

COLLEGE OF EDUCATION
Office of Field Experiences
1200 University Street • Unit 9038 • Spearfish, SD 57799

SPED 495/695
Pre-Student Teaching Practicum

Syllabus and Student/Clinical Educators Handbook



BLACK HILLS
STATE UNIVERSITY

www.bhsu.edu/fieldexperiences

“The Mission of the College of Education is to prepare competent, confident, and caring professionals.

Competent graduates demonstrate broad knowledge and apply research-based instructional practices; they reflect and think critically to impact all students.

Graduates exhibit confidence in their ability to positively affect student learning, behavior and motivation.

Caring graduates establish relationships in an environment of mutual respect and rapport as evidenced by all students feeling valued and safe.

The Professional Teacher Preparation Program (PTPP) at Black Hills State University is designed to provide a variety of field experiences for BHSU students. These field experiences, coordinated with university coursework, help give BHSU students the education and experience necessary to develop as caring, confident, and competent educators. There are three primary field experiences: 1) Pre-Admission Teaching Practicum, 2) Pre-Student Teaching Practicum, and 3) Student Teaching Internship. These experiences are sequential and incremental.

The Pre-Admission Teaching Practicum is designed to: 1) provide BHSU students with opportunities to observe school classrooms from a teacher's perspective, 2) acquaint the BHSU student with students in a PK-12 school environment, and 3) enable BHSU students to determine for themselves whether teaching is the profession they choose to enter. The Pre-Admission Teaching Practicum requires BHSU students to spend a total of 40 hours at two levels to observe classroom practices as assigned by the clinical educator.

The Pre-Student Teaching Practicum is designed to involve the BHSU student with basic teaching duties/responsibilities with diverse PK-12 students. During that time, they observe, assist the clinical educator, and tutor PK-12 students as assigned by the clinical educator. BHSU students plan and teach at least three lessons as directed by the clinical educator. The Pre-Student Teaching Practicum usually occurs during the semester immediately preceding the student teaching internship.

The Student Teaching Internship is the culminating field experience activity. It is designed to provide BHSU students with an opportunity to assume the full responsibilities of a classroom teacher under the supervision of a clinical educator and a university supervisor. This experience varies depending upon major(s). In most instances, the Student Teaching Internship is 16 weeks (600 hours) in duration. During this time, the prospective teacher will gradually assume all duties/responsibilities of the clinical educator. (BHSU students with more than one major must do at least 10 weeks of student teaching in each major area to be certified in South Dakota.)

The Professional Teacher Preparation Program at Black Hills State University is designed to provide a variety of field experiences for you, as a prospective teacher. These experiences, coordinated with course work, provide you with the education and experience necessary to develop as a competent, confident, and caring educator.

GLOSSARY

| | |
|--------------------------|--|
| <i>Clinical Educator</i> | PK-12 Classroom Teacher; previously known as Clinical Faculty or Cooperating Teacher |
| <i>PK-12 Students</i> | All students/learners in PK-12 classrooms |
| <i>PPAT</i> | Portfolio Performance Assessment for Teachers |

BHSU Online Course Syllabus

Practicum in Special Education
SPED-495/695– BT1, 1-3 credit hours
Spring, 2026

Course Duration: **January 12 – May 8, 2026**

Course Location: **Online in D2L**

Census Date

1. Last Day to Add/Drop Course without transcript entry – **January 12, 2026**
2. Last Day to Drop Course with an automatic “W” – **April 7, 2026**
3. IDEA Surveys administered – **April 13-May 1, 2026**

Instructor's Contact Information

Instructor: Dr. Mary Anne Fleury Office Location:

Jonas Hall, 230

Office Hours: As this is an online course, please send me an email to schedule an appointment. We can meet via Zoom in D2L. All times will be referred to in Mountain Time. If you are on campus, you may also attend my in-person office hours which are: Mondays and Wednesdays from 2:00-3:00 p.m., and Tuesdays and Thursdays from 10:00-11:00 a.m.

Phone Number: 605-642-6329. I prefer email instead of a phone call. Remember to provide your name and course name for easy identification.

Email Address: Maryanne.fleury@bhsu.edu Email is my preferred mode of communication. Always use your Yellowjackets email to contact me. Please do not use a personal email account to send an email as it might go to junk mail, and I will not be able to receive it.

Availability: I will try to answer your questions within 24 hours during the week or within 48 hours over the weekend. You are welcome to leave me a voice mail, but email is a more sure and efficient way of contacting me. Please check the course syllabus, D2L News, and/or post your questions in the General Course Questions discussion area.

General Course Questions: If you have a question, first check your syllabus and your course online for the answer. If you do not find an answer, bring your question to class. If you know the answer, kindly respond.

Feedback and Grades: You will receive feedback and grades within two weeks of submission.

Course Description:

This course is an applied field-based learning experience in which students gain practical experience working with students with disabilities. Enrolled students also participate in the online D2L course activities and content.

Undergraduate Students: These students take this course after completing most, if not all, special education coursework.

*These students enroll in section SPED 495-B001 (K-12) for 2 credits

*A total of 90 hours will be completed in the assigned classroom placement

Endorsement Students: These students may take this course for undergraduate (SPED 495) or graduate (SPED 695) credit.

*Enroll in a K-8 section (2 credits) and 7-12 section (2 credits) for a total of 4 credits. These may be taken
SPED 495/695 Special Education Practicum, Spring, 2026

Dr. Mary Anne Fleury

together or in separate semesters.

*90 hours will be completed in EACH of the two placements, for a total of 180 hours.

MAT Graduate Students: These students take this course for 1 graduate (SPED 695) credit.

**All sections meet in the same online D2L course.

**All students complete a portfolio to demonstrate mastery of High Leverage Practices, which are competencies for special educators.

To-Do Right Away: Arranging your Practicum Experience

Undergraduate Students AND MAT Graduate Students: A link is provided in the “News” section on the main page of our D2L website. It is also available in the Content section. Complete these forms and submit them to Kellie.Hatch@bhsu.edu the first week so your placement can be secured. Receiving your placement can take several weeks, so the sooner you request one, the better.

Endorsement Students (SPED 495 or SPED 695): You will be arranging your practicum placements within your current school district (for MAT SPED and SPED Endorsements). For all undergraduate K-12 SPED Students, placement will be arranged by the Field Experiences Director. Please direct questions to me first. The placement information will be included in the SPED 495 placement packet. In some instances, Experiential Substitution may be granted for up to half of the required hours.

ALL STUDENTS

- **Interview**

You will need to complete an interview with your clinical educator, at the start of your practicum. This form is located at https://form.bhsu.edu/BH_FieldExperience/InternInitialVisitCE.aspx

- **Insurance**

If you are not currently teaching, you will need to purchase insurance for your practicum work. The Office of Field Experience has given me this information and link to the insurance provided by the National Education Association. I believe it is \$33.00, and this protects you from liability. Please email Kellie Hatch and cc me with your proof of insurance after you obtain it. If you are on a current teaching contract, or working for a school district, you are already covered.

[NEA - Student Enrollment Form Page](#)

- **Professional Disposition Assessment (PDA)**

Three PDAs need to be completed for your practicum:

- One completed by you
- One completed by your clinical educator
- One completed by a faculty member

The PDA is located at https://form.bhsu.edu/BH_FieldExperience/PDA.aspx

Office of Field Experiences Contact Information:

1200 University St. Unit 9038
Spearfish, SD 57799-9038
Office: Jonas 203A

Director: Jami Kesling
Jami.kesling@bhsu.edu
605-642-6077

Program Assistant: Kellie Hatch
Kellie.hatch@bhsu.edu
605-642-6642

Course Prerequisites

There are no specific course prerequisites required by BHSU.

HOWEVER: Undergraduate students and MAT graduate students should have taken most of their SPED content courses before taking this course. The knowledge gained in those courses is crucial for completing the assignments in the class and presenting themselves as prepared professionals in their practicum classrooms. Undergraduates should take this course just before student teaching (or, an ELED double major, the semester before your Methods Block). For MAT graduate students, take this as scheduled in your program plan.

Endorsement students should have completed the majority of their special education coursework in prior semesters.

Description of Instructional Methods

This is an Online Distance Education course. Uploaded and online readings, other online resources, a textbook, and library/online research will be utilized. All readings and assignment descriptions will be available on D2L or in the textbook. All assignments are to be uploaded to D2L as well. It is the student's responsibility to participate in these activities and provide the instructor with information that demonstrates mastery of the course content. It is the instructor's responsibility to facilitate students' understanding of the course content, evaluate student performance, and provide meaningful feedback that assists in students meeting the course objectives. Typically, all assignments will be graded within two weeks after the posted deadline.

Course Requirements Required

Textbooks:

1. Potts & Howard (2019). Launching a Career in Special Education: Your Action Plan for Success. Brookes Publishing.
2. Additional readings posted to D2L by the Instructor.

***The textbook will be automatically available on D2L via Day One Access.** If you choose to use this service, you will have access to the e-text automatically (it will be billed to your student account). There is the option to opt-out of the Day One Access. In this case, you may contact the BHSU Bookstore to purchase a print copy of the text.

Class Attendance Policy *While this is an online course, not all of this is applicable. However, all syllabi are required to have this statement.*

To protect the health and safety of their classmates, students who are exhibiting symptoms of illness - such as cough, fever, shortness of breath, muscle pain, headache, chills, sore throat, or loss of taste or smell—should not attend in-person classes.

If a student is unable to attend a class or course activity as described above, the student should take the following steps.

- Notify instructors in advance of the absence or inability to participate if possible.
- Monitor their symptoms. Call BHSU Student Health Services.
- Participate in class activities and submit assignments electronically to the extent possible and as directed by the instructors.
- Work with their instructors to reschedule exams, labs, and other critical academic activities when it is necessary

Academic Dishonesty and Misconduct

Cheating and other forms of academic dishonesty and misconduct run contrary to the purposes of higher education and will not be tolerated. Academic dishonesty includes, but is not limited to, plagiarism, copying answers or work done by another student (either on an exam or an assignment), allowing another student to copy from you, and using unauthorized materials during an exam. The Regental Institution's policy and procedures on cheating and academic dishonesty can be found in your home institution's Student Handbook and the governing Board of Regents policies can be found in BOR Policy 2:92 and BOR Policy 3.4.1. The consequences for cheating and academic dishonesty are outlined in policy.

Please note that artificial intelligence (AI) tools, such as Chat GPT, do not support originality, and they interfere with academic rigor. ***While I do not object to using Chat GPT to find information or investigate topics, I expect the written work you hand in to reflect your own thoughts and intellect, and I expect you to have written the sentences and paragraphs that you submit. I will not accept work that is more than 10% generated by an AI tool.*** Also, know that a great deal of information generated by AI tools is inaccurate, so double-check all info you find in an AI tool with other sources.

Make-up Policy

Late work will only be accepted with prior permission of the instructor. YOU are responsible for requesting an extension before the due date/time. This request must be submitted via email. If you do not submit your assignment by the due date/time and you do not request an extension, the assignment will have 10% of the grade subtracted for each day it is late. Repeated instances of late work (more than 2 instances) may result in automatic grades of 0 for additional late work.

An incomplete in the course will only be assigned under extenuating circumstances. **YOU are responsible for requesting an "Incomplete" from the professor. If your coursework and/or practicum hours are incomplete by the end of the semester, and you do not request an "Incomplete" extension, you will receive a failing grade.**

Course Objectives/Goals:

There are two major contributors to the development of course objectives:

1. Interstate New Teacher Assessments and Support Consortium Standards (INTASC-2)
2. Council for Exceptional Children (CEC) standards.

After July 1, 2008, the South Dakota Department of Education rules and regulations for teacher certification for Special Education Teachers were aligned with the CEC standards. These standards may be obtained from the CEC website (www.cec-sped.org) under "Initial Teacher Development."



Standards and objectives relevant to this course include the following:

| Standard | Objectives (Specific Learning Outcomes) Students will: |
|--|---|
| S1: Learner Development and Individual Learning Differences | 1.1: Understand how language, culture, and family background influence learning 1.2: Use understanding of developmental and individual differences to respond to needs |
| S2: Learning Environments | 2.1: Create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions 2.2: Use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments 2.3: Know how to intervene safely and appropriately with individuals with exceptionalities in crisis |
| S3: Curricular Content Knowledge | 3.1: Understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions 3.2: Understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning 3.3: Modify general and specialized curricula to make them accessible |
| S4: Assessment | 4.1: Select and use technically sound formal and informal assessments that minimize bias 4.2: Use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions 4.3: Use multiple types of assessment information in making decisions about individuals with exceptionalities 4.4: Engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them |
| S5: Instructional Planning and Strategies | 5.1: Consider individual abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences 5.2: Use technologies to support instructional assessment, planning, and delivery 5.3: Are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support communication and learning 5.4: Use strategies to develop language development and communication skills of individuals with exceptionalities 5.5: Develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experience in collaboration with individuals, families, and teams 5.6: Teach to mastery and promote generalization of learning 5.7: Teach cross-disciplinary knowledge and skills such as critical thinking and problem solving |
| Standard 6: Professional Learning and Ethical Practice | 6.1: Use professional ethical principles and professional practice standards to guide their practice 6.2: Understand how foundational knowledge and current issues influence professional practice |



| | |
|----------------------------------|---|
| | 6.3: Understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education courses. 6.4: Provide guidance and direction to paraeducators, tutors, and volunteers |
| Standard 7: Collaboration | 7.3: Use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators |

Technology: Although not specifically listed above, technology runs through the content of the standards and of this course. In addition to learning how to use technology to enhance student learning and independence, SPED majors use various types of technology to access course materials and complete assignments.

Evaluation Procedures of Learning Outcomes

Your grade will be based on the following assignments. Assignments are assessed using the rubrics included on D2L. Use the rubric to check your own work before submitting for a final grade.

This course includes weekly Discussion posts, 8 Dropbox essays and a final Portfolio project. You will be responsible for readings including both textbook and any supplementary readings (e.g., websites, articles). Assignments are due throughout the course of the semester, and a description of each follow.

Assignments:

Assignments for the session/week will be posted by Sunday of that week at the latest and are due the following Saturday by midnight. You may work ahead if the session assignments have been posted.

Practicum: 90 hours

Discussions: 1 per module, 10 points each. Total: 15 modules x 10 points each = 150 points.

Final Project: This will be altered for those who have taken the Practicum course previously. For the final project, you will develop a portfolio in which you provide evidence that you have learned the needed information to be a successful special education teacher. You will do this by showing how you have mastered the 22 practices essential for any special educator: the High-Leverage Practices for Students with Disabilities. More information about these practices can be found at <https://highleveragepractices.org/>. Additional information on this project is provided in the Content section of D2L. Total Possible Points: 200 points

CONFIDENTIALITY: When you were accepted into the College of Education you signed a confidentiality form stating that you understand and will comply with the Professional Code of Ethics, most notably that you agree to all information relative to students and school personnel is confidential as per the Administrative Rules of South Dakota ARSD 24:08:03(8). As such, take precautions to ensure information gathered in the context of this assignment is protected and remains confidential.

****Any identifying information must be removed from your project prior to submission. This includes individuals' names, school and district names, community names, etc. Create fake names instead.**

| Summary of Point Distribution | |
|-------------------------------|-------------------|
| Discussions | 150 Points |
| Final Portfolio Project | 200 Points |
| Total Possible Points | 350 Points |
| | |

Grading Scale:

93-100% = A; 85-92% = B; 75-84% = C; 65-74% = D; 64% and below = F

Note: You must earn a C or higher in this course to pass.



ADA Statement

Black Hills State University strives to ensure that physical resources, as well as information and communication technologies, are accessible to users to provide equal access to all. If you encounter any accessibility issues, you are encouraged to immediately contact the instructor of the course and the Office of Disability Services, which will work to resolve the issues as quickly as possible. Contact Jennifer Lucero, Coordinator, at Jennifer.Lucero@bhsu.edu or by phone at (605) 642-6099. The office is in the E.Y. Berry Library, Second Floor, Room #240.

Additional information can also be found at: <http://www.bhsu.edu/Student-Life/Student-Services/Disability-Services>

Please note: if your home institution is not the institution you are enrolled at for a course (host institution), then you should contact your home institution's Office of Disability services. The disability services at the home and host institution will work together to ensure your request is evaluated and responded.

Freedom in Learning

Under Board of Regents and Regental Institutions policy, student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Discussion and debate are critical to education and professional development. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should contact their home institution to initiate a review of the evaluation.

Tentative Course Outline/Schedule

| Session | Week | Topic- For first time practicum students. Previous practicum students will have different discussion questions. | Assignments |
|----------------|---|--|--------------------|
| 1 | Jan. 12-18 | Chapter 1: Getting Started Appendix A: High Leverage Practices | Discussion |
| 2 | January 19-25 Jan. 19 Holiday | Chapter 2: Understanding Inclusion | Discussion |
| 3 | Jan. 26-Feb. 1 | Chapter 3: Lesson Planning | Discussion |
| 4 | Feb. 2-8 | Chapter 4: Research-Based Intervention | Discussion |
| 5 | Feb. 9-15 | Chapter 5: Classroom Assessment | Discussion |
| 6 | Feb. 16-22 Feb. 16 Holiday | Chapter 6: Classroom Management | Discussion |
| 7 | Feb. 23-Mar. 1 | Chapter 7: Behavior Management | Discussion |
| 8 | Mar. 2-8 | Chapter 8: IEP: The Legal Document | Discussion |
| | Mar. 9-15 Spring Break | Enjoy! | |
| 9 | Mar. 16-22 | Chapter 9: Classroom Observations | Discussion |
| 10 | Mar. 23-29 | Chapter 10: Cooperating Teacher: Your New Best Friend and Mentor | Discussion |
| 11 | Mar. 30-April 5 | Chapter 11: Professionalism | Discussion |



| | | | |
|-----------|----------------|---------------------------------------|------------|
| 12 | April 6-12 | Chapter 12: Co-Teaching | Discussion |
| 13 | April 13-19 | Chapter 13: Communicating with Others | Discussion |
| 14 | April 20-26 | Chapter 14: Teaching as a Career | Discussion |
| 15 | April 27-May 3 | Final Project | Discussion |
| 16 | May 4-8 | Portfolio Project Due | |

BHSU STUDENT RESPONSIBILITIES

During the first visit, you should share the contents of this handbook with your clinical educator and the letter to the clinical educator from your professor. During this experience you must meet the following requirements:

- 1. OBSERVING:** You should observe the classroom, lessons, technology use, and discipline techniques. During the first few visits to the classroom, you should complete the observation guide found on pages 8 and 9 of this handbook.
- 2. ASSISTING:** When you are not teaching a lesson, tutoring, or observing, you should work as a teacher's assistant to develop a sense of the duties and responsibilities of a teacher.
- 3. TUTORING:** When you are not teaching a lesson, working as a teacher's assistant, or observing, you should be working with PK-12 students who need extra assistance, during class, before or after school.
- 4. TEACHING:** You will work with your clinical educator to identify areas you can teach, whether it be teaching a lesson in a general education classroom, or to a small group of students in special education.
- 5. DOCUMENTING HOURS:** You are required to document the 45 hours (per credit hour) that you spend completing your Pre-Student Teaching Practicum using the form found on pages 17 and 18 of this handbook. *The clinical educator must sign this form to verify the number of hours spent in the classroom.*
- 6. OTHER DUTIES:** You should complete other duties as assigned by the clinical educator. Other duties required by the clinical educator may include some of the following:
 - Observe the administration of a test and help score the tests
 - Attend IEP meetings
 - Discuss discipline problems and solutions/strategies
 - Discuss the High Leverage Practices for Students with Disabilities and how lessons align to those
 - Discuss assessment (portfolios/grades) practices with the clinical educator
- 7. SPED 495/695 ASSIGNMENTS:**
 - Complete the Practicum Paperwork located in the Practicum Information folder in D2L
 - Complete the Clinical Educator Interview
 - Read the textbook chapters and respond to Discussion questions
 - Complete a portfolio related to the 22 High Leverage Practices for Students with Disabilities
 - Required number of HLPs are based on the level of practicum
 - Clinical Educator Final Evaluation
 - Log of Hours



Practicum Planning Form

Use this template to plan the dates during which you will complete your practicum hours.

Select your Practicum Experience (circle)

EDFN 295 - EDFN 595 - ELED 495 -SEED 495 - ED 695 - MLED 495

SPED 495 - SPED 695 - ECE 495 - ECE 795

| Contact Information for Each Placement | | | |
|--|---|--|----------------|
| Candidate Name: | | Clinical Educator Name: | |
| School: | Content: | Grade Level(s) | Others: |
| School Phone #: | Clinical Educator email: _____ Candidate email: _____ | | |
| Introduce Yourself | | | |
| I met the school administrator or designee on (date) | | Signature from the school administrator or designee | |
| I have a school handbook and reviewed it: yes no | | I have a school calendar: yes no | |
| The school day begins at | | The school day ends at | |
| Did you have to do a school orientation or training required by the school district? Yes No (This is usually for students placed in Spearfish Middle School and Rapid City Area Schools) | | Date: | |
| Tentative Schedule | | | |
| My practicum is ____ hours SPED 495/695: Calendar provided | | I plan on starting my practicum hours on | |
| Date and Time: | | Date and Time: | |
| Date and Time: | | Date and Time: | |
| Date and Time: | | Date and Time: | |
| Date and Time: | | Date and Time: | |
| Date and Time: | | Date and Time: | |
| Date and Time: | | Date and Time: | |
| Return Form | | | |

At the beginning of the semester, complete the form for each placement, keep a copy and give one to your clinical educator before submitting it to your practicum instructor. It is important to have good communication and rapport with the school where you are placed.

Observing the Clinical Educator: When you enter the classroom for the very first day of your Pre-Student Teaching Practicum, your clinical educator will probably introduce you to the class and suggest that you spend the next few times that you are there observing to get a “feel” of the classroom and learn the general procedures of the class. Your clinical educator may mention that you should become aware of the teaching and disciplinary techniques in use, with a view toward developing your own teaching approach. Whether or not this is mentioned, you should indeed be alert for these techniques, examining them critically, as you consider them for possible use when you are employed as a teacher.

It is a good idea to ask your clinical educator if there is a seating chart to use as you observe. If a chart exists, copy it, so that you can take it home and study it at night. If one is not available, then construct one, with your clinical educator's help. Learning the PK-12 students' names is extremely important for developing rapport with them and maintaining classroom control.

THE CLASSROOM

Look around the classroom – do you see:

- a. Classroom rules posted so the PK-12 students can see them?
- b. Bulletin boards used?
- c. That your clinical educator keeps lesson plans in an organized book?
- d. A substitute information folder?
- e. A grade book to refer to?
- f. A grading system being used?
- g. Evidence of technology components?

THE ATMOSPHERE OF THE CLASSROOM

Watch and listen to see if your clinical educator does the following:

- a. Treats PK-12 students with courtesy
- b. Has a positive attitude about teaching
- c. Listens to and answers PK-12 students' questions in a positive way
- d. Keeps the PK-12 students on task at all times.
- e. Has activities available for the PK-12 students to work on when they are finished
- f. Encourages a classroom atmosphere in which learning can and does occur

LESSONS

Watch a few lessons – Observe both clinical educator and PK-12 student behavior:

- a. Does the clinical educator tell the PK-12 students what they will be learning and why?
- b. Is the PK-12 students' prior knowledge of the subject reviewed before the lessons begin?
- c. Does the clinical educator model what the Pk-12 students are learning?
- d. Does the clinical educator use a variety of teaching strategies?
- e. Do the PK-12 students participate in practice with the teacher?
- f. Does the clinical educator respond positively to all the PK-12 students' questions?
- g. Does the clinical educator ask questions other than "yes" or "no" type?
- h. Do PK-12 students practice independently what was taught during the lesson?



| | | | |
|---|--|--|--|
| i. Do PK-12 students review what they have learned at the end of the lesson? | | | |
| j. Do PK-12 students seem to be motivated to learn? | | | |
| k. Are there any special grouping policies in the classroom, building, or school system? | | | |
| l. Is the clinical educator or the PK-12 students using any form of technology to enhance learning? | | | |

DISCIPLINE TECHNIQUES

Your clinical educator will use several techniques to keep participation at a high level, and problems to a low level – Watch to see if he/she:

| | | | |
|---|-----|----|-----|
| a. Uses a variety of techniques | Yes | No | N/A |
| b. Moves around the room and monitors PK-12 students' progress and behavior | | | |
| c. Has a system of rules/consequences | | | |
| d. Has a technique for keeping a record of assignments turned in | | | |
| e. Consistently applies techniques that prevent problems from occurring | | | |
| f. Uses procedures and routines in the operation of the classroom. | | | |
| g. Shows evidence of flexibility. | | | |



SPED 495/695 Final Project & Rubric

For your final project, you will assemble a portfolio of your work to demonstrate your mastery of the 22 High Leverage Practices for New Special Educators in the areas of Collaboration, Assessment, Social/Emotional/Behavioral, and Instruction.

This must be submitted in digital format. Google Slides, PowerPoint, or Word are suggested digital tools.

Below you will find an overview of the expectations for the portfolio, based on your enrollment status/category. During your practicum experience, look for and collect evidence for the HLPs. You may also collect artifacts from previous experiences, other coursework, or current teaching experience. If you don't have a piece of evidence for an HLP, you will need to create it during this semester.

Each HLP slide/page should include:

1. Title of the HLP addressed by this evidence.
2. A description of the HLP in your own words.
3. The evidence of the HLP - picture snip, scanned document, etc.
 1. On a Mac: Command + shift + 4.
 2. On a PC: Windows + Shift + S.
4. A description of the evidence and how it relates to the HLP.
5. How does this piece of evidence demonstrate your experience/mastery of the HLP?

This portfolio will need to be submitted digitally through the Dropbox.

| How many HLPs do I need to complete? | | | | |
|--------------------------------------|--------------------------|------------------------|-----------------|------------------------|
| HLP Category | SPED 495 – Undergraduate | SPED 495 – Endorsement | SPED 695 – MAT* | SPED 695 – Endorsement |
| Collaboration | 1 of 3 | 2/3 | 3/3 | 3/3 |
| Assessment | 2 of 3 | 2/3 | 3/3 | 3/3 |
| Social/Emotional/Behavioral | 2 of 4 | 3/4 | 4/4 | 4/4 |
| Instruction | 8 of 12 | 9/12 | 12/12 | 12/12 |
| Total # of HLPs to Complete | 13 of 22 | 16 of 22 | 22 of 22 | 22 of 22 |

Final Project Scoring Rubric

| Component | Point Value |
|--|--|
| For each HLP, did you: | 120 points (60% of the grade) |
| Write the HLP at the beginning? | |
| Provide 1 piece of “evidence”? <ul style="list-style-type: none">• This is one sample of an assignment from your courses, an artifact from your teaching responsibilities (must be completely anonymous—no names, locations, etc.), or writing on a topic that you developed for this project. | |
| Describe the piece of evidence? | |
| Identify where the evidence originated from, what exactly it is, and why you selected it | |
| Explain how this piece of evidence demonstrates your mastery of the HLP? | |
| Describe how the assignment is linked to the HLP. Explain the quality of the work and justify how it shows that you are able to perform the skill in the HLP. | |
| Quality of the Portfolio | 80 points (40% of the grade) |
| Did you complete the required number of HLPs in each of the 4 categories? | |
| Did you describe the evidence in detail so that the reviewer(s) understand it? | |
| Did you explain (in detail) how each piece of evidence demonstrates your mastery of the HLP skills? | |
| Is your writing of professional quality with no typos or grammatical errors? Is it written in a way that is easy to understand? | |
| Total Possible Points Earned | 200 points |



**BLACK HILLS
STATE UNIVERSITY**

SPED 495/695

Hours Log

Name: _____

Semester: _____

Fill out this form to track your practicum hours. Submit this form on D2L by the end of the semester.



BLACK HILLS
STATE UNIVERSITY

SPED 495/695

Hours Log

Name: _____

Semester: _____

Fill out this form to track your practicum hours. Submit this form on D2L by the end of the semester.



Dear Cooperating Teacher,

Thank you for agreeing to supervise a special education practicum student this semester! Your support is a vital part of this important experience. In this letter, I will provide details regarding the student's requirements for the practicum, as well as explain your role as the Cooperating Teacher.

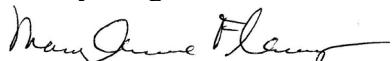
Your practicum student will be developing a portfolio this semester. In this portfolio, the student will provide evidence that they have the background needed to be a special education teacher. They will use the High Leverage Practices (HLPs) for Students with Disabilities. The HLPs and additional information are available at <https://highleveragepractices.org/>.

The "evidence" for their portfolio should be artifacts they've developed during their university courses or during this practicum experience. As an example, consider HLP 13: Adapt Curriculum Tasks and Materials for Specific Learning Goals. The practicum student might provide a differentiated or universally designed lesson plan developed for a classroom. Or, with your guidance, they might develop adaptations for a specific student during an activity. They would then provide the lesson plan or adaptation plan in their portfolio as evidence.

The students in this practicum course should be prepared to provide support to students based on your requests. There are no specific expectations to teach lessons or conduct assessments. These would be excellent experiences but are not required. There is so much diversity among special education programs that it seems inappropriate to make blanket requirements. Again, these experiences are encouraged but not required. Other valuable experiences include IEP development, attending IEP meetings, developing instructional tools, and participating in other classroom activities that you deem appropriate.

Practicum students are responsible for keeping track of their total completed hours and document how these hours were spent. Once they have completed their hours, they should show you their hours log. Please complete the Evaluation Form for the practicum student at that point. If you have any questions, feel free to contact me at Mary.Fleury@bhsu.edu or 605-642-6329.

Thank you again and have a wonderful semester!



Mary Anne Fleury, Ph.D.

Assistant Professor of Special Education
Black Hills State University
605.642.6329
MaryAnne.Fleury@BHSU.edu

Cooperating Teacher's Evaluation

*Please contact Dr. Mary Anne Fleury, course instructor, if you have questions or concerns:
MaryAnne.Fleury@bhsu.edu or 605-642-6329.*

Name of BHSU Student _____ Date _____
Cooperating Teacher _____ Location _____

Your rating of this student's skills will be considered as part of his/her grade in this course (SPED Practicum 495 or 695).

Please complete the following items using the rating scale:

| This student demonstrated: | 1 = Strongly Disagree to 5= Strongly Agree | | | | |
|--|---|---|---|---|---|
| Dependability (on time, follow-through). | 1 | 2 | 3 | 4 | 5 |
| Initiative (contributed ideas, participated in activities, demonstrated independence). | 1 | 2 | 3 | 4 | 5 |
| Knowledge Base (demonstrates basic understanding of special education issues, disabilities, intervention strategies, monitoring progress, IEPs) – at the appropriate level for a preservice teacher. | 1 | 2 | 3 | 4 | 5 |
| Collaboration/collegiality (cooperative with and supportive of school personnel). | 1 | 2 | 3 | 4 | 5 |
| Rapport with students. | 1 | 2 | 3 | 4 | 5 |
| Professionalism (overall interactions, appearance, and attitude). | 1 | 2 | 3 | 4 | 5 |

The student was unable to participate in the following due to circumstances beyond his/her control (check any that apply):

| | |
|---|------------------------------------|
| <input type="checkbox"/> Review cumulative folder | <input type="checkbox"/> Observe |
| <input type="checkbox"/> Review IEP folder | <input type="checkbox"/> Interview |
| <input type="checkbox"/> Specific Instructional Planning Activity | <input type="checkbox"/> Videotape |
| <input type="checkbox"/> Other | |

Please add comments as to why you gave the ratings above:

Signature _____