

HOLY FAMILY UNIVERSITY
School of Education

Advanced Practicum
Add-On Certificate in Special Education (PK-8 or 7-12)
Fact Sheet

Purpose

Candidates holding a valid Pennsylvania teaching certificate may pursue a PK-8 or 7-12 special education add-on certificate by completing the required course work, demonstrating instructional proficiency in the field, and passing the appropriate, state-mandated certification test.

The Advanced Practicum is a field-based experience designed as a vehicle for candidates to demonstrate their proficiency with special education services and delivery. The minimum course requirement for Advanced Practicum is a satisfactory or better University Supervisor rating on four lesson cycles in the targeted certificate range (PK-8 or 7-12). Each lesson cycle will consist of a lesson plan, lesson delivery and lesson reflection. Each lesson must be planned for and delivered to a population of students that includes at least one student who requires specially designed instruction associated with an Individual Education Plan (IEP).

Candidates currently employed as teachers may satisfy this requirement at their place of employment subject to the approval of their administrator. Candidates who are not currently employed must find their own placement. In both circumstances, the Advanced Practicum mentor agreement (see page 4) must be completed and submitted to the course no later than the end of the first week of the course session. The student must withdraw from the course (or accept a failing grade for the course) if the completed mentor agreement is not submitted to the instructor by the seventh day of the course.

Process

To the candidate:

1. Discuss the experience with your building principal and secure his/her approval.
2. Identify a teacher, supervisor or administrator to serve as your practicum mentor (see role definitions below). This individual must hold a valid special education certificate.
3. Complete the Advanced Practicum mentor agreement and secure the required signatures.
4. Submit the completed Advanced Practicum mentor agreement to the course instructor by no later than the announced due date.
5. Wait to hear from the assigned University supervisor.
6. Begin the practicum on the direction of your University Supervisor.

Course Requirements

To the candidate:

1. Review the PDE-430 form that is used as a summative evaluation tool.
2. Complete a minimum of four satisfactory lesson cycles.
3. Each lesson must be delivered to a population of students in the targeted grade range that consists of at least one student with an IEP and an identified need for modified instruction and/or curricular adaptations.
4. Each lesson cycle will consist, minimally, of the following components:

- The submission of a lesson plan to the University Supervisor at least 48 hours prior to the lesson's scheduled delivery.
 - The delivery of the lesson plan to an appropriate population of students in the targeted grade range (either PK-8 or 7-12).
 - The submission of a lesson reflection to the University Supervisor within 48 hours of the lesson's delivery that is signed both by the candidate and the practicum mentor.
5. Complete to a satisfactory standard any supplemental tasks assigned by the University Supervisor.
 6. The University Supervisor will review lesson cycle documentation (lesson plan and reflection) and determine whether or not the lesson cycle meets a satisfactory or better standard. The University Supervisor will then communicate this judgment directly to the candidate.
 7. The practicum ends upon completion of the fourth satisfactory lesson cycle and the satisfactory completion of all other supplemental tasks assigned by the University Supervisor. The University Supervisor will complete a PDE-430 and assign an alpha grade of record.

Roles

Candidate

- The candidate is responsible for securing all necessary site-based approvals.
- The candidate is responsible for meeting course requirements under the direction of the University Supervisor.
- The candidate is responsible for being immediately responsive to the guidance and direction of the mentor and University Supervisor.
- The candidate is responsible for coordinating his/her lesson design and delivery with his/her mentor.

Mentor

- The mentor will share his/her expertise with the candidate in all phases of the practicum experience to help ensure the candidate's successful application of theory to practice. See the section on suggested candidate/mentor discussions below for suggested activities.
- The mentor will sign the candidate's reflections before submission to the instructor as a means to validate their authenticity.

University Supervisor

- The University Supervisor will reach out to the candidate to establish an open line of communication and to coordinate the details of the practicum experience.
- The University Supervisor will be available to the candidate, minimally, by phone and email. The University Supervisor will also be available to meet face-to-face, conditions permitting.
- The University Supervisor will offer the candidate feedback in a timely manner on both lesson plans and reflections.
- The University Supervisor will keep the student informed of his/her status. Most particularly, if the student is performing below expectations, the University Supervisor will declare this specifically and outline steps the candidate must take to effect improvement.
- The University Supervisor will assign supplemental tasks to be completed by the candidate only as a means to remediate identified weaknesses in performance.
- The University Supervisor will announce the end of the practicum experience, present the candidate with a completed PDE-430, and assign and announce an alpha grade of record.

Focal Areas for Candidate/Mentor Discussions

Candidates should use the practicum experience as an opportunity to study special education services in the broader context of their placement site. Focused conversations with mentors and other school-based personnel are strongly encouraged. The following topics are recommended for the candidate's attention.

- Review the school's referral and identification procedures with associated timelines.
- Review the IEP process with particular attention to (1) the roles of the varied participants and (2) the relationship between identified needs, specially-designed instruction and related services.
- Review the procedural guidelines for parent/guardians. Consider the role of child/parent advocates.
- Review transition requirements and procedures.
- Review the progress monitoring process and assess its effectiveness.
- Review the relationship between regular education and special education teachers.
- Review the school's special education delivery system. Identify costs and benefits.
- Review the relationship of special educators to other service providers.
- Review instructional/curricular accommodations and modifications.
- Review the 504 process and its relationship to special education.
- Review the RtII process and its relationship to special education.
- Review the relationship between ESL and special education.
- Review the state assessment requirements for identified students.
- Review the annual review and re-evaluation processes.

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EDSP 566: Advanced Practicum
Add-On Certificate in Special Education (PK-8 or 7-12)
Mentor Agreement

Instructions

Complete the following table, secure necessary signatures and then submit the application to your EDSP 566 instructor by no later than the end of the first week of the course.

EDSP 566 Mentor Agreement		
Personal Information		
Name:	Date:	
University ID#:	Personal Contact #:	
Home Address:		
PA Certificates Held:		
Select One ➔	___ Seeking PK-8 Certification	___ Seeking 7-12 Certification
Host School Information		
School:	District:	
School Address:		
Approved by (enter name of school/district official)¹:		
Office Phone:	Email:	
Official's Signature:	Date:	
Mentor Information		
Name:	Current Position²:	
PA Certificates Held:	Email:	
Mentor's Name:	Mentor's Signature:	
Candidate's Signature:		
¹ Identify the school or district official who authorized you to complete this assignment at the host school. ² The mentor must hold a SPED certificate and be assigned to the host school.		

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EDSP 566: Advanced Practicum

Lesson Plan Template

Descriptive Information

Name:		Date:	
Grade Level(s):		Lesson Delivery Date:	
Topic:	Allocated time:	Unit of Study:	
Number of Students:	General Education:	Special Education:	

Instructional Context

Curricular Context: What preceded and what will follow this lesson?
Special Education Students: How are your special education students identified (LS, ES, etc.)?
Other Considerations: What other considerations inform your instructional planning (grouping, support staff, class characteristics, etc.)?

Instructional Focus

<i>State Standards or District Requirements</i>	Specific Number: Exact Wording:
<i>Instructional Objective(s) Statement</i>	
<i>Assessment of Objective(s)</i>	

IEP Requirements

<i>Relevant IEP Goals or Objectives</i>	
<i>Specially Designed instruction</i>	
<i>Assessment of IEP Goals or Objectives</i>	

Instructional Elements/Procedure (1 – 3)	
1. Engagement/Introduction	
General Education: ❖	Special Education (if different): ❖
2. Representation/Developmental Activities	
General Education: ❖	Special Education (if different): ❖
3. Expression/Closure	
General Education: ❖	Special Education (if different): ❖
Lesson Materials & References	
Teacher Materials/Technology:	Student Materials/Technology:
Resources/References:	
Attach copies of all handouts used with the lesson.	
Rationale for Lesson Design	
Provide an explanation for the design of your lesson with specific reference to the needs of identified students. For example, how did Universal Design for Learning (UDL) inform your thinking?	

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EDSP 566: Advanced Practicum

Lesson Plan Reflection Template

Descriptive Information

Name:		Date:	
Grade Level(s):		Lesson Delivery Date:	
Topic:	Allocated time:	Unit of Study:	
Number of Students:	General Education:	Special Education:	

Student Response

How did students respond to your lesson? Explain and illustrate by use of behavioral descriptors.

Learning Outcomes

Were your learning objectives met? Why or why not? Illustrate by use of performance indicators. Scan and attach samples of student work, if applicable.

IEP Goals & Objectives

How were the needs of your special education students addressed and to what effect? Illustrate by use of behavioral descriptors and performance indicators.

Instructional Takeaways

What did you learn from this lesson about the art and craft of teaching and the needs of your students? Be specific and illustrate by use of behavioral descriptors and/or performance indicators.

Next Steps

How will your takeaways from this lesson inform your future lesson planning for these students? Be specific and provide an evidence-based rationale for your stance.

Mentor's Signature

Mentor's Name:

Date:

Mentor's Signature: