

EDS 381 - Special Education Professional Field Experience
Eastern Mennonite University
May 2011

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Course Description:

This practicum is designed to give students participant/observer experience in a concentrated placement in full time educational setting which provides services for special needs learners (13 days, 6-8 hours/day). PFE 381 allows students to experience the demands and changing nature of the learning environment from their morning arrival to the end of the work day. A Pass/Fail grade is recorded.

Dates: May 2-18 (unless otherwise determined with professor approval)

Outcomes:

The student will:

1. reflect upon the nature of child development and learning in a field school journal. (Scholarship, Professional Knowledge, CEC2,3)
2. collaborate with school personnel and students in creating a positive learning environment. (as evidenced in a written evaluation by field school teacher, pre-post samples of student work) (Inquiry, Communication, Leadership, Caring; CEC 5,7,8,10)
3. analyze the interactive relationships among learners, teachers and social/educational contexts, including the impact of language and cultural diversity on learning. (as evidenced in a field school journal and follow up interview with university instructor) (Inquiry, Communication; CEC 3, 5, 6,9,10)
4. gain knowledge of educational technology, strategies, curriculum and materials special education professionals choose. (as evidenced in field school journal) (Professional Knowledge, Communication; CEC 4, 6,7)
5. recognize assessment strategies selected for special needs students, including those with cultural/linguistic diversity (field school journal) (Professional Knowledge, Communication; CEC 8).
6. dialogue with teachers concerning what it means to be a professional. (field school journal) (Professional Knowledge, Communication, Leadership; CEC 9).
7. design personal objectives based on self-assessment of knowledge, skills and attitudes and evaluate progress towards objectives. (list of personal objectives and field school journal) (Leadership; CEC 9).

Mid-April Initial Class Meeting: The professor will hold a single class meeting, usually during the Thursday noon lunch hour in mid-April for all students enrolled in the course. The professor will review the syllabus expectations, have students complete the CEC self-evaluation, allow students to peruse journal samples from the past (hard copy binders), and explain the process for writing the personal objectives paper which is due by the 1st day of the practicum.

Procedures for Achieving Objectives:

1. Create Personal Objectives:
 - a. Read journals from past PFE students.
 - b. Scan through the CEC self-evaluation and rate yourself.
 - c. Read through the course outcomes (#1-6 above).
 - d. Based on these activities, create a minimum of two personal objectives you would like to accomplish in this course. These are to be, above and beyond the 7 course objectives. Make them personal related to what you know your own strengths and areas for growth are.

In Moodle, Week 1, submit a **minimum of two personal objectives and a one-page typed paper** exploring the rationale for your choice of objectives. **DUE: May 2.**

2. Confirm Arrival: Contact your school or agency (front office and the teacher, if possible) one week before beginning your placement to confirm arrival time. Obtain a lanyard from Sara and wear this during your placement each day, all day. Dress professionally each and every day. Sign in and out at the front office each day. Ask for a copy of the school handbook/rules.
3. Field Experience Timeline: Complete a 13-day placement in a classroom or agency under supervision of university and field instructors. All days must be completed for the PFE to be rated at a "pass".
4. E-Portfolio: Your portfolio will be completed as a series of Assignments in Moodle. The course is a Pass/Fail. Students must achieve a Pass mark on each assignment below.
Grading Scale for Pass/Fail: I will assess the journal on a Pass (100) or a Fail (0) based on: (a) meeting the deadline, (b) completing all sections of the journal response or assignment and (c) consistent effort given.
5. Daily Journal in Moodle: Maintain a daily journal of significant experiences, reflections and questions emerging from field observations and interactions. Complete each journal in Moodle **by midnight**. I will respond to each entry, within your text, in ALL CAPS. I will sometimes write specific questions that I want you to answer each day.

FORMAT of daily journal entry:

Part A: **Heading: date, hours in the classroom that day, and a Heading** that sums up that day's experiences.

Part B: Running **description of day's events and what you did, what students did, what happened,** from the first hour to the last hour.

Part C: Selected episodes: "**What happened?**" Select episodes that had an impact on you or on the students, or select episodes that speak directly to the outcomes you are focusing on this week. Give details. Try to remember contextual variables as well as what was specifically spoken or done. Describe behaviors/actions as specifically and concretely as possible.

Part D: **Analysis** of episode(s). Reflect on the "why", the "importance", what this "taught you". "So, what is the significance of what happened?" and "What's next?" - What meaning does this have for your personal change?

Interpret each episode described in "c" above. Why was it significant? What feelings, attitudes, beliefs and thoughts were involved? What perceptions/perspectives were evidenced by the behavior of the stakeholders?

What did they learn? How do you know what they learned? What did you learn? What questions do you now have? What role do your own beliefs and attitudes play in interpreting these episodes? What beliefs or ideas do you have that are being challenged?

Part E: Respond to the instructor's questions from the night before. If I do not send you a question the night before, leave this blank.

6. Weekly Entry (Update on Objectives) in Moodle DUE: Week 1 (May 6), Week 2 (May 13). At the end of each week, complete the weekly Reflection in that week's Moodle folder.

a) your weekly progress on the two **personal objectives** that you wrote for yourself
AND

b) a one-page analysis of your progress towards two **course objectives** (Objectives 1,2,3,4,5,6 on p. 1 of your syllabus.). Choose two **different** course objectives, **each week**, to reflect on until you have covered the first 6 course outcomes listed page 1.

7. Final Entry Paper in Moodle (Due by May 19):

The paper is written as online text in Moodle in Week 3. The paper needs to include the follow sections:

- Reflect on your final progress toward **the final two course outcomes you have not yet addressed.**
- Reflect on your **final** progress toward your **2 personal goals** you chose. How did you "end up"?
- Write a judgment and **analysis** (describe and then analyze) of the top two learning experiences you had during PFE.
- Include a summary statement in your journal analyzing what you've learned, what happened to cause you to change (learn) and how you might generalize what you've learned to other teaching situations. Provide evidence of learning.

8. Teaching Artifacts in Moodle: Select 3 activities or artifacts that are use within your classroom that seem significant to the learning environment, classroom management, or a certain content area.

- 3 Artifacts: Upload 3 artifacts. Each artifact may be either a digital image of the artifact (eg. "time-out" center in a classroom) *or* a scanned image as a pdf of something that was a "paper" artifact (eg. A student's behavior card or a graphic organizer). If the file sizes are too large to accept all of the artifacts, then upload them in the Optional-Extra Storage Space for Artifacts assignment in Moodle.
- 3 Reflections as WORD documents: Write a **3/4 page minimum** reflection on **each artifact**. Describe the artifact, its use, its importance and its impact on the classroom. Explain **why** you will want to use this in your own classroom and what you learned from its use. How is it effective/why? Upload in Moodle.

Option: if you have difficulty uploading artifacts, you may submit to Lori in paper/photograph copy in person by the due date (or in August if your placement is 60+ miles from EMU).

9. Pre- and Post-sample: "A Concept Taught by my Instruction"

You are asked to include a pre- and post- sample of a student's work (without any name on it) showing progress because of your direct instruction. Analyze student progress and how your instructional strategies impacted the student's learning. Include in your portfolio:

- a. Pre test of student work----scanned pdf in Moodle
- b. Post test of student work----scanned pdf in Moodle
- c. Reflection paper as a WORD document, that states: objective of the lesson you taught, the level of progress the student showed and give evidence, and what parts of your instruction contributed to this student's progress. Analyze!
- d. Option: if you have difficulty uploading scanned pre- or post-tests, you may submit to Lori in paper copy in person by the due date (or in August if your placement is 60+ miles from EMU).

10. Bibliography: Read and write annotated bibliographies for any assigned readings that I assign to you during our journaling. Submit in Moodle.

11. Self-Evaluation: Complete the attached self-evaluation form, and submit to Lori Leaman in person at the final evaluation conference.

- ☐ **12. COOPERATING TEACHER'S EVALUATION:** double check that your teacher has completed/signed the evaluation and sent it in to Sara Halteman within one week after you finish the placement. You need to sign it as well! For a PASS in the course, you must receive a positive report/final evaluation from the field school supervisor (with no more than two "Needs Improvement" ratings).

13. Summative Conference with Professor: If your placement is within 60 miles of EMU, you will do a summative conference with Lori at EMU, by Friday following your last day (by May 20). Your grade will be submitted in May. If your placement is more than 60 miles from EMU, you are responsible to arrange a summative conference with Lori the **day before Fall Registration Day in August**. Your grade will be submitted in August.

FINAL CHECKLIST FOR *Pass* SCORE:

- ☐ Completion of 2 1/2 weeks (13 days, 6-8 hours/day) of full-day practicum with children/adults in the assigned specialty area.
- ☐ Submission of a reflective journal **on time** and with **appropriate entries**.
- ☐ Compilation of a e-portfolio in Moodle of artifacts, 13 journal entries, student work samples (pre- & post-), 2 Weekly reflections, and the final journal reflection. Completion of the EDS 381 Self-Evaluation form (not the CEC form).
- ☐ Receipt of a positive report/final evaluation from the field school supervisor (with no more than two "Needs Improvement" ratings).
- ☐ Participation in a culminating conference with the university supervisor reflecting on all work and assignments completed.
- ☐ To achieve a "pass" grade, a student must receive satisfactory ratings on all supervisory assessments and meet the five stipulations above. The portfolio must be completed to the professor by the date contracted: _____.

PFE KNOWLEDGE BASE

- deBettencourt, L. U., & Howard, L. A. (2007). *The effective special educator: A practical guide for success*. Upper Saddle River, NJ: Pearson.
- Denton, P., & Kreite, R. (2000). *The first six weeks of school*. Greenfield, MA: Northeast Foundation.
- Meisels, S., Harrington, H., McMahon, P., Dichtelmiller, M., & Jablon, J. (2002). *Thinking like a teacher*. Boston: Allyn & Bacon.
- Posner, J. G. (2000). *Field experience: A guide to reflective teaching*. New York: Longman.
- Reagan, T., Case, C., & Brubacher (2001). *Becoming a reflective educator*. Thousand Oaks, CA: Corwin.
- Roe, B. D., Ross, E.P., & Burns, P.C. (2002). *Student teaching and field experience handbook*. Columbus: Merrill.
- Shelton, C. F., & Pollingue, A. B. (2005). *The exceptional teacher's handbook: The first-year special education teacher's guide to success*. Thousand Oaks, CA: Corwin.