

ED-SPED 250, Exceptionality in the Schools Field Guide

Scope and Purpose of the ED-SPED 250 Field Experience

The field experience associated with ED-SPED 250, *Exceptionality in the Schools*, provides students with school-based observation opportunities and educational experiences with students who have disabilities and are receiving special education services. In this field experience, students will spend a total of 45 hours (three hours per week) over the semester at an assigned school. During that time, students will complete a variety of experiences and assignments designed to deepen and enrich their knowledge of students with disabilities.

The assignments include the following:

- *School Demographic and Student Profile Report*
- *Student Observations Report*
- *Reflections*
- *Time Log*

Each assignment is further described below. Work submitted late may not be accepted. If late work is accepted, additional field expectations and/or grading penalties may be added.

Selection of Tutoring Student

You will be assigned to a school through the College of Education's Office of Teacher Education. You should help your classroom teacher understand you should be assigned to a **general education classroom** where you will work for part of the time with a student who has a disability. The classroom teacher you are assigned to will work with you to identify the specific student with a disability with whom you will be working. The student should be one who (a) has been diagnosed with a disability under IDEA regulations, or with a handicapping condition as defined under Section 504, and (b) is receiving special services or accommodations under either an Individual Education Plan (IEP) or a Section 504 plan.

It is the understanding of the public schools and Boise State University that enough information should be given to the Boise State University field experience students for them to be able to complete their work. Please comply with the specific policies of your assigned school on Boise State University field experience student intern access to student records. **Complete confidentiality on the part of the Boise State University apprentice concerning all student data is mandatory.** Violations of confidentiality are grounds for immediate dismissal from any Boise State University teacher education program.

Assignment Guidelines

In general, when in a field experience you should conduct yourself with the highest level of professionalism. You should use the present staff at the school as models for your dress, demeanor, and overall behavior.

In your work, you should complete and submit each assignment according to the timelines indicated below. The individual documents should be downloaded from the ED-SPED 250 Blackboard web site, completed electronically, and submitted according to the guidelines outlined on the Blackboard web site..

School Demographic and Student Profile Report. Schools vary widely along a number of characteristics. To become acculturated as soon as possible to your unique assigned school, you will gather and record basic school information (see ***School Demographic and Student Profile Report***). The classroom teacher should be able to identify the best source(s) of this information at that school.

In addition, a primary focus of this field experience is gain knowledge and skill in providing instruction to students with disabilities. To that end, you will be assigned one such student for the semester. Your work with this student begins with the completion of the ***Student Profile***, a summary of relevant student characteristics. This information should be gathered from your observations as well as reports from the student's classroom teacher or the special educator. (See ***School Demographic and Student Profile Report.***) **See course schedule for specific due date for this report.**

B. Student Observation Report. For the first two to four weeks of this field experience, you should observe the assigned student in a general education setting. Following that you will write up a ***Student Observation Report*** (maximum of three pages in length). (See ***Student Observation Report.***) **See course schedule for specific due date.**

After completing an initial observation period, you will complete one or more tutoring sessions each week with your student through the remainder of your field experience. The teacher should help you structure these tutoring sessions, which may be either individual (one to one) or in a small group. These sessions should target academic skill acquisition. You should use the UDL strategies, as well as other instructional approaches covered in ED-SPED 250 and elsewhere, to help you with these tutoring sessions.

You should prepare each weekly tutoring session to include the following components:

- **Goal/Objective.** What was the intended goal or outcome for this week's tutoring session? (As much as possible, this should be objective and data-based.)
- **Materials.** What materials were used in the tutoring session?
- **Procedures.** What were your instructional strategies used in the tutoring session?

- **Evaluation.** How did you evaluate the effectiveness of your tutoring session? (As much as possible, this should be objective and data-based.) Was the tutoring session successful? What (if anything) would you do differently?

C. Reflection Paper. At the conclusion of the semester-long field experience you will complete a reflection paper (maximum three double-spaced pages) (see *Reflection Paper*). **See course schedule for specific due date.**

This reflection paper should include the following components:

- What are your assigned student's primary strengths (academic, behavioral, personality, etc.)?
- What are your student's primary areas of needs?
- What are the two most important things you learned about students with disabilities?
- What are two strategies or accommodations for students with disabilities that you believe are most important for you to incorporate in your future work as an elementary educator?
- What are the two most important things you learned about yourself as a future teacher of students who have disabilities?

D. Time log. Please print off a hard copy of Appendix E, *Time Log*, and bring it on your first and every subsequent school. During each weekly school visit please keep a time log of your work, to be initialed weekly by the student's classroom teacher (see Appendix E, *Time Log*). A hard copy of this time log will be submitted to the course instructor at the end of the term. **See course schedule for specific due date.**

Assignments Grading

The three assignments in the ED-SPED 250 Field Experience (the *School Demographic and Student Profile Report*, the *Student Observations Report*, and the *Reflection Paper*) are cumulatively worth 100 points as follows.

• School Demographic and Student Profile Report	20 points
• Student Observations Report	30 points
• Reflection Paper	50 points
Total	100 points

School Demographic and Student Profile Report

Your name _____ Date report submitted _____

School Demographic Information

School name _____ School phone _____

Grade levels at the school _____ Number of students _____

Number of teachers at the school _____ Number of special educators _____

Percentage of student "free/reduced lunch" eligibility _____

Number of students on IEPs _____

Student Profile

Student name (first name only) _____

Student age _____

Student grade level (if applicable) _____

Student sex (boy/girl) _____

Student disability category (for special education eligibility) _____

Present levels of educational performance (an overall general sense of the student's most significant academic and behavioral strengths and needs).

Typical amount of time (if any) each day or each week that the student leaves the general educational classroom for specialized services.

Types of special education, specialized services, or adaptations/accommodations that the student presently receives.

Student Observations Report

During the first two to four weeks of observation, you should “shadow” and observe your assigned student, monitoring him/her in both academic and nonacademic (e.g., recess and lunchtime) settings. After this initial observation period, please prepare a **Student Observation Report**, with a maximum of three double-spaced pages. In that report please address each of the following points. Please use the suggested report outline structure (Roman numerals, capital letters, and bolded section titles) as below.

Your name _____ Date report submitted _____

I. Overall interactions between the student and the teacher. Specifically, comment on the following:

- A. In general, how does the student respond to general instruction provided to all students in the class?
- B. Does the teacher provide noticeable accommodations or adaptations in curriculum, instruction, and/or materials for this student? If so, describe them, and comment on how well (or poorly) the student responds to these accommodations or adaptations.
- C. How actively involved does the student seem in the overall classroom instruction?
- D. How much time does the student spend in inclusive settings? How much time does the student spend in “pull-out” settings?

II. Overall interactions between the student and peers. Specifically, comment on such issues as the following:

- A. Do other students seem to seek out this student, accept the student, or ignore or actively reject the student? Why do you believe this occurs?
- B. Describe the typical types of exchanges that you observe during these interactions.

Reflection Paper

Your name _____ Date report submitted _____

This three to five page double-spaced reflection paper should respond to the following issues:

1. What are your assigned student's primary strengths (academic, behavioral, personality, etc.)?
2. What are your student's primary areas of needs?
3. What are the two most important things you learned about students with disabilities?
4. What are two strategies or accommodations for students with disabilities that you believe to be most important for you to incorporate in your future work as an elementary educator?
5. What are the two most important things you learned about yourself as a future teacher of students who have disabilities?

Time Log

Your name _____ Date report submitted _____

_____	_____	_____
(date)	(number of hours)	(Teacher initials)
_____	_____	_____
(date)	(number of hours)	(Teacher initials)
_____	_____	_____
(date)	(number of hours)	(Teacher initials)
_____	_____	_____
(date)	(number of hours)	(Teacher initials)
_____	_____	_____
(date)	(number of hours)	(Teacher initials)
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(date)	(number of hours)	(Teacher initials)
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(date)	(number of hours)	(Teacher initials)
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(date)	(number of hours)	(Teacher initials)
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(date)	(number of hours)	(Teacher initials)
_____	_____	_____
(date)	(number of hours)	(Teacher initials)
_____	_____	_____
(date)	(number of hours)	(Teacher initials)
_____	_____	_____
(date)	(number of hours)	(Teacher initials)

Total number of hours _____. (For each 3 hour visit to the school you may add 30 minutes round trip travel time, so each visit is 3.5 hours. Also, you may add 5 hours preparation time cumulatively through the experience to reach the 45 hour requirement.)

I recommend that this student receive a passing grade for this field experience work.

Teacher signature

Date

Scoring Rubric for ED-SPED 250 Field Experience Assignments

	Acceptable	Unacceptable
School Demographic Report and Student Profile	<ul style="list-style-type: none"> • All requested information is included, and • All information is accurate, and • Assignment is submitted on time, and • The writing is professional. 	<ul style="list-style-type: none"> • All requested information is not included, or • All information is not accurate, or • Assignment is not submitted on time • The writing is not professional.
Student Observations	<ul style="list-style-type: none"> • All requested information is included, and • All information is accurate, and • Written report suggests thoughtful and reflective analysis, and • Assignment is submitted on time, and • The writing is professional. 	<ul style="list-style-type: none"> • All requested information is not included, or • All information is not accurate, or • Written report does suggests thoughtful and reflective analysis, or • Assignment is not submitted on time • The writing is not professional.
Reflection	<ul style="list-style-type: none"> • Reflection paper thoughtfully addresses all requested issues, and • Assignment is submitted on time, and • The writing is professional. 	<ul style="list-style-type: none"> • Reflection paper does not thoughtfully address all requested issues, or • Assignment is not submitted on time • The writing is not professional.
Time Log	<ul style="list-style-type: none"> • All dates are recorded with teacher signatures, and • At least 45 hours were logged over the semester, and • Teacher recommends Passing grade. 	<ul style="list-style-type: none"> • All dates are not recorded with teacher signatures, or • Less than 45 hours were logged over semester, or • Teacher does not recommend Passing grade.