MAS 7996

Practicum I

Practicum I is a structured, field-based, semester-long exploratory clinical course

6. building an ongoing developmental program that allows for continuous improvement, experimentation, and professional growth;
7. ensuring that programs are standards-driven; and
8. ensuring that programs promote the effective use of technology.

Interstate Teacher Assessment and Support Consortium (InTASC)

International Society for Technology in Education (ISTE)

Council for Exceptional Children (CEC) informed by the Specialty Sets: K-12 Individualized General Curriculum and Individualized Independent Curriculum, Combined; Developmental Disabilities and Autism Spectrum Disorder; Initial Specialty Set: Early Childhood Special Education/Early Intervention; Association for Childhood Education International (ACEI); Association for Middle Level Education (AMLE)

DPAS II Evaluation Rubrics

A variety of teaching methods including inquiry–based learning, game-based learning, personalized learning, differentiated instruction, collaborative projects, and class participation will be used in a student-centered approach to learning. Candidates are encouraged to move from passive receivers of information to active participants in their own learning.

1. The candidate will evaluate and analyze community, district, and school contextual and demographic factors influencing instruction.
2. The candidate will evaluate and analyze classroom and student contextual and demographic factors influencing instruction.
3. The candidate will develop and administer a student interest survey.
4. The candidate will evaluate and analyze results of student survey to influence planning, instruction, student interaction, and engagement.
5. The candidate will collaborate with resource personnel to evaluate and analyze school resources to address student learning differences and needs.
6. The candidate will use school and district resources to influence planning, instruction, student interaction and engagement.
7. The candidate will identify or create modes of teacher to family communication that impact student engagement.

Candidates will analyze and reflect on the factors impacting instruction and student learning demonstrating their understanding of the assigned classroom regarding students, school, district, and the community.

1. The candidate will identify learning objective(s) that align to national and state standards

1. Class discussions, activities, and reflections
2. Professional growth plan
3. Philosophy of Education
4. Plan, develop, and enact two lesson plans integrating technology
5. Analyze and reflect on instruction and student learning outcomes
6. Knowledge of students – Impact on teaching and learning
7. Video based dispositions reflection
8. Field based engagement portfolio

In the College of Education, faculty must approve all requests for absences that are exceptions to the University policy. Vacations are not considered legitimate reasons for missing classes. Faculty must be contacted prior to class in all cases except valid emergencies. Failure to obtain approval for exceptions may result in lowering

Sherwood, G., & Horton-Deutsch, S. (2012).
. Indianapolis, IN: Sigma Theta Tau International.

The Framework for Teaching A document from the Danielson Group, The Framework for Teaching is a research-based set of components of instruction, aligned to the INTASC standards, and grounded in a constructivist view of learning and teaching.

Blueprint for Personalized Learning in Delaware