

Materials for  
Professional Semester III  
EDS 473

Special Education Field  
Experience



College of Education and Human Services  
 Nunn Drive  
 Highland Heights, Kentucky 41099  
[www.nku.edu](http://www.nku.edu)  
<http://coehs.nku.edu/>

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August 19, 2014

Dear Cooperating Teacher,

Thank you for agreeing to give a special education undergraduate student an opportunity to work and learn with you this Fall. Your willingness to participate as a mentor is a valuable contribution to the profession, and we are truly grateful to for opening up your classroom and volunteering your time to support a future intervention specialist. We recognize that having another person in the classroom requires some accommodations, but sincerely hope you will find the practicum student's presence a benefit to your educational program.

If this is your first time supervising an NKU student, the Teacher Education Department faculty created a brief orientation video and information for cooperating teachers that you may find helpful. These resources can be accessed via this link: <http://coehs.nku.edu/departments/teachered/field-experience.html>

### **The Field Experience Schedule**

The NKU practicum student will begin her/his practicum experience in your classroom on Thursday, **September 4<sup>th</sup>**, and will continue with you for two days a week (Tuesdays and Thursdays) through November 14<sup>th</sup>. There will be two weeks when the student will be at your school every day, the first from October 27<sup>th</sup> - 31<sup>st</sup>, and the second from November 10<sup>th</sup>-14<sup>th</sup>. A calendar has been included for your convenience.

Please note that the **NKU student should follow your school calendar for holidays, professional development days, and snow days**. The students will be expected to arrive at your school in the morning at the time you designate, and remain with you for **3 – 3 ½ hours per day**. You and the practicum student can decide on variations of this schedule based on your needs and teaching schedule. If you have any questions or concerns about any of the NKU student assignments or calendar, please contact me and I will provide clarification or make appropriate modifications as necessary.

### **Your Responsibilities as a Cooperating Teacher**

#### Select a Target Student

As a cooperating teacher for this field experience, we ask that you do several things. Aside from providing **support and guidance** to our NKU practicum students, we request that you **select a student from your case load for the NKU practicum student to work with for at least part of each visit to your school**. The NKU practicum student must complete a records review and three child study reports on the child assigned to him or her. However, the practicum student may, and hopefully will, also work with other students with special learning needs. More information about their required assignments is on the enclosed activity list.

#### Provide Opportunities to Teach

This is the NKU student's final field experience prior to student teaching. **Please provide opportunities for the student to be teaching or working with students every day**. The hands-on experiences are invaluable to undergraduate students for making connections between what they are learning in the college classroom and the real-life work of teaching.

#### Observations and Feedback

*Northern Kentucky University is:  
 An equal opportunity institution.  
 An NCATE Accredited Institution  
 A CEC Accredited Special Education Program*

Although you will be informally observing and supporting the NKU student each day of the field experience, we ask you to complete **two formal observations** of the student's teaching. This can be teaching done in a one-to-one situation, small group instruction, whole group in a resource setting, or co-teaching in general education.

You will receive links to *Foliotek*, the electronic system NKU uses for documenting student field and clinical experiences. After your observations, review the observation with the NKU student, providing her/him with valuable feedback based on your expertise. Then upload the observation results in *Foliotek*.

### Evaluation

Your input on the performance of our students is very valuable to us. We ask that you complete a **formal evaluation** of the student as well as a brief **dispositions assessment** of the NKU student at the end of the semester. Both of these will be used to assist in determining the practicum student's progress as a result of her/his field experience with you. A link will be sent to you via email to upload your responses. Please upload your feedback by November 21<sup>st</sup>. If you need assistance, please do not hesitate to ask.

### Video-Recording

The practicum student will also be asked to video-record one lesson she/he teaches in order to conduct a self-critique of her/his teaching. The video will not be viewed by anyone other than the practicum student, and will be used only for her/his own self-assessment. We have some technology on campus available for loan to students, or the student may use her/his own equipment, or borrow equipment from your school if available. Please **assist the practicum student in planning for and recording one of their teaching opportunities**. This lesson can be one of the lessons of which you are conducting a formal observation.

## **What You Can Expect From Me**

### Observation of Teaching

Throughout the next 12 weeks, **I will visit your classroom at least one time to observe the NKU practicum student**. I hope to perform the observation with a minimum amount of disruption to you and your students. The purpose for conducting classroom observations is to evaluate the progress of the NKU student doing fieldwork in your classroom. I will not be there to observe *your* classroom teaching, so I would like to set up a time when the practicum student has some teaching responsibilities.

I have given the practicum student a suggested date for the observation. **You practicum student is expected to share that date with you and then work with you to determine the best time for my observation**. In some instances, I will need to schedule observations of two separate practicum students in the same school building, so help with coordinating these observations is appreciated. If the suggested date is not convenient, please let me know so we can reschedule.

### Communication and Follow-up

My goal is to respond to all communication promptly, and to provide you with the information you need to feel comfortable with the field experience. **Collaboration and communication** is a vital aspect of the NKU field experience, and I want to partner with you to support your work and the work of the NKU student.

Please let me know if you should have any concerns, or if you observe your practicum student doing extraordinarily good work. Your suggestions and observations concerning this field experience, including the assignments, will be helpful to us as the special education program faculty reflect on our experiences this Fall and make plans for next year. E-mail is generally the best way to contact me, since I am frequently out of the office teaching and observing students.

You can expect that **I will follow-up on any concerns you might have in a timely manner**. I want this to be a positive experience for you and your students as well as for the NKU student, so rest assured I will do all I can to make that a reality.

Once again, thanks for your help and support of our program. I am looking forward to working with you this semester.

Sincerely,

*Missy Jones*

Missy Jones. Ph.D.  
Professor of Special Education  
Mathematics, Education and Psychology Building, Room 286  
(859) 572-1423 (office)  
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## NKU SPECIAL EDUCATION FIELD EXPERIENCE STUDENT ACTIVITIES AND ASSIGNMENTS

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### **I. Complete one comprehensive educational assessment of a child including:**

- Interviews/conversations with the child's teacher and the child to determine strengths, interests, and educational and socialization needs
- Review of records for background information
- Performance assessment - Use observation, curriculum based assessment, or other activities while teaching to obtain information on student's strengths and behavior, learning strategies, other age appropriate skills, oral expression, written expression, listening, math calculation, math reasoning, basic reading skills, and reading comprehension
- Use a norm referenced assessment with one student in the practicum setting.

### **II. Teach a student specific academic skills by performing the following tasks:**

- Plan and implement at least four formal lessons with lesson plans (can be individual, small group, or whole class).
- Have two formal observations of teaching, one by the cooperating teacher and one by the university supervisor.
- Conduct individual lessons using at least three different instructional techniques throughout the semester (e.g., multisensory techniques, metacognitive strategies, adaptation of activity size or level) to support the learning of one student.
- Monitor academic progress of a student in a specific skill area - (this may be through observation, checklists, anecdotal records, computerized data or analysis of work samples)
- Determine effective instructional strategies to use with a specific student.
- Have self video-recorded while teaching and perform a self-evaluation of teaching strengths and areas for improvement.

### **III. Develop a behavior intervention plan for one student that includes:**

- Selecting a target behavior and defining it in observable and measurable terms (the behavior can be related to an academic skill or to a social behavioral excess or deficit)
- Selecting an appropriate data collection system that matches the relevant dimensions of the target behavior
- Designing an intervention (treatment plan) that can be implemented in the limited amount of time offered through this practicum that utilizes a contingency for reinforcement as well as other appropriate treatment options

- Implementing the treatment
- Monitoring the child's progress including developing a behavioral graph to visually display the child's performance data

#### ***IV. Conduct a Shadow Study of an Instructional Assistant by:***

- Asking an instructional assistant (IA) in your building to gain permission to shadow her/him to get a better understanding of the jobs and responsibilities an instructional assistant has.
- Following the instructional assistant throughout her/his daily activities for one to two hours, documenting the types of duties the IA completed.
- Take note of the relationship between the teacher(s) and the IA and the students and the IA.

#### **V. Other Tasks that may be included (not required):**

- Working with small groups of children with or without special learning needs
- Assisting in whole class instruction
- Assisting in the development of curriculum/instruction
- Helping the teacher adapt tests, collect data, work with small groups, and other tasks assigned by the cooperating teacher
- Grading student work and recording in electronic systems
- Collaborating and co-teaching in the general education classroom
- Attending team planning meetings (IEP, MFE, Behavior Intervention Planning)
- Practice with electronic IEP systems
- Developing interactive bulleting boards or webpages for student learning
- Attending teacher professional development opportunities
- Attend teacher-parent conferences

If you have questions or concerns about any of these assignments, please contact me:

Dr. Missy Jones  
(Office) 859-572-1423  
(Cell) 513-404-7038  
[jonesme@nku.edu](mailto:jonesme@nku.edu)

# NKU Cooperating Teacher Calendar

## SEPTEMBER, 2014

Monday	Tuesday	Wednesday	Thursday	Friday
September 1  <b>Labor Day</b>	2	3	4 <b>First Day of FIELD EXPERIENCE</b>	5
8	9  <b>FIELD EXPERIENCE</b>  <i>* Choose a target student for NKU student to focus on</i>  <i>* NKU student begin Records Review of target student</i>	10	11  <b>FIELD EXPERIENCE</b>	12
15	16  <b>FIELD EXPERIENCE</b>  <i>* Dr. Jones to begin Field Observations</i>	17	18  <b>FIELD EXPERIENCE</b>	19
22 <b>Week 6</b>	23  <b>FIELD EXPERIENCE</b>	24	25  <b>FIELD EXPERIENCE</b>	26

# NKU Cooperating Teacher Calendar

## OCTOBER, 2014

Monday	Tuesday	Wednesday	Thursday	Friday
September 29	September 30 <b>FIELD EXPERIENCE</b>	October 1	2 <b>FIELD EXPERIENCE</b>	3
6 <b>Week 8</b>	7 <b>FIELD EXPERIENCE</b>  If this is a district PD day, NKU student may attend the PD, or have the day off.	8	9 <b>DISTRICT PD IN MANY KENTUCKY DISTRICTS</b>  NO FIELD EXPERIENCE  NKU students must report to class at NKU	10
13 <b>Week 9</b>  <b>FALL BREAK</b>  <b>NO CLASSES AT NKU</b>	14 <b>FALL BREAK</b>  <b>NO CLASSES AT NKU</b>  * NKU students are not required to attend the field placement, but may if they want or need additional time to complete assignments or take student data.	15	16 <b>FIELD EXPERIENCE</b>	17
20 <b>Week 10</b>	21 <b>FIELD EXPERIENCE</b>	22	23 <b>FIELD EXPERIENC</b>	24



# NKU Cooperating Teacher Calendar

## OCTOBER / NOVEMBER, 2014

Monday	Tuesday	Wednesday	Thursday	Friday
October 27  <b>FULL TIME FIELD EXPERIENCE</b>	October 28  <b>FULL TIME FIELD EXPERIENCE</b>	October 29  <b>FULL TIME FIELD EXPERIENCE</b>	October 30  <b>FULL TIME FIELD EXPERIENCE</b>	October 30  <b>FULL TIME FIELD EXPERIENCE</b>  * Observation #1 evaluation due on Foliotek
November 3	4  <b>ELECTION DAY</b>  NO FIELD EXPERIENCE	5	6  <b>FIELD EXPERIENCE</b>	7
10  <b>FULL TIME FIELD EXPERIENCE</b>	11  <b>FULL TIME FIELD EXPERIENCE</b>	12  <b>FULL TIME FIELD EXPERIENCE</b>	13  <b>FULL TIME FIELD EXPERIENCE</b>  <ul style="list-style-type: none"> <li>NKU student should have completed the video-recorded lesson by today</li> </ul>	14  <b>FULL TIME FIELD EXPERIENCE [LASTDAY in FIELD]</b>  * Observation #2 evaluation due on Foliotek
17	18	19	20	21  * Student Teaching evaluation due online  * Dispositions evaluation due online

