

MSE 7993

Practicum III

Practicum III is a structured, field-based, semester-long exploratory clinical course that requires at least 60 hours of supervised classroom experience in an approved setting. Fieldwork is monitored by Wilmington University Practicum advisors and Mentor Teachers. Placement priority is given to settings that serve culturally, linguistically, and socioeconomically diverse student populations. Fieldwork is supported by 30 hours of Practicum seminar sessions.

Practicum III is an extension of Practicum II in which the teacher candidate refines and enhances the implementation, analysis and reflection on all aspects of professional practice in direct relation to current research, current professional standards and the Delaware Performance Appraisal System II.

Candidates enhance, improve and refine instructional strategies, learning activities, classroom management skills and lesson planning through the application of knowledge and skills gained in the prerequisite courses.

Candidates are provided opportunities to reflect on their performance in teaching content lessons to K-12 students with disabilities. Candidates will plan, prepare and teach two lessons within

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 \(AMLE\)](#)

: Candidates will evaluate and reflect on existing teacher lessons. Candidates will design, plan, and implement a minimum of two lessons. Candidates will analyze and reflect on the design of instructional planning, the use of technology, and student learning.

1. The candidate will describe and reflect upon physical, social, behavioral, developmental, linguistic, cultural or health factors that impact teacher and learning in the classroom.
2. The candidate will describe and reflect on the assigned classroom including grade level, content area, subject matter, number of students and students with special needs.
3. The candidate will describe and reflect upon school and surrounding community factors that impact teacher and learning in the classroom.
4. The candidate will use assessment results to determine and implement accommodations and different research based instructional approaches.
5. The candidate will use post assessment results to analyze and reflect on student learning.
6. The candidate will use post assessment analysis to inform future instruction.
7. Using video evidence, the candidate will analyze and reflect on classroom management strategies.
8. The candidate will know and apply state and national standards.
9. The candidate will differentiate general and specialized learning experiences to make them accessible to all learners.

Candidates design, plan, and implement a minimum of two lessons. Candidates will demonstrate the ability to adjust instruction for the whole class as well as those with different learning needs. Candidates will analyze and reflect on lesson enactment and student learning.

1. The candidate will identify and maintain classroom teacher's expectations and procedures in coordination with students.
2. The candidate will implement appropriate behavior modifications, strategies, and accommodations based on student needs.

Candidates will evaluate and reflect on existing classroom expectations, procedures and routines. Candidates will create, plan and implement a minimum of two lesson plans. Candidates will record each lesson and reflect on student behavior and implemented modifications and strategies.

1. The candidate will analyze and reflect upon his or her own personal learning goals.
2. The candidate will select appropriate professional development and learning activities that align to his or her learning goals.
3. The candidate will communicate to colleagues, peers, families, students and the greater community.

have the basic pedagogical content knowledge and application for the classroom to begin teaching as an entry-level teacher.

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-

- Snow, D., Barley, Z., & Mid-continent Research for Education and Learning (Organization). (2005). Classroom strategies for helping at-risk students. Alexandria, VA: Association for Supervision and Curriculum Development.
- Woodcock, S., & Vialle, W. (2010). The Potential to Learn: Pre-Service Teachers? Proposed Use of Instructional Strategies for Students with a Learning Disability. *Contemporary Issues In Education Research*, 3(10), 27-38.