

Qualifying Experiences to fulfill the requirements for Learning Differences Practicum EDUC 305L/505L

The following activities qualify as observation minutes for this class. Please note that you do not need to do everything listed below but every minute invested in the following activities do qualify toward your 24 hours of observation. Number 1 below should be your first priority. You need to take initiative to seek out these experiences and use the additional types of experiences to deepen and broaden your exposure and experience with identifying and meeting the needs of students with learning differences.

1. *Observe and explore the needs of students with learning differences (e.g., IEP's or Section 504 plans) and the way these needs are—or could be—addressed. (This should typically be done in the same classroom or with the same students you are working with for your Methods Practicum.)
2. Visit another class where students with learning differences are being served to observe and explore according to #1 above.
3. Sit in on an IEP meeting or collaborative team meeting regarding identifying, assessing, and/or meeting the needs and progress of a student with an IEP or Section 504 plan.
4. Interview other professionals serving students with learning differences. Learn from their experience. Take advantage of the opportunity to ask the questions you want to help you learn and grow. This could include:
 - special education professionals such as special education teachers, school psychologists, and related service providers (e.g., speech/language therapist, physical therapist, occupational therapist), and/or
 - general education teachers including physical education, art, and music to inquire about how they make accommodations and modification to meet the educational needs of students with an IEP or Section 504 plan.
5. Interview a parent of a child with an IEP or Section 504 plan to learn about their experiences with the school and their child's education. You should speak with your cooperating teacher about getting permission before approaching any parent.
6. Spend time looking through the file of one or more students with an IEP or Section 504 plan to gain familiarity with this more administrative side of serving students with learning differences. You must get permission before accessing any file and you must maintain confidentiality in all ways. Consult your cooperating teacher to see if and how this might be an option.