University of Northern Colorado
Division of Special Education
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Visual Impairment Specialist

Non-Traditional Practicum Guidelines
EDSE 644

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The University of Northern Colorado has provided a foundation of theory and knowledge to prospective teachers of students with visual disabilities. The practicum experience offers a realistic teaching situation and is invaluable in transforming the teacher candidate into a certified teacher of students with visual disabilities with high-level teaching competencies.

The intent of the practicum experience is to give the graduate student as full and complete a picture as possible of W K H F R R S H U D W L Q J W H D F K H U ' V U H V S R Q V L E L O L W L H V R Q D G D L O \ W R day-to-day basis. This may include after school activities, meetings, and F R Q I H U H Q F H V W K D W D U H D S D U W R I W K H F R R S H U D W L Q J W H D F K H U V U H V S R Q V L E L O L W L H V . A non-traditional practicum is expected to fulfill these requirements as required by the paid position. During a non-traditional practicum placement, the teacher candidate is expected to be familiar with the students and the requirements of the position, so the traditional timeline of assuming responsibilities is not applicable.

The learning potential for the practicum student is directly related to the quality of supervision, suggestions, and L Q S X W R I W K H F R R S H U D W L Q J W H D F K H U , W V K R X O G E H Q R W H G W K D W W K H S U D incorporated into the practicum by UNC faculty and that further assignments such as projects and papers are not to be made by the cooperating teacher unless agreed upon by the university consultant.

The key to a successful practicum experience is an adequate understanding and fulfillment of the roles and responsibilities of each party concerned -- the practicum student, the cooperating teacher, and the university consultant. Toward this end we offer these guidelines to each member of the team. These guidelines are meant to be useful to all of us. We look forward to working with you.

ROLES AND RESPONSIBILITIES OF THE PRACTICUM STUDENT

It is recommended that the practicum student:

1. Initiate contact with the cooperating teacher and schedule an interview about the focus of the practicum experience.

2. Become familiar with the entire program and support services.

3. Follow established procedures, practices, and requirements of the practicum facility, particularly with regard to work times, inservice experiences,

ROLES AND RESPONSIBILITIES OF THE COOPERATING TEACHER

It is recommended that the cooperating teacher:

1. Demonstrate, guide, supervise, and evaluate the school related activities of the practicum student. The practicum experience is the highpoint of the student's training. The practicum should provide the student with opportunities to apply knowledge gained through course work.

2. Provide opportunities for the practicum student to review the needs, goals, and objectives for each child with visual disabilities, through discussions, conferences, records, and observations.

3. Familiarize the practicum student to the philosophy, policies, procedures, goals, and objectives of the school system or agency.

4. Provide opportunities for a variety of related experiences -- for example, observations in other classrooms, therapy sessions, meetings, conferences, and visits to local community resources.

5. Assist the practicum student in developing realistic and purposeful objectives and plans.

6. Provide teaching experiences in related areas upon agreement with the university consultant.

7. Provide formal and informal observations of the practicum student and provide written input to the practicum student.

8. Submit evaluation reports to the university supervisor of the practicum student.

9. Notify the university consultant of problems that arise, particularly those that require immediate attention. Problems should first be discussed with the practicum student.

10. Require that the practicum student follow university policies regarding absences. (More than two absences must be made up and may result in an extension of practicum).

11. Be prepared to write a recommendation for the practicum student's placement file

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STUDENT RECORD FORM

Maintain this form in your practicum portfolio for review by your university consultant.

B = Observation, routine work, driving, other school activities											**Total B**

Make as many copies as you need to cover your entire caseload.

6 W X G H C **or** & O L H Q **Initials (No names please)**	**Age**	**Visual Diagnosis and Brief Description of Visual Function**	**Additional Disabilities and Brief Description of Impact**	**Present Performance**	**Related Services Received**	**% of Day in Regular Classroom**	**Hours of VI or O&M Service**	**Your Activities with this Student/Client**

Provide an approximate schedule that you will follow. Please indicate arrival and departure times, school names, and telephone numbers. Send a copy of this form to your university consultant.

Name:

Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**

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Practicum Student Behavior	1	2	3	Comments

visual status.					

6.

2. Uses effective cues/prompts.					
3. Uses effective rate of presentation.					
4. Length of session corresponds to child's attention span.					
5. Maintains high rate of pupil success.					
6. Uses effective correction procedures.					
$ V V X U H V V W X G H					
8. Selects appropriate teaching environment(s).					
9. Enhance instruction for individuals with visual impairments through modification of the environment.					
10. Designs multisensory learning environments that encourage active participation by individuals with visual impairments in group and individual					
11. Creates learning environments that encourage self-advocacy and independence for individuals with visual impairments					
12. Teaches individuals with visual impairments to use thinking, problem-solving, and other cognitive strategies.					
13. Prepares adapted or modified materials in braille, accessible print, and other formats					
14. Transcribes, proofreads, and interlines materials in contracted literary and Nemeth braille codes.					
15. Uses braillewriter, slate and stylus, and computer technology to prodGβ( )6(f)-14(					

Please complete
And return to:

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UNIVERSITY OF NORTHERN COLORADO