



School of Education

Field Experience Handbook

Fall 2018



Dear Future Educator:

Congratulations on enrolling in the elementary or secondary teacher education programs at Montgomery College! The Associate of Arts in Teaching (AAT) degree is designed to provide you with the education and credentials you need to transfer to a four-year institution or advance in your career in the teacher education field. As part of the requirements for this program, you must complete two field experience courses: EDUC 102: Field Experience in Education and EDUC 202: Field Experience in Special Education. The Field Experience courses are designed to provide education students an opportunity to be in a public school setting and observe and participate in a typical classroom with teachers and students. Note that students complete classroom observation hours in specific and pre-selected Montgomery County Public Schools (MCPS). These courses are extensions of the learning experience that takes place in other education courses such as EDUC 101, EDUC 201 and EDUC 243.

This handbook is intended to provide guidelines and procedures pertaining to the Field Experience courses. While this handbook will provide you with important information, please do not hesitate to ask your Field Experience Supervisor if you have any questions or concerns about your role as an intern in the school to which you are assigned. Please retain this handbook for both semesters of your field experience.

Your dedication to the field of education is greatly appreciated! Please accept this warm welcome on behalf of the entire Education faculty and staff at Montgomery College. We look forward to working with you during your time in this program.

Sincerely,



Debra Poese

Director, Teacher Education Partnerships

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Contact Information and Directory

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Rockville Campus	
<u>Dr. Zeporia Smith</u> Chair of Education and Psychology CS 127, (240) 567-7192	<u>Prof. Lisa Lewis</u> Campus FE Coordinator for EDUC 102 CS 122, (240) 372-5192 <u>Prof. Wanda York</u> Campus FE Coordinator for EDUC 202 (240) 766-7016 Mailbox Location: HU 008
Takoma Park/Silver Spring Campus	
<u>Dr. Zeporia Smith</u> Chair of Education and Psychology CS 127, (240) 567-7192	<u>Prof. Mary Beth Johnson</u> Campus FE Coordinator RC 202A, (301) 807- 6716 <u>Prof. Yvette Reynolds</u> Campus FE Co-Coordinator RC 202A, (240) 354 - 1799

Staff

Germantown	Rockville	Takoma Park/Silver Spring
<u>Christie Sarah Liljestrand</u> HS 138, (240) 567-6934	<u>Van T. Tong</u> CS 120, (240) 567-1757	<u>Joan Rozario</u> NP 229, (240) 567-1455
	<u>Fern Duncan</u> Staff Assistant CS 121, (240) 567-4061	

**Field Experience Supervisors
(also includes coordinators listed above)**

Germantown Campus	
<u>Prof. Kim Henley-Oarr</u> (301) 920-4109 Mailbox Location: HS 131	<u>Prof. Lori Spinelli-Samara</u> (301)792-3309 Mailbox Location: HS 131
<u>Prof. Paula Rosenthal</u> (240) 888-3201 Mailbox Location: HS 131	
Rockville Campus	
<u>Prof. Yvette Reynolds</u> (240) 354 - 1799 Mailbox Location: HU 008	<u>Prof. Roberta Cohen</u> Department number: (240) 567-1757 Mailbox Location: HU 008
<u>Prof. Dawn Downey</u> (240) 567-4239 CC 217C	<u>Prof. Cora Harriston</u> (301) 502-6518 Mailbox Location: NP 229
<u>Prof. Lesley Wasilko</u> Physical Education/Teacher Education Students only PE 233, (240) 567-7585 Mailbox Location: PE 236	
Takoma Park/Silver Spring Campus	
<u>Prof. Cora Harriston</u> (301) 502-6518 Mailbox Location: NP 229	<u>Prof. Felicia Freeman</u> (301) 642-9695 Mailbox Location: NP 229

Montgomery County Public School

Field Experience School Sites

by Campus

(Approved list as of 8/1/2018)

Campus	Elementary School <i>Elementary/Special Education Majors</i>	Middle School	High School
		<i>Secondary Majors</i>	
Germantown	Fox Chapel Dr. Sally K. Ride Goshen Woodfield	Kingsview	Quince Orchard
Rockville	Beall Beverly Farms Brookhaven Brown Station Flower Valley Fields Road Gaithersburg Rock View Rock Terrace Stone Mill Thurgood Marshall Washington Grove	Newport Mill Redland Ridgeview	Gaithersburg Einstein
Takoma Park/ Silver Spring	Jackson Road East Silver Spring Glen Haven Kemp Mill Sligo Creek	Banneker Takoma Park White Oak	Einstein Northwood (AVID program)

Before the Field Experience Begins

Compliance Protocols for MCPS

Per MCPS: “Providing a safe and welcoming learning environment is essential to student success. An important step to providing this environment is to ensure the adults in our schools are ethical, responsible and meet our high expectations for professionalism. To do this, Montgomery County Public Schools conducts a background clearance process for college/university students. This process must be completed and verified before college/university students will be permitted to complete any field experience including observation/practicum or student teaching internships in Montgomery County Public Schools.”

In order to monitor the compliance requirements, all field experience students must complete an MCPS profile online before beginning any of the background reviews. For a step-by-step outline of this process, see **How to Complete the Security Compliance Requirements for Field Experience** at the School of Education website at <http://cms.montgomerycollege.edu/edu/departments.aspx?id=13423>

Fingerprint Background Review

Fingerprinting for criminal history **MUST** be completed before starting your field experience; however, completion of the fingerprinting **does not** constitute clearance. Background checks may take 5-7 days to complete and must be received by MCPS directly. 365 Day Requests may no longer be used so even if you have recently been printed for an employer or other activity, you **MUST** complete a new MCPS background check. Students who were cleared by MCPS for field experience coursework within the past year are exempt from doing new fingerprints.

Child Protective Services Review

All staff and interns in MCPS also must complete a Child Protective Services (CPS) form. This document is a review connected to the Maryland State Department of Child Protective Services. The above form **MUST** be completed **ONLINE** (no handwritten copies will be accepted), then printed and signed in front of a notary public. The original, notarized form must then be turned into your Field Experience Coordinator.

Online Compliance Training

All students will be required to complete the Recognizing and Reporting Child Abuse and Neglect training module for MCPS. This **MANDATORY** training must be taken each school year, so unless you are an MCPS employee who has already taken it since July 1, 2018, you must complete the training. Directions for completing the training may be found at the School of Education website and in the information you received from your campus coordinator.

NOTE: Once all required background clearance documents and compliance documents have been submitted, reviewed, and verified in MCPS, students will receive an email indicating that they are cleared for the field experience in MCPS. The clearance email must be:

- ✓ Shared with the Field Experience coordinator
- ✓ Printed and provided to the principal of the school site
- ✓ Saved and printed for your records

Before the Field Experience Begins (Cont'd)

Mandatory Orientation Seminar

Before the semester begins, you are required to attend an orientation seminar. At this seminar, you will likely meet your Field Experience Supervisor, who will be the person assigned to work with you throughout the semester. You will receive information on course assignments, expectations and other policies and procedures. You must submit the Field Experience Placement Student Information Form (Appendix C) prior to beginning the semester.

School Placements

Once you have been cleared by MCPS to enter a school, you will receive an email from the Field Experience Coordinator with information about how to select the location for your field experience hours. We understand some of you may have friends, teachers or relatives who have invited you to complete the course hours in their schools but please note that these MCPS schools may not have been pre-approved.

You should select a school from the list designated for the campus where you are registered for the course. For example, if you are registered at the Rockville campus, your school choice should be listed for that specific campus. If you would like to request placement at a school in another campus region, you should drop your current EDUC 102/202 section and add a section at the appropriate campus.

REMEMBER: You will not be able to select a school site until you have been CLEARED by MCPS to enter the schools.

Field Experience Supervisor

You will be assigned a Field Experience Supervisor when taking the field experience courses. He/She will work with you throughout the semester and provide you details about your school placement, final schedule, midterm and final seminar and any other relevant information. Your Field Experience Supervisor will be in touch with you typically via Montgomery College email but will also visit your school site a couple of times during the semester.

Your Field Experience Supervisor also grades your journal assignments, reviews your signed time sheets and assigns the Supervisor Evaluation points. All students begin the semester with 20 points for the Supervisor Evaluation.

Up to four points may be deducted by the FE Supervisor under each criteria listed below :

- Inappropriate attire/dress when attending the MCPS orientation
- Tardiness to the MCPS orientation, midterm seminar and final seminar
- Failure to respond in a timely manner (within 48 hours) and respectfully to the FE Supervisor's emails or texts
- Failure to inform the FE Supervisor of conflicts that arise with the host teacher
- Failure to copy the FE Supervisor on ALL correspondence with the host teacher i.e., emails advising your starting date and email notifications advising of absences to the classroom.

Beginning the Field Experience

In-School MCPS Orientation

When you receive your school placement you will also be notified of the mandatory “In-School MCPS Orientation.” This orientation is held at the school in which you have been assigned. The school coordinator (this is sometimes a school administrator) will give you a tour of the school and go through the school procedures and expectations such as where you should sign-in, what to do in emergencies, etc. Please make sure to report to the school on the day of the orientation **ON TIME** and **PROFESSIONALLY DRESSED**. At this time, you will also be assigned your “host teacher.” The host teacher is the classroom teacher with whom you will work for the semester.

Most of the schools in MCPS are now using the Visitor Management System (VMS), an automated system which replaces the paper/pencil sign-in and sign-out processes for visitors. You will be asked to present your drivers’ license or Montgomery College photo ID when you check into the building.

Starting Your Field Experience Hours

By the time you report to your first day of EDUC102/EDUC 202, you should be familiar with the expectations of the course. On the first day (and every time thereafter), you will sign-in and out of the building in the designated area identified during your in-school orientation. You are then to report directly to your host teacher’s classroom.

On your first day, allow your teacher to introduce you to the students (they will be excited to have you in their class!). Make sure to smile and greet students, too. Initially, you are encouraged to observe your host teacher and the students so you can begin to learn about the classroom rules, procedures and routines. This will help you understand the dynamics of the class as well as your host teacher’s teaching style. If you have questions about the class, feel free to ask your host teacher but consider the time in which you do it. Make sure it will be when he/she will be able to have a discussion with you without interrupting his/her classroom lesson or plans. Also, make sure to ask your host teacher for his/her contact information so you are able to contact him/her as necessary.



My Role as an Intern in the Classroom

At the beginning, it is important that you take the time to observe your classroom to become familiar with your host teacher, the students, the school faculty and staff. You are encouraged to become active in the classroom and work with small groups of students and assist the teacher as he/she and you feel comfortable. While you can assist the host teacher with administrative duties such as copying and filing, this is not your primary job or responsibility. You are to observe and engage in the typical day-to-day activities.

Important Note: UNDER NO CIRCUMSTANCES are you to be left alone with students. Please note that this is a major liability issue so even if the teacher asks you to watch the class for him/her, politely remind him/her that due to school procedures and guidelines, you are unable to do so.

Professionalism



Please remember that during this experience, you are not only representing yourself but you are also representing Montgomery College. You are expected to be professional at all times and to follow the guidelines below:

- ***Be on time-*** Once you set your schedule, you are expected to follow it and arrive on time on the days you are scheduled to be there. If there is an emergency and you are running late or cannot make it to your school at the expected time, you are expected to call and let your host teacher *and* your Field Experience Supervisor know. Please note that it is important to alert your host teacher as soon as possible so that he/she can plan accordingly.
- ***Behave professionally-*** This includes being responsive, flexible, considerate and polite with your host teacher, students, parents, school faculty and staff, classmates and field experience supervisor.
- ***Dress professionally-*** You are expected to dress professionally and demonstrate appropriate personal hygiene when going to your assigned school. Remember, students are impressionable and see you as a teacher so act the part and look it, too. You should be comfortable but jeans, shorts, tank tops or muscle shirts, flip-flops or other very casual clothing items are UNACCEPTABLE.

We realize you may see other teachers dress casually but remember, THEY HAVE A JOB- you are still building bridges and relationships. The first impressions you make are important and can and will be influenced by the way you present yourself.

- ***Maintain confidentiality-*** You are expected to keep all information about students confidential. You are not to share students' names or their personal stories or other information with anyone else. When you write your journals, DO NOT IDENTIFY STUDENTS BY NAME. Please use "Student A," "Student Blue" or a pseudonym to protect their identity. You are expected to follow this guideline at all times during and after your internship.
- ***Maintain on-going communication-*** As with any professional environment, communication is essential. Be respectful when you are interacting with students, teachers, parents, staff, professors or classmates. Accept constructive feedback when offered and act upon appropriate suggestions. Respond to emails/calls and be considerate with others' time and efforts. Office gossip, openly complaining about students, teachers and other non-professional behaviors are unacceptable.
- ***Conflicts with Host Teacher or Other School Personnel-*** If any conflicts with your host teacher occur, you are encouraged to discuss your concerns with your host teacher directly. If you are uncomfortable and feel you need more support, you may talk with your field experience supervisor about the matter. Your supervisor will set up a meeting and act as mediator between you and your host teacher as needed.

Your Supervisor Evaluation grade will be based on your professionalism and communication during the Field Experience, as described above. However, please note that failure to follow the aforementioned guidelines and expectations **may result in dismissal from the course or program.**

Requirements and Assignments



Required Field Experience Hours

You are required to complete 30 observation hours. To complete these 30 hours, students must be at the school site approximately 3 to 4 hours per week. **The 30 hours spent in the classroom must span a full ten weeks in order to observe the complete progression of a 10-week teaching cycle.**

If you have concerns or issues in completing your hours, please be sure to contact your field experience supervisor. The earlier you do this, the faster he/she can help you come up with a plan to meet the required hours.

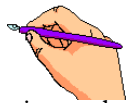


Mandatory Face-to-face Meetings

In addition to the 30 hours of classroom observation, there are a total of four **mandatory** face-to-face meetings. The first two have already been described; they are the on campus orientation seminar, and the MCPS school orientation seminar. **You are required to attend an orientation on your campus so you can meet your supervising professor and learn his/her exceptions.**

The third meeting, a midterm seminar, is held around midterm exams week. The fourth mandatory meeting is the final seminar which is held just before the week of final exams. You are strongly encouraged to attend the seminars on the campus in which you are registered. The specific dates and times of these meetings will be announced at the orientation seminar and posted on the department website. Your field experience supervisor will also be sending you the specific dates and times when he/she will be attending the seminars.

Written Assignments



There are a total of four journal assignments for this course. The first two journals should be completed by October 19, 2018, at 11:59 p.m. The last two journals should be completed by December 7, 2018 at 11:59 p.m. (specifics about the journals are outlined on the course syllabus). All written assignments **MUST** be submitted through Blackboard. There will be no exceptions. At the final seminar, you are also to turn in the observation timesheet.

Observation Timesheets



The observation timesheet (also included in this handbook as Appendix B) is your record of hours at your school. Please bring this form with you when you attend all meetings and seminars on campus.

Many students choose to keep their observation timesheets in the host teachers' classroom. Please check with your host teacher to make sure that this is OK.

Please note you will have to turn in your observation timesheet to your field experience supervisor at the end of the semester. You must complete 30 hours of observation. Please obtain all the appropriate signatures and **TOTAL** your hours before turning in the Observation Timesheet form.

A scanned copy or photo of your timesheet should be uploaded onto Blackboard along with your midterm and final journal assignments.

The End of Your Internship



Saying Goodbye

It is a good idea to remind your host teacher and students that you will be leaving a week or two before completing your last hours. Do not say that you will come back to visit if you are not serious because they will expect you to fulfill your promise. If you are asked or wish to stay in your school until the end of the semester, make sure you have a clear understanding with your host teacher of the schedule and expectations. Also, make sure to let your field experience supervisor know.

Last Impression

Hopefully your field experience will be positive, but even if it is not, you are expected to leave gracefully. Other Montgomery College students may intern at the same school, so make sure to leave a good impression when the semester comes to an end. We want to make sure to continue the partnership between the College and your assigned school and part of that partnership has to do with how well our students do and the impressions they leave behind.

Remember that the host teachers are not compensated for the time they spend with you throughout the semester so if you can, try to do something to show your appreciation for what they have done with you and for you. Here are some suggestions on what to do as you close the semester:

- ❖ Give a thank you card or small gift to your host teacher
- ❖ Give plenty of notice as to when you will be leaving
- ❖ Say “goodbye” to students and faculty and staff in the school

Do's and Don'ts During Your Field Experience



Do's

- ❖ Do Plan Ahead
- ❖ Do complete and keep track of all forms
- ❖ Do complete 30 hours of field experience observation hours
- ❖ Do keep track of observation hours with all appropriate signatures
- ❖ Do act professionally
- ❖ Do dress professionally
- ❖ Do seek help from your field experience supervisor to resolve any issues or concerns
- ❖ Be positive about your experience and have a good time!!



Don'ts

- ❖ Don't lose your observation timesheet
- ❖ Don't procrastinate with your hours
- ❖ Don't text or talk on the phone during your field experience hours
- ❖ Don't be late or absent for your field experience hours
- ❖ Don't speak negatively about your host teachers, the students or your overall class experience

Course Syllabus

(Complete the information below for your assigned field experience supervisor)

Instructor's Information:

Field Experience Supervisor: _____

Email: _____

Phone: _____

Office Location: _____

Purpose and Description of Course:

The purpose of the field experience courses is to provide you with an understanding of the basic principles and practices of education. The field experiences will allow you to observe and interact with different teachers and students and in different classroom settings. This course requires 30 hours of practical experience in a designated setting where the best practices of Elementary/Secondary/Special Education are in use.

Important Student Information

In addition to course requirements and objectives in this syllabus, Montgomery College has information on its web site (see link below) with further resources including the Student Code of Conduct, withdraw and refund dates, veteran services, how to access information on delayed openings and closings, how to register for the Montgomery College Alert System, and finally, how closings and delays can impact your classes.

<http://cms.montgomerycollege.edu/mcsyllabus/>

Disability Support Services

Any student who needs an accommodation due to a disability should make an appointment to the Field Experience Coordinator during office hours. In order to receive accommodations, a letter from Disability Support Services (Germantown-SA 189; Rockville-CB 122; or TP/SS-ST 122) will be needed.

Checking Email:

Prior to the beginning of the semester, the Montgomery College (MC) email system will be used as the primary means of communication. All MC students are assigned an email address and are expected to check it on a regular basis (3-4 times per week). You may access your MC email by logging on to www.mymc.montgomerycollege.edu

Once you have a course Blackboard site, you should have all correspondence with your supervisor in the Blackboard course site (except for phone calls or text messages).

Attendance:

Attendance is MANDATORY for each of the following:

- On campus orientation
- MCPS school orientation
- Midterm and Final campus seminars
- 30 field experience hours as scheduled

Submission of the observation time sheet is required in order to document your hours.

Course Syllabus (Cont'd)

Collegewide Common Course Outcomes

EDUC 102

Upon course completion, a student will be able to:

- Describe and implement the components of a positive teacher disposition, including the reliability, communication, initiative, behavior, and responsiveness expected of pre-service and in-service teachers.
- Observe, reflect on and interpret the educational philosophy, teaching style, and classroom management of the observed teacher(s).
- Examine and refine personal educational philosophy, teaching style and classroom management techniques for the future classroom.
- Identify the demands and rewards of teaching
- Identify key factors affecting a positive school climate.
- Observe and record the variety of methods teachers employ to address the individual needs of students in the classroom.
- Recognize the value of classroom organization and lesson development.
- Observe and record typical characteristics of students in the observed age range.
- Demonstrate an understanding of the diverse needs of student populations in MCPS.
- Implement appropriate teaching techniques with small groups or individual students at the request of the mentor teacher.

EDUC 202

Upon course completion, a student will be able to:

- Describe and implement the components of a positive teacher disposition, including the reliability, communication, initiative, behavior, and responsiveness expected of pre-service and in-service teachers.
- Identify the demands and rewards of working with students with disabilities in the general education classroom and/or other special education environments.
- Discuss modification and accommodation strategies for several types of disabilities.
- Compare and contrast the principles of mainstreaming and inclusion.
- Observe how students with disabilities are integrated into the overall school.
- Identify ways that policies and regulations are implemented in the actual classroom.
- Demonstrate an understanding of the importance of collaboration between special and general educators in affecting student learning.
- Begin to plan ways to individualize behavior management in the classroom.
- Implement appropriate teaching techniques with small groups or individual students at the request of the mentor teacher.

Course Syllabus (Cont'd)

Course Journals and Assignments:

Format Specifics:

All assignments and journals must be completed in a professional manner and meet the standards of college level work. This means word-processing (Microsoft Word preferred), using 10-12 point font, 1 inch margins, double spaced, with approximately 250 words per page, drafted in essay format, proof read, and spell checked. Journals should NOT be submitted as a PDF document or picture. Points will be deducted for any deviations from these standards. All journals must include the following heading:

Name

Date

Assignment Number and Title

MC Supervisor's Name

MCPS Placement Grade Level

Journals will be graded according to the following **rubric**:

- 1) Appropriate heading is included in the journal (2)
- 2) Journal length meets requirement (1.5-2 pages) (3)
- 3) Journal is well-organized and is free of grammatical/spelling errors (4)
- 4) Each question is addressed and answered with specifics (4 at 4 points each) (16)

Journals must be turned in on time to your field experience supervisor for full credit; late journals will receive a 5% penalty PER DAY late.

Journals for EDUC 102

Note: All responses should connect to your field experience observations and/or discussions with your mentor teacher. Give examples to support your responses.

Field Experience in Education

Journals 1 and 2 must be completed and submitted through Blackboard by October 19, 2018 at 11:59 p.m. Please submit each journal as a separate document.

Journal #1. School Climate (25 points)

A general observation of the school building and classroom is a great way to begin your observations. Your total essay should be a **one and one-half to two page reflection**; be sure to address each of the following prompts.

- Observe and reflect on the overall climate and culture of the school. Outline three specific characteristics about the school environment and explain how they impact the school climate for students and teachers.
- Identify two routines in the school or in your class and explain how routines affect the school climate and environment.
- Explain how administrative (principal, assist. principal, etc.) presence and engagement impacts the school climate and environment.
- Based on your observations and your time in the school so far, describe what you will do in your future classroom to create a positive school and classroom climate for your students and the school community.

Journal #2. Student Interactions and Diversity (25 points)

Student interactions are important in every class. For this journal, observe student-to-student and student-teacher interactions. Your total essay should be a **one and one-half to two page reflection**; be sure to address each of the following prompts.

- Describe classroom make-up of the students. More specifically, identify the make up as far as gender, race and/or ethnicity (if you can) and students with special needs.
- Explain the interactions between students. Specify if there are certain “friendship or social circles” and if any student(s) are left out from social interactions. What patterns do you observe and do they relate to specific groups of students, such as males vs. females or students with special needs? Be specific.
- Identify two specific strategies that the teacher puts in place in order to create equity in the classroom and ensure that all students feel welcome and are engaged.
- Explain what you plan to implement in your future classrooms to ensure that all students, regardless of background, gender, race or abilities, are part of the class community and feel welcome and fully engaged in your classroom.

Journals for EDUC 102

Journals 3 and 4 must be completed and submitted through Blackboard by December 7, 2018 at 11:59 p.m. Please submit each journal as a separate document.

Journal #3. Student Characteristics and Learning Needs (25 points)

Getting to know the students and their individual needs is of vital importance. For this section you will be observing and discussing the students and their needs with your host teacher. Your total essay should be a **one and one-half to two page reflection**; be sure to address each of the following prompts.

- Explain how the teacher responds to students' individual preferences and needs, such as those with different learning styles or students with specific learning needs such as English Language Learners (ELL) or students with special needs.
- Identify two strategies that the teacher uses to include all students in the daily lessons.
- From your observations, explain if the learning needs of all students are being met and what possible opportunities do you see for improvement.
- Identify and explain two methods/strategies you plan on using in your future classrooms to reflect responsiveness and inclusiveness for all students, including those with varying learning needs.

Journal #4. Effective Teaching Methods and Behavior Management Strategies (25 points)

Focus on teaching methods by watching the teacher and the reaction of the students. As you watch, think about what you would need to do if you were going to be teaching this same lesson to your class during the next week. Your total essay should be a **one and one-half to two page reflection**; be sure to address each of the following prompts.

- What is the title and objective of the lesson?
- What specific activities and strategies does the teacher put in place during the lesson to encourage active class engagement and participation from all students?
- List and explain two classroom management strategies used during the lesson to support classroom and behavior management for all students.
- If you were teaching the same lesson, explain what you would do similarly (from your observations of your host teacher) and what you would do differently.

Journals for EDUC 202

Note: All responses should connect to your field experience observations and/or discussions with your mentor teacher. Give examples to support your responses.

Field Experience in Special Education

Journals 1 and 2 must be completed and submitted through Blackboard by October 19, 2018 at 11:59 p.m. Please submit each journal as a separate document.

Journal #1. Special Education Settings and Services in Schools (25 points)

Observe the various settings and services for students with special needs in your school. Your total essay should be a **one and one-half to two page reflection**; be sure to address each of the following prompts.

- Describe the special education services and settings in your school. More specifically, explain if your assigned school provides inclusive educational opportunities for students, if students receive pull-out services or are educated in self-contained classrooms/settings.
- At this point in your field experience, are you for or against inclusive education? Support your answer.
- Describe how, if at all, students with special needs are treated differently in your school. For example, do they eat separately or are they taken out for related services? Do these differences seem beneficial and necessary? Why or why not?
- Identify and explain two strategies you plan to implement in your future classes to create an inclusive environment for students with special needs.

Journal #2. Procedural and Legal Requirements (25 points)

Many laws and regulations affect the delivery of services for students with special needs. You will be observing and discussing the implications of these laws on teachers and the instructional process. Your total essay should be a **one and one-half to two page reflection**; be sure to address each of the following prompts.

- How do you see the Individuals with Disabilities Education Act (IDEA) “come to life” in the classroom? In other words, what provisions/principles are you able to observe in the classroom?
- Describe the benefits of the inclusive special education setting for typically developing students and students with special needs. Explain what considerations and changes teachers must make to effectively include all students, including those with disabilities.
- What are two challenges in the collaborative process when planning for special education services for students? Consider collaboration with other professionals and parents.
- What do you find most challenging about special education procedural/legal requirements in both schools and in the classroom?

Journals for EDUC 202

Journals 3 and 4 must be completed and submitted through Blackboard by December 7, 2018 at 11:59 p.m. Please submit each journal as a separate document.

Journal #3. Teaching Students with special needs and Learning Needs (25 points)

As a teacher, getting to know students and their individual needs is of vital importance. For this section you will be observing and discussing the students and their needs with your supervising teacher. Your total essay should be a **one and one-half to two page reflection**; be sure to address each of the following prompts.

- What are two strategies teachers can implement to learn about their students and their individual learning strengths and needs?
- What specific skills do today's teachers need to effectively teach students with special needs?
- What role do parents and other professionals play in effectively teaching and working with students with special needs?
- What is your plan for learning about the best strategies to teach students with special needs?

Journal # 4. Effective Teaching Methods and Classroom/Behavior Management Techniques (25 points)

You will begin focusing teaching methods and classroom management by watching the teacher and the reaction of the students. Effective behavior management can lead to focusing more time on teaching and learning. Your total essay should be a **one and one-half to two page reflection**; be sure to address each of the following prompts.

- What specific classroom management techniques does your host teacher use to effectively manage the classroom environment?
- What teaching methods and/or accommodations are used to support students with special needs?
- What are two challenges teachers face when planning and implementing behavioral supports for students, including those with disabilities?
- Identify and explain two classroom/behavior management techniques you plan to implement in your future classes.

Assignment and Journal Due Dates

Due: (October 19, 2018 by 11:59 p.m.)

- Journal 1 and Journal 2 submitted through Blackboard
- Copy of Observation Timesheet submitted through Blackboard

Due: (December 7, 2018 by 11:59 p.m.)

- Journal 3 and Journal 4 submitted through Blackboard
- Copy of Observation Timesheet submitted through Blackboard

Grading Criteria

To receive a passing grade for the Field Experience, the student **MUST** complete 30 hours of field experience.

Grading Distribution

270-300 points	A (90-100%)
240-269 points	B (80-89%)
210-239 points	C (70-79%)
180-209 points	D (60-69%)

MC Orientation	15 points
MCPS Orientation	15 points
Midterm Seminar	30 points
Midterm Teacher Evaluation	45 points
Final Seminar	30 points
Final Teacher Evaluation	45 points
Supervisor Evaluation	20 points
<u>Journals (4 at 25 points each)</u>	<u>100 points</u>
Total	300 points

Mandatory Face-to-face Seminar Dates and Times



Fall 2018

Orientation	Mid-Term	Final
GERMANTOWN		
EDUC 102/202 Tuesday, September 4 th 5:30 - 6:45 pm, HS 167 Wednesday, September 5 th 10:00 – 11:15 am, HS 215 Thursday, September 6 th 1:00 – 2:15 pm, HS 167	EDUC 102/202 Tuesday, October 16 th 5:30 – 6:45 pm, HS 167 Wednesday, October 17 th 10:00 – 11:15 am, HS 215 Thursday, October 18 th 1:00 – 2:15 pm, HS 167	EDUC 102/202 Tuesday, December 4 th 5:30 – 6:45 pm, HS 167 Wednesday, December 5 th 10:00 – 11:15 am, HS 215 Thursday, December 6 th 1:00 – 2:15 pm, HS 167
ROCKVILLE		
EDUC 102/202 Tuesday, September 4 th 3:30 – 5:00 pm, CS 128 Wednesday, September 5 th 5:00 – 6:15 pm, CS 128 Friday, September 7 th 1:30 – 3:00 pm, CS 128	EDUC 102/202 Wednesday, October 17 th 5:00 – 6:15 pm, CS 128 Thursday, October 18 th 8:00 – 9:15 am, CS 128 Friday, October 19 th 1:30 – 2:45 pm, CS 128	EDUC 102/202 Wednesday, December 5 th 5:00 – 6:15 pm, CS 128 Thursday, December 6 th 8:00 – 9:15 am, CS 128 Friday, December 7 th 1:30 – 2:45 pm, CS 128
TAKOMA PARK/SILVER SPRING		
EDUC 102/202 Wednesday, September 5 th 1:00 – 2:00 pm, CM 218 Thursday, September 6 th 1:00 – 2:00 pm, CM 218 Friday, September 7 th 1:00 – 2:00 pm, CM 218	EDUC 102/202 Wednesday, October 17 th 1:00 – 2:00 pm, CM 218 Thursday, October 18 th 1:00 – 2:00 pm, CM 218 Friday, October 19 th 1:00 – 2:00 pm, CM 218	EDUC 102/202 Wednesday, December 5 th 1:00 – 2:00 pm, CM 218 Thursday, December 6 th 1:00 – 2:00 pm, CM 218 Friday, December 7 th 1:00 – 2:00 pm, CM 218

Field Experience Evaluation

Student Name _____ Date _____ Host Teacher's Name _____

Field Site _____ Days absent _____ Days tardy _____

Consider the student's performance and evaluate student by rating him/her in the five (5) standards with the appropriate number.

0 = Unsatisfactory 1 = Needs Improvement 2 = Good 3 = Excellent

STANDARDS AND INDICATORS

Standard 1: Dependability and Reliability

Indicators:

Arrives on time and stays full time as scheduled

Calls or emails before starting time if will be absent or tardy (*If n/a, select "3 pts"*)

Follows through on commitments made and tasks assigned by host teacher

Total Score:

Standard 2: Communication Skills:

Indicators:

Communicates appropriately and professionally with teacher (other staff if applicable)

Communicates appropriately and professionally with students

Total Score

Standard 3: Initiative and Engagement in the Classroom:

Indicators:

Asks host teacher how he/she (the student) can be of assistance

Regularly works with individual students or small groups as appropriate

Shows flexibility in assisting host teacher

Demonstrates enthusiasm and willingness to work and learn from the host Teacher

Total Score

Standard 4: Professional Demeanor and Behaviors:

Indicators:

Dresses appropriately and professionally

Respects confidentiality, privacy and other school policies and procedures

Maintains a positive attitude and rapport with staff and students

Total Score

Standard 5: Reflection and Responsiveness:

Indicators:

Responds appropriately to teacher and student feedback

Exhibits continuous growth and learns from experiences and feedback

Communicates with host teacher regularly about progress in the field experience (concerns, changes, etc.)

Total Score

TOTAL SCORE (OUT OF 45)

Do you feel the student has adequately met the standards for the field experience? If no, please comment.

Comments:

