

**INSERVICE
PRACTICUM
HANDBOOK**

**FALL &
SPRING**

**UNIVERSITY OF WISCONSIN-
WHITEWATER**

**DEPARTMENT
OF SPECIAL
EDUCATION**

Inservice Practicum Handbook

The Department of Special Education at UW-Whitewater has established an inservice practicum as an alternative for experienced educators who wish to fulfill licensure standards in an area of exceptionality. Ordinarily the Department recommends a full-time practicum placement in another teacher's classroom. This alternative would require an experienced and licensed cooperating teacher to provide observations and feedback. The inservice practicum student must be accepted into the Special Education Graduate Program and may not have more than one course outstanding in the curriculum prior to the inservice practicum.

The inservice practicum has the following stipulations:

1. The classroom site must be compatible with the philosophy of the training program;
2. The teacher will be released one day during the experience to visit two exemplary programs in the emphasis area (half day each) and complete a write up indicating what was learned and how that information will be used to improve the graduate's program
3. The inservice teacher must have an opportunity to demonstrate the required competencies within the setting;
4. A designated program support teacher of special education or appropriate supervisor who is qualified in the program area must be assigned by the school district to provide regular observations and feedback to the inservice teacher. Four observations are required. An observation form is included as part of this handbook.

A teacher who qualifies for the inservice option must be aware of the independent nature of this placement. Consequently, candidates who do not meet eligibility requirements or who, in the opinion of the University advisor/supervisor and/or the school district administrator or supervisor, are not acceptable candidates for this option, will be required to complete a regular practicum in a certified and experienced teacher's classroom for nine weeks if previously certified, or a full term if seeking initial

The Department of Special Education has determined that an on-the-job inservice practicum will be provided for students upon completion of licensure coursework in the area in which they plan to complete the inservice requirements. This option is available for:

1. students with prior (EEN) licensure who are seeking additional licensure in an area of exceptionality, or
2. students who do have a prior licensure in education and are seeking initial licensure in an area of exceptionality.

3. students who have no prior teaching licensure; but hold a Bachelor's degree in a related field.
4. students who have successfully passed the PRAXIS II content exam

REQUIREMENTS OF THE SCHOOL DISTRICT OR PROGRAM:

1. The Building Principal, Program Director, or designee will assign and provide for a minimum equivalent of a half day per month of purchased support services or provide release time for an appropriately licensed Program Support Teacher or Supervisor to observe and give feedback in the Inservice student's classroom/program. The Program Support Teacher or Supervisor must submit monthly university supervision forms detailing the observation and feedback. The supervision forms are included in this handbook.
2. The Building Principal, Program Director, or designee agrees to provide a minimum of one hour of classroom observation, with appropriate consultation with the Inservice Student, each month. The Monthly Monitoring Report (See Form I) is to be completed and submitted to the University Supervisor on a monthly basis.
3. The Building Principal, Program Director, or designee will provide approval for the Inservice Student to participate in one (1) out-of-district visitation day the semester of the inservice practicum. The University Supervisor must give prior approval of the site.
4. In the event that the Inservice Student is assigned to a cross categorical program, the Building Principal, Program Director, or designee will provide written assurance that the student will have opportunities to engage in direct instructional roles with students in appropriate disability areas to meet the expectations of his or her licensure program, including but not limited to experience developing IEPs, conducting assessments, managing student behavior and classroom environments, planning and delivering instruction and adapting instruction when needed, collaborating with other professionals and parents, and demonstrating competence in other Wisconsin State Standards and CEC/NCATE Standards appropriate to the license.
5. At Midterm and upon completion of the inservice practicum, the designated Program Support Teacher or Supervisor and the Building Principal, Program Director, or designee must complete the Clinical Experience Evaluation Form; The Professional Dispositions Evaluation Form and submit a recommendation regarding licensure of the Inservice Student to the University Supervisor or the Student Teaching Office.

REQUIREMENTS OF THE INSERVICE STUDENT:

- 1. All graduate students must be admitted in the Special Education Masters Program and have a current licensure plan on file. Schedule an appointment with your advisor and the student Teaching Coordinator to update your licensure plan and to release your advising hold which will enable you to register via WINS for the directed teaching courses: SPECFLD 793 Inservice Practicum (CC: CD, CC: EBD/LD, or EC: EEN) for 5 credits and SPECED 680 Phase 4 Portfolio for 2 credits and/or the other courses identified on your licensure plan.**
- 2. Inservice students will be evaluated by their university and designated supervisors to determine their level of competence in (1) Diagnosis, (2) Curriculum Planning, (3) Instruction, (4) Consultation with professionals and families, and (5) Behavior Management. The student will be given written feedback.**
- 3. All students must successfully complete all practicum assignments as established by the University Supervisor.**
- 4. Students who are unable to successfully demonstrate competence within one semester will be given the option, if recommended by the university supervisor, to take an incomplete (I) in SPECFLD 793 Inservice Practicum, and will be required to meet competencies during the subsequent semester. These students must enroll for an additional 2-credit fieldwork course, SPECFLD 585 or 685, during that semester.**
- 5. Slots will not be guaranteed unless the student has applied a semester in advance; cancellation of the placement without a semester notice will not guarantee a new placement in alternate semesters. Students must also successfully pass the PRAXIS II content exam and submit the scores to Jodi Roehl in the Office of Field Experiences, roehlj@uww.edu prior to the inservice practicum semester.**
- 6. At Midterm and upon completion of the inservice practicum, the inservice practicum student must self evaluate by completing the Clinical Experience Evaluation Form; the Professional Dispositions Evaluation Form and submit these forms to the University Supervisor or the Student Teaching Office.**
- 7. Demonstrate consideration and professionalism with learners, peers, other professionals, and families.**
- 8. Maintain **CONFIDENTIALITY** regarding students, families, teachers, schools, and school districts.**
- 9. Seek and incorporate feedback from the cooperating teacher and University supervisor. Reflect on yourself as a learner through narrative as part of the weekly progress report to be completed and mailed to the University supervisor.**

10. **Reflective Journal**-This may be submitted online weekly or reviewed each observation session as per university supervisor directions.
11. **Thumbnail Sketches.** Complete thumbnail sketch for each student on your cooperating teacher's caseload and update throughout the semester. Each thumbnail sketch must include both formal and informal information about a student using a strength-based language in these three areas: academic, social-emotional, and cognitive. Note areas of strength and areas of development that will help the university supervisor give you more useful feedback when observing.
12. **Weekly Updates.** Students will critically analyze events of the previous week. Discussion should include strengths (e.g. accomplishments or growth opportunities), areas of frustration (e.g. interactions with students/staff; failed lesson plans) and areas to target for development or assistance from supervisor and cooperating teacher.
13. Document the use of technology in the directed teaching placement in your journal (i.e., Inspiration, Kidspiration, Compuscore, PowerPoint, etc.)
14. Maintain a parent contact log throughout the semester of phone calls, parent notes, home visits, parent teacher conferences etc to document collaboration with families that addresses one of the state standards.
15. Gather and complete portfolio artifacts.

REQUIREMENTS OF THE UNIVERSITY:

1. The University assumes the responsibility for monitoring and enforcing all aspects of this agreement, including monitoring the appropriateness of program support or supervisory personnel and the appropriateness of the placement for meeting Wisconsin State Standards and CEC Standards for the licensure area(s).
2. A UW-Whitewater Supervisor will be assigned who will visit four (4) times during the assigned inservice practicum.
3. The establishment of practicum assignments and the approval of visitation to appropriate sites must be determined by the University Supervisor.
4. Upon completion of the inservice practicum, the University Supervisor must complete the Clinical Experience Evaluation Form; The Professional Dispositions Evaluation form and submit a recommendation regarding licensure of the Inservice Student.

Portfolio Requirements

Specific Instructional Products and Phase 4 artifacts

Students are expected to develop a portfolio that includes a number of pre-determined artifacts. The inservice student may ask you to rate one of their artifacts. The description of each artifact and the standards follows.

1. Educational Evaluation (Standards 2, 8, 9)

- *Description:* This artifact requires teacher candidates to complete an educational evaluation of a public school learner using a comprehensive evaluation tool related to academic potential. Students learn to administer, score, and interpret the results of the test. Students write a report of the results of their findings. The test may be completed as part of a series of tests that would be administered to evaluate a learner that has been referred for evaluation for a suspected exceptional learning need. The test could also be completed for a re-evaluation of a learner already enrolled in a special education program as deemed necessary by the IEP Team.

2. Differentiated Unit (Standards 3, 4, 7)

- *Description:* This artifact requires development of a series of group activities within one differentiated unit. The differentiated unit may primarily focus on academic or affective domains. Specific components of this artifact include: unit rationale, group instructional goals, differentiated individual accommodations, modifications, and outcomes and with rationale and relationship to IEP goals, identified a complete lesson plan for each activity including materials, time frame, integration of technology, co-teaching and paraprofessional roles and responsibilities, and instructional procedures. Additional required components are measurement of individual and group performance, reflective evaluation of overall success of each lesson/activity.
- Reflection should include difficulties that arose during implementation, how those problems were addressed during instruction, changes that will be made for the future, and pedagogical development of the student teacher. In addition, students will incorporate how the competencies are addressed specific to their artifact in the narrative.

3. FBA (Standards 1, 5, 8)

- *Description:* This artifact requires the collection of baseline Functional Behavioral Assessment data and the application of a data-driven intervention with the development of a corresponding Behavior Intervention Plan. The materials should include a comprehensive assessment with a minimum of two weeks baseline data and input from multiple stakeholders (e.g. parents, student, and other education professionals) regarding the purpose/function of the identified behavior. The plan may or may not be integrated in to a formal Individualized Educational Plan.

4. IEP (Standards 6, 10)

- *Description:* This artifact requires students to participate in an Individualized Education Planning meeting and to be the primary person responsible for a leading the IEP meeting. Students will follow their school district guidelines regarding parental notification, and pre-meeting data collection and development. Attend and lead at least one IEP team meeting based upon the education evaluation completed. Submit a copy of the meeting agenda and IEP to your university supervisor. Student confidentiality must be maintained when turning in this document

FORM I (4 copies of this form)

MONTHLY MONITORING REPORT

SUBMITTED BY:

SCHOOL PRINCIPAL, PROGRAM DIRECTOR, OR DESIGNEE

GRADUATE INSERVICE PRACTICUM

MONTH _____ 20 _____

<i>Student's Name</i>	<i>Type of Program:</i>
<i>School/City:</i>	<i>Date observed:</i>

Summary of Observations and Recommendations:

_____ (Please give the completed form to the University Supervisor)

Signature of Designated Cooperating Teacher

Approved Program Observation

School _____ Type of Program _____

Teacher _____ Inservice Student _____

Program description:

Activities observed:

How the experience; practices, programming will influence your practice:

Changes you plan to make as a result of the observation:

