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특수교사양성과정에서 현장실습학기제 모형개발 기초연구: 교육실습의 이론적 고찰

A Fundamental Inquiry into The Development of a Framework Implementing Fieldwork in Special Education Teacher Preparation Programs

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Abstract This paper introduces a fundamental investigation into the establishment of a framework for integrating fieldwork into special education teacher preparation programs. This paper introduces a comprehensive framework for the implementation of semester-based practicum systems in special education teacher training programs. The paper delineates essential stages including preparation, adaptation, responsibility readiness, mutual responsibility, and evaluation, emphasizing the importance of collaboration, hands-on training, and feedback interactions. Moreover, the study delves into practical learning frameworks such as the Experiential Learning Model, Sociocultural Theory, and the Apprenticeship of Observation Model. It highlights their significance in connecting theoretical concepts with practical applications and in cultivating reflective practices among pre-service special education teachers. Moreover, the study explores two significant practicum models, namely the Class-Academy Model and the Professional Development Schools (PDS) Model, examining their elements, advantages, and impacts on teacher education programs. The paper provides valuable insights into improving the preparation of special education teachers by incorporating structured practicum experiences and innovative models that blend theoretical knowledge with practical application.

Key words : Practicum, Teacher Education for Special Education Teachers, Semester-Based Practicum

요약 본 논문은 교육실습 이론에 대한 고찰을 바탕으로 특수교육 교사 교육 프로그램에서 현장실습학기제 모형개발을 위한 기초연구이다. 교육실습이론의 주요단계인 준비, 적응, 책임 준비, 상호 책임, 평가의 특징을 분석하고, 협력, 실용적인 훈련 및 피드백 교환의 중요성을 확인하였다. 또한, 학습 경험 모델인 체험학습 모델, 사회문화 이론 및 관찰의 견습생 모델을 비롯한 실용적 학습 모델을 검토하며, 선행 특수교육 교사들 사이에서 이론과 실무를 연결하고 반성적 실천을 촉진하는 역할에 대해 살펴보았다. 더불어, Class-Academy 모델과 PDS 모델 등 두 가지 주요 실습 모델을 살펴보고, 이들의 구성, 이점 및 교사 교육 프로그램에 미치는 영향을 논의하였다. 현장실습학기제를 통해 구조화된 실습 경험과 혁신적 모델을 통해 특수교육 교사 교육을 강화하는 방안에 대한 통찰을 제공하고자 하였다.

주요어 : 교육실습, 특수교사 양성과정, 현장실습학기제

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I . Introduction

Numerous educational institutions worldwide integrate practicum experiences into their curricula, employing a variety of formats to offer hands-on training for future educators. Saied & Rusu [1] outline various formats for these sessions, which can vary from weekly meetings conducted over a span of several years to concentrated sessions lasting days or weeks, contingent upon the institution's methodology and goals. Anderson and Stillman [2] underscore the crucial role of practicums in teacher education, emphasizing their significance in offering practical experience and fostering skill development under the guidance of professionals. They distinguish between spaced practicums, which entail intermittent involvement with school classes, and continuous practicums, which involve complete immersion in daily teaching for shorter periods.

Acknowledging the importance of hands-on experience, the Ministry of Education [3] has implemented reforms with the goal of improving teacher education. One proposed reform entails the adoption of a practical semester system, which enables aspiring teachers to acquire comprehensive hands-on experience throughout an entire semester. The Practical Guide for the Teacher Certification [4] elaborates on the fundamental elements of practical training, encompassing field experiences, clinical practice, and student teaching. These components play a crucial role in the certification procedure for teachers in Korea, especially for special education teachers. They are mandated to meet precise criteria, which involve engaging in educational volunteer activities and completing a significant school-based practicum.

The integration of these components into training curricula allows for the enhancement of programs designed to train special education teachers. This, in turn, ensures that future educators are equipped with the essential skills required to effectively support

students with disabilities. Through practical training, aspiring educators improve their teaching skills, acquire valuable experience, and engage in collaboration with colleagues, establishing a strong groundwork for a prosperous career in special education.

While theoretical knowledge is essential, practical training is equally crucial for special education instructors to cultivate specialized skills. Engaging in authentic educational environments enables prospective educators to implement theoretical principles, enhance teaching techniques, and investigate diverse instructional methods. Numerous studies emphasize the effectiveness of practical training in improving the competencies and self-assurance of special education teachers, highlighting the crucial role of experiential learning in teacher education. The successful training of future special education teachers relies on hands-on experience in real teaching environments, which helps develop crucial knowledge, skills, and attitudes. This comprehensive approach includes field experiences, clinical placements, and practicum courses, providing aspiring educators with valuable perspectives on efficient teaching methods, classroom management, and customized interventions for students with disabilities.

In conclusion, training programs designed for special education teachers incorporate crucial components aimed at offering practical experience in genuine teaching environments. These components provide prospective educators with valuable insights and mentorship, allowing them to interact with a variety of student demographics and enhance their teaching methods. This preparation ensures their readiness for the intricacies of the special education field.

II. The Execution of Hands-on Practicum Initiatives

Special education teachers play a crucial role in providing support for the varied requirements of

students with disabilities within educational environments. It is imperative to have efficient training programs in place to provide educators with the essential knowledge, skills, and attitudes required to support the academic and developmental advancement of students. There is a significant gap in the existing literature concerning the methodologies and optimal practices related to effective hands-on training programs in the field of special education. This review seeks to fill this void by analyzing recent studies, theoretical models, and empirical evidence concerning practical training in this area, emphasizing key components, results, and consequences.

Studies conducted by Landon-Hays et al. [5] and Assadi and Murad [6] underscore the importance of teacher preparation programs in equipping pre-service teachers with hands-on teaching opportunities and promoting their professional development. Engaging in practical training is essential for prospective educators to connect theoretical knowledge with its practical application in real-world educational settings, as underscored by Darling-Hammond and Bransford [7]. Advocates of prolonged training periods contend that they provide various advantages, such as opportunities for observation, engagement in practicums, and reflective exercises. These experiences allow prospective educators to enhance their teaching techniques, classroom management approaches, and comprehension of student requirements. Furthermore, prolonged training provides an opportunity for valuable mentorship and feedback from seasoned educators, which enhances professional growth and fosters cultural competence.

To enhance the efficacy of training initiatives, it is imperative to have a thorough manual for overseeing school field training periods for special education educators. This guide should cover several essential components.

First, curriculum competencies should be clearly delineated to cater to the specific requirements of

special education. These competencies should incorporate evidence-based practices, instructional strategies, and assessment techniques that are customized to meet the needs of diverse learners, in accordance with the principles of inclusive education [8]. Second, specialized knowledge and skills encompass offering direction on differentiated instruction, individualized education plans (IEPs), behavior management, and assistive technologies. It is crucial to underscore the importance of collaborating with colleagues, parents, and community stakeholders [9]. Third, the social-emotional development encompasses the comprehensive growth of students, encompassing aspects such as independence, self-advocacy, social skills, and transition planning for post-school life [10]. Fourth, the role of teacher educators involves delineating the responsibilities of educators in providing ongoing support, feedback, and supervision to future teachers. The importance of effective mentorship and coaching in the growth of prospective teachers is highlighted [11].

By integrating these components into the manual, special education training programs have the potential to improve classroom management, teaching methodologies, and school administration skills. This integration ensures that educators are adequately prepared to establish inclusive learning settings and foster the academic achievements of every student.

III. Theoretical Framework of the Semester-Based Practicum System

The Ministry of Education [3] has initiated a gradual implementation of a semester-based practicum system, taking into account the specific circumstances present at each school location. This initiative is scheduled to undergo a trial run at five universities in 2022, with subsequent expansion and potential full integration planned by 2028. The system involves a 4-week field training program, known as a 'practical semester,' to be integrated into the 3rd or

4th year of teacher training programs at recognized institutions. The main goal is to enhance the comprehension of aspiring teachers in the field and expand their practical knowledge.

Aligned with the overarching goal of fostering essential skills and abilities among educators, the Ministry of Education [3] has incorporated objectives into the teacher training curriculum. This integration aims to improve educational practices and facilitate the smooth incorporation of practical training within the semester-based system. The semester-based practicum system is designed to improve educators' essential competencies in four main areas.

First, proficiency in curriculum entails educators having a thorough understanding of curriculum frameworks and the capacity to develop impactful instructional plans. Second, proficiency in teaching encompasses expertise in teaching methodologies, student assessment, and the accurate maintenance of student progress records. Third, proficiency in life education and classroom management involves equipping educators with the necessary skills to promote students' holistic development and efficiently handle classroom dynamics. Forth, Proficiency in Teaching Practice and School Management involves empowering educators to apply theoretical knowledge in practical teaching scenarios and effectively oversee school operations.

These competencies are intricately linked to the practical components of the semester-based practicum system and act as fundamental pillars for preparing educators. Furthermore, the system is designed to improve educators' skills in four additional competencies:

Future Knowledge Fostering involves preparing educators to adjust to changing educational trends and actively contribute to the progression of knowledge within the field. Continuous Professional Development (CPD) refers to the practice of motivating educators to participate in continuous learning and honing of skills to position themselves

as competent professionals. Self-Management and Growth: Fostering educators' ability for self-reflection, goal-setting, and personal development to maintain professional excellence. These competencies highlight significant goals for educators and are further developed through the immersive experiences offered by the practical semester system.

The Ministry of Education's adoption of the semester-based practicum system demonstrates a strategic initiative aimed at improving teacher preparation [12]. This approach emphasizes practical training and the cultivation of essential competencies necessary for effective teaching practice. To effectively implement a practicum operation throughout a semester, it is essential to adhere to a structured approach that includes several key stages.

Preparation Stage: Facilitate collaboration among institutions and personnel engaged in the practicum program. The content and schedule of the practicum semester system should be determined by taking into account the requirements of both trainees and partner schools. Address logistical factors, including facilities, resources, and transportation arrangements.

Adaptation Stage: An orientation session should be conducted to acquaint participants with the practicum system, its objectives, and expectations. Deliver training focused on particular practicum areas such as curriculum development, classroom instruction, life education, and classroom management. Participants are encouraged to familiarize themselves with the school environment as well as the pertinent policies and procedures.

Responsibility Preparation Stage: A period of 5 to 8 weeks should be set aside for practical training encompassing a range of teaching aspects such as curriculum development, classroom instruction techniques, life education strategies, classroom management approaches, teaching practice sessions, and school administration tasks. Facilitate practical learning experiences and mentorship opportunities under the supervision of seasoned educators to

enhance proficiency in these domains.

Mutual Responsibility Stage: Spanning from 9 to 15 weeks, this stage offers participants the chance to progressively take on approximately 50% of a teacher’s responsibilities. Foster a strong collaboration between educators and learners from various fields of practice to guarantee efficient assistance and oversight. Encouraging reflective practice and facilitating ongoing feedback exchanges are essential strategies to foster professional growth and development.

Evaluation Stage: Conduct comprehensive evaluations of each practice area to assess the performance and progress of participants. Convene a meeting that includes partner schools, teacher training institutions, and pertinent education authorities to evaluate the practicum results and deliberate on potential areas for enhancement. Administering surveys to collect feedback from participants and stakeholders is essential for facilitating continuous program improvement. Fulfilling grading and administrative responsibilities, such as documentation and record-keeping, is essential to guarantee accountability and adherence to regulations. By systematically following these procedures, institutions can guarantee the successful implementation of a practicum operation over a semester. This approach fosters meaningful learning experiences and effectively prepares aspiring educators for their roles.



Figure 1. A framework for implementing the semester-based practicum system within the context of school-based field training [12].

IV. A Framework for Applied Learning Models Based on Practical Experience.

The preparation of special education teachers is a multifaceted process that combines theoretical understanding with practical hands-on training. The practicum plays a crucial role in offering preservice teachers the chance to apply theoretical knowledge in real-world contexts, improve their teaching skills, and engage in reflective practices [13]. This framework examines practical learning models rooted in practicum experiences, highlighting their importance in enhancing the skills of special education teachers [14].

The Experiential Learning Model proposed by Kolb, posits that the learning process evolves through a series of stages: concrete experience, reflective observation, abstract conceptualization, and active experimentation. Preservice educators actively engage in teaching experiences, employ reflective practices, develop new viewpoints, and investigate diverse instructional methodologies [15]. Importance: The emphasis is placed on the significance of reflection and active engagement in the learning process, facilitating the synthesis of theoretical knowledge with practical application.

Sociocultural Theory, as introduced by Vygotsky [16], emphasizes the impact of social interactions and cultural elements on cognitive development. Learning is influenced by social interactions and cultural contexts. Preservice educators participate in collaborative activities within authentic teaching settings, collaboratively constructing knowledge with mentors, peers, and students. This theory emphasizes the contextual nature of learning and the significance of collaborative learning environments.

The Apprenticeship of Observation Model, as introduced by Lortie, investigates the influence of teachers’ personal experiences as students on their instructional methods [17]. Previous educational experiences shape the beliefs, attitudes, and

instructional approaches of teachers. Preservice educators critically analyze their educational backgrounds to understand how these backgrounds influence their teaching practices. Importance: Emphasizes the importance of preservice teachers engaging in reflective practices on their experiences to foster their development as educators [18].

In conclusion, these practical learning models offer preservice special education teachers frameworks to understand and engage in the practicum. By incorporating these models into teacher training programs, educators can support prospective teachers in bridging theory with practice, fostering reflective practice, and cultivating essential skills for successful teaching. The practicum, which encompasses various models such as the Traditional, Co-Teaching, and Residency models, plays a crucial role in the preparation of special education teachers. The statement presents significant prospects for the practical application of theory, improvement of skills, and engagement in reflective practice [19, 20]. By thoroughly comprehending and implementing these practicum models, teacher education programs can effectively equip specialized education educators with high levels of skill and proficiency to support diverse learners.

V. Practicum Models in Teacher Education Programs

Within the domain of special education, the education and professional growth of educators are pivotal in guaranteeing top-notch assistance and teaching for students with a variety of learning requirements. At the heart of this initiative is the investigation of novel models and frameworks that support the development of expertise among special education educators. Saied and Rusu [1] emphasize the crucial importance of practicum programs in preparing future educators to merge theoretical understanding with practical competencies. The study

provides a novel analysis of practicum programs designed for pre-service special education teachers in Israel. It assesses different models and suggests directions for future research.

In Israel, three practicum models are employed: the traditional model, the Professional Development Schools (PDS) model, and the "academy-class" model, each providing unique immersive experiences. The study proposes an investigation into a comparative analysis of perceptions and attitudes towards the practicum program among Arab and Jewish pre-service teachers specializing in special education in Israel. This introduction seeks to highlight the significance of practical experience in enhancing the competence of special education teachers, specifically emphasizing two prominent models: the Class-Academy Model and the Professional Development Schools (PDS) model.

The Class-Academy model, as introduced by the Israeli Ministry of Education in 2014 [1], signifies an innovative educational approach. It combines conventional in-person teaching with digital learning platforms to tailor learning experiences and boost student involvement. Through the implementation of blended learning, personalized learning paths, and flexible scheduling, this educational model enables students to advance at individualized speeds, utilize tailored resources, and participate in collaborative activities in both face-to-face and online environments. The fundamental components of the Class-Academy model encompass blended learning, personalized learning, flexible scheduling, and teacher facilitation. The statement underscores the importance of employing technology to personalize learning, enhance flexibility and accessibility, assist educators, encourage collaboration, and stimulate ongoing improvement and innovation in the field of education [21].

Blended Learning: The Class-Academy model promotes a combination of conventional in-person teaching and online learning elements. It utilizes

digital tools and resources to enrich classroom instruction, fostering a more interactive and dynamic learning environment.

Personalized Learning Paths: Acknowledging the individuality of each student, the Class–Academy model emphasizes personalized learning. It customizes instruction to cater to individual strengths, interests, and learning preferences, enabling students to advance at their own speed and concentrate on areas that need extra assistance or pose challenges. Through the utilization of adaptive learning algorithms and personalized recommendations on online platforms, students are provided with customized support to enhance their academic progress.

Flexible scheduling and enhanced accessibility: The Class–Academy model advocates for flexible scheduling and enhanced accessibility in education. It allows students to conveniently access learning materials digitally from any location. This adaptability caters to a variety of learning styles and timetables, enabling students to participate in educational tasks based on their preferences and availability. Moreover, students have the opportunity to retrieve educational resources and fulfill tasks beyond the standard class hours, thereby providing flexibility in terms of scheduling and progression. Despite the significant role of technology, teachers continue to play a crucial role in the Class–Academy model. Educators assist students in navigating the learning process by offering guidance, feedback, and facilitating discussions in both conventional classroom settings and online platforms. While students possess autonomy, educators function as facilitators and mentors, providing guidance to support students in their academic endeavors.

Collaborative learning communities: The Class–Academy model promotes collaborative learning communities, enabling students to work together on projects, participate in group activities, and share ideas and resources. By leveraging online tools and

social networking platforms, students have the opportunity to engage with and gain insights from their peers, not only within the confines of the classroom but also beyond, thereby fostering collaboration and facilitating the exchange of knowledge [22].

Data-driven instruction: Utilizing data analytics and assessment tools, the Class–Academy model facilitates data-driven instruction to enhance instructional decision-making. Educators oversee the progress of students, pinpoint areas of learning deficiency, and adapt teaching methodologies accordingly [23]. Through the analysis of student performance data, educators can customize instruction to address individual learning needs, offering specific interventions to enhance student success.

Continuous Improvement and Innovation: The Class–Academy model is well-known for its dedication to continuous improvement and innovation, promoting collaboration among educators and policymakers to assess effectiveness and enhance practices. This model fosters a culture of ongoing improvement and innovation in the field of education. It promotes the exploration of novel technologies, teaching strategies, and educational methodologies to improve learning results and respond effectively to evolving requirements.

On the other hand, the **Professional Development Schools (PDS) model** focuses on practical experience in teacher preparation through collaborative partnerships between educational institutions and P–12 schools. This model aims to bridge the gap between theory and practice by immersing prospective teachers in authentic school environments, where they engage in hands-on learning experiences under the guidance of experienced mentor teachers. Key components of the PDS model include collaborative partnerships, an integrated curriculum, shared responsibility for student learning, reflective practice, community engagement, and research and innovation [19]. These

components underscore the importance of collaboration, integration of theory and practice, ongoing professional development, reflective practice, community engagement, and research in improving teacher education and student outcomes.

The Professional Development School (PDS) model underscores collaborative partnerships and shared responsibility to improve teacher training, professional development, and student academic achievements. This is accomplished through the following mechanism:

Collaborative partnerships formed between higher education institutions and P-12 schools to establish Professional Development Schools (PDSs). These partnerships are established on the basis of mutual respect, common goals, continuous communication, and cooperative decision-making. The PDS model integrates academic coursework with practical learning experiences, enabling prospective educators to apply theoretical knowledge in real classroom environments [19, 22]. This integration facilitates the cultivation of practical skills, pedagogical expertise, and reflective practices in future educators.

Shared Responsibility for Student Learning: The responsibility for student learning is distributed among university faculty, mentor teachers, and teacher candidates within Professional Development Schools (PDSs). Mentor teachers play a dual role as co-teachers and mentors, providing guidance for the professional development of teacher candidates and fostering student learning.

Ongoing professional development (PD) opportunities provide continuous avenues for enhancing the skills and knowledge of university faculty and P-12 educators. These opportunities typically include workshops, seminars, collaborative planning sessions, and action research projects. These initiatives are designed to improve teaching and learning practices.

Reflective practice is emphasized in the

Professional Development School (PDS) model, encouraging teacher candidates and mentor teachers to evaluate teaching methods, identify areas for improvement, and make informed decisions based on evidence and reflection [11, 13].

Community engagement represents a fundamental aspect of Professional Development Schools (PDSs), which actively engage with their local communities by establishing partnerships with families, community organizations, and diverse stakeholders. This collaboration seeks to improve student education and meet the needs of a diverse group of learners.

Research and innovation are pivotal aspects of Professional Development Schools (PDSs), serving as central hubs for conducting research and promoting innovation in teacher education. Faculty members, mentor teachers, and teacher candidates collaborate on action research projects to investigate teaching and learning methods, develop innovative instructional approaches, and contribute to the progress of knowledge in the field of education [23].

In summary, both the Class-Academy Model and the PDS Model exemplify the significance of practice in developing the expertise of special education educators. These models offer promising opportunities for preparing highly competent and reflective professionals capable of meeting the diverse needs of students with disabilities through innovative approaches to blended learning and immersive field experiences. Through collaborative partnerships, integrated curricula, shared responsibility for student learning, reflective practice, community engagement, and research and innovation, the PDS model aims to enhance teacher training, professional development, and student academic achievement in authentic school settings.

VI. Implication

Enhancing the special education curriculum is crucial to guarantee that pre-service special education

teachers receive thorough and current training that is in line with best practices and contemporary research [15]. In contrast to traditional education, special education requires a profound comprehension of various disabilities, individualized instructional methods, and specific interventions designed to address the distinct requirements of students with disabilities. Hence, the enrichment of the curriculum in special education should give priority to content concerning inclusive practices, differentiated instruction, strategies for behavior management, the incorporation of assistive technology, and other specialized areas.

Conducting professional development workshops and seminars for faculty members is crucial for improving their expertise in special education pedagogy and instructional strategies [24]. This is essential for upholding the high standards of special education teacher preparation programs. Professional development in the field of special education should encompass specialized areas, including the creation of individualized education plans (IEPs), the execution of evidence-based interventions, and cooperation with related service providers [25]. Moreover, it is essential for special education workshops to give priority to developing cultural competence and sensitivity towards diverse student populations, taking into account the intersectionality of disability with other identities [24, 25].

Collaborating with other academic institutions and researchers in the field of special education is essential for the advancement of knowledge and the enhancement of practices. It is crucial to prioritize collaborative research in special education that focuses on effective teaching methods, intervention strategies, and assistive technologies tailored for students with disabilities. In contrast to research in general education, investigations in the field of special education frequently necessitate the utilization of specialized methodologies and ethical considerations when interacting with individuals with disabilities, in

addition to addressing practical implications.

The development of action plans by cooperating teachers in the special education field is crucial for enhancing the professional growth of pre-service special education teachers. The implementation of a systematic observation and feedback procedure during their practicum is crucial for the professional development of individuals. Cooperating teachers are encouraged to provide feedback that takes into account the distinctive challenges and advantages present in both inclusive and self-contained special education settings. It is essential to prioritize the adjustment of instructional approaches, implementation of differentiated instruction, and establishment of inclusive atmospheres to effectively address the varied requirements of students with disabilities.

The demonstration of effective teaching practices and instructional strategies, such as inclusive and differentiated instruction, plays a vital role in nurturing the professional growth of pre-service special education teachers. Cooperating teachers are expected to exhibit proficiency in employing strategies to support a diverse group of learners, accommodating sensory needs, and integrating tailored assistive technologies to meet the unique requirements of students.

The implementation of a mentorship program, in which seasoned special education teachers offer assistance and direction to pre-service teachers, fosters collaboration and continuous professional growth. Mentorship in the field of special education should encompass the intricacies of interacting with students with disabilities, navigating the Individualized Education Program (IEP) process, collaborating with allied service providers, and advocating for inclusive educational practices.

The proposed action plans for various stakeholders engaged in the training of special education teachers carry substantial implications for augmenting teacher readiness and advancing educational achievements for

students with disabilities [25]. Training programs need to consider the distinct needs and obstacles involved in teaching students with disabilities. This involves implementing customized curricula, providing professional development opportunities, engaging in collaborative research, and establishing support systems that are specifically tailored to the field of special education. These strategies can effectively equip prospective special education educators to cater to the varied needs of their students and enhance their achievements in inclusive educational settings [26].

Furthermore, developing a thorough manual for prospective special education teachers requires the integration of key elements to guarantee their effective readiness for their professional responsibilities [27]. This entails delineating the roles and responsibilities of different stakeholders, such as the Ministry of Education, the Office of Education, the College of Education, the Special Education Department, special education teachers, and the collaborative training functions of special schools and mainstream schools. The guidebook should include the following essential components. The section should delineate the objectives and directives set forth by the Ministry of Education and the Office of Education. It should clarify the functions of the Office of Education in executing policies, providing resources, overseeing programs, and delineate the guidelines that govern special education services. The elucidation of the mission and objectives of the College of Education in training prospective special education teachers is essential. This section aims to present details about the special education curriculum, highlighting the significance of blending theoretical understanding with practical competencies to adequately prepare educators for their professional responsibilities [28].

The examination of the structure and functions of the Special Education Department is crucial for gaining insights into its operations. This section aims

to elucidate the duties and obligations of administrators, coordinators, and support staff within the department, emphasizing the importance of teamwork, collaboration, and efficient communication among team members. Special education teachers play a crucial role in delivering personalized instruction and assistance to students with special needs [29]. This aims to explore strategies for fostering inclusive learning environments, providing recommendations for crafting individualized education plans, incorporating evidence-based practices, and overseeing student advancement to guarantee academic achievement.

Collaborative training roles of special and Mainstream Schools is required. Emphasizing the advantages of cooperation between special and mainstream schools is crucial. This section is intended to present instances of collaborative initiatives designed to assist students with disabilities. It also aims to explore approaches for cultivating positive relationships and effective communication between special education and general education personnel to improve educational results. The manual's primary objective is to function as an exhaustive resource providing practical advice, pertinent information, and tools to assist in the professional growth and achievement of aspiring special education teachers in addressing the varied requirements of students with disabilities [30, 31]. The guidebook aims to equip aspiring educators with the necessary skills to make significant contributions to the field of special education by delineating the responsibilities of key stakeholders, emphasizing collaboration, and promoting effective practices.

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