

**The University of Tennessee at Martin**  
**Department of Educational Studies**  
**Fall 2010**

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I. COURSE NUMBER AND TITLE

Special Education 386/586  
Practicum in Teaching Exceptional Children (P-12)  
Prereq: SPED300/500

II. SEMESTER CREDIT HOURS

3 semester credit hours/ 75 clock hours in the field; Assignments online.

III. CATALOG DESCRIPTION

The practicum professional field-based experience at UTM: Emphasis on direct observations and participation with students in special education in a public school setting under a state certified special education teacher.

IV. RATIONALE

Field experience is an integral part of any teacher education program. This course allows students the opportunity to interact with children, develop materials, practice classroom management techniques, practice teaching strategies, etc. This allows practicum students an early opportunity to put theory into practice by observing an experienced special education teacher.

V. TEACHER EDUCATION MODEL

The UTM Teacher Education Model is designed to develop teachers who facilitate learning by engaging in methods and strategies that can transform students from passive recipients of information into active participants in their own intellectual growth. The faculty is committed to providing pre-service teachers with a variety of experiences to increase understanding, skills, and dispositions in dealing with students of diverse

cultural backgrounds and varying learning styles. The faculty also view technology as an integral component of the teacher preparation program and believe pre-service teachers should know how to enhance learning through the use of a wide variety of materials including human and technological resources. Therefore, imbedded and intertwined among components of the conceptual framework are the commitments to *diverse learners* and the *use of technology* as an additional *communication* tool to enhance student learning. The following are the three primary components to the Conceptual Framework that serve as a knowledge base for the UTM Teacher Education Program in producing *Teachers as Facilitators of Learning*:

- A. Reflective Practitioner
- B. Pedagogical Skills
- C. Professional and Ethical Behavior

## VI. PERFORMANCE-BASED OUTCOMES/LEARNING ACTIVITIES

### **Knowledge:**

The student will identify:

1. Special education procedures such as referral, identification, placement, and the role of the "paper trail" in instructional efforts to increase student learning (Special Education Student Evaluation Manual, 2004; Wood, 2001) (SE Core Standards: 1.1, 1.4; 8.1; 9) (SE Professional Standards: 1.1; 4.1, 4.3, 4.4, 4.5; 5.1, 5.3; 7.1, 7.2, 7.3; 10)
2. Systematic observation skills in describing pupil behavior, instructional activities, behavioral management systems, and other facets of a special education classroom (Alberto & Troutman, 2002; Burstein, et al, 2004; Davis and Rimm, 2003; Shukla-Mehta & Albin, 2003; Special Education Student Evaluation Manual, 2004; Wood, 2001; Wood, 2001) (SE Core Standards: 1.1, 1.4; 2.1; 8.1; 9) (SE Professional Standards: 1.1, 1.4; 2.2; 4.1, 4.3, 4.4, 4.5; 5.1, 5.3; 7.1, 7.4)
3. Best practice planning and implementation of effective instructional strategies appropriate for the skills of the exceptional learner (; Alberto & Troutman, 2002; Burstein, et al, 2004; Davis and Rimm, 2003; Shukla-Mehta & Albin, 2003; Sleeter & Grant, 2002; Wood, 2001) (SE Core Standards: 1.1, 1.2; 2.1, 2.2; 3.1; 9) (SE Professional Standards: 1.1, 1.4; 2.2; 4.1, 4.3, 4.4, 4.5; 5.1, 5.3; 7.1, 7.3, 7.4)
4. Components of instructional management, including classroom arrangement, behavior management, scheduling, and the collection of data to document student performance (Alberto & Troutman, 2002; Burstein, et al, 2004; Cobb, 2003; Coster & Haltiwanger, 2004; Kauffman, 2004; Mulhern, 2003; Peterson, et al., 2004; Owens, 1999; Tomlinson, 1999; Shukla-Mehta & Albin, 2003; Wood, 2001) (SE Core Standards: 1.1; 2.1; 3.4; 8.1; 9.2) (SE Professional Standards: 1.1, 1.4; 2.2; 4.1, 4.3, 4.4, 4.5; 5.1, 5.3; 7.1, 7.4)
5. Professional issues related to special education, including stress management and the relationship of special education services to other special services offered in the district (Owens, 1999; Shukla-Mehta & Albin, 2003; Turnbull and Turnbull, 2003;

Wood, 2001) (SE Core Standards: 1.1; 9) (SE Professional Standards: 2.2; 4.1, 4.3, 4.4, 4.5; 5.1, 5.3; 10)

**Skills:**

The student will:

1. Complete assessment activities relevant to special education services (Neisworth & Bagnato, 2004; Salvia and Ysseldyke, 2003; Special Education Student Evaluation Manual, 2004; Wood, 2001) (SE Core Standards: 1.1; 3.1; 8.1; 9) (SE Professional Standards: 1.1, 1.4; 2.2; 5.1, 5.3; 7.1, 7.4; 10)
2. Examine Individualized Education Programs (IEP) (Special Education Student Evaluation Manual, 2004; Tennessee State Department of Education required forms and LEA forms; Wood, 2001) (SE Core Standards: 1.1; 2.1, 2.2; 3.1; 8.1; 9) (SE Professional Standards: 1.1, 1.4; 2.2; 4.1, 4.3, 4.4, 4.5; 5.1, 5.3; 7.1, 7.3, 7.4; 10)
3. Develop lessons based on principles of effective instruction, including components of the Tennessee Instructional Model (Cobb, 2003; Wood, 2001) (SE Core Standards: I A; II B; III A; VIII A; IX) (SE Professional Standards: 1.1, 1.4; 4.1, 4.3, 4.4, 4.5; 5.1, 5.3; 7.1, 7.4; 10)
4. Develop skills in communicating with teachers and/or parents of pupils involved with special education services (Burstein, et al, 2004; Shukla-Mehta& Albin, 2003; Turnbull an Turnbull, 2003; Wood, 2001) (SE Core Standards: 1.1; 3.1; 8.1; 9.5) (SE Professional Standards: 1.1, 1.4; 2.2; 7.1, 7.2, 7.3, 7.4; 10)

**Disposition:**

The student will display:

1. Acceptance of and program for the individual learning needs students bring to the classroom (Baca, 2003; Cobb, 2003; Davis and Rimm, 2003; Owens, 1999; Sleeter & Grant, 2002; Uresti, Goertz, & Bernal, 2002) (SE Core Standards: I B; II A; III A; IX) (SE Professional Standards: 1.1, 1.4; 2.2; 4.1, 4.3, 4.4, 4.5; 5.1, 5.3; 7.1; 10)
2. Recognize and manage the complexity of the special education classroom in a positive and constructive manner (Alberto & Troutman, 2002; Cobb, 2003; Shukla-Mehta& Albin, 2003) (SE Core Standards: 1.1; 2.1, 2.2; 9) (SE Professional Standards: 1.1, 1.4; 4.1, 4.3, 4.4, 4.5; 5.1, 5.3; 7.1; 10)
3. A commitment to the continual improvement of teaching and delivery of special education services (Baca, 2003; Browder & Cooper, 2003; Foster & Connor, 2004; Shukla-Mehta& Albin, 2003; Sitlington & Neubert, 2004; Sleeter & Grant, 2002; Turnbull and Turnbull, 2003) (SE Core Standards: 1.2, 2.2; 3.1; 9) (SE Professional Standards: 1.1, 1.4; 2.2; 4.1, 4.3, 4.4, 4.5; 5.1, 5.3; 7.1; 10)
4. An awareness of individual differences among people. (Alberto & Troutman, 2002; Cobb, 2003; Shukla-Mehta& Albin, 2003) (SE Core Standards: 1.1; 2.1, 2.2; 3.1; 9) (SE Professional Standards: 1.1, 1.4; 2.2; 4.1; 5.1, 5.3; 7.1; 10)
5. The ability to adapt the environment—physical, social, and emotional- to facilitate learning. (Baca, 2003; Cobb, 2003; Davis and Rimm, 2003; Owens, 1999; Sleeter &

- Grant, 2002; Uresti, Goertz, & Bernal, 2002) (SE Core Standards: 1.1; 2.1, 2.2; 9) (SE Professional Standards: 1.1, 1.4; 2.2; 4.1, 4.3, 4.4, 4.5; 5.1, 5.3; 7.1)
6. Design and utilize strategies based on cognitive and developmental theories. (Owens, 1999; Shukla-Mehta & Albin, 2003; Turnbull and Turnbull, 2003; Wood, 2001) (SE Core Standards: 1.2; 2.2; 9) (SE Professional Standards: 1.1, 1.4; 4.1, 4.3, 4.4, 4.5; 5.1, 5.3; 7.1, 7.4)
  7. Employs skills that facilitate learning. (Cobb, 2003; Wood, 2001) (SE Core Standards: 1.1; 2.1, 2.2; 3.1; 9) (SE Professional Standards: 1.1, 1.4; 4.1; 5.1, 5.3; 7.1, 7.4; 10)
  8. Communicates effectively with students, parents and professionals. (Burstein, et al, 2004; Shukla-Mehta & Albin, 2003; Turnbull and Turnbull, 2003; Wood, 2001) (SE Core Standards: 1.1, 3.1; 9.5) (SE Professional Standards: 1.1, 1.4; 2.2; 4.1, 4.3, 4.4, 4.5; 7.1, 7.2, 7.3; 10)
  9. Reflect self-understanding and human relation skills necessary for coping with chosen profession. (Baca, 2003; Browder & Cooper, 2003; Foster & Connor, 2004; Shukla-Mehta & Albin, 2003; Sitlington & Neubert, 2004; Sleeter & Grant, 2002; Turnbull and Turnbull, 2003) (SE Core Standards: 1.1, 3.1; 9) (SE Professional Standards: 1.1, 1.4; 4.1, 4.3, 4.4, 4.5; 10)
  10. Encourage the development of student participation, responsibility, and critical thinking skills. (Baca, 2003; Cobb, 2003; Davis and Rimm, 2003; Owens, 1999; Sleeter & Grant, 2002; Uresti, Goertz, & Bernal, 2002) (SE Core Standards: 1.2; 2.2; 9) (SE Professional Standards: 1.1, 1.4; 4.1, 4.3, 4.4, 4.5; 5.1, 5.3; 7.1, 7.4)
  11. Practice ethical standards of the profession and utilizes these principles in professional relationships. (Salvia and Ysseldyke, 2003) (SE Core Standards: 1.1; 2.2; 3.1; 8.1; 9) (SE Professional Standards: 1.1, 1.4; 4.1, 4.3, 4.4, 4.5; 7.2; 10)
  12. Demonstrate an understanding of foundations of public education in America and the importance of ongoing research. (Baca, 2003; Cobb, 2003; Davis and Rimm, 2003; Owens, 1999; Sleeter & Grant, 2002; Uresti, Goertz, & Bernal, 2002) (SE Core Standards: 1.1, 1.4; 3.1; 9) (SE Professional Standards: 1.1, 1.4; 2.2; 4.1, 4.3, 4.4, 4.5)
  13. Diversity will be addressed- see later entry on Issues of Diversity included in the class.

## VII. COURSE CONTENT/ACTIVITIES

It is important that the practicum student participate in a wide range of activities as directed by the cooperating teacher. The practicum student and university supervisor will work closely with the cooperating teacher to insure the practicum experience does not disrupt the functioning of the classroom.

### A. Observation in the special education classroom for familiarization.

#### *Observation of Instructional Setting*

1. Observe and record instructional activities used by the teacher - see Instructional Activities Observation form (A1). If possible, the observation should include a variety of activities and content areas.
2. Observation of CT's Discipline Plan (A2)

#### *Student Observations.*

3. View PowerPoint on Systematic Observations before doing this assignment. Observe and record task-related and social behaviors of the pupils:
    - a. Student Observation Form. (Anecdotal Observation)(A3a)
    - b. Include at least one running observation (A3b)
    - c. Choose a specific behavior to observe that may be problematic. Include the following: One time-check observation. (A3c) and the most appropriate Observation method chosen from the following: Frequency, Rate, Duration, Interval Recording (A3d) Be sure you have chosen an Observable Measurable Behavior and taken into account where, when to observe. (See slides/handout)
  4. Examine special education procedures for district, including administrative duties of teachers, such as Census - pay close attention to sections pertaining to evaluation; IEP development; due process; and parent notification, permission, and involvement requirements. List the major sections included in the procedures and summarize the requirements contained in each section. (A4)
- B. Discussions with the teacher
1. Review procedures and strategies for parent and teacher communication; including IEP updates, written progress reports, communicating with regular class teacher about what going on in each room - typed discussion summary. (B1)
  2. Examine referral (Child Find), evaluation, and placement process, including the paper trail of forms and documentation. Obtain written parent permission first. Form on Bb. Submit typed summary (B2)
  3. Review evaluation processes: different methods for evaluating student learning, for example, standardized testing, documentation of student progress in curriculum and on IEP goals and objectives (daily and periodic performance recording), grading systems - Submit typed summary (B3).
  4. With parent permission, review assessment reports on two pupils selected by the practicum student and cooperating teacher. If possible, the pupils selected should be those for whom IEP's and instructional programs have been developed. Submit typed summary (B4)
- C. Observe an IEP-team meeting and/or participate in at least one parent conference focusing on, for example, reviewing student's progress. Participation in conferences during regularly scheduled school-wide parent conference sessions will fulfill this requirement. In all other situations, i.e., observing an IEP-team, participating in "Parent Conference Night", the student will type a summary of the conference process. Without revealing names and the specific information discussed, the summary should include the topics on the agenda (purpose of meeting, performance in classroom in reading and math, ways to help pupil, etc.), communication techniques (clarity of information, focusing on topic at hand, avoiding jargon, etc.), and techniques for parent involvement (questioning, soliciting parent comments, etc.).
- (C) The student should be exposed to the IEP-team meeting process if at all possible.

- D. Meet with the principal and/or special education supervisor to discuss the continuum of special education services provided by the district and the role of special education in the school. Include a description of the integration of special education and regular education services. Type a summary of the meeting(s). (D)
- E. Demonstrate skills in instructional management:
  - 1. Physical arrangement of classroom - develop a diagram of the classroom in which you would like to work. (E1)
  - 2. Behavior management system, including development and communication of rules - develop a set of classroom rules and strategies for communicating the rules to the pupils. (E2)
- F. If possible, attend at least one school faculty meeting - written summary required. (F)
- G. Observe in a special education setting different from placement, for example, resource practicum students in CDC class, elementary practicum students in secondary class, students working with resource students in gifted program. Submit typed summary. Include information on Portfolio Assessment here.(G)
- H. Write two written reflections of the practicum experience. (H1, H2) One will be completed after the first visit for each site and one will be completed after completion of each site. This should be a written narrative of your impressions of the practicum experience and your development as a teacher.
- I. Any written products referring to pupils in the classroom should contain fictitious names when referring to the pupil. For example, the assessment reports, IEP's, and progress reports should not contain the pupil's real name. Be sure to keep track of the name you use so as not to become confused about which pupil's data are being discussed.

## VIII. ASSESSMENT

- A. The Practicum Notebook contains the written documents noted in VII and the timesheet with the Cooperating Teacher's initials following each session and her signature at the bottom following completion of the practicum. The University Supervisor will complete two formal instructional observations and the Cooperating Teacher will complete a written evaluation, including an instructional observation.

- B. Grading:

Practicum Assignments/Notebook	50 points	Percentage
Observations by Supervisor	50 points	Equivalents
Cooperating Teacher Evaluation	<u>50</u> points	A= 93-100
Total Pts.	200 points	B= 86-92.9
		C=78-86.9
		D=70-77.9

C. Attendance

1. Students in Special Education 386 are required to participate in a functioning special education setting for a minimum of 75 hours. The student and his cooperating teacher should develop a schedule of practicum sessions. A student who knows he/she will not be able to attend a scheduled session should notify the cooperating teacher. Except in cases of extreme emergency, a warning will be issued to a student who misses a session and does not contact the cooperating teacher. If there is a second absence without notification of the cooperating teacher, the practicum will be terminated.
2. Attendance at mentoring meetings with the professor is mandatory. Except in cases of extreme emergency, absence from more than one meeting without prior notification of the instructor will result in a grade of Incomplete. In any case, a student absent from a meeting will be responsible for any material discussed during that meeting.

D. As stated in the University catalog, "The student must provide proof of current liability insurance coverage to the College of Education and Behavioral Sciences prior to receiving permission to enroll in courses and/or practica which will necessitate interaction between the undergraduate student and children in K-12 schools or other assigned settings." In other words, the instructor of this course cannot give practicum placements until proof of liability insurance has been presented.

X. TEXTBOOK(S)

NONE

XI. OTHER RESOURCES

Cooperating Teacher's classroom materials

School District's special education procedures

Alberto, P. A., and Troutman, A. C. *Applied Behavior Analysis for Teachers*. 6<sup>th</sup> Edition, Columbus, OH: Prentice Hall, 2002.

Baca, L and Cervantes, H. *The Bilingual Special Education Interface*, 4th Edition. Englewood Cliffs, NJ: Prentice Hall, 2003.

- Burstein, N., Cabello, B., Sears, S., Spagna, M. & Wilcoxon, A. (2004). Moving toward inclusive practices. *Remedial and Special Education, 25* (2), 104-116.
- Browder, D., M. & Cooper-Duffy, K. (2003). Evidence-based practices for students with severe disabilities and the requirement for accountability in “No Child Left Behind”. *The Journal of Special Education, 37* (3), 157.
- Cobb, C. (2003). Effective instruction begins with purposeful assessments. *The Reading Teacher, 57*(4), 386-388.
- Coster, W. J., & Haltiwanger, J. T. (2004). Social-behavioral skills of elementary students with physical disabilities included in general education classrooms. *Remedial And Special Education, 25*(2), 95-103.
- Davis, G. A. and Rimm, S. B. *Education of the Gifted and Talented*. Englewood Cliffs, NJ: Prentice Hall, 2003.
- Foster, E. M., Qaseem, A., & Connor, T. (2004). Can better mental health services reduce the risk of juvenile justice system involvement? *American Journal Of Public Health, 94*(5), 859-65.
- Kauffman, J. M. *Characteristics of Emotional and Behavioral Disorders of Children and Youth (8th Edition)*. Englewood Cliffs, NJ: Prentice Hall, 2004.
- Mulhern, J. (2003). The gifted child in the regular classroom. *Roeper Review, 25*(3), 112.
- Neisworth, J. T., & Bagnato, S. J. (2004). The mismeasure of young children: The authentic assessment alternative. *Infants and Young Children, 17*, 198-213.
- Owens, R. *Language Disorders: A Functional Approach to Assessment and Intervention, Fourth Edition*, Boston: Allyn & Bacon, 2003
- Peterson, C. A., Wall, S., Raikes, H. A., & Kisker, E (2004). Early Head Start: Identifying and serving children with disabilities. *Topics in Early Childhood Special Education, 24* (2), 76-88.
- Salvia, J. and Ysseldyke, J. *Assessment in Special and Inclusive Education*. Boston: Houghton Mifflin Company, 2003.
- Sitlington, P. L., & Neubert, D. A.. (2004). Preparing youths with emotional or behavioral disorders for transition to adult life: can it be done within the standards-based reform movement? *Behavioral Disorders, 29*(3), 279-88.
- Shukla-Mehta, S., & Albin, R. W. (2003). Twelve practical strategies to prevent behavioral escalation in classroom settings. *The Clearing House, 77*(2), 50-56.



Sleeter C, & Grant, C.A. *Making Choices for Multicultural Education : Five Approaches to Race, Class, and Gender*. Boston: Wiley, 2002.

*Special Education Student Evaluation Manual*. Nashville, TN: Division of Special Programs, Tennessee Department of Education, 2004.

Tomlinson, C. *The differentiated classroom: Responding to the needs of all learners*. Alexandria, VA: Association for Supervision and Curriculum Development, 1999.

Turnbull, A. P. and Turnbull, H. R. *Exceptional Lives: Special Education in Today's Schools, Fourth Edition* Englewood Cliffs, NJ: Prentice Hall, 2003.

Uresti, R. & Goertz, J. & Bernal, E.M. (2002). Maximizing achievement for potentially gifted and talented and regular minority students in a primary classroom. *Roeper Review*, 25 (1), 27-32.

Wood, J. *Adapting Instruction to Accommodate Students in Inclusive Settings (4th Edition)*, Englewood Cliffs, NJ: Prentice Hall, 2001.

## XII. PREREQUISITE/COREQUISITE

Special Education 300/500

## XIII. FACULTY FREQUENTLY TEACHING COURSE

Cris Whitlow

## XIV. PROGRAM(S) IN WHICH COURSE IS REQUIRED

Special education major: Modified K-6

<p>Any student eligible for and requesting academic accommodations due to a disability is requested to provide a letter of accommodation from PACE or Student Academic Support Center within the first two weeks of the semester.</p>
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## TEACHER CANDIDATE DIVERSITY PROFICIENCIES

The Teacher Candidate will:

1. Identify and address his/her own biases. (RP)
2. Consider diversity when planning and implementing instruction. (RP)
3. Consider diversity when wording questions and responses. (RP)
4. Be completely comfortable with classroom discussion on diversity topics. (PEB)

### ETHNICITY

5. Consider ethnicity when designing instruction. (RP)
6. Explicitly include a variety of ethnic groups in the curriculum. (KSA)
7. Deal with students, parents, and colleagues of varied ethnicities in an equitable manner. (PEB)

RACE (Caucasian, African American, Asian or Pacific Islander, Native American, and other)

8. Value racial diversity as an integral component of educational systems. (RP)
9. Understand how the culture of race affects learning. (KSA)
10. Deal with students, parents, and colleagues of all races in an equitable manner. (PEB)

### SOCIOECONOMIC STATUS

11. Consider socioeconomic status when designing instruction. (RP)
12. Understand the underlying assumptions of students from wealthy, middle class, and generational poverty groups. (KSA)
13. Understand the unique needs of children of poverty. (KSA)
14. During field experiences, demonstrate a knowledge of how poverty affects student learning (PEB)

### GENDER

15. Consider gender when designing instruction. (RP)
16. Understand gender related issues relating to teacher questioning strategies. (KSA)
17. Integrate a knowledge of gender related issues into classroom management. (PEB)

### LANGUAGE

18. Value linguistic diversity as an integral component of educational systems. (RP)
19. Understand the unique needs of linguistically diverse learners. (KSA)
20. Adapt instruction to the needs of linguistically diverse learners. (PEB)

EXCEPTIONALITIES (Intellectual, communicative, sensory, behavioral, physical, multiple, autism, other health impaired)

21. Consider these exceptionalities when designing instruction. (RP)
22. Understand strategies to address differentiated instruction and make accommodations in the classroom. (KSA)
23. Understand classroom management strategies which may be appropriate for a variety of exceptional students. (KSA)
24. Make accommodations for 504 students during field experiences. (PEB)

### RELIGION

25. Increase personal tolerance for religious diversity. (RP)
26. Consider religious diversity when designing instruction. (RP)
27. Understand legal issues regarding the expression of religion in the public schools. (KSA)
28. Deal with students, parents, and colleagues of all religions in an equitable manner. (PEB)

#### SEXUAL ORIENTATION

29. Increase personal tolerance for persons of all sexual orientations. (RP)
30. Understand issues related to sexual orientation that may affect learning (KSA)
31. Deal with gay or lesbian students, parents, and colleagues in an equitable manner. (PEB)

#### GEOGRAPHICAL AREA

32. Consider geographical diversity when designing instruction. (RP)
33. Understand variations in regional speech and attitudes. (KSA)
34. Deal with students, parents, and colleagues from both rural and urban settings in an equitable manner. (PEB)

Practicum in Teaching Exceptional Children  
Instructional Activities Observation  
(Syllabus section VII. A1)

Briefly describe the activities the teacher uses in working with the students. The activities can include games, commercial materials, lecture/explanation, student projects, cooperative learning, independent seatwork, use of concrete/manipulative objects, and question and answer strategies. Include a description of what the student is required to do during each of these activities and provisions that are made for student practice.

Also note the types of cues and prompts the teacher uses, including modeling, pictures and graphic prompts, verbal prompts such as descriptions, color coded words or numbers, diagrams, examples, and hand or vocal signals. Finally, note how the teacher provides both verbal and nonverbal feedback to the students, for example, writing notes on their papers or making feedback statements orally

Practicum in Teaching Exceptional Children  
Behavior Management System Observation  
(Syllabus section VII A2)

1. List the classroom rules utilized by the teacher.
2. List the consequences for following or not following the rules.
3. List examples of types of feedback to students related to their adherence to the classroom rules.
4. List how the rules are communicated to the students, for example, on posters or discussed by the teacher.

Practicum in Teaching Exceptional Children  
Student Behavior Observation Anecdotal Records  
(Syllabus section VII. A3a)

The first part of the observation is an anecdotal record of student behaviors during independent academic work with the teacher, and social interactions with other students. Seat yourself in an unobtrusive location and summarize the following information for at least one student:

1. How does the student act when he/she is working on an assignment at his/her seat? Does he/she work continuously on the assignment? Does he/she work for a short period of time and then start doing something else? Does he/she repeatedly raise his/her hand to ask a question? Does he/she talk to other students in the class?
  
2. How does the student act when he/she is working with the teacher in a group or individual lesson? Does he/she pay attention to the teacher for the entire period of time? Does he/she pay attention to the teacher for the first part of the class and then start looking at classmates? Does he/she answer the teacher when asked a question or requested to do a task?
  
3. How does the student interact with his/her classmates during social or non-academic activities? Does he/she dominate the group by his/her comments or actions? Does he/she listen to his/her classmates when they are talking? Does he/she stay on the outside of the group and not participate in the activity?

### RUNNING OBSERVATION (A3b)

Select one child to watch. For the next 5 minutes, record everything the child does. Write what you SEE and HEAR in objective terms. For example, don't write: "He is mad." Instead write: "slams fist on desk, shouts 'give me that', loud voice, eyebrows furled, mouth tight, " Don't write in complete sentences; instead just describe what you see.

## TIME SAMPLING OBSERVATION (A3c)

Time sampling is similar to interval recording in that the observation time is divided into intervals, however in time sampling, the behavior is recorded only if it occurs at the end of the time period. When the specified amount of time has expired, the observer looks at the student and determines whether or not the behavior is occurring. In general, this technique is used for behaviors that are longer in duration.

**For example, if the behavior is identified as "being out of seat", the observation time might be 30 minutes with intervals of 5 minutes. The teacher would mark at five-minute intervals whether the student being observed was out of his or her seat.**

### Sample of Time Sampling Record Form

<b>Student Name:</b>	Billy Smith
<b>Date of Observation:</b>	11/14/2005
<b>Observed Behavior:</b>	Out of Seat
<b>Total Observation Time:</b>	30 minutes
<b>Length of Intervals:</b>	5 minutes
<b>Interval 1 10:00</b>	Out
<b>Interval 2 10:05</b>	Out
<b>Interval 3 10:10</b>	In
<b>Interval 4 10:15</b>	Out
<b>Interval 5 10:20</b>	Out
<b>Interval 6 10:25</b>	In

Since with time sampling the observation is done intermittently the teacher is able to observe a behavior without having to set an amount of time aside to observe continually. Thus time sampling is a practical way of getting an estimation of the overall occurrence of a behavior.

Some other examples of behaviors that time sampling can be used with include, a student reading a book, nail biting, participation in a game during recess, or working on math assignments.

Time sampling would generally NOT be used with behaviors with a short duration such as hitting, kicking or spitting. If the behavior does not have a long enough duration, then it may not be observed at the specified intervals.

The observer may utilize a timer or a tape recorder with beeps to determine when to record if the behavior is occurring. In a variation of this technique, tapes with random beeps are sometimes used to record observations at random times during the observation period. With this variation the observer and the student do not know ahead of time when the recording will occur.



## Frequency (A3d)

Frequency counts are a record of the number of times a specific behavior occurs within a specific time period. Frequency counts are useful for recording behaviors that have a clear beginning and ending, are of relatively short duration, and tend to occur a number of times during the specified time period.

In order to perform a frequency count, the following are required:

- a specific time period,
- a specific behavior, and
- a method for tallying the number of events.

A tally sheet is usually used to identify the behavior being observed and to record the frequency or the number of times that the behavior occurs. Below is an example of a tally sheet and how the frequency of a behavior might be recorded.

### Sample of Frequency Record Form

<b>Student: Billy Smith</b>				
<b>Behavior: Leaving seat during science class</b>				
<b>Date</b>	<b>Time Start / Stop</b>		<b>Tally of Observations</b>	<b>Total Count</b>
2/14/97	10:50 am	11:50 am	xxxxx xxxxx xxxxx	15

Some examples of a frequency count could be the number of math problems completed on a math worksheet within 15 minutes, the number of times a preschooler initiates communicates in an hour, the number of times a student raises their hand during a 10 minute class discussion, and the number of times a student leaves their seat during science class are all examples of frequency counts.

A frequency count would NOT be used for those behaviors that occur at a high rate, such as tapping a pencil on a desk, or when the behavior occurs for an extended period of time, such as when a student sucks their thumb.

### Rate Observation (A3d)

Rate is very similar to frequency. Recording rates of behavior included gather information on both the frequency of the observed behavior and the length of the observation time. Rate is the ratio of the number of times a behavior occurs within a specific time period AND the length of the time period. The ratio is computed by dividing the number of events by the number minutes, hours, or days that the observation occurred. The frequency or number of times a student leaves their seat during math class may be reported as a rate if the length of the class or the length of the observation period is known.

The rate of a behavior can also be averaged across a number of observation period to report an average rate. From a series of observations it may be determined that a student's average rate of "out of seat" behavior may be twelve times per hour.

For example, if the list contains 20 words and the student requires five minutes to write the list, the rate would be four words per minute.

An example follows of how one might record "out of seat" behavior as rate.

### Sample of Rate Record Form

<b>Student: Billy Smith</b>				
<b>Behavior: Leaving seat during science class</b>				
<b>Date</b>	<b>Time Start / Stop</b>		<b>Tally of Observations</b>	<b>Total Count</b>
2/14/97	10:50 am	11:50 am	xxxxx xxxxx xxxxx	15
Rate (count/Length of time) = 15/1 hour = 15 times per hour				

## **Duration Observation (A3d)**

Recording the duration of a behavior is done by recording the starting and ending time of a behavior and computing the length of time that the behavior occurs. This technique is usually used to observe behaviors that occur less frequently and continue for a period of time.

An example of duration recording could be for a student who has crying episodes in class. Every time the student cries in class, you would record the beginning and ending times, and then calculate the duration of the crying episode. A few other examples of when duration recording could be used include how long it takes a student to finish a math assignment, the length of time a student takes cleaning up, or how long a student spends continuously tapping their pencil on the desk.

### **Sample of Duration Record Form**

<b>Tally Sheet for Duration of Behavior</b>	
<b>Student Name:</b>	
<b>Date of Observation:</b>	
<b>Observed Behavior:</b>	
<b>Starting Time:</b>	
<b>Ending Time:</b>	
<b>Duration:</b>	

## Interval Recording Observation (A3d)

Interval recording is a technique that measures whether or not a behavior occurs within a specific time interval. The total observation time is divided into smaller intervals, and the observer records whether or not the behavior occurs within that interval. By using the interval recording technique, the teacher can get an estimate of both the frequency and duration of the behavior. The observer marks only once whether the behavior occurred at anytime within that interval. Interval recording requires the observer's undivided attention, since the observation is continuous for a set period of time.

An example of interval recording could be for a child who throws their toys during free-time. If the free-time lasts for 15 minutes, then that time could be broken into 1 minute intervals. If in the first minute, the child throws the toy the interval is marked. If in the next minute, they don't throw a toy then the interval is not marked. However, if in the third minute, the child throws three different toys, the interval is only marked once again.

### Interval Recording Sheet

Interval Recording	
<b>Student Name:</b>	
<b>Date of Observation:</b>	
<b>Observed Behavior:</b>	
<b>Starting Time:</b>	
<b>Ending Time:</b>	
<b>Total Observation Time:</b>	

Other examples of when interval recording may be used include, a student who talks to other students around them during work time, the amount of socializing that a student does at recess, or if a student is attending to a book during personal reading time.

Interval recording will work for any behaviors that can be observed, however there is a strong time demand upon the observer that may make this technique inappropriate or undesirable to use.

## PORTFOLIO ASSESSMENT (G)

Write a brief explanation regarding Portfolio Assessment (TCAP-ALT). Who is it for? How does it work? What is in it? How is it used? After writing your explanation, give a brief opinion about the TCAP-ALT Portfolio Assessment.

The University of Tennessee at Martin  
 College of Education and Behavioral Sciences  
 Summative Evaluation Form for Level I Field Experiences  
 (This form is to be **completed** by the **Cooperating Teacher** and reviewed by the student)

Student Name \_\_\_\_\_ SID# \_\_\_\_\_ Semester \_\_\_\_\_  
 CourseName/Number \_\_\_\_\_ Professor of Record \_\_\_\_\_  
 Cooperating Teacher's Name \_\_\_\_\_ Principal \_\_\_\_\_  
 School \_\_\_\_\_ Location \_\_\_\_\_

Directions: Rate the performance of your teacher education candidate (TEC) according to the following scale for levels of acceptability.

**1** *Below expectations for this experience*    **2** *Needs improvement*    **3** *Meets expectations*    **4** *Exceeds expectations for this experience*    **N/A** *Not applicable for this experience*

**I. Key Components of Conceptual Framework**

**A. Knowledge, Skills, and Application**

- |   |   |   |   |   |     |
|---|---|---|---|---|-----|
| 1. Prepares <i>interesting, purposeful, and</i> developmentally appropriate learning activities | 1 | 2 | 3 | 4 | N/A |
| 2. Demonstrates language proficiency for effective communication                                | 1 | 2 | 3 | 4 | N/A |

**B. Reflective Practice**

- |  |   |   |   |   |     |
|--|---|---|---|---|-----|
| 1. Reflects on and uses feedback from mentors/evaluators                           | 1 | 2 | 3 | 4 | N/A |
| 2. Engages in reflective self-analysis of teacher/learner performance and outcomes | 1 | 2 | 3 | 4 | N/A |

**C. Professional and Ethical Behavior**

- |  |   |   |   |   |     |
|--|---|---|---|---|-----|
| 1. Interacts positively and appropriately with peers and P-12 school personnel                                 | 1 | 2 | 3 | 4 | N/A |
| 2. Demonstrates self-respect and respect for others  | 1 | 2 | 3 | 4 | N/A |
| 3. Accepts constructive criticism and is willing to modify one's behavior accordingly                          | 1 | 2 | 3 | 4 | N/A |
| 4. Assumes responsibility when appropriate   | 1 | 2 | 3 | 4 | N/A |
| 5. Exhibits interest in the learner and enthusiasm for the learning process                                    | 1 | 2 | 3 | 4 | N/A |
| 6. Conducts oneself in a professional manner and in accordance with Teacher Education Program (TEP) guidelines | 1 | 2 | 3 | 4 | N/A |

**II. Overall rating of TE Candidate's performance**

**1** *Below expectations for this experience*    **2** *Needs improvement*    **3** *Meets expectations*    **4** *Exceeds expectations for this experience*    **N/A** *Not applicable for this experience*

**III. Comments (Continue on other side if needed)**

Signature \_\_\_\_\_ Date \_\_\_\_\_  
 (Cooperating Teacher)

Signature \_\_\_\_\_ Date \_\_\_\_\_  
 (University Supervisor/Professor of Record)

Practicum: Special Education \_\_\_\_\_ Location: \_\_\_\_\_  
UTM Student: \_\_\_\_\_ Supervising Teacher: \_\_\_\_\_

DAY	Time In/Time Out	Total Hours	Initials of Teacher

General Comments of Supervisor: \_\_\_\_\_ Total Practicum Hours Completed: \_\_\_\_\_

Signature of Supervising Teacher:  
\_\_\_\_\_

Today's Date: \_\_\_\_\_