Practicum Requirements
Special Education Program
Old Dominion University

I. Goals

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

a. Interact with special and general education teachers, paraeducators d. Observe and discuss identification and a
e. Explore the development, monitoring, and evaluation of IFSP/IEP/ITPs.
f. Assist with and teach individual, small, and large group instruction as assigned by the cooperating teacher/mentor.
g. Observe home visits, parent conferences, child study team meetings, and other professional meetings when appropriate.

II. Expectations

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

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

III. Arrangements

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

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

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

MEMORANDUM

TO: Clinical Faculty

FROM: Old Dominion University Special Education Instructors

RE: PRACTICUM RESPONSIBILITIES in Special Education Practicum Placements

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

Student name

Journal Requirements
Special Education Program
Old Dominion University

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

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

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

Please submit

Portfolio Requirements
Special Education Program
Old Dominion University

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

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

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

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

_____ My portfolio documents my professional growth.

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

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

Old Dominion University
Darden College of Education
Practicum Evaluation

Teacher Candidate_____ Course Number_____

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