“Preparing Professionals for Changing Educational Contexts”
Department of Special Education
College of Education, University of Nevada, Las Vegas

I. Prefix & Number: ESP 456
II. Title: Resource Room Practicum
III. Credit: 3 Hours
IV. Semester: Fall, 2006, Cohort
V. Instructor: Debra Cote
VI. Office Location: CEB 144 C
    Class Location: CEB 117
VII. Telephone: 895-1075; email dcote@unlv.nevada.edu
VIII. Prerequisite: ESP 200, (431, 454, & 420) or 421

IX. Course Description:
This course is designed to provide the student with an overview of the resource room. Emphasis will be placed on structuring and implementing a resource classroom. A practicum is also completed in a Clark County School District Resource Room.

CEC Individualized General Curriculum Standards

- **Instructional Content & Practice GC4**
- **Planning and Managing the Teaching and Learning Environment GC5**
- **Professionalism and Ethical Practices GC8**

**Performance (Skills)**
1. Plan, organize, and implement educational programs appropriate to the cognitive and affective needs of individuals with disabilities*. (CEC GC4:S4)
2. Structure the educational environment to provide optimal learning opportunities for individuals with disabilities*. (CEC GC5:S2)

**Dispositions**
1. Consumer and professional organizations, publications, and journals relevant to individuals with disabilities*. (CEC GC8:K1)
2. Consumer and professional organizations, publications, and journals relevant to individuals with disabilities*. (CEC GC8:K2)
3. Types and transmission routes of infectious disease. (CEC GC8:K3)
4. Maintain confidentiality of medical and academic records and respect for privacy of individuals with disabilities*. (CEC GC8:K4)
5. Participate in the activities of professional organizations relevant to individuals with disabilities*. (CEC GC8:S1)

**CEC Guidelines Addressed:**
- Standard 1: CC: Philosophical, Historical, and Legal Foundations of Special Education
- Standard 3: CC: Assessment, Diagnosis, and Evaluation
- Standard 4: CC: Instructional Content and Practice
- Standard 5: CC: Planning and Managing the Teaching and Learning Environment
- Standard 6: CC: Managing Student Behavior and Social Interaction Skills
- Standard 7: CC: Communication and Collaborative Partnerships
- Standard 8: CC: Professionalism and Ethical Practices
X. **Course Objectives:**

**Knowledge:**
1. Models, theories, and philosophies that provide the basis for special education practice, specifically regarding the development of resource rooms (CC 1.K1)
2. Typical procedures used for screening, pre-referral, referral, and classification (CC 3.K4)
4. Demands of various learning environments such as individualized instruction in general education classes (CC 4.K2)
5. Basic classroom management theories, methods and techniques for individuals with exceptional learning needs (CC 5.K1)

**Skills:**
1. Conduct instructional and other professional activities consistent with the requirements of law, rules and regulations, and local district policies and procedures. (CC 1.S2)
2. Evaluate the results of instruction (CC 3.S10)
3. Prepare appropriate lesson plans (CC 4.S5)
4. Sequence, implement, and evaluate individual learning objectives (CC 4.S9)
5. Use strategies for facilitating maintenance and generalization of skills across learning environments (CC 4.S10)
6. Use instructional time properly (CC 4.S11)
7. Establish and maintain rapport with learners (CC 4.S12)
8. Prepare and organize materials to implement daily lesson plans (CC 5.S3)
9. Design and structure daily routines, effectively including transition time, for students, other staff, and the instructional setting (CC 5.S6)
10. Demonstrate a variety of effective behavior management techniques appropriate to the needs of the individuals with exceptional learning needs (CC 6.S1)
11. Implement the least intensive intervention consistent with the needs of the individuals with exceptionalities (CC 6.S2)
12. Communicate and consult with individuals, parents, teachers and other school and community personnel (CC 7.S2)

**Dispositions:**
1. Personal cultural biases and differences that affect one's teaching (CC 8.K1)
2. Promote a high level of competence and integrity in the practice of the profession (CC 8.S3)

**Results:**
1. Pre-service teachers will teach ten lessons, two of which will be written using the master teacher's lesson plans, and eight of which will be written by the pre-service teachers.
3. Develop IEP goals and benchmarks that are appropriate for use in resource rooms.

XI. **Required materials:**
- APS Packet
- Two copies of The Resource Room Practicum Handbook and forms

XII. **Course Assignments and Grades:**
1. **Attendance:** Attend the practicum site as assigned. There will be no excused absences during the practicum. All absences must be made up. Attendance in 456 seminar is required.
2. **Assignments:** Students will be responsible for turning assignments in on time. Late assignments will result in a loss of ten percent automatically. LATE LESSON PLANS WILL NOT BE ACCEPTED AND WILL BE SCORED ZERO POINTS.

**Group Assignments:** Each group will be responsible for:

- **Behavioral Objectives:** Each group will be responsible for writing 5 behavioral objectives for math, 5 for reading, and 5 for written expression. You may write these for any grade level.
- **IEP:** Each group will be responsible for writing an IEP, that will include the areas of reading, math, written expression and behavior.
- **Schedule:** Each group will develop a schedule. Circumstances to be considered will be given to you. The schedule is to be for one week, NOT just one day.

**Individual Assignments:**

- **Goals:** Students will select 3 goals regarding teaching to work on this semester. These goals must be typed and submitted to instructor.

- **Logs:** Students will hand in a 2-page summary of their practicum experience. These summaries must be typed (Times New Roman; 12 pt. font; 1-inch margins; double-spaced, stapled top left corner) and handed in on the due (4 total).

- **Lesson Plans:** Each student will develop 10 lesson plans for their practicum experience. Each lesson plan must be turned in according to the schedule to have instructor feedback. LATE LESSON PLANS WILL RESULT IN ZERO POINTS. ALL LESSON PLANS MUST BE TYPED.

- **Lesson Presentation:** Each student will present a lesson incorporating one of their lesson plans (one that the student has actually taught). This lesson MUST be 15 minutes long. The student is responsible for teaching the full time period.

- **Learning Environments:** Each student will be given information on equipment and furniture to be placed in a resource room. The student will be responsible for designing a comfortable learning environment for both an elementary and secondary resource room.

- **Budget:** Each student will be given an amount of money and will need to prepare a list of supplies to be bought within this budget. Companies and addresses from which you find materials must be listed.

- **Final Project:** Students will be required to reflect on practicum experience and the knowledge gained throughout the semester. This will be a three-page paper, in APA (5th Edition) style, double-spaced, Times New Roman, in 12-pt. font, 1-inch margins, stapled left-hand corner (no plastic inserts), proper punctuation, and grammar.

**Practicum Requirements:**

1. **Attendance:** Students will attend their practicum site for 3 hours per day. Any time missed must be made up before a final grade will be given. All hours must be completed before a final grade will be given.

2. **Practicum Contract:** Students are responsible for securing the signatures needed for the contract. These contracts should be completed by the end of your first week at your site.
3. **Midterm Evaluation:** Students will be responsible for securing their midterm evaluation from their cooperating teacher.

4. **Final Evaluation:** Students will be responsible for securing their final evaluation from their cooperating teacher.

5. **Teach Weekly Lessons:** Students will teach one lesson per day for ten days (see schedule) at their practicum site. Your teacher must approve these lessons and initial the lesson plan.

6. **Practicum Notebook:** Students will maintain a notebook containing information received during their practicum experience. The notebook must contain the following:

   a. Practicum Contract, Midterm & Final Evaluations
   b. Logs/Summaries
   c. 10 Approved Lesson Plans
   d. Description of assigned program:
      1. daily schedule
      2. assessments used
      3. arrangement of class
      4. materials used
      5. instructional and behavioral strategies used
   e. Collection of ideas used (games, art projects, etc.)
   f. Functions of Support Personnel:
      1. Paraprofessionals, volunteers, etc.

### Course Grades

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Goals</td>
<td>30 points</td>
</tr>
<tr>
<td>Logs/Summaries 4</td>
<td>60 points</td>
</tr>
<tr>
<td>Group Objectives</td>
<td>50 points</td>
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<tr>
<td>Lesson Plans (100)</td>
<td>100 points</td>
</tr>
<tr>
<td>Lesson Presentation</td>
<td>50 points</td>
</tr>
<tr>
<td>Budgets</td>
<td>30 points</td>
</tr>
<tr>
<td>Learning Environments</td>
<td>30 points</td>
</tr>
<tr>
<td>Group Schedule</td>
<td>100 points</td>
</tr>
<tr>
<td>Group IEP</td>
<td>50 points</td>
</tr>
<tr>
<td>Notebooks</td>
<td>100 points</td>
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<tr>
<td>Final</td>
<td>200 points</td>
</tr>
</tbody>
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**Total Possible** 800 points

<table>
<thead>
<tr>
<th>Percentage Score</th>
<th>Points Earned</th>
<th>Grade</th>
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<tbody>
<tr>
<td>95 or higher</td>
<td>760 - 800</td>
<td>A</td>
</tr>
<tr>
<td>90-94</td>
<td>720 - 759</td>
<td>A-</td>
</tr>
<tr>
<td>88-89</td>
<td>704 - 719</td>
<td>B+</td>
</tr>
<tr>
<td>82-87</td>
<td>656 - 703</td>
<td>B</td>
</tr>
<tr>
<td>80-81</td>
<td>640 - 655</td>
<td>B-</td>
</tr>
<tr>
<td>78-79</td>
<td>624 - 639</td>
<td>C+</td>
</tr>
<tr>
<td>72-77</td>
<td>576 - 623</td>
<td>C</td>
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</tbody>
</table>
*Your Final grade from your practicum experience and your grade from class assignments will be averaged together to determine your final grade to be recorded with the registrar.

XII. Class Schedule

Tentative topic schedule subject to change for ESP 456 Cohort

10/30 Syllabus and handbook; Developing lesson plans, Goals
10/31-11-3 Start at practicum site; Discuss placements, Complete application for spring pre-student teaching, Scheduling
11/13-17 Writing behavioral objectives, IEP’s, equipping resource rooms, and preparing budgets
11/20-22 Purposes of instruction; referral process; Lesson presentations, turn in notebooks, and final projects

Assignment schedule for ESP 456 Cohort

10/31 Personal Goals due
11/1 Lesson Plan 1 due
11/2 Lesson Plan 2 due
11/3 Lesson Plan 3 due; Log 1 due; Group schedules due
11/13 Lesson Plan 4 due;
11/14 Lesson Plan 5 due; Learning Environments due
11/15 Lesson Plan 6 due; Group objectives due Log 2 due
11/16 Lesson Plans 7 and 8 due; Budgets due
11/17 Lesson Plans 9 and 10 Log 3 due
11/20 Group IEPs Lesson Presentations
11/21 Lesson Presentations
    Log 4 due

11/22 Notebooks
    Final projects due
<table>
<thead>
<tr>
<th>Proficiency Levels</th>
<th>Contents</th>
<th>Thoroughness</th>
<th>Organization &amp; Appearance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target</td>
<td>All the required contents are included (3 supported goals, practicum contract, evaluations, 6 bi-monthly logs, 10 approved lesson plans, daily schedule, assessments used, arrangement of class, materials used, instructional &amp; behavioral strategies, function of support personnel, collection of ideas, and time sheets)</td>
<td><strong>ALL</strong> required materials are included (The 3 supported goals are well reflected with high quality considerations; all lesson plans and documents are signed; and remaining assignments completed with high standard)</td>
<td>Dividers used to separate notebook into sections</td>
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<tr>
<td></td>
<td></td>
<td>54-60 points</td>
<td>Notebook has logical organizational structure</td>
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<tr>
<td></td>
<td></td>
<td>22-25 points</td>
<td>Notebook materials are attractive and professional</td>
</tr>
<tr>
<td>Acceptable</td>
<td>Missing 1 or 2 categories of required materials</td>
<td>The contents are not 100% properly arranged; some required signatures are missing; and remaining assignments completed.</td>
<td>Notebook has logical organizational structure</td>
</tr>
<tr>
<td></td>
<td></td>
<td>42-53 points</td>
<td>Notebook materials are clear</td>
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<tr>
<td></td>
<td></td>
<td>17-21 points</td>
<td></td>
</tr>
<tr>
<td>Unacceptable</td>
<td>Missing more than 2 categories of required materials</td>
<td>The work is not done with sufficient effort</td>
<td>Notebook lacks organizational structure</td>
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<tr>
<td></td>
<td></td>
<td>Less than 42 points</td>
<td>Notebook materials are unattractive and not professional</td>
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<tr>
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<td>Less than 17 points</td>
<td>Less than 10 points</td>
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</tbody>
</table>
## Rubric for Scheduling Assignment

<table>
<thead>
<tr>
<th>Proficiency Levels</th>
<th>Accuracy</th>
<th>Thoroughness</th>
<th>Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Target</strong></td>
<td>Develops weekly schedule for you and your assistants showing when and what subjects each will be responsible for during that allotted time. Creates resource room schedule for entire week making sure percentages of time and services stated on each student's IEP are being met.</td>
<td>Includes c/c model, instruction time and other duties. Creates a comprehensive weekly resource room schedule showing times students receive services. Makes individual schedules for 5 students showing when they are involved in general education and resource services and what subjects they will be engaged during that time.</td>
<td>Uses visually clear presentation of schedules with special design to enhance appearance. Easily understood and referenced regarding student, teacher or subject.</td>
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<tr>
<td>35-40 points</td>
<td>35-40 points</td>
<td>18-20 points</td>
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<tr>
<td><strong>Acceptable</strong></td>
<td>Develops weekly schedule for you and your assistants showing when and what subjects each will be responsible for during that allotted time with 1 to 3 errors. Creates resource room schedule for an entire week making sure percentages of time and services stated on each student's IEP are being met with 1-2 errors.</td>
<td>Includes c/c model, instruction time and other duties with 1 or 2 errors. Creates a comprehensive weekly resource room schedule showing times students receive services with 1 to 3 errors. Makes individual schedules for 5 students showing when they are involved in general education and resource services and what subjects they will be engaged during that time with 1 or 2 errors.</td>
<td>Uses visually clear presentation of schedules. Fairly easy to understand and referenced regarding student, teacher or subject.</td>
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<tr>
<td>25 to 34 points</td>
<td>25 to 34 points</td>
<td>14-17 points</td>
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<tr>
<td><strong>Unacceptable</strong></td>
<td>Develops weekly schedule for you and your assistants showing when and what subjects each will be responsible for during that allotted time with more than 3 errors. Creates resource room schedule for entire week making sure percentages of time and services stated on each student's IEP are being met with more than 2 errors.</td>
<td>Includes c/c model, instruction time and other duties with more than 2 errors. Creates a comprehensive weekly resource room schedule showing times students receive services with more than 3 errors. Makes individual schedules for 5 students showing when they are involved in general education and resource services and what subjects they will be engaged</td>
<td>Unclear presentation of schedules. Difficult to understand and not referenced regarding student, teacher or subject.</td>
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<tr>
<td>Proficiency Levels</td>
<td>Thoroughness</td>
<td>Basic Writing Mechanics</td>
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<tr>
<td><strong>Target</strong></td>
<td>Includes all teaching steps with full scripts (sequence of the steps to be performed is listed in detail; the lesson content is based on the teaching objectives; necessary adaptations are included) High quality planning and evaluation criteria (outline the information to be explained; list key questions to guide possible discussion; include meaningful guided practice; set intended destination for evaluation so that the assessments have direct correlation with the objectives)</td>
<td>Clear, concise writing that reflects accurate spelling, grammar, and punctuation Reflects typing proficiency with fewer than 5 typographical errors</td>
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<td></td>
<td>8 points</td>
<td>2 points</td>
<td></td>
</tr>
<tr>
<td><strong>Acceptable</strong></td>
<td>Misses 1 teaching step plus some steps are described without full scripts Lesson reveals careful planning and evaluation criteria but not thorough</td>
<td>Coherent writing with a few mechanical errors 6-10 typographical errors</td>
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<td></td>
<td>4-7 points</td>
<td>1 point</td>
<td></td>
</tr>
<tr>
<td><strong>Unacceptable</strong></td>
<td>Misses 2 or more teaching steps plus some steps are described without full scripts Little evidence of careful planning and criteria of evaluation</td>
<td>Poor writing mechanics which interferes with comprehension of step entries More than 10 typographical errors</td>
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</tr>
<tr>
<td></td>
<td>0-3 points</td>
<td>0 point</td>
<td></td>
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</tbody>
</table>
Academic Misconduct – “Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV’s function as an educational institution.”

An example of academic misconduct is plagiarism: “Using the words or ideas of another, from the internet or any source, without proper citation of the sources.” See the “Student Academic Misconduct Policy” (12/05, in the approval process).

UNLV and its College of Education demand a high level of scholarly behavior and academic honesty on the part of students. Violations by students exhibiting dishonesty while carrying out academic assignments and procedural steps for dealing with academic integrity are delineated in the Handbook of Regulations Governing Probation and Suspension Within the College of Education. This publication may be found in the Curriculum materials Library (CML 101) or the Office of the Dean of the College of Education (CEB 301).

Bringing Children to Class – The University of Nevada, Las Vegas, continually strives to establish a spirit of community in accordance with the highest standards of academic excellence and freedom, institutional integrity, and constitutional protections. Such an environment is essential in fostering intellectual growth and achievement. Each member of the University shares the responsibility of maintaining conditions conducive to the achievement of the University’s purpose. The UNLV Student Conduct Code is designed to provide basic standards to ensure a means to fulfill this purpose. Therefore, children are not permitted to attend class sessions.

Disability Resource Center (DRC) –NOTE: Over two-thirds of the students in the DRC reported that the syllabus statement, often read aloud by the faculty during class, directed them to the DRC office. The Americans with Disabilities Act mandates accessibility in all aspects of the learning environment. If you have a documented disability that may require assistance, you will need to contact the Disability Resource Center (DRC) for coordination in your academic accommodations. The DRC is located in the Reynolds Student Services Complex, room 137. The DRC phone number is 895-0866 or TDD 895-0652.

The Disability Resource Center (DRC) coordinates all academic accommodations for students with documented disabilities. The DRC is the official office to review and house disability documentation for students, and to provide them with an official Academic Accommodation Plan to present to the faculty if an accommodation is warranted. The DRC strongly encourages faculty to provide accommodations only if and when they are in receipt of said plan. Faculty should not provide students accommodations without being in receipt of this plan.

Religious Holidays
It is UNLV policy to give students who miss class because of observance of religious holidays the opportunity to make up missed work. Students are responsible for notifying the instructor no later than the last day of registration for the semester or summer term of plans to observe the holiday. Assignments will be due no later than one week after the due date in these cases.

Collection of Student Assignments for Accreditation Purposes
Assignments completed for this course may be used as evidence of candidate learning in national, regional and state accreditation reports of COE programs. Names and other identifying elements of all assignments will be removed before being included in any report. Students who do not wish their work
to be used for accreditation purposes must inform the instructor in writing by the end of late registration. Your participation and cooperation in the review of COE programs is appreciated. Thank you.