Westminster College
New Wilmington
Pennsylvania

Special Education
Field Experience III Guide

SED 562
PreK-8
SED 572
Secondary

School of Education

Revised 4/18 for AY 2018-19
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 Experience

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 one week long (or 5 days total) 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 teacher certification 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 562/SED 572 Special Education Field Experience III

The Special Education Field Experience III is designed to be the second one week long or 5 days total (40 hour) field experience that students who are enrolled in Westminster’s teacher certification programs undertake. This experience is typically completed during the semester as part of the regular credit hours taken in either the sophomore or junior year, or in-between semesters in January, near the student’s place of residence. Another option would be to complete the experience in May during the Summer I term for a fee of $250.

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:

A. Provide feedback at all levels to increase awareness of student areas of strengths/concerns
B. Identify and implement instructional adaptations based on evidence-based practices
C. Analyze performance of all learners and make appropriate modifications
D. Design/implement programs that reflect knowledge/awareness/responsiveness to diverse needs
E. Use research supported methods for academic/non-academic instruction for students
F. Develop and implement universally designed instruction
G. 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) for PDE Guidelines.

• 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 as 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 cannot 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 must be arranged.
About the Field Experience

Under the supervision of a certified special education classroom teacher, the student will spend one week (or 5 days/40 hours total) 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 to 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 Plan(s) and Activities**

All field experience students are asked to actively plan and implement a minimum of one (1) differentiated lesson for a small group or for individual students. Teaching of an additional lesson is highly recommended. Lesson topics and details 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 saved by your last name at the end of your field work.

**Related Observations**

The student is asked to visit and write observational notes for a minimum of 3 additional 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)
- Adaptive/General Physical Education
- Art
- Music
- Computer
- Library
- Gifted and Talented
- Speech & Language
- Life Skills Support
- Emotional Support classrooms

*These observations should be an anecdotal record of the environment you are observing OR a specific child you are observing across 3 different environments. No more than ½ a page, double-sided in length, for each separate observation.*
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 supervising college faculty member. Remember to register for the course prior to the start of the semester in which you plan to complete the field experience. When you have completed your field experience, your supervising teacher in the field will fill out and send back an evaluation form about your performance to your college-based supervising faculty member.

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

I. **Big Idea**
   A core concept, principle, theory, or process that should serve as a focal point of curriculum, instruction, and assessment

   Ex. People adapt to their environments

II. **Reference to PA and Common Core Standard(s)**

III. **Essential Question**
   A provocative question designed to engage student interest and guide inquiry into the important ideas in a field of study. Reflect the key understanding you want your students to have after they have completed your curriculum.

   Ex. What does it mean to adapt to your environment?

IV. **Lesson Objectives**
   State behaviorally specific lesson objectives. What do you expect the students to be able to know or understand from this lesson? Objectives should be observable and measurable. Objectives* (ABCD format; strong, measureable verbs with concise stems, Refer to Bloom’s taxonomic levels)
   A (Audience)
   B (Behavior)
   C (Condition)
   D (Degree)

V. **Assessment/Evaluation**
   State how you will evaluate or assess the students’ performance and mastery in terms of each objective. Note: Every learning experience provided during the lesson is for the purpose of developing or evaluating the stated objectives.

   FORMATIVE
   SUMMATIVE

VI. **Materials**
   Note a list of instructional materials to be used during the lesson. (Include texts, pictures, audio visuals, manipulative materials, etc.)

VII. **Instruction**
   A. Introduction (Anticipatory Set)
      State how you will focus students’ attention on the lesson. How will you activate the students’ prior knowledge of the lesson topic?
B. **Lesson Development (Activities, Procedures)**
State the procedures and activities you will use to develop the lesson. Include such things as modeling, describing, giving examples, discussions, demonstrations, problem solving procedure, checking for understanding, guided practice, independent practice, etc. This section should be step-by-step procedures that you will use to present the lesson.

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C. **Closure/Summary**
State how you will bring the lesson to closure. This part of the lesson should reinforce the major objectives. It consolidates and draws attention to the end of the lesson (review, checking for understanding, questioning, etc.).

VIII. **Adaptations, Modifications, UDL (Universal Design for Learning) and Extension Activities**
What instructional techniques will you use to address all learning characteristics present in your class?

IX. **Interdisciplinary Connections**
How could this lesson tie into other disciplines?

X. **Self-Evaluation**
How did I do with the lesson? What changes would I make to produce better results and could be used in subsequent lessons?
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

1. The student is to attend a mandatory planning meeting on campus in the fall or spring of their Sophomore or 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 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 School of Education supervision faculty member 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-based supervisor promptly once the student has completed the field experience.
NOTES: