

SPED 6931 - Field-based Practicum with Exceptional Learners in Grades K-6

Fall 2026 Syllabus, Section A01, CRN 41675,

Credit hours: 3

Instructor

William Green

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Public Instructor Information

Instructor Title: Lecturer

Instructor Professional Qualifications:

Ed.D., Education Policy, Organization and Leadership, *University of Illinois Urbana-Champaign*

M.S., Special Education (K-12), *Western Governors University*

M.Ed., Learning & Technology, *Western Governors University*

B.S., Early Childhood Education, *Youngstown State University*

Instructor Office Location: Beechly Hall, Room 2401

Instructor Office Phone: 330-941-2441



Course Description

6931. Field-based Practicum with Exceptional Learners in Grades K-6. Practicum experience, with mild/moderate exceptional learners within grades K-6, in which the candidate acquires and demonstrates the knowledge, skills, and dispositions to design and implement data guided standards-based instruction with differentiated methods, assessments that promote learner growth including effective feedback, and collaboratively work with teacher(s), parents/guardians, and related service professional(s) to implement instruction to meet learners' diverse needs. Field hours required. Prereq.: SPED 6900, SPED 6906, SPED 6914, SPED 6916, SPED 6917, SPED 6928, SPED 6929. 3 s.h.

Course Readings

Group	Title	Author	ISBN
Required	A Survival Guide for New Special Educators	Billingsley, B. S., Brownell, M. T., Israel, M., & Kamman, M. L. (2013)	9781118095683

The course readings are subject to change in the event of extenuating circumstances, research developments, current events, and/or to ensure better learning.

Schedule of Topics and Assignments

Week of	Reading(s)	Proposed Topic	Due/To Prepare for Class
8/24	Billingsley et al.; applicable academic standards; Module 1 resources	Selecting one or two K-6 learners; reviewing IEP goals; developing and administering a CBM	Module 1 Discussion; CBM, Summary, and Instructional Strategies due 8/30
8/31	Billingsley et al.; applicable standards; Module 2 resources	Analyzing CBM results; connecting learner needs, IEP goals, standards, and instruction	Module 2 Discussion; first set of five lesson plans due 9/6
9/7	Billingsley et al.; Module 3 resources	Implementing instruction; collecting learner-performance data; planning from results	Module 3 Discussion; second set of five lesson plans due 9/13
9/14	Billingsley et al.; Module 4 resources	Analyzing instruction and student learning; teaching observation and professional reflection	Module 4 Discussion; third set of five lesson plans; Teaching Video and Reflection due 9/20
9/21	Billingsley et al.; Module 5 resources	Using progress-monitoring data to adjust instruction	Module 5 Discussion; fourth set of five lesson plans due 9/27



9/28	Billingsley et al.; TWS directions and rubric	Teacher Work Sample development; contextual factors, goals, assessments, and instructional design	Module 6 Discussion; Module 6/7 preparatory assignment due 10/4
10/5	TWS directions and rubric; Module 7 resources	Analysis of student learning; reflection and self-evaluation; course synthesis	Teacher Work Sample/Critical Task and Final Quiz due 10/9; Module 7 Discussion due 10/11

The course schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances, by mutual agreement, and/or to ensure better learning.