MSE 7992

Practicum II

Practicum II 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 II requires the teacher candidate to implement, analyze and reflect on all aspects of professional practice in direct relation to current research, current professional standards and the Delaware Performance Appraisal System II. Candidates will learn to explore decision-making processes through the application of knowledge and skills gained in the prerequisite courses.

Candidates in Practicum II will demonstrate their understanding of designing instruction and assessment for student learning. Candidates focus on key elements within instructional design to create learning opportunities for K-12 students that align to state and national standards. Candidates analyze student assessment data to construct learning opportunities for K-12 students emphasizing lesson modification and personalized learning.

Candidates analyze and reflect on their performance in teaching content lessons to K-12 students with disabilities. Candidates will plan, prepare and teach two lessons within an approved classroom setting, as well as working with individual students by utilizing the WilmU Teaching and Learning Roadmap.

4. facilitating inquiry and reflection, i.e., providing structured opportunities for critical reflection on and taking action in one's daily work;
5. enabling authentic participation, collegiality and collaboration;
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 design and administer appropriate assessments to determine student knowledge and skill as aligned to standards and learning objectives.
2. The candidate will analyze and reflect on assessment results to determine student knowledge and skill as aligned to standards and learning objectives.
3. The candidate will create and describe a rubric or scoring guide aligned to lesson learning goals and assessment.
4. The candidate will identify, assess, analyze, and reflect on the modifications of the assessment for students with exceptionalities or learning differences.
5. The candidate will identify, assess, analyze, and reflect on the learning activities, and student groupings arranged during the administration of the assessment.

Candidates will evaluate and reflect on existing teacher made assessments. Candidates will analyze and reflect on the development of assessments, application of assessments, data collection and student learning.

1. Class discussions, activities, and reflections
2. Professional Growth Plan

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
Bloom's Taxonomy

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.