**EDU4004/EDT4004/EDU6002 Fieldwork**

**Fieldwork for Foundations of Special Education**

**Fieldwork (28% of grade)**

* The fieldwork portion of this course requires 20 clock hours of observation and participation specific to special education observations of students being serviced on an Individual Education Program (IEP). Candidates will observe students on IEPs in self-contained special education environments, a pull out resource environment, or a push-in inclusive general education environment. Candidates will complete 10 hours of observations and 10 hours of videos which support the course content and standards. The list of video options will be emailed to candidates the first week of the course.

* Candidates employed as a teacher of record on an intern credential, PIP/STSP permit, or in a private school setting may complete 10 hours of observations and 10 hours of videos which support the course content and standards. The list of video options will be emailed to candidates the first week of the course.

 **ACTIVITIES FOR FIELDWORK**:

As part of your twenty (20) hours of participation in a classroom that serves students with special needs, you will:

1) Observe the host teacher providing IEP goals instruction.

2) Create a qualitative analysis of school support structures.

3) Interview with the host teacher.

**Classroom Observation**:

Please reflect on the following as you observe a lesson.

* Goals and objectives of the lesson
* Academic levels of students
* Materials used
* Differentiation strategies used by teacher
* Progress monitoring tools used by teacher
* Grouping of students

**Qualitative Analysis of School Support Structures**:

Students will be required to conduct a Qualitative Analysis of a range of school support structures that operate to assist students who have diverse learning/behavioral needs. These school support structures include the Multi-Tiered Systems of Support (MTSS), IEP Team, and 504 Planning Team. The Analysis needs to include an evaluative comparison of all **three** of the aforementioned school support structures. The Analysis will include descriptions of how each process operates at the school site and compare and contrast the three support structures as intervention processes for special populations. Include a discussion of the similarities and differences between each team/process, including (but not limited to) the following:

1. Distinguish the overarching goal of each of the teams - - why does each team exist?

2. Delineate the members of each specific team and their roles during the team meeting and implementation phase of intervention plan.

3. Illustrate the steps involved in designing and implementing the intervention plans common to each of the four teams.

4. Provide sample artifacts related to the team/intervention program (e.g., blank forms, documents).

5. Reflect on how laws and regulations promote positive behavior, self-regulation, and safe schools.

The final product should be approximately (a) 10-15 slide presentation, (b) a 4-5 page paper (not including sample artifacts), (c) a 3-4 page chart, or (d) a 5-7 minute video presentation.

**Interview of the Host Teacher**

Candidate will complete a comprehensive interview of the host teacher gather information on:

1. How the teacher consults with general education teachers.

2. How the teacher collaborates with: paraprofessionals, parents, other teachers, DIS providers and any other major stakeholders.

3. How does the host ensure privacy is protected for their students?

4. How the host teacher plans, designs, implements, monitors instruction through assistive technology.

\*\*\*\* Please submit the three required course fieldwork forms (Demographics Information, Host Teacher Form, and Evaluation Form) to the Field Experience Coordinator in Taskstream. Host Teacher and Demographics forms are due the 3rd week of the quad, Evaluation log is due no later than the last Friday of the quad. Late forms may not be accepted.

***Fieldwork is a substantial component of this course. Therefore, failure to complete fieldwork and submit completed fieldwork documents will result in a grade no higher than a C- for the course. A grade of C- or lower will necessitate the repetition of the course.***

**Teacher Candidate Field Experience Professional Standards**

Point Loma teacher candidates are expected to present themselves in a professional manner at all times while completing field experience requirements.

1. Always have students refer to you as Mr./Ms. while using your last name.

2. Always wear appropriate clothing, including shoes, when visiting school campuses. Please follow all campus dress code guidelines.

3. Always seek the host teacher to determine how involved he/she will want you to be with his/her students.
4. Always consult with your host teacher to set up any case study or assessment documentation and make sure the host teacher is nearby when you complete coursework activities. Never be alone with a student anywhere on campus.

5. Always refrain from physical interaction (shoulder touching, arm touching, etc.) with students. High fives and handshakes are appropriate depending on student grade level.

Always be conscious that you are on a job interview from the moment you enter a campus to the moment you leave. You are representing yourself as well as Point Loma Nazarene University.