

University of Northern Colorado
Division of Special Education
Campus Box 141
Greeley, CO 80639

ORIENTATION AND MOBILITY SPECIALIST

Practicum Guidelines EDSE 648

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The University of Northern Colorado has provided a foundation of theory and knowledge to prospective teachers of students with visual disabilities through course offerings and field experiences. However, the practicum experience offers a realistic teaching situation and is invaluable in transforming the teacher candidate into a true teacher of students with visual impairment with high-level teaching competencies. The selection of the cooperating teacher and the educational program represented recognizes outstanding qualities and a belief that best practice in education of students with visual disabilities are demonstrated.

The intent of the practicum is to give the graduate student as full and complete a -to-day basis. This may include after school activities, meetings, and conferences that are a part of the tential for the practicum student is directly related to the quality of supervision, suggestions, and input requirements have been incorporated into the practicum by UNC faculty and that further assignments such as projects and papers are not to be made by the cooperating teacher unless agreed upon by the university consultant.

During a traditional practicum placement the first one or two weeks the practicum student will be primarily observing students and teachers, reviewing records, determining needs, gaining a feel for the philosophy and objectives of the program, and becoming familiar with the instructional strategies and techniques used. During the next three to five weeks, the practicum student may accept the major responsibility for cooperating teacher and the university consultant. The practicum student will assume, with supervision, the nine-week practicum. As the practicum student assumes increasing amounts of responsibility for teaching during the final weeks of the practicum, the cooperating teacher assumes the role of observer and evaluator.

The key to a successful practicum experience is an adequate understanding and fulfillment of the roles and responsibilities of each party involved: the practicum student, the cooperating teacher, and the university consultant. Toward this end we offer these guidelines to each member of the team. These guidelines are meant to be useful to all. We look forward to working with you.

ROLES AND RESPONSIBILITIES OF THE PRACTICUM STUDENT

It is recommended that the practicum student:

1. Initiate contact with the cooperating teacher and, when possible, schedule a visit to the practicum site prior to the reporting date.
2. Become familiar with the entire program and support services.
3. Follow established procedures, practices, and requirements of the practicum facility, particularly with regard to work times, inservice experiences, and extracurricular activities. During the practicum, the student teacher is subject to the same work hours as the supervising teacher.
4. Become involved in extra-curricular activities and other relevant functions of the facility.
5. Take responsibility for learning about the background and individual characteristics of each child served by the supervising teacher.
6. Complete all tasks, which are assigned by the supervising teacher and by the university supervisor during the practicum experience.
7. Develop meaningful objectives and maintain written lesson plans for each assigned student.
8. Make arrangements for his or her own transportation to and from the practicum site and within the district.
9. Contact the university consultant in the event that problems arise that cannot be resolved at the practicum site. The first step, however, is to discuss the problems with the supervising teacher.
10. Notify the supervising teacher of absences as soon as possible (more than two absences will need to be made up and may result in an extension of the practicum).
11. Complete a portfolio of the practicum experience that includes all required forms and assignments. This is to include photos of the practicum student teaching and other artifacts as they are appropriate. Specific information about the organization of the portfolio will be given as the practicum begins.
12. Keep a journal of self-reflection describing your daily teaching experiences and e-mail it weekly to the university consultant.

ROLES AND RESPONSIBILITIES OF THE COOPERATING TEACHER

It is recommended that the cooperating teacher:

1. Demonstrate, guide, supervise, and evaluate the school related activities of the practicum student.
training. The practicum can provide a breadth of realistic experiences simply not available through course work.
2. Provide opportunities for the practicum student to gain information about the needs, goals, and objectives for each child with visual disabilities through discussions, conferences, records, and observations.
3. Familiarize the practicum student to the philosophy, policies and procedures of the school system or agency.
4. Provide opportunities for a variety of related experiences. This may include observations in other classrooms, therapy sessions, meetings, conferences and visits to local community resources.
5. Assist the practicum student in developing realistic and purposeful objectives and educational plans.
6. Arrange activities that provide opportunities for the practicum student to work with parents or other family members.
7. Provide teaching experiences in related areas upon agreement with the university consultant. These may vary depending upon the needs of the teacher candidate.
8.
activities and meet weekly to give feedback on these observations.
9. Submit evaluation reports to the university coordinator of the progress and recommend a final grade.
10. Notify the university consultant of problems that arise, particularly those that require immediate attention. Problems should first be discussed with the practicum student.
11. Require that the practicum student follow university policies regarding absences. (More than two absences must be made up and may result in an extension of practicum.)
- 12.

13. Allow the practicum student to participate in IEP and IFSP meetings.

14. Provide social security number and home address to the university consultant to facilitate payment.

ROLES AND RESPONSIBILITIES OF THE UNIVERSITY CONSULTANT

It is recommended that the university consultant:

1. geographic preferences.
2. Initiate appropriate communication with the potential practicum facility prior to the assignment.
3. Send the practicum guidelines and other pertinent information about the practicum student to the cooperating teacher.
4. Initiate reporting procedures to facilitate appropriate reimbursement of the

SEQUENCE OF ACTIVITIES

Week 4 **Increasing Instructional Responsibility**

Plan and implement an individualized plan (as in Week 2) for students assessed during week 3 (with cooperating teacher's approval).

Continue implementation and documentation of previous individual plan.

Plan individual student lessons with cooperating teacher's assistance.

Week 5-6 **Increasing Instructional Responsibility**

Continue implementation and documentation of plans developed above.

Gradually assume more of cooperating teacher's responsibilities (lesson planning, scheduling, working with other professionals, working with aides, etc.)

Plan individual student lessons independently for all students.

Collect data on individual lessons.

**FORMS TO BE COMPLETED BY
PRACTICUM STUDENT**

University of Northern Colorado
School of Special Education
Orientation and Mobility
Specialist

*Maintain this form in your practicum portfolio for review
by your university supervisor.*

PRACTICUM SITE
OBSERVATION FORM

Student's name: _____

Home telephone: _____

E-mail: _____

School/Agency of Placement: _____

Address: _____

Telephone: _____

Supervising Teacher's name: _____

Related Services Available to Students at the School/Agency (check all that apply):

- School nurse
- School psychologist
- Social worker
- Physical therapist
- Occupational therapist
- Communication Specialist
- Transition Services
- Physician
- Low vision specialist
- Other(s):

Who gets placed into regular classrooms and how?

How is time for your instruction allocated?

How are skills to be taught determined?

What instructional approaches are used? How are they established?

What evaluation methods are used to assess skill mastery?

What procedures are used for developing a master schedule?

What type of beha(?) -3-7ormaaeha(?) -3-7orma

What is the referral process for students you serve? Who participates? At what point do you become involved in the process?

What are emergency procedures for accidents?

For students with specific medical needs?

For fire?

For inclement weather?

If I am ill and unable to report for practicum, what procedures should I follow?

What in-service and staff meetings should I be prepared to attend? When do they occur?

4. What instructional materials are available?

II. MANAGEMENT

1. How do students know what the rules are?
2. What motivation/reinforcers are used?
3. What are the consequences for not following rules?

III. TEACHING PROCEDURES

1. What types of strategies does your supervising teacher utilize?
2. How are activities presented?
3. How are activities practiced?
4. How is mastery judged?

University of Northern Colorado
School of Special Education

Provide an approximate schedule that you will follow. Please indicate arrival and departure times, school names, and telephone numbers. Send a copy of this form to your university consultant.

Name:

Monday	Tuesday	Wednesday	Thursday	Friday

**FORMS TO BE COMPLETED BY THE
COOPERATING TEACHER**

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PRACTICUM STUDENT EVALUATION FORM

Maintain this form in your practicum portfolio for review by your university consultant(s).

Student's name: _____

Home telephone: _____

School/Agency of Placement: _____

Address: _____

Telephone: _____

Cooperating Teacher's name: _____

Directions: Cooperating tea

PROFESSIONALISM: In

6. Interprets and uses assessment data for instructional planning with individuals with visual impairments.					
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<u>C. TEACHING METHODS AND MATERIALS</u> Preparation for teaching:					
1. Demonstrates knowledge of subject matter.					

2. Demonstrates knowledge of current trends in the field.					
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Please complete
And return to:

DR. PAULA CONROY
ORIENTATION AND MOBILITY PRACTICUM EXPERIENCE
UNIVERSITY OF NORTHERN COLORADO
Campus Box 141
GREELEY, COLORADO 80639

Special Education Major area _____

Accepted Assignment in _____ Public Schools

(Student Number)

(Semester Hours) (Semester) (Year)

Request for placement of _____ With

(Student) (Cooperating Teacher) (School)

(Social Security Number)

School Address: _____

School City, State, Zip: _____

School Phone: _____

Signature