

**Practicum Requirements
Special Education Program
Old Dominion University**

I. Goals

The overall goal of the practicum experience is for students to participate in a 45 hour field placement in which they will have hands-on opportunities to interact with students with disabilities. During this practicum, students will experience one or more of the following aspects of a special education program:

- a. Interact with special and general education teachers, paraeducators and support personnel in a collaborative atmosphere.
- b. Observe and participate in day-to-day operations/management of the special education classroom or placement.
- c. Explore and evaluate curricular approaches and instructional strategies.
- d. Observe and discuss identification and assessment procedures.
- e. Explore the development, monitoring, and evaluation of IFSP/IEP/ITPs.
- f. Assist with and teach individual, small, and large group instruction as assigned by the cooperating teacher/mentor.
- g. Observe home visits, parent conferences, child study team meetings, and other professional meetings when appropriate.

II. Expectations

Students enrolled in the practicum experience will complete and/or submit the following:

- a. Time sheet with date and initials from the cooperating teacher (see attached form).
- b. Journal of reflective thoughts relating material discussed in course to practices observed in the classroom.
- c. Specific assignments/portfolio requirements commensurate with course subject content as delineated in the course syllabus for each professional course.

III. Arrangements

If the ODU student currently is teaching in the endorsement area of the professional methods course, the student will replace the time sheet requirement (II.a.) with a signature from a mentor/department chair/administrator on the attached verification form and complete the expectations within that setting.

If the ODU student currently is teaching in an endorsement area(s) outside of the specific professional course, the student will be required to make arrangements within his or her building to access the appropriate disability population for the practicum requirement. The time sheet requirement and/or the verification form will be required in this circumstance.

Students working full-time outside of education are required to take the practicum as well. **NO ODU STUDENT MAY TAKE MORE THAN TWO PROFESSIONAL ENDORSEMENT COURSES DURING THE SAME SEMESTER.** This will limit practicum requirements to no more than 90 hours per semester. Each practicum experience must be conducted as an independent experience, one that cannot be combined with the course hours from another experience. **The practicum hours are not negotiable.**

MEMORANDUM

TO: Clinical Faculty

FROM: Old Dominion University Special Education Instructors

RE: PRACTICUM RESPONSIBILITIES in Special Education Practicum Placements

Thank you for accepting our students into your classroom. We feel confident that this experience will be valuable to them and, we hope, your students as well.

In order for the practicum experience to be successful, please adhere to the following:

1. Organize the practicum student's schedule in your classroom so that a minimum of 45 clock hours can be spent with you. The schedule is to be fixed and spread over the semester. Since this is a tight schedule, attendance is very important. If you experience any problems with the student's attendance, please discuss them with us. In addition, sign the student's attendance log periodically to verify the 45 hour requirement.
2. Allow the practicum student to actually participate in your classroom rather than just sit and observe. Since the student will be with you on a part-time basis for several weeks, it is our desire that he or she be involved as much as possible in lessons and activities. Please provide an opportunity for the student to plan and teach a lesson during the semester. The student will provide you with lesson criteria and other practicum assignments.
3. Expect from the student dependability at all times, completion of all tasks assigned, a willingness to take suggestions, a wholesome personality, high professional ethics, correct usage of English, and a sense of professionalism which supersedes other interests.
4. Please complete the evaluation form promptly when your practicum student finishes his/her assignment with you, **discuss it with the student**, and have him/her submit the appropriate copy of the form.
5. Faulty attendance, failure to cooperate, or other obvious problems should be reported immediately to the graduate program director at (757) 683-3307 or jbobzien@odu.edu . It is essential that communication between the cooperating teachers and the university be open and ongoing.

We appreciate your help with this important phase of the university student's preparation. Each member of this practicum has the potential to be a contributing member of the educational community and your help at the stage of his/her development is vital.

Thank you again for your time and commitment to our teacher preparation programs. For additional information about Old Dominion University's special education programs, please visit our website at: <http://www.odu.edu/cdse/academics/sped> .

**Practicum Verification Form
Special Education Program
Old Dominion University**

In lieu of the traditional 45 hour field-based practicum requirement, this student will complete the associated assignments of the ODU special education practicum course within his/her current teaching placement.

Student's Name: _____

UID: _____ Distance Learning Site: _____

SPED Course # : _____

School: _____

I verify that the above student currently is teaching students with the following identified disabilities: (please check the appropriate categories)

- ____ Students with intellectual disabilities
- ____ Students with learning disabilities
- ____ Students with emotional disabilities
- ____ Students with autism spectrum disorder
- ____ Students in early childhood special education
- ____ Students with developmental delays
- ____ Students with multiple (severe) disabilities
- ____ Students with visual impairments

Signature of mentor/administrator/department chair

*Contact phone number of mentor/administrator/department chair

Date

*** The Special Education Program at Old Dominion University reserves the right to verify practicum placement with mentor/administrator/department chair (clinical faculty).**

**Practicum Hours Sign-In Sheet
Special Education Program
Old Dominion University**

Student name: _____

Distance learning site attended: _____

Student number/UID: _____ **SPED course#:** _____

School name: _____ **Grade level:** _____

Supervising teacher's (clinical faculty) name: _____

***Contact phone number for supervising teacher:** _____

Date	Time in	Time out	Teacher's signature	Hours
			Total Hours:	

*** The Special Education Program at Old Dominion University reserves the right to verify practicum hours with supervising teachers (clinical faculty).**

**Journal Requirements
Special Education Program
Old Dominion University**

Description: A practicum journal is a narrative of reflective thoughts that helps to document classroom observations, describe the application of actions and results in the classroom, and provide insights regarding theory into practice. Reflective journal activity serves to clarify and extend thoughts and concerns, helps bridge the gap between knowledge and action, and ultimately provides teachers with the skill to analyze their classroom actions. The journal should contain one entry for every five hours of practicum completion.

Please use the following checklist as a self-evaluation to develop your reflective summaries. The summary should not exceed two (2) typed pages and include the following:

- a. Student demographics
- b. Classroom organization and structure
- c. Curriculum and instructional strategies observed
- d. Classroom and behavior management strategies observed
- e. Technology utilized in the classroom
- f. Connections observed between classroom methods and student outcomes
- g. What I have learned about teaching this population of students

Please submit a summary of the reflective journal for instructor feedback and evaluation.

**Portfolio Requirements
Special Education Program
Old Dominion University**

Description: A portfolio is a purposeful collection of pedagogical work that tells the story of a teacher's efforts, progress, or achievements. According to Wilcox (1996, 1997), a portfolio is a place to organize information and demonstrate growth and development, but it also provides a direct and focused way to monitor and manage one's learning.

The portfolio should include samples of your work, such as sample lesson/unit plans, special projects you have developed, and/or evaluations of practica and student teaching experiences. Additional examples may include but are not limited to a representative sample of a(n) assessment report, IEP, behavior plan/program, specific content lesson plan, social skills plan, transition plan, use of technology, and/or video of lesson implementation. Organize the portfolio carefully. Make sure to include materials that together demonstrate knowledge/skill in a specific set of competencies.

Please use the following checklist as a self-evaluation of your portfolio.

_____ My portfolio is organized and goal-driven to highlight competencies within my specific course of study/endorsement.

_____ My portfolio documents my professional growth.

_____ My portfolio provides examples of achieved competence in important areas of teaching.

Please submit only your portfolio checklist for review. You should update and review your portfolio as needed.

Old Dominion University
Darden College of Education
Practicum Evaluation

Teacher Candidate _____ Course Number _____

Semester/Year _____ ☐ Undergraduate ☐ Graduate ☐ Licensure Only

UIN/SSN _____

Clinical Faculty _____ Grade _____ Subject _____

Assigned School District _____ School _____

Hours Completed: 15 _____ 30 _____ 35 _____ 40 _____ 45 _____ Other _____ (check one)

Please evaluate this teacher candidate on the basis of his/her potential for teaching based on performance in your classroom using the following scale:

4 = Exceeds Expectations 3 = Meets Expectations 2 = Needs Improvement 1 = Unacceptable 0 = Not Observed

	4	3	2	1	0
I. Professional Demeanor					
Dresses professionally					
Attends as scheduled with clinical faculty (cooperating teacher) and is punctual					
Responds promptly and professionally to tasks					
II. Knowledge of Rules and Procedures					
Reads and complies with the rules of the faculty handbook					
III. Responsiveness/Self-Improvement					
Solicits feedback from others					
Adjusts teaching based on professional feedback					
Seeks new and better ways of teaching					
IV. Parent/Guardian Relations					
Communicates effectively with parents					
Treats parents/guardians with respect					
V. Student Relations					
Demonstrates a belief that all students can learn					
Treats parents/guardians with respect					
VI. Teaching Plans and Materials (Secondary students must create their own lesson plans to complete course)					
Presents a structured lesson: reviews concepts and skills, states objectives, and provides meaningful activities					
VII. Classroom Management (Secondary students must be rated in this area to complete course)					
Provides academic and behavioral expectations to students at the beginning of each lesson					
Reinforces appropriate behavior					
VIII. Classroom Instruction					
Demonstrates knowledge and skill in major subject areas					
IX. Assessment and Feedback					
Provides feedback to students in a timely manner					
Assists students in evaluating their own performance					

For Sec. X use the following scale:

5= All or nearly all of the students 4=Many of the students 3=About half of the students 2=Few of the students 1=None or almost none of the students

	5	4	3	2	1
X. Student Response to Instruction					
Students respond (in any modality) to questions related to subject being taught					
Students pose questions related to subject, task, or materials being used					
Students listen to and observe ongoing instruction or instruction-related activities					
Students respond in ways that indicate comprehension of material					

Comments:

Signature of Clinical Faculty/Supervisor _____ Date _____

Copies to Professor, Clinical Faculty, Candidate, and Teacher Education Services