

DEPARTMENT OF SPECIAL EDUCATION
SPED 2000 – LAB SURVEY OF SPECIAL EDUCATION
KITTIE EVERITT – INSTRUCTOR
SPRING 2003
1 CREDIT HOUR

REQUIRED TEXTBOOK: None

COURSE DESCRIPTION:

This field-based experience is designed to provide students experiences relevant to the needs of students with mild disabilities. UGA students will act as observer participants. Students will be expected to observe the cooperating teacher, gather information relating to specific students, and information relating to classroom management. This experience should provide students with an opportunity to observe first hand, and should provide a foundation for developing professional skills relevant to the education of student with mild disabilities. This course also provides information that links it to the College of Education's Conceptual Framework. This is, this course aspires to prepare exemplary, reflective practitioners to serve a global community.

COURSE OBJECTIVES: The following topics that provide a structure for this course are identified by the Council for Exceptional Children as critical content knowledge and skills for pre-service teachers.

- Gaining an understanding of the characteristics of individuals with disabilities:
 1. Similarities and differences of individuals with and without exceptional learning needs. (CC2: K1)
 2. Similarities and differences among individuals with exceptional learning needs. (CC2: K2)
 3. Educational implications of characteristics of various exceptionalities. (CC2: K3)
 4. Effects an exceptional condition(s) can have on an individual's life. (CC2: K4)
 5. Characteristics and effects of the cultural and environmental milieu of the child and the family. (CC2: K5)
 6. Access information on various cognitive, communication physical, cultural, social and emotional conditions of individuals with exceptional learning needs. (CC2: S1)
- Gaining an understanding of teaching techniques used for students with disabilities:
 7. Differing learning styles of individuals with exceptional learning needs including those from culturally diverse backgrounds and strategies for addressing these styles. (CC4: K1)
 8. Demands of various learning environments. (CC4: K2)
 9. General and special curricula for individuals with exceptional learning needs. (CC4: K3)
 10. Cultural perspectives influencing the relationship among families, schools, and communities as related to effective instruction. (CC4:K4)
- Gaining an understanding of planning and managing the teaching and learning environment:
 11. Basic classroom management theories, methods, and techniques for individuals with exceptional learning needs. (CC5: K1)

12. Ways in which technology can assist with planning and managing the teaching learning environment. (CC5: K3)
13. Ways to create learning environments that allow students to retain and appreciate their own and each others respective language and cultural heritage. (CC6: K4)
14. Teacher attitudes and behaviors that positively or negatively influence behavior of individuals with exceptional learning needs. (CC6: K2)
15. Identify realistic expectations for personal and social behavior in various settings. (CC6: S4)
16. Maintain confidential communication with others about individuals with exceptional learning needs (CC7:S1)

- Gaining an understanding of professionalism and ethical practices:

17. Personal cultural biases and differences that affect one's teaching. (CC8: K2)
18. Importance of the teacher serving as model for individuals with exceptional learning needs. (CC8: K3)
19. Demonstrate commitment to developing the highest educational and quality of life potential of individuals with exceptional learning needs. (CC8: S1)
20. Uphold high standards of competence and integrity and exercise sound judgment in the practice of the profession. (CC8:S3)
21. Demonstrate proficiency in oral and written communication.
22. Practice within the CEC Code of Ethics and other standards and policies of the profession. (CC8: S6)

Competencies	Activities	Evaluation
1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22	Seminars	Evaluation will be judged according to the thoroughness and thoughtfulness of oral responses.
2, 3, 4, 6, 7, 8, 9, 11, 12, 13, 14, 15, 16, 18, 19, 20, 21, 22	Written requirements relating to the observation experience.	Evaluation will be judged by completeness, thoughtfulness and accuracy of the written response.
1, 2, 3, 4, 5, 9, 11, 15, 16	Student Profiles	Evaluations will be judged by addressing all areas of functioning.
10, 14, 16, 17, 18	Teacher Interview	Evaluation will be judged by completeness, thoughtfulness and accuracy of the written response.
11, 12, 13, 14, 15, 16	Participation In observations	Evaluation will be judged by check list validated by cooperating teacher.

- Specific activities addressing competencies:
 1. Seminars: Students will attend and participate in three scheduled seminars during the semester. The topics for the seminars include:
 - A. Professional and Ethical Practice
 - B. Behavior Management
 - C. Teaching Techniques / Current Assessment Practices
 2. Written Requirements: Topics for written requirements include:
 - A. Description of the Classroom – focusing on bulletin boards, rules of the classroom, arrangement of desks and function of the paraprofessional.
 - B. Teaching techniques: Students will address:
 - (1) Whole class instruction
 - (2) Individual instruction
 - (3) Peer tutoring
 - (4) Cooperative Learning
 - (5) Modifications
 - (6) Integration of technology into the curriculum
 - C. Student Profiles: Students will address:
 - (1) Organizational skills
 - (2) Ability to follow directions
 - (3) Behaviors
 - (4) Learning Problems
 - (5) Cultural Perspective
 - D. Teacher Interview: Students will address general questions to ask cooperating teacher:
 - (1) Time spent in special education
 - (2) Choice of special education as a career
 - (3) Greatest concern relating to special education
 - (4) Greatest reward relating to special education
 - (5) View on inclusion
 - (6) Ramifications of cultural diversity in the special education setting.
 3. Observations: The cooperating teacher will provide feedback on the student's professional development at the end of the semester. Obtaining feedback from the cooperating teacher is an integral part of this experience and will include information relating to being on time, quiet and respectful observations, professional dress and language, confidentiality and consistency in attendance. Pre-service teachers are expected to display professional behavior at all times. With support from the cooperating teacher, attention to professional development is encouraged and evaluated. Evaluation forms are provided in the syllabus.

Dates of Observations: (Total of 10 required)

Feb. 5th, Feb. 12th, Feb. 19th, Feb. 26th, March 5th,
March 12th, March 26th, April 9th, April 16th, and April 23rd

January 8th (Initial meeting)

January 29th (Placement meeting)

Dates of Seminars:

*March 5th

*March 26th

*April 23rd

*Required attendance in these seminars

11:00 – 12: 00 am (All seminars will be held in room 531 Aderhold Hall)

Written Requirements: Due April 26th by 12:00 noon. All written requirements must be typed and should follow the format provided so that maximum number of points assigned can be earned. Failure to follow directions, failure to address errors in written expression, or failure to adhere to the due date will result in a loss of points.

Grades will be assigned on the following scale:

• Characteristics of students (2 required)	10 points each	Total: 20 points
• Description of classroom (1 required)	10 points each	Total: 10 points
• Teaching technique (1 required)	10 points each	Total: 10 points
• Teacher interview (1 required)	5 points each	Total: 5 points
• Feedback (1 required)	5 points each	Total: 5 points
• Attendance in seminars (3 required)	6.6 points each	Total: 20 points
• Attendance in classroom (10 required)	3 points each	<u>Total: 30 points</u>
		100 points

A=90—100 points B=80-89 points C=70-79 points D=65-69 points F= below 65

*You are required to write a thank you note to your cooperating teacher and also to the school principal. A copy should be included as part of your written requirements. An incomplete will be assigned if this part is omitted.

CLASSROOM OBSERVATION FORMS:

DIRECTIONS: Complete this assignment using this outline format.

Characteristics of Students: (2 required – focus on individual students, not the whole class. (Address each of the following))

1. How organized is the student?
 - Do they hang up their book bag/ coat when they arrive in the morning?
 - Is their desk messy or neat?
 - Do they have all the supplies needed to complete classroom assignments?
2. How well do they follow directions?
 - Does the student do what is asked of them the first time or are directions repeated several times?
 - Can the student listen to multiple directions and follow them in sequence?
3. What behaviors do you observe?
 - Does the student talk to other students?
 - Is the student acting out or withdrawn?
 - Is the student easily distracted?
 - Does the student “day-dream”?
 - Does the student volunteer to answer questions in class?
 - Does the student have physical complaints such as headaches or stomach- aches?
 - Does the student ask for more help from the teacher than is typical of the other students?
4. What learning problems is the student having?
 - Does the student have difficulty reading?
 - Can the student pronounce or decode words?
 - Does the student comprehend what they are reading?
 - What skills is the student working on in math?
 - Is the student’s handwriting neat and legible or illegible?
 - Can the student copy information from the board?
5. Does the student have a cultural perspective that is so different that it impacts the teacher’s ability to instruct, and the student’s ability to learn? (Provide examples)

Description of the classroom: (1 required)

1. What are the bulletin boards used for?
 - Are the boards used to display work? Give examples

- Are the boards used to provide more information about academic subjects? (Give examples)
 - Are the boards used to help organize the classroom? (give examples)
2. What are the rules of the classroom?
 - How are the rules displayed?
 - Are the consequences evident?
 3. What is the desk arrangement?
 - Are the desks in rows, groups, or formed into a circular pattern?
 - Are some desks located close to the teacher's desk? Why?
 - Where is the teacher's desk?
 - Why do you think the teacher's desk is located where it is?
 4. If there is a paraprofessional or volunteer in the classroom what kind of activities do you see them engaged in?

Teaching Techniques: (1 required)

1. Does the teacher instruct the whole class at one time? What subjects are taught in that instructional arrangement?
2. Does the teacher instruct small groups within the classroom? What subjects are taught in that instructional arrangement?
3. Does the teacher work with individual students? What subjects are taught in that instructional arrangement?
4. Does the teacher use the "lecture" method? Does she / he provide visual aids? Are "hands-on activities included in lessons? (Give examples)
5. Does peer tutoring or cooperative learning occur. Is so, describe.
6. What method or teaching do you think students respond to best? Support your answer with examples.
7. How is technology integrated into the curriculum?

Teacher Interview: (1 required)

General questions to ask the cooperating teacher:

1. When you first began teaching what was your greatest fear?
2. How much time do you spend outside regular school hours planning for activities?
3. Do you enjoy teaching this age group? If so, why? If not, why not?
4. Why did you choose special education as a career?
5. What have been the rewards of teaching students with special needs?
6. What has caused you the most difficulty?
7. What is your greatest concern about your students?
8. How do you feel about the inclusion of special education students in general education classroom setting?

9. What impact has the cultural diversity of students in your classroom had on your teaching experience?

Cooperating Teacher Feedback:

Will you please give some feedback as to how the UGA special education students performed in your classroom? After completing this feedback form, put it in the envelope provided and seal the envelope before returning it to the UGA student. We hope that this was a positive experience and thank you again for allowing our students to visit your classroom.

1. Was the student on time each day? Yes _____ No _____
Comments:

2. Did the student enter the classroom quietly and try to remain as “non-distracting” as possible while she / he was there? Yes _____ No _____

3. Did the student act and dress in a professional and appropriate manner for your school? Yes _____ No _____
Comments:

4. Did the student attend every day that was agreed on? Yes _____ No _____
Comments:

Student's Name: _____

Date: _____ School: _____

Your Signature: _____

DIRECTIONS TO SCHOOLS
MADISON COUNTY
SPED 2000 LAB

- MADISON COUNTY HIGH SCHOOL

Mr. Bob Rhinehart, Principal
600 Madison Street, Danielsville 30633
706-795-2197

- MADISON COUNTY MIDDLE SCHOOL

Ms. Pam Chrisohon, Principal
800 Madison Street, Danielsville 30633
706-795-3341

- DANIELSVILLE ELEMENTARY SCHOOL

Dr. Peggy Dagley, Principal
900 Madison Street, Danielsville 30633
706-795-2181

From the northeast corner of the bypass (or perimeter) take 29 North about 13.5 miles. You will come to a circle in the road with the Madison courthouse in the middle. Go right to enter the circle and then take your first right out of the circle onto Madison Road. Follow Madison road for no more than 0.5 miles. The high school, middle school, and elementary school are all on the right side of the road, in that order.

- COLBERT ELEMENTARY SCHOOL

Ms. Doris Dickson, Principal
255 Colbert School Road, Colbert 30628
706-788-2341

From the northeast corner of the by pass (or perimeter) take 29 North about 1.5 miles to 72 East. Turn right on 72 East and proceed about 7.1 miles to Colbert School Road. There will be a sign on your right on 72 warning that Colbert School Road is ahead, but there is no stop sign or traffic light. Turn left on Colbert School road and proceed about 0.2 miles. School is on the left.

- HULL-SANFORD ELEMENTARY SCHOOL

Mrs. Brenda Moon, Principal
9193, Fortson Store Road, Hull 30646
706- 353-7888

From the northeast corner of the bypass (or perimeter) take 29 North just over 4 miles to Fortson Store Road. The intersection has a traffic light. Turn left on Fortson Store Road and proceed about 0.5 miles until you find the school on the right.

- COMER ELEMENTARY SCHOOL

Ms. Cathy Gruetter, Principal
565 Gholston Street, Comer 30629
706 – 783 – 2797

From the northeast corner of the bypass (or perimeter) take 29 North about 1.5 miles to 72 East. Turn right on 72 East and proceed about 13.1 miles to 98, which is also Gholston Road. The intersection has a traffic light. Turn left on Gholston Road and proceed about 0.5 miles. The school will be on your left.

SPED 2000 LAB SPRING 2002

NAME: _____

SS # _____

PHONE: _____

LOCAL ADDRESS: _____

EMAIL ADDRESS: _____

PROBLEMS WITH PLACEMENT IN MADISON COUNTY ON TUESDAY MORNINGS FROM 8:00 – 12:00 (BE SPECIFIC!)

- NO CAR: IF YOU DO NOT HAVE TRANSPORTATION, HOPEFULLY, YOU CAN BE PAIRED WITH ANOTHER STUDENT WHO MIGHT BE WILLING TO GIVE YOU A RIDE. PLEASE INDICATE THE STUDENT'S NAME BELOW

- ANOTHER CLASS SCHEDULED AT THAT TIME
- IN ANOTHER LAB PLACEMENT AT THAT TIME
- OTHER

IF YOU HAVE A PROBLEM, I WILL ADDRESS IT WITH YOU PERSONALLY, SO BE PREPARED TO DISCUSS IT WITH ME AFTER THE MEETING

