Westminster
College

New Wilmington

Pennsylvania

Special Education
Field Experience III Guide
SED 572
SED 562

School of Education

Revised 9/17
School of Education Mission Statement

The mission of the School of Education at Westminster College is to prepare early childhood/special education and secondary education teachers who are distinguished by their subject knowledge, interpersonal capacities, pedagogical skills, and professional attitudes.

The School of Education seeks to create a community of learners in which stimulating and challenging expectations are addressed in a positive, caring, and encouraging environment which is respectful of all individuals. The faculty seeks to model the personal attributes and pedagogical practices which distinguish the teaching profession at its best.

Through study in the Westminster Plan, the Intellectual Perspectives, general course work, and professional education, students are encouraged to build a professional knowledge base. Meaningful classroom experiences, opportunities with children, and partnerships with schools and agencies enable students to make connections between academic work and the field of basic education.

Competencies are sought in content knowledge, understanding learners, instructional strategies, management, communication, planning, assessment, professionalism, and collaboration.

The nobility and significance of the preparation of professional educators is acknowledged as the demands for service to an ever-changing, diverse, global, and technological world increase.

Upon program completion, candidates will have acquired the knowledge, demonstrated the skills, and assumed the attitudes necessary to begin a teaching career along with the credentials necessary for initial certification.

The departmental outcomes are consistent with the standards, guidelines, and outcomes of the College and the Pennsylvania Department of Education.
To: Administrators of Home School Districts/Institutions/Agencies

Re: Special Education Field Experiences

From: Dr. Linda P. Domanski

School of Education, Westminster College

Dear Administrators,

Many of our Education students at Westminster College opt to pursue a Special Education Certification Track while completing their undergraduate program. The rich experiences required for this track includes a two-week long field component for either early childhood and special education, or 7-12/K-12 Secondary Education minors served in a typical “special education” setting.

We suggest that students contact home school districts, institutions, or outside agencies, to inquire about placements in Learning Support, Life Skills Support, or Emotional Support classrooms. During the experience, students will assist the classroom teacher, academically support individual students, prepare and teach two lessons for small groups, and complete observations of related service personnel and programs as time allows.

Your support of this Field Experience is greatly appreciated. It is our hope that as a result pre-service teachers will gain an appreciation for students who have exceptionalities and further their understanding of special education services. A list of expected and suggested activities has been provided in this Field Experience/Internship Handbook. We are grateful for your assistance in helping us prepare highly qualified dual certification teacher candidates.

Please contact me if you have any questions or concerns at (724) 946-7182.

Email: domanslp@westminster.edu or FAX (724) 946-6180.
Overview

SED 572/SED 562 Special Education Field Experience III

The Special Education Field Experience III is designed to be the second two week (or 80 hour) field experience that students who are enrolled in Westminster’s teacher certification programs undertake. This experience is typically completed during the junior year in January, between semesters, near the student’s place of residence. With special permission from the instructor, this field work may be performed at other times during the academic year as determined on a case-by-case basis, or in the senior year during January prior to student teaching.

For this experience, students usually opt to enter either their home or a neighboring school district, or they seek a placement in an institutional or agency-based setting to fulfill the requirements of this course. Placements in K-12 schools must be in Learning Support, Emotional Support, Autistic Support, or Life Skills classrooms under the supervision of duly certified special education personnel at the grade levels for which the teacher candidate is seeking certification (e.g. PreK-4, 7-12).

**Note: Inclusive classrooms are typically not acceptable placements for this field experience.**

Competencies addressed in this course:

- Students will obtain hands-on experiential learning through interactions with learners who have special needs
- Students will increase their knowledge of developmental stages of learners in their respective settings
- Students will apply a variety of instructional and behavioral strategies to effectively teach the learners in their setting
- Students will practice effective classroom management skills
• Students will create a positive classroom environment in which the learners can achieve success

• Students will demonstrate the necessary skills to work in collaboration with peers, teachers, parents and administrators

• Students will demonstrate knowledge of a variety of instructional techniques in lesson design and implementation procedures

• Students will provide evidence of their ability to differentiate curriculum and procedures for learners who have special needs

Meets. V. Effective Instructional Strategies for Students with Disabilities in Inclusive Settings:

D. Provide feedback at all levels to increase awareness of student areas of strengths/concerns
F. Identify and implement instructional adaptations based on evidence-based practices
G. Analyze performance of all learners and make appropriate modifications
H. Design/implement programs that reflect knowledge/awareness/responsiveness to diverse needs
I. Use research supported methods for academic/non-academic instruction for students
J. Develop and implement universally designed instruction
K. Demonstrate understanding of the range and appropriate use of assistive technology

• Students will gain knowledge or assessment instruments, practices, and interpretation and use of same for instructional purposes Meets. III. G. Create instructional plan using individual student assessment information, and III. H. Analyze and interpret formative assessment (CBA).

• Students will demonstrate an understanding of, and apply, FERPA (Family Education Right to Privacy Act) and other privacy laws requiring confidentiality in all educational interactions with students, families, and community.

• Students will demonstrate effective advocacy procedures

• Students will promote positive relationships to support collaboration and partnerships in order to effectively implement the IEP in place for the learners in their placements

• Students will identify methods to increase knowledge and pedagogical skills through participation in meaningful professional development throughout the semester and while they are in their placement

• Students will demonstrate integrity, ethical behavior, and professional conduct as stated in Pennsylvania’s Code of Professional Practice and Conduct for Educators; and local, state, and federal laws and regulations pas expected by the Districts or institutions and as examined in EDU 231 and SED 201 and other education courses

• Students will implement procedures and legal requirements for safeguarding student health and welfare and follow the expected procedures in place
Students will display a working knowledge of the PA Teaching Standards, Code of Ethics, and follow school policies, procedures, and professional expectations always.

**Professionalism**

Your preparation, promptness, positive attitude, and professional attire are all a reflection of your commitment to teaching and Westminster’s educational program. It is important that you are ready to work with students every day so that you gain the maximum benefit from the experience.

If you are ever ill and can not attend one day, you are to leave a phone message with your field experience teacher at the school office and call your college-based supervisor by 7:45 a.m. at the college extension. Make-up days for any absences will be arranged as necessary.

**About the Field Experience/Internship**

Under the supervision of a certified special education classroom teacher, the student will spend **two weeks** or more in a learning support, emotional support, or life-skills support classroom, or other approved residential or special day school classroom setting. Students select a site that corresponds with the certification grade levels they are seeking, e.g. PreK-4 and PreK-8, or 7-12. The Education Department professor who oversees this field experience must approve all sites [Dr. Domanski].

**Classroom Observational Notes and Reflections**

The student is responsible for keeping a journal that includes observational reflections of learning events throughout the classroom day. The journal should be a 2-3 page “reflection” on the entire experience. Possible Questions to be answered in your Reflection can include but not be limited to:
1. Learner development and Individual Learning Differences: How did you provide meaningful and challenging learning experiences for all students?
2. Learning Environments: How did you provide a safe, inclusive, culturally responsive learning environment so that all students were active and effective learners?
3. Instructional planning and strategies: How did you select, adapt, and use a repertoire of evidence-based instructional and developmentally appropriate strategies to advance learning of all students?
4. Communication: How did you encourage communication of ideas and explanations among your students? What modes of communication did you promote-verbal, written, etc. and why?
5. Collaboration: How did you collaborate with families, other educators, and related service providers to address the needs of your students?

Additional relevant experiences for Westminster students include but are not limited to observing parent-teacher conferences, IEP meetings, MDT meetings, Pre-referral intervention meetings, IST, RTI, or Child-Study Team meetings. Reflections regarding these experiences are generally included in the weekly journal (with names of the student omitted). Confidentiality is a must as per FERPA guidelines.

The student will ask permission to examine various regulatory forms and guidelines used in the individual district settings. Due to confidentiality issues, it is understood that many districts do not allow access to the records of individual learners who have special needs.

**Lesson Plans and Activities**

All field experience students are asked to actively plan and implement a minimum of two (2) differentiated lessons for a small group or for individual students. All lessons will be discussed with and approved by the classroom teacher before presentation. You will upload your lesson plans to a drop box folder on the D2L Course Website.
Related Observations

The student is asked to visit and write observational notes for a minimum of 5 settings/classes in the school district (observing a known student with special needs when possible) selected from the categories listed:

- Recess
- Dismissal/Bus Duty
- Cafeteria
- Homeroom
- Remedial Math (Title I programs)
- Occupational Therapy
- Remedial Reading (Title I programs)
- Emotional Support classrooms

- Art
- Music
- Computer
- Library
- Gifted and Talented
- Speech & Language
- Adaptive/General
- Physical Education
- Life Skills Support

*These observations should be an anecdotal record of the environment you are observing OR a specific child you are observing across 5 different environments. No more than ½ a page, double-sided in length.

Wrapping it Up

A final report and evaluation of the student (sent directly to Westminster) is required to be submitted by the school-based supervisor who hosted the field experience. Your supervisor will receive this evaluation form once the student has completed all of the paper work for the field experience and returned the paperwork to the Career Center. Remember to register for the course prior to the start of the semester in which you plan to complete the field experience.

Instructor: Dr. Linda P. Domanski, OM 309 A, 724-946-7182, domanslp@westminster.edu
NOTES:
Instructions Plan for a Single Lesson

Name:____________________________________ Date:____________ Grade:_________

Subject/Topic__________________________________

Objectives: (Observable and Measureable – action verbs)

The Students Will Be Able To (TSWBAT):

1. 

2. 

Standards: (What PA Standards/SAS/Common Core Standards aligned or Alternative Standards or Eligible Content do the objectives above support? Add standards as needed.)

1. 

2. 

Instructional Materials: (Include all materials, technology, etc.)

1. 

2. 
**Introduction:** (Attention Getter, Anticipatory Set, “Hook”, Motivate)


**Procedures:** (Step by step bullets of how your lesson will develop. Include questions you will ask and examples you will provide)

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**Closure:** (A brief wrap-up of questions for students to check to see if they met your objectives. Not a place for assignments or homework (they are included at the end of “procedure”)

1. 
2. 

**Assessment/Check for Understanding:** How will you measure if the students have met the lesson objectives?)

1. 
Adaptations/Considerations: (What modifications could you make to lesson procedures, materials or assessment?)

1. 

2. 
Expectations for Professionalism

Appearance:
Females wear conservative clothing (finger tip rule)
Males wear shirts and ties and are clean-shaven
All apparel neat and clean (tucked in and ironed)
Eliminate excessive facial/body piercing
Always be clean and well-groomed with no visible tattoos

Attitude:
Be positive! Smile!
Be an encourager
Accept constructive feedback from others well
Be approachable
Always be honest with everyone

Responsibilities:
Be there, and be prompt in all you do
Be prepared! Be reliable
Follow all school policies and expectations
Volunteer and participate in extra activities
Avoid gossip; follow the Golden Rule
For Classroom Field Experience Teachers:

A “To Do List”

Have students:

Support small group instruction
One-on-one tutoring
Give a spelling (or other) test
Teach a pre-determined lesson using your content
Design and teach a lesson in a content area
Read with or to students
Listen to students read
Assist with seatwork, editing
Assist with grading
Create a bulletin board
Accompany students to their classes
Visit “specials” with the class
Spend time with related service personnel (Speech & Language, VI, HI, OT, PT, etc.)

Eat lunch with the students and with the faculty
Share hall, lunch room, or bus duties with classroom teacher
Sit-in on IEP or other special education meetings (with permission of the school and the family)
Procedures for Field Experience/Internship

1. The student is to attend a mandatory planning meeting on campus in the fall of their Junior year for information, then contact a school district, institution, or agency of their choice to arrange for the experience.

2. The student will present a Westminster College Application for field experience/internship for your signature.
   a. The application lists the description of the work assignment.
   b. The starting and ending dates of the field experience are determined.

3. Students are graded on the basis of a supervisor’s evaluation report that is sent to all school-based supervisors from our Career Center during the time of the field experience.

4. The supervisor provides ratings for quality of work, professionalism, adherence to PA Teaching Standards and Code of Ethics, attitude, initiative, dependability, cooperation, and judgment/problem solving skills demonstrated by the student. A letter grade may be suggested, although the experience is graded as an “S” or “U” for college purposes on the student’s transcript.

5. The supervisor relays comments about the student’s performance strengths and areas that are viewed as needing improvement on the final evaluation.

6. The supervisor completes the evaluation form and returns it to the college promptly once the student has completed the field experience/internship.