**Practicum**

**Special Education MAED Program Specific Guidelines**

**Statement about general MAED Special Education Practicum candidates.**

SPED 687, Practicum in Special Education should be taken as your last course in the program. Practicum experiences for MAED candidates enrolled in the special education program will be developed with the practicum supervisor based on the candidates’ needs, interests and professional goals. Practicum experiences are planned for candidates who are employed in K-12 schools as classroom teachers, teacher assistants, Exceptional Children’s Directors or another role. Placements can be made for candidates who are not employed in the school and need to work directly with students who have disabilities. Candidates work with students who have disabilities will be planned with the course instructor to meet the individual situation of the candidate.

Practicum must include experience teaching students with disabilities (in the area the candidate is earning a license) and documentation of planning, implementing and evaluating instruction for EC students. This documentation can occur through instruction of students with disabilities in the candidates’ classroom, other school employment position, a placement in a K-12 class or other situation. In general, instruction of students with disabilities for a minimum 145 hours over at least a 6-week period I needed. Talk with the practicum supervisor regarding your situation.

|  |  |
| --- | --- |
| **Special Education MAED- Advanced Licensure** | |
| **Professionalism** | **Effective teachers demonstrate strong professionalism and high ethical behavior.**  \* Candidates will maintain a satisfactory record of professional behavior in alignment with the NC Professional Teaching Standards and Code of Ethics, CEAP’s Professional Dispositions and their host school system’s policies. |
| **Action Research** | Design an action research project to be implemented in the practicum setting. Obtain approval for the project proposal from instructor and any other persons involved (e.g. supervising teacher, parents, etc.). Please show consultation and approval by school administrator. |
| **Advanced Licensure Portfolio** | MAED candidates in Special Education are required to submit an electronic portfolio on TK20, The Special Education Advanced Licensure Portfolio. The purpose of the Advanced Licensure portfolio is to evaluate your competency in key areas prior to your graduation. Additionally, the portfolio helps us to evaluate our program. Completed portfolios are due Oct 15 or March 15 in your last semester.  When you create an account and login to TK20, you will see the Advanced Licensure portfolio. In this portfolio, you must demonstrate competence in the following standards. Each standard is described in TK20. When you click on “directions” for that standard.  \*Leadership, Research, Differentiation/Diversity, Assessment, & Instructional Expertise |
| **Apply for Advanced License** | Teacher Education program completers need to use the NCDPI Online Licensure System to apply for their teaching license. Before applying, it is recommended that candidates review the instructions and relevant tutorials from Teacher and School Professional Licensure [http://teacherlicensure.wcu.edu](http://teacherlicensure.wcu.edu/).  The new online system allows candidates to track the status of their applications and once issued, print copies of their license free of charge. |
| **Take and pass required state exams** | By the end of the semester take and pass all required PRAXIS and PEARSON exams. Contact the WCU Licensing coordinator to ensure you are taking the exams WCU requires to recommend you for the licensure you are earning. |
|
|
|
| **Other course activities** | **Complete any other course specific assignments.** |