

Field Guide for ED-SPED 365

Field Experience in Special Education

Department of Special Education

College of Education

Boise State University

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Vision Statement: Boise State University College of Education

The College of Education will be a leader in integrated teaching and learning, the advancement of knowledge through research and scholarship, and the preparation of professionals who provide exemplary educational and related services to enhance the lives of individuals in a diverse global society.

Mission Statement: Boise State University College of Education

The mission of the College of Education at Boise State University is to prepare professionals using models that incorporate integrated teaching and learning practices to ensure high levels of knowledge and skill, commitment to democratic values, and the ability to work with a diverse population. As part of the only metropolitan institution in Idaho, the College of Education provides a collegial environment that supports a wide range of research and scholarly activity intended to advance knowledge and translate knowledge into improved practice at the local, national, and international levels. The College promotes the healthy development of society through outreach, partnership, and technical assistance activities that focus on organizational renewal. It advances the healthy development of individuals through a commitment to lifelong learning, wellness, personal excellence, and respect for individuals.

Conceptual Framework

Boise State University's conceptual framework, "The Professional Educator," establishes our shared vision in preparing educators to work effectively in P-12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and accountability.

The Professional Educator

Boise State University strives to develop knowledgeable educators who integrate complex roles and dispositions in the service of diverse communities of learners. Believing that all children, adolescents, and adults can learn, educators dedicate themselves to supporting that learning. Using effective approaches that promote high levels of student achievement, educators create environments that prepare learners to be citizens who contribute to a complex world. Educators serve learners as reflective practitioners, scholars and artists, problem solvers, and partners.

Defining Reflective Practice

While reflective thinking dates to ancient times, discussions of reflective practice continue to be associated with the work of John Dewey. In whatever way reflective practice is defined, Dewey recognized its power when he wrote:

...education upon its intellectual side, is vitally concerned with cultivating the attitude of reflective thinking, preserving it where it already exists, and changing looser methods of thought into stricter ones whenever possible. Of course, education is not exhausted in its

intellectual aspect; there are practical attitudes of efficiency to be formed, moral dispositions to be strengthened and developed, aesthetic appreciations to be cultivated.

Reflective practice requires professionals to step back from themselves and the situation to examine all aspects of the teaching/learning act, including essential dispositions. It implies that they use an empirical, analytical review of their teaching and that they employ a moral and ethical framework to guide their analysis and modification of teaching behavior.

Description and Purpose of ED-SPED 365 Field Experience in Special Education

Interns enrolled in ED-SPED 365 Field Experience in Special Education are typically at the junior level in their programs, and have been admitted to Teacher Education and have Upper Division status. They have elected to pursue a Pre-Endorsement (and perhaps full Endorsement) in Special Education. They have either completed or are concurrently enrolled in several special education courses, including the following:

- Exceptionality in the Schools
- Collaboration in School and Community
- Assistive Technology
- Access to the General Education Curriculum
- Comprehensive Literacy
- Assessment for Differentiating Instruction
- Differentiating Instruction for Academic Skills
- Differentiating Instruction in Content Areas
- Positive Behavior Intervention

In addition, most Interns in this block will have completed previous field experiences in the schools. The purpose of the ED-SPED 365 Field Experience in Special Education is to emphasize meeting the needs of students with disabilities in inclusive general education settings, integrating knowledge and skills acquired in the associated coursework in special education.

Interns enrolled in the ED-SPED 365 Field Experience are to spend three hours a week in a school. Most of the time will be spent in general education classrooms where students with disabilities are included; some time will also be spent in environments where special educators and paraeducators support students with disabilities. As part of their time in general education classrooms, Interns will provide instruction to a small group of students, at least one of whom is on an IEP. In this work Interns will complete three school-based projects: a profile of students (Appendix D), a study of collaboration with paraeducators (Appendix E), and a work sample targeting differentiated instruction (Appendix F). In addition, Interns complete a final reflection and synthesis paper (Appendix H).

Role of the Mentor Teacher(s).

Ideally the ED-SPED 365 Field Experience in Special Education is coordinated by two collaborating educators: a special educator and a general educator. Please help the Intern complete the ED-SPED 365 Field Experience in Special Education by doing the following:

- Review the assignments the Intern will be completing in the ED-SPED 365 Field Experience.
- Assist the Intern in collecting information about students in a general education classroom. At least one of these students should be on an IEP.
- Assist the Intern in using the student information to create a small group for the Intern to teach. At least one of these students should be on an IEP.
- Provide the Intern with the scope and sequence guides used in the general education classroom, and with informal or curriculum-based measurement tools used to measure student progress.
- Provide the Intern with an opportunity to talk with paraeducators and with access to any materials or guidelines typically used in collaborating with paraeducators in the school.

At the end of the experience you will be asked to complete an evaluation of the Intern's performance (Appendix I)

For more information about the responsibilities of the Mentor Teacher(s), please consult Appendix B.

Standards for Initial Certification

The Teacher Education Programs in the College of Education at Boise State University incorporates the Standards for Initial Certification of Professional School Personnel, approved by the Idaho State Board of Education in 2005. For further information, contact the Idaho Department of Education's Certification web site:

<http://www.sde.idaho.gov/certification/resources.asp>

Standards for ED-SPED 365 Field Experience in Special Education

Activities designed to measure the Intern's attainment of the standards are indicated following each standard.

Standard 1: Knowledge of Subject Matter

P2. The teacher implements best practice instruction across academic and non-academic areas to improve student outcomes. (SPED)

Assessments: Work Sample

Standard 2: Knowledge of Human Development and Learning

P3. The teacher identifies levels of readiness in learning and designs lessons that are developmentally appropriate. (CORE)

Assessments: Student Profiles, Work Sample

Standard 3: Modifying Instruction for Individual Needs

P1. The teacher identifies and designs instruction appropriate to students' stages of development, strengths, needs, and cultural backgrounds. (CORE)

P2. The teacher makes modifications to lessons for individual students who have particular learning differences or needs. (CORE)

Assessments: Work Sample

Standard 4: Multiple Instructional Strategies

P5. The teacher creates an accessible learning environment through the use of assistive technology. (SPED)

Assessments: Work Sample, Reflection and Synthesis Paper

Standard 5: Classroom Motivation and Management Skills

P7. The teacher analyzes the classroom environment, making adjustments to enhance social relationships, student self-motivation and engagement, and productive work. (CORE)

Assessments: Work Sample, Reflection and Synthesis Paper

Standard 7: Instructional Planning Skills

P2. The teacher creates short-range and long-range instructional plans, lessons, and activities that are differentiated to meet the developmental and individual needs of diverse students. (CORE)

P4. The teacher establishes student assessments that align with curriculum goals and objectives. (CORE)

P3. The teacher evaluates and links the student's skill development to the general education curriculum. (SPED)

Assessments: Work Sample

Standard 8: Assessment of Student Learning

D3. The teacher is committed to using assessment strategies and communicating results to promote student growth rather than limit student learning opportunities. (CORE)

Assessments: Work Sample, Mentor Teacher Evaluation

Standard 9: Professional Commitment and Responsibility

D3. The teacher is committed to ongoing reflection, assessment, and learning as a process. (CORE)

D5. The teacher is committed to seeking, developing, and continually refining practices that address individual student needs. (CORE)

D7. The teacher has enthusiasm for learning and the discipline taught. (CORE)

Assessments: Work Sample, Reflection and Synthesis Paper, Mentor Teacher Evaluation

Standard 10: Partnerships

K4. The teacher knows how to plan for the effective use of professionals, paraprofessionals, volunteers, and peer tutors. (CORE)

K7. The teacher knows how to train or access training for paraprofessionals. (SPED)

Assessments: Reflection and Synthesis Paper, Mentor Teacher Evaluation

Grading Procedures

ED-SPED 365 Field Experience is a one-credit pass/fail course. To receive a passing grade the Intern must provide evidence of:

- Consistency with agreed-upon tutoring hours and schedule
- Acceptable report on Student Profile
- Acceptable report on Collaborating with Paraeducators
- Acceptable report on Differentiated Instruction Work Sample
- Acceptable Reflection and Synthesis Paper
- Acceptable Evaluation by the Mentor Teacher (two parts)

Acceptable attendance requires that the Intern complete a minimum of 45 hours, which includes orientation meetings and seminars on campus and at the school. Tutoring hours at the school must be on-going throughout the semester, with at least 3 hours per week documented. Missed time is to be made up at the convenience of the Mentor Teacher. Acceptable attendance also means having rescheduled no more than two tutoring sessions for personal reasons, and/or having accumulated no more than two tardies.

The evaluation by the mentor teacher will focus on the personal and professional dispositions demonstrated by the intern.

Written projects and reports will be evaluated for completion of all components, accuracy and quality of understanding, critical thinking, and mechanics of written expression.

To receive a passing grade for this course the Intern must have completed all of the components at an acceptable or proficient level.

Appendix A

Glossary

Partnership: The relationship among Boise State University’s College of Education, Boise State University’s Colleges of Arts & Sciences and Social Sciences & Public Affairs, and local school districts. This collaborative effort exists to achieve several goals:

- Increase School Performance and Achievement of Children and Youth
- Prepare preservice teachers
- Initiate on-going Professional Development of University and School Personnel
- Initiate Inquiry and Reflection into Teaching Learning

Partners: Faculty and administrators at Boise State University and pre-kindergarten through 12th grade Partner Schools who work collaboratively to achieve the partnership goals.

Partner School: A pre-kindergarten through 12th grade school that is selected to work collaboratively with Boise State University faculty members to achieve the partnership goals.

Children and Youth: Students in pre-kindergarten through 12th grade.

Interns: Boise State University preservice teacher candidates in one of the four early field experiences, usually Sophomores and Juniors.

Mentor Teachers: Teachers in the pre-kindergarten through 12th grade schools who mentor preservice teacher candidates.

School Personnel: Teachers, administrators, and any other certificated or classified staff working in a Partner School.

Boise State University Faculty: Employees of Boise State University who hold the rank of instructor, assistant professor, associate professor, or full professor and who contribute to the education of preservice teacher candidates. May be assigned to the Colleges of Education, Arts & Sciences, or Social Sciences & Public Affairs.

Boise State University Liaisons: Boise State University faculty members who are assigned to a Partner School for the purpose of carrying out the goals of the partnership. This represents a significant proportion of their faculty load, generally requiring one day a week at the Partner School.

Appendix B

Personnel Guidelines

Guidelines for the Intern

Each Intern in ED-SPED 365 will observe and provide differentiated instruction to a small group of students, at least one of whom is on an IEP. At the end of the term each Intern is graded on (a) completing all required tutoring hours, (b) completing two school-based project reports (one targeting differentiated instruction and a second emphasizing collaborating with paraeducators), (c) submitting a final reflection paper, and (d) a final evaluation to be completed by the Mentor Teacher. While tutoring in the schools, Interns should remember that they are professional representatives of Boise State University.

The expectations for Interns in this field experience are as follows:

- Be punctual and consistent in attendance. Do not expect to leave early. Any missed time must be made up at the convenience of the Mentor Teacher.
- Work with the assigned student group for at least 20 – 30 minutes each week during the semester.
- Come prepared with a plan for each session with the student group.
- Keep a record of student performances.
- If possible provide a report of the session to the Mentor Teacher following the session and before leaving the building.
- Record the time worked with the group and ask the Mentor Teacher to sign the log following each session.
- Demonstrate professionalism through dress, behavior, and ethical practice.
- Recognize that the classroom is the ultimate responsibility of the Mentor Teacher, and that any variation from standard procedures should be discussed in advance with the teacher.
- Show loyalty to the assigned school and Boise State University.
- Attend scheduled seminars and orientation meetings.
- Maintain good health and safety practices.

The following suggestions are an additional guide for the Intern during the field experience:

- Commit to creating a positive experience for all concerned.
- Read the information that has been given, including the ED-SPED 365 field guide. Make notes and ask questions about parts that are not clear.
- Become familiar with the policies and procedures of the school and Mentor Teacher.
- At the beginning of the semester, discuss the outcomes of the ED-SPED 365 experiences with the Mentor Teacher and determine how and when the activities can be completed. Remember to ask to be assigned a group of students with whom you can spend time tutoring over a period of weeks.
- Take initiative and volunteer to work with students other than the assigned students by listening to students read, helping them with spelling or writing, using reference materials, and working at computers, and getting involved with creative projects.

- Grade papers occasionally; but when doing so, analyze errors and make notes on student misunderstandings for the Mentor Teacher.
- Reach out to others for ideas, resources and assistance to be successful in the completion of the assignments.

Guidelines for the Mentor Teacher

Ideally the ED-SPED 365 Field Experience in Special Education is coordinated by two collaborating educators: a special educator and a general educator. Please help the Intern complete the ED-SPED 365 Field Experience in Special Education by doing the following:

- Become familiar with the purpose of ED-SPED 365 and the requirements the Student Intern must meet to earn credit for this experience
- Help the Intern feel welcome and inform the students in the class about the role of the Intern.
- Assist the Intern in creating a small group of students, including at least one student one an IEP, for the Intern to work with for at least 20 minutes each week. Watch to make sure this is an appropriate match for the student in the class. (Interns should not do too much clerical/duty work, but spend most of their time working with students.)
- Help the Intern develop lessons and activities appropriate for the group of students, including the students with a disability.
- Provide the Intern with scope and sequence guides used in the general education classroom, and with informal or curriculum-based measurement tools used to measure student progress.
- Accept a tutoring report (oral or written) from the Intern following each session with his/her assigned student group.
- Provide the Intern with any materials or guidelines typically used for working with paraeducators in the school.
- As time permits, talk to the Intern about teaching practices and student needs.
- Sign the Intern's tutoring log each day at the end of the tutoring session. Do not sign the log if only asked to do so at a later date.
- Model good teaching and communication with students in the class as an example for the Intern.
- Be informed of the name and schedule of the University Liaison in the building with whom to communicate when needed.
- Have high expectations of professionalism for the Intern. This includes the following:
 - consistency with planned schedule of work;
 - punctuality and consistency in attendance;
 - appropriate behavior with students;
 - well-planned activities;
 - ability to maintain confidentiality;
 - appropriate dress.
- At the end of the Field Experience, please complete the Intern's Field Experience Evaluation Form (Appendix I).

Guidelines for the University Liaison

The University Liaison serves to monitor Interns, and provides a link with the Partnership School and the Director of Teacher Education. Expectations in this role are as follows:

- Act as a support to Interns and building staff;
- Assist in linking coursework goals and activities with the field experience;
- Monitor Interns' experience on a weekly basis;
- Trouble shoot with Interns, if the need arises;
- Document monitoring efforts and particular concerns;
- Relay performance information about each Intern to the field course instructor on a weekly basis; and
- Attend all University-affiliated seminars regarding the ED-SPED 365 Field Experience.

Guidelines for the School Principal

Here are some ways that the School Principal can assist in carrying out a successful Intern program.

- Accept as a major professional commitment the significance of the internship in the preparation of teachers.
- Assist in the selection of qualified, experienced, and professionally committed Mentor Teachers who are willing to provide meaningful experiences in their classrooms to Interns.
- Prior to the start of each semester, communicate with the Director of Teacher Education in the College of Education at Boise State University the number of Intern placements possible in the school and the appropriate times they could be used.
- Arrange with Interns, in their first contact, a time to discuss school expectations of their behavior and professional demeanor.
- Arrange specific Intern placements in classrooms or special programs.
- Provide an attendance sign-in notebook and require the Interns to sign in, including the time of arrival and departure, on each day they are in the school.
- Introduce the Intern to the classroom or special program teacher.
- Check periodically with the Mentor Teachers regarding the efficacy of the experience and the assignment.
- Report any problems to the University Liaison or the Director of Teacher Education.

Thank you for having Interns from the College of Education at Boise State University in your school.

APPENDIX D

Required Activity: Student Profiles

I. Class Characteristics (all students in the general education classroom):

1. Number of students in the class: _____
2. Approximate age range of students in the class: _____
3. Number of boys: _____ Number of girls: _____
4. Ethnicities that are represented among the students (check all that apply):

_____ American Indian/Alaskan Native	_____ Hispanic
_____ Asian	_____ Black, not Hispanic
_____ Pacific Islander	_____ White, not Hispanic
_____ Filipino	_____ Multiracial
_____ Other _____	
5. Number of students who are English proficient: _____
English Language Learners _____
6. The primary languages spoken in the homes of the students:
7. Resources that are available to assist you with students who are English Language Learners:
8. Special needs that are identified among the students (indicate number of students so identified):

_____ Blind or visually impairment	_____ Deafness or hearing impairment
_____ Developmental delay	_____ Emotional or behavioral disorder
_____ Giftedness	_____ Learning disability
_____ Physical impairment	_____ Speech/language impairment
_____ Other (specify) _____	
9. Resources that are available to assist you with students who have special needs:

II. Student Characteristics (students in the small group that is the basis for the work sample).

In completing this section, be sure to respect the confidentiality of student information by using first names or pseudonyms.

- **Pre-Assessment Student Achievement Results (students in the small group).** For each student in the small group use the table below to summarize her/his overall general level of achievement (readiness) in the curriculum area in which you will be developing the differentiated instruction work sample project.
- **Other Student Characteristics (students in the small group).** For each student in the small group gather information that may assist you in planning differentiated instruction. In the table below, summarize each student's interests and learning profile. Add comments about other unique characteristics that may assist you in planning. This will include, but not be limited to, information relevant to instructional planning that comes from the IEP (e.g., category of exceptionality, assistive technology needs, accommodations, adaptations, and other supports in general and special education, and behavioral intervention planning).

Suggested format:

Name	General Achievement/ Readiness	Interests	Learning Profile	Unique Characteristics

Appendix E

Required Activity: Collaboration with Paraeducators

As part of the ED-SPED 365 Field Experience in Special Education, Interns complete activities and prepare a report related to special education paraeducators. The goal is to enhance interns' knowledge and skill in using special education paraeducators effectively and in training and supervising paraeducators. This work is based in part on the coursework in ED-SPED 251 Collaboration in School and Community.

In doing this work sample project the Intern should work primarily with the special educator, who will arrange for access to school guidelines and materials related to paraeducators, as well as opportunities for the Intern to observe and interact with paraeducators as appropriate. Specifically, in this work sample project the Intern should do the following.

- A. Review the job description for special education paraeducators at your school. Describe the duties they are expected to perform.
- B. Based on your observations, are the activities of the school's special education paraeducators consistent with those outlined in the job description? Explain your thinking.
- C. Find out how special education paraeducators' time is scheduled in the school. What is their schedule? How much of the time is spent in general education classrooms? How is this determined? Summarize what you find out.
- D. Do special education paraeducators at your school receive any training? If so, briefly describe the content of the training and how it is provided.
- E. Interview the special and/or general educator to find out how special education paraeducators at the school are supervised and evaluated. Summarize what you find out.
- F. Interview one or more of the special education paraeducators at the school. How much experience have they had as a paraeducator? What advice would they offer a beginning special educator about the assignment of duties? Schedule? Training? Supervision and evaluation? Summarize what you find out.
- G. If possible and appropriate, and in collaboration with the special or general educator, provide directions for carrying out an instructional task to a special education paraeducator. If possible, ask for feedback. Summarize what you find out.
- H. Your written responses to A-G should be organized as Collaboration with Paraeducators Report.

Appendix F

Required Activity: Differentiated Instruction Work Sample

As part of the ED-SPED 365 Field Experience in Special Education, Interns design a work sample project featuring differentiated instruction for a small group of students, at least one of whom is on a IEP. This work sample project is based on the following coursework:

- ED-SPED 251 Collaboration in School and Community
- ED-SPED 252 Assistive Technology
- ED-SPED 351 Access to the General Education Curriculum
- ED-SPED 352 Differentiated Instruction for Academic Skills
- ED-SPED 353 Differentiated Instruction in the Content Areas
- ED-SPED 354 Assessment for Differentiating Instruction
- ED-SPED 355 Positive Behavior Intervention

In doing this work sample project the Intern should work primarily with the general educator. Specifically, in this work sample project the Intern should do the following.

Student Profile

- Reflect on the information you collected about your students in Appendix D.
- In collaboration with the general education teacher, identify one specific curriculum objective from the grade level standards that the small group of students need differentiated instruction on in order to be successful.

(Addresses Standards 2, 3, 8, 9)

Pre-Assessment

- Select, create, or review a curriculum-referenced tool that will be used for both pre-assessment and post-assessment for the small group lessons.
- Administer the pre-assessment tool to all students in the small group. If the classroom teacher has already administered a pre-assessment, access and review the data for the students in the small group.

(Addresses Standards 1, 3, 8, 9)

Differentiated Instruction: Plans and Materials

- Based on the student profile and the pre-assessment data, design differentiated instruction for the small group. At a minimum, the instruction should consist of a sequence of at least three lessons that address the targeted curriculum objective. Create plans and materials to carry out the instruction you have designed, utilizing specific strategies you have learned in ED-SPED 352 and ED-SPED 353 as appropriate. Lesson plan formats may vary but should satisfy your Mentor Teacher. The quality of the written plans and materials should enable others to implement your plans on days you are not at the school. At a minimum, your plans should incorporate the following:
 - The six tools of instructional principles (big ideas, conspicuous strategies, mediated scaffolding, strategic integration, judicious review, primed background knowledge).

- The differentiation of content, process, and/or product in light of students' readiness, interest, and/or learning profiles. Identify what, how, and why you are differentiating instruction.
- Assistive technology considerations, as specified on the IEP and as appropriate for the students' needs and the task demands.
- Implement the instruction you designed on the days you are present at the school. Make notes about what worked, what didn't, and how you might do it differently next time. Communicate the results of instruction to the Mentor Teacher as he or she desires.

(Addresses Standards 1, 2, 3, 4, 7)

Post Assessment

- Administer the post-assessment to the small group, using the same tool that was used at pre-test.
- Create a chart that compares the pre/post scores for each student in the small group.

(Addresses Standards 1, 3, 8, 9)

Reflection Paper

- Write a summary of the effectiveness of your plans on student learning as a **Differentiated Instruction Work Sample Report**. This report should include (but not be limited to) a section that reflects on the following topics:
 - How did you differentiate instruction for your small group of students?
 - What does your pre- and post-assessment data tell you about student learning?
 - What changes in assistive technology might have enhanced student performance?
 - Describe student behavior during instruction. If there were problem behaviors, how would you define the problems in observable terms? What specific events, times and situations are associated with the problem behaviors? What consequences might be maintaining the behaviors?
 - What have you learned about Differentiated Instruction, including assessment and design and delivery of instruction?

(Addresses Standards 1, 2, 3, 4, 5, 7, 8, 9)

- Hand in to your liaison the following project documents:
 - Student Profile (Appendix D)
 - Pre-assessments for all students in the class
 - Differentiated instructional plans and materials
 - Notes about instructional effectiveness
 - Post-assessments for students in the small group
 - Summary reflection paper

Appendix G

Work Sample Scoring Rubric

	Unsatisfactory (0) One or more characteristics below are present	Meets Expectations (1) One or more characteristics below are present	Exceeds Expectations (2) All characteristics below are present	Score
Student Profile (Standards 2, 3, 8, 9)	The instructional plans and materials fail to account for student characteristics identified in the Student Profile	The instructional plans and materials may account for student characteristics identified in the Student Profile, but evidence is general or vague	The instructional plans and materials clearly account for student characteristics identified in the Student Profile	
Pre-Assessment (Standards 1, 3, 8, 9)	Assessment tool is inappropriate for the curriculum goal, is administered with many or major errors, and reflects inadequate understanding of principles of assessment for differentiation	Assessment tool is generally appropriate for the curriculum goal, is administered with few or minor errors, and reflects adequate understanding of principles of assessment for differentiation	Assessment tool is clearly appropriate for the curriculum goal, is administered correctly, and reflects thorough understanding of principles of assessment for differentiation	
Differentiated Instruction Plans & Materials (Standards 1, 2, 3, 4, 7)	Plans unrelated to general education standards; plans do not match student data; plans reflect inadequate understanding of 6 instructional design principles and strategies for differentiating instruction And/or Many mechanical errors; errors detract from meaning and readability	Plans generally relate to general education standards; plans are partially based on student data; plans reflect adequate understanding of 6 instructional design principles and strategies for differentiating instruction And/or Several mechanical errors; errors do not detract from meaning and readability	Plans clearly relate to general education standards; plans are clearly based on student data; plans reflect thorough understanding of 6 instructional design principles and strategies for differentiating instruction And Strong command of standard written English with 0-2 mechanical errors	
Post-Assessment (Standards 1, 3, 8, 9)	Assessment tool is inappropriate for the curriculum goal, is administered with many or major errors, and reflects inadequate understanding of principles of assessment for differentiation	Assessment tool is generally appropriate for the curriculum goal, is administered with few or minor errors, and reflects adequate understanding of principles of assessment for differentiation	Assessment tool is clearly appropriate for the curriculum goal, is administered correctly, and reflects thorough understanding of principles of assessment for differentiation	
Reflection Paper (Standards 1, 2, 3, 4, 5, 7, 8, 9)	Task directions addressed incompletely; inadequate or erroneous understanding demonstrated; reflection is missing or minimal; interpretation of student progress contains many or major inaccuracies And/or Many mechanical errors; errors detract from meaning and readability	All task directions addressed completely; adequate understanding demonstrated; reflection demonstrates emerging insights; interpretation of student progress contains few or minor inaccuracies And/or Several mechanical errors; errors do not detract from meaning and readability	All task directions addressed completely; advanced understanding demonstrated; reflection demonstrates critical thinking; accurate interpretation of student progress And Strong command of standard written English with 0-2 mechanical errors	
Total Score				

Appendix H

Required Activity: Reflection and Synthesis

At the conclusion of the Field Experience in Special Education the Intern will complete a reflection and synthesis paper of one to two pages. This reflection paper should include the following components:

- What are the most important things general educators should know and do, if they are to provide differentiated instruction to students with disabilities in general education classrooms?
- What specific strategies for collaboration between general and special educators are useful in providing differentiated instruction to students with disabilities in inclusive settings?
- Are there overlooked opportunities for assistive technology that, if provided, would enhance learning and performance of students with disabilities in differentiated classrooms?
- What role do special education paraeducators play in making differentiated instruction successful for students with disabilities in general education classrooms?
- What kinds of behavioral challenges most interfere with the success of students with disabilities in differentiated classrooms? What behavioral supports are most useful to consider when attempting to include students with disabilities in differentiated activities?

Appendix I

Evaluation Form for Interns

ED-SPED 365 Field Experience in Special Education

For the Mentor Teacher: Thank you for providing an opportunity for a Boise State University Intern to work with students in your classroom. It is important for prospective teachers to have many opportunities to interact with elementary students. Your assistance in this valuable educational process is greatly appreciated. We need your perspective regarding the Intern's interactions with students.

This is a two-part evaluation. Part 1 addresses items of importance to the Department of Special Education; part 2 addresses dispositions important to the College of Education.

Part 1: Please complete the following form. Then either mail it to Boise State University, Dept. of Special Education, 1910 University Drive, Boise, ID 83725-1725, or give it to the Intern to forward to the course instructor.

Part 2: This field experience has been designated as one of two opportunities to evaluate professional dispositions of the candidate. Towards the end of the semester, either you or the intern will receive an email directing you to complete an evaluation online. A sample of the evaluation form may be viewed at <http://education.boisestate.edu/teachered/CandidateDispositions.htm>

Boise State Intern _____ Student Number _____

Year/Sem _____ School _____

Please circle an x in the appropriate column.

	Unsatisfactory	Meets Expectations	Exceeds Expectations
Is dependable and punctual	x	x	x
Has enthusiasm for the discipline taught	x	x	x
Is willing to cooperate and assist	x	x	x
Works well with individual students	x	x	x
Demonstrates initiative/self-motivation	x	x	x
Presents a positive attitude	x	x	x
Takes constructive criticism well	x	x	x
Shows promise as a future teacher	x	x	x
Prepares and presents lessons well	x	x	x
Assists student in learning	x	x	x
Appreciates planning as a collaborative activity	x	x	x
Is committed to ongoing assessment	x	x	x
Values ongoing reflection and self-assessment	x	x	x
Seeks to refine practice	x	x	x

Comments: (You may use the back if you need more space.)

Mentor Teacher's Name (Please print) _____

Mentor Teacher Signature _____ Date _____

Appendix J

Scoring Rubric for Final Grade in ED-SPED 365

All items must be Acceptable or Proficient for a passing grade

	Unsatisfactory (0)	Meets Expectations (1)	Exceeds Expectations (2)	Score
Attendance, punctuality	Less than 45 hours; late more than 2 times; more than 2 sessions rescheduled for personal reasons	45 hours; late no more than 2 times; tutored each week with no more than 2 sessions rescheduled for personal reasons	45 or more hours; never late; no session rescheduled (exception: reasons related to school calendar or school requests)	
Student Profile	Part I <u>or</u> II is incomplete; Part II reflects inadequate understanding of characteristics relevant to differentiation	Parts I and II are complete; Part II contains general information about each student and reflects adequate understanding of characteristics relevant to differentiation	Parts I and II are complete; Part II contains specific information about each student and reflects thorough understanding of characteristics relevant to differentiation	
Collaboration with Paraeducators Activity	Task directions addressed incompletely; inadequate or erroneous understanding demonstrated; reflection is missing or minimal And/or Many mechanical errors; errors detract from meaning and readability	All task directions addressed completely; adequate understanding demonstrated; reflection demonstrates emerging insights And/or Several mechanical errors; errors do not detract from meaning and readability	All task directions addressed completely; advanced understanding demonstrated; reflection demonstrates critical thinking And Strong command of standard written English with 0-2 mechanical errors	
Work Sample: Differentiated Instruction Project (refer to Appendix G)	Two or more unacceptable scores	No more than one unacceptable scores; mostly acceptable scores (5-7 points total)	No unacceptable scores; mostly proficient scores (8-10 points total)	
Reflection and Synthesis Paper	Task directions addressed incompletely; inadequate or erroneous understanding demonstrated; reflection and/or synthesis is missing or minimal And/or Many mechanical errors; errors detract from meaning and readability	All task directions addressed completely; adequate understanding demonstrated; reflection demonstrates emerging insights and some synthesis of coursework And/or Several mechanical errors; errors do not detract from meaning and readability	All task directions addressed completely; advanced understanding demonstrated; reflection demonstrates critical thinking and synthesis of coursework And Strong command of standard written English with 0-2 mechanical errors	
Evaluation by Mentor Teacher	Two or more items marked “needs work”	No more than one item marked “needs work”	8 or more items rated “outstanding”; no items marked “needs work”	
Total Score				

Final Grade:

Appendix K

Suggested Calendar

ED-SPED 365 Field Experience in Special Education

Semester: _____

Week	Activity	Reference	Check Off
1 Date:	<ul style="list-style-type: none"> *Meet with Instructor on campus *Call school and let the secretary know your scheduled time *Download and become familiar with Field Guide *Locate and read information about school and district on the internet, if available *Begin gathering signatures on Log Sheet 	Field Guide Appendix C	
2 Date:	<ul style="list-style-type: none"> *Begin placement at school *Learn about the school and the array of supports for students with disabilities *Finalize your general education classroom placement 		
3 Date:	<ul style="list-style-type: none"> *Observe in assigned general education classroom *Complete Section I of Student Profile 	Appendix D	
4 Date:	<ul style="list-style-type: none"> *Shadow and interview the Special Education paraeducator(s) *Complete the Collaboration with Paraeducators Activity and submit to the instructor, along with Scoring Rubric for Final Grade 	Appendix E Appendix J	
5 Date:	<ul style="list-style-type: none"> *Shadow the Special Education Teacher *Learn about differentiation and inclusive practices 		
6-15 Dates:	<ul style="list-style-type: none"> *Begin focus on your General Education classroom placement *Meet all students, especially those on IEPs *Identify small group of students for work sample activity *Complete Student Profiles, Part II *Work with Special Education teacher to become familiar with IEPs of targeted students *Work with targeted students and others, as assigned by your General Education classroom teacher 	Appendix D Appendix F	
7 Date:	<ul style="list-style-type: none"> *Assume on-going responsibility for teaching a small group of students, at least one of whom is on an IEP (work sample) *Notice the experiences of students with disabilities, in and out of the classroom *Continue other activities as assigned by your General Education classroom teacher 		
8 Date:	<ul style="list-style-type: none"> *Begin to plan the Work Sample project with your General Education classroom teacher *Schedule all components, including a minimum of 3 differentiated lessons, to ensure completion by week 15 	Appendix F	
Last week of campus instruction Date:	<ul style="list-style-type: none"> *Give the Evaluation Form to your General Education classroom teacher; ask him/her to return completed form *Begin Final Reflection Paper 	Appendix I Appendix H	
Finals week Date:	<ul style="list-style-type: none"> *Turn in required documents to instructor 	Appendices C, D, E, F, G, H, I, J	