Students will use APA format when writing.

Writing should be free from jargon, grammar errors and written mechanics errors. References should be properly cited.

Professional Portfolio: Full Individual Evaluations are part of this course and are required to be saved as evidence of proficiency to be used as part of the student's professional portfolio.

Netiquette: The course environment is a collaborative space. Innocent remarks typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. Be positive in your approach with others and diplomatic in selecting your words. Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

Accommodations: Online learners who require effective accommodations to insure accessibility must be registered with SRSU Disability Services.

Grading Policy: All assignments should be submitted via Blackboard by midnight on the due date. Late work will not be accepted unless arrangements with the instructor have been approved before the original due date. Approval will only be granted under extremely unusual circumstances (e.g. major medical event, bereavement).

Certification Practice: Every student enrolled in courses for certification through Sul Ross State University will be required to purchase and pass an online practice exam. The exam is available through CertifyTeacher.com and scores must be submitted to your major advisor before approval to take the state exam (TExES) is granted. Please see your advisor for more information.

University Policies

Attendance policy: Students are expected to attend all scheduled classes. Students in web classes are expected to log in several times each week to the Blackboard course site on the Internet site.

Distance Education Statement: Students enrolled in distance education courses have equal access to the university's academic support services, such as Smarthinking, library resources, such as online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using SRSU email accounts and submit online assignments through Blackboard, which requires secure login information to verify students' identities and to protect students' information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at SRSU are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

ADA Accommodations: The University is committed to equal access compliance with the American with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. The Disability Services Coordinator in Counseling and Student Support Services has the responsibility to ensure students with disabilities the opportunities for full participation in

programs, services and activities. Students seeking disability services need to contact the Disability Services Coordinator (432-837-8203).

Academic Integrity: Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. Examples of academic dishonesty include but are not limited to: forging report information.

Syllabus Change Policy

The syllabus is only a guide for the course and can change with advance notice.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements: High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:

https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supportedbrowsers

To get a list of supported operation systems on different devices see:

https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#testeddevices-and-operating-systems

Students must maintain consistent and reliable access to their Sul Ross University email and Blackboard, as these are the official methods of communication for this course.

Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements. The following software plug-ins for PCs and Macs, respectively, are available for free download:

Adobe Acrobat Reader: <https://get.adobe.com/reader/>

Windows Media Player: <https://support.microsoft.com/en-us/help/14209/get-windows-media-player>

Apple Quick Time Player: www.apple.com/quicktime/download/

Course Requirements

Securing a mentor

The intern is required to secure a mentor with current educational diagnostician certification. A Licensed Specialist in School Psychology (LSSP) may also be used if a diagnostician is not readily available. Once the mentor/placement has been approved the practicum student will work towards completion of the required minimum 160 clock hours.

Online collaborative meetings

There will be several online meetings throughout the semester and attendance is mandatory. We will be utilizing Blackboard Collaborate for these meetings and invitations to them can be found in the Announcements area in Blackboard.

Practicum Requirements

Schedule site possibilities early. Prior to making any arrangements for the practicum, interns should make an appointment with their university supervisor to discuss appropriate site possibilities.

Placement Paperwork The following forms must be completed and submitted to your university supervisor no later than 2 weeks after the official start date (9 September 2018) of the semester:

- Internship Personal Data Sheet
- Waiver and Liability Release
- Site Supervision Agreement (Students completing the practicum must have a site supervisor holding current certification as an educational diagnostician.)
- Proof of Professional Liability Insurance

Goals and Objectives. Within the first two weeks of the official start date of the semester (9 September 2019), the intern, in conjunction with the site supervisor (mentor), will develop four or five goals accompanying objectives toward which to work. A goal is a broad, clear statement of an outcome the intern plans to achieve during the period of the practicum. An objective is a clear, specific statement that identifies a step leading to the achievement of the goal. Ideally, if all the objectives are met, the goal automatically will have been attained.

- The goals determined by the intern will provide the structure for the required 160 clock hours.
- After formulating the goals, the intern will develop objectives for each goal. These objectives should be clear, specific, and measurable.
- On completion of the above, both the intern and the site supervisor will sign off on the goals and objectives to indicate their acceptance. The intern will provide a copy of these goals to the on-site supervisor and the university supervisor within the first two weeks of the official start date of the semester (9 September 2019). The university supervisor must approve the goals and objectives and may require revision prior to acceptance. The intern should keep a copy of the goals and objectives for his or her own files.

Practicum Activity Log. Interns will keep an extensive activity log recording activities conducted during the internship. This log should be considered confidential, with information which identifies individual students omitted. **Students falsifying or fabricating information contained within the activity log will be dismissed from the program immediately.

Self- Reflections Interns will submit self-reflections for every 30 completed hours of the practicum. The reflections should consider the progress towards the goals and objectives developed at the beginning of the semester with the site supervisor. These reflections will be submitted via Blackboard.

Final log/report At the conclusion of the internship, the intern will write a final report describing his or her success toward attaining the stated goals and objectives. If a particular goal was not met, the intern will explain the reason, and will describe what was accomplished in place of that goal. This report should be comprehensive, typed, and

should include a final section of reflection on the internship. This final log/report is due to the university supervisor NO LATER THAN 6 December 2019.

Site Supervisor's Report

The site supervisor will complete two reports evaluating the intern's progress through the internship. The first evaluation report is due NO LATER THAN 27 September 2019. The site supervisor's final report is due NO LATER THAN 6 December 2019. It is the intern's responsibility to ensure that these reports are uploaded to Blackboard.

Site Visits by the University Supervisor

The university supervisor will complete three evaluations (including one on-site visit) during the practicum. The two other observations will require the student to upload an unlisted YouTube video. The video must be 40 minutes in length. During the video the student will be completing tasks related to the practicum (details given during the Bb Collaborate meeting). The university supervisor will meet with the intern and the site supervisor during the on-site visit. The intern will be required to facilitate the appointment. The other evaluations will be conducted via electronic means as arranged by the university supervisor. There will be a Blackboard Collaborate meeting on AUGUST 29TH, at 6 pm, detailing the practicum requirements. Attendance is mandatory.

Instructions for Video Submissions via UNLISTED You Tube

- Set up a Youtube Account (<http://www.youtube.com>)
- Record your video
- Save it to your computer.
- Sign in to Youtube and select the "Upload" link.
- Give a title, description, tags and a category.
- Publish your video and select "UNLISTED"
- Uploaded the video
- Go to "My Videos" and click on the video that you want to share.
- Click on the share button.
- Click on copy URL and paste to e-mail, Blackboard, etc.
- Recheck to make sure your video has uploaded correctly, is "unlisted", and is
- Ready for viewing and grading. Videos not ready for viewing by the due date will be unaccepted.

Participation Requirement

Each intern will be expected to stay in regular communication with his/her university supervisor and will be required to respond to emails and/or telephone calls initiated by the university supervisor in a timely manner.

Additional TExES Approval Information:

Every student enrolled in ED 7318 will begin working in Certify Teacher test prep software. The student will not be given test approval until passing results are emailed to your advisor. The program advisor will only accept the first three trials on the Certify Teacher practice exam. If a student does not pass the TExES 153 the first time, then additional training is mandatory before approval to re-test. *Final approval to test rests with the educational diagnostician program

coordinator, even if Certify Teacher minimum requirement is met. This ensures adequate attention to thorough preparation.

In order to access the practice content exam and submit results, complete the following steps:

- Access <http://www.certifyteacher.com>
- Select “Products”
- Scroll down to TestSim Educational Diagnostician Exam #153: Educational Diagnostician
- The prices for this computer simulated TExES practice exam are as follows: On-line \$55;
- Download \$60; CD-ROM \$65. There is a discount code for SRSU students. This information is located on the Blackboard course menu. (We recommend purchase of the online exam because you may practice immediately with your exam online via the Internet, from any computer, anywhere, 24/7). The download or CD-ROM lasts for as long as it is on your computer; the online version would expire after an extended amount of time with no activity.
- Read the information regarding these purchase options and operating system requirements before you place your order. Purchase costs are the responsibility of the student.
- After successfully completing the full length, 5-hour exam, there should be an automatic link attached to your results page [EMAIL RESULTS TO]. Select this option and email passing results to lisa.sousa@sulross.edu.
- If, for some reason, you do not see this link, you may copy the results page, attach it to a new email, and send it to your university intern supervisor.

Final Practicum Grade

The final grade for the practicum will be based on the following:

- Course Requirements:
 - Completed Personal Contact Info 25 pts.
 - Signed Waiver of Liability (Optional—I highly recommend professional insurance which is included in professional membership associations.)
 - Proof of Professional Liability Insurance 50 pts.
 - Signed Practicum Agreement Form 25 pts.
 - Completed Practicum Goals 100 pts.
 - 5-Completed Activity Logs 150 pts. (30 pts. each)
 - 5-Completed Reflections 150 pts. (30 pts. each)
 - Final Reflective Report 100 pts
- Input from Site Supervisor:
 - 2-Site Supervisor Evaluations 100 pts. (50 pts. each)
- Input from University Supervisor:
 - 3-University Supervisor Reports 300 pts. (100 pts. each)
 - 1 On-site Visit
 - 2 Student provided unlisted YouTube videos (Details on Blackboard.)
- Consistent, professional, and courteous communication, via email/phone/in person, punctuality in returning required paperwork and forms.

Total Points=1,000 points

A= 1,000-900 pts B= 899 – 800 pts C= 799 – 700 pts

WEEK 1	PRACTICUM MEETING BLACKBOARD COLLABORATE	AUGUST 29
WEEK 2	GOALS AND OBJECTIVES DUE PLACEMENT PAPERWORK DUE	SEPTEMBER 9
WEEK 3	OPTIONAL BLACKBOARD COLLABORATE MEETING SELF REFLECTION DUE	SEPTEMBER 19
WEEK 4	OPTIONAL BLACKBOARD COLLABORATE MEETING	SEPTEMBER 26
WEEK 5	UNIVERSITY SUPERVISOR EVALUATION (ELECTRONIC)	SEPTEMBER 23-27 ELECTRONIC SUBMISSION DUE SEPTEMBER 22
WEEK 6	SITE SUPERVISOR INTERIM PROGRESS REVIEW UNIVERSITY SUPERVISOR EVALUATION (ONSITE) SELF REFLECTION DUE	SEPTEMBER 30-OCTOBER 4 DUE DATE OCTOBER 6
WEEK 7	UNIVERSITY SUPERVISOR EVALUATION (ONSITE)	OCTOBER 9-11
WEEK 8	OPTIONAL BLACKBOARD COLLABORATE	OCTOBER 17
WEEK 9	OPTIONAL BLACKBOARD COLLABORATE SELF REFLECTION DUE	OCTOBER 24
WEEK 10	UNIVERSITY SUPERVISOR EVALUATION (ONSITE)	OCTOBER 28-NOVEMBER 1
WEEK 11	UNIVERSITY SUPERVISOR EVALUATION (ONSITE)	NOVEMBER 6-8
WEEK 12	OPTIONAL BLACKBOARD COLLABORATE SELF REFLECTION DUE	NOVEMBER 14TH
WEEK 13	OPTIONAL BLACKBOARD COLLABORATE	NOVEMBER 21
WEEK 14	UNIVERSITY SUPERVISOR EVALUATION (ELECTRONIC)	DUE BY NOVEMBER 24
WEEK 15	FINAL LOG DUE SITE SUPERVISOR FINAL REVIEW DUE STUDENT FINAL LOG DUE	DUE BY DECEMBER 6
WEEK 16		