

DEPARTMENT OF SPECIAL EDUCATION  
SURVEY OF SPECIAL EDUCATION  
SPED 2000 LAB - 1 CREDIT HOUR  
MARY KATHRYN EVERITT - [keveritt@uga.edu](mailto:keveritt@uga.edu) 542-4595  
543 ADERHOLD HALL  
REQUIRED TEXT BOOK: NONE

SPRING 2006

COURSE DESCRIPTION:

This field-based experience is designed to provide students with experiences relevant to the needs of individuals 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 in the public school setting, and information relating to classroom management. This experience should provide an opportunity to observe first hand, and should provide a foundation for developing professional skills relevant to the education of students with mild disabilities. This course also provides information that links it to the College of Education's Conceptual Framework. That is, this course aspires to prepare exemplary, reflective practitioners to serve a global community.

SPECIFIC ACTIVITIES:

- Seminars: Students will attend and participate in five 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
  - D. (To be determined - student selected topic)
  
- Written Requirements: Topics for written requirements include:
  - A. Description of the classroom - focus on bulletin boards, rules of the classroom, arrangements of desks and function of the paraprofessional.
  
  - B. Teaching techniques: Students will address:
    - 1. Whole classroom 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 problem

5. Cultural perspectives

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 provide in the syllabus.

Dates of Observations: (Total of ten are required)

Feb. 7 - 14 - 21 - 28

March 7 - 21

April 4 - 11 - 18 - 25

Dates of Seminars: (Total of five are required)

January 17 <sup>th</sup>	8:00 - 10:00	601 Aderhold
January 31 <sup>st</sup>	8:00 - 9:00	601 Aderhold
Feb. 21 <sup>st</sup>	11:00 - 12:00	601 Aderhold
March 21 <sup>st</sup>	11:00 - 12:00	601 Aderhold
April 25 <sup>th</sup>	11:00 - 12:00	601 Aderhold

Written requirements: Due April 28 by 12:00 noon. All written requirements must be typed and should follow the format provided so that the 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 using the following scale:

Assignment	# Required	Points assigned	Total points.
Characteristic of student	2 required	5 points each	10 points
Description of classroom	1 required	5 points	5 points
Teaching technique	1 required	10 points	10 points
Teacher interview	1 required	5 points	5 points
Feedback from cooperating teacher	1 required	10 points	10 points
Attendance in seminars	5 required	4 points each	20 points
Attendance in classroom	10 required	3 points each	30 points
Reflection	1 required	10 points	10 points

- **You are required to write a thank you note to your cooperating teacher and also to the school principal. A copy of each should be included as part of your written requirements.**
- **Reflection component. Reaction to placement / experience. (What I learned and how I will apply this to my future classroom - be specific!)**
- **You are required to include the Code of Conduct for Special Educators signed by your cooperating teacher.**

**An incomplete will be assigned if these parts are omitted.**

#### CLASSROOM OBSERVATION FORMS:

**DIRECTIONS:** Complete this assignment using this outline format. Support your reply with details. A simple one word answer will not suffice.

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 pronouncing words he / she reads?
  - 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?

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: (one 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 the lessons? (Give examples)

5. Does peer tutoring or cooperative learning occur. If 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: (one 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 the general education 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 student 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. I hope 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 \_\_\_\_\_  
Comments:

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:

Students signature: \_\_\_\_\_

Teacher's Signature: \_\_\_\_\_

**This should be returned by the student to Ms. Everitt in a sealed envelope.**  
SIGN IN FOR SPED 2000 LAB

PLEASE HAVE YOUR COOPERATING TEACHER SIGN THIS FORM EACH WEEK TO INDICATE THAT YOU HAVE BEEN PRESENT.

• Feb. 7 \_\_\_\_\_

• Feb 14 \_\_\_\_\_

- Feb. 21 \_\_\_\_\_
- Feb 28 \_\_\_\_\_
- March 7 \_\_\_\_\_
- March 21 \_\_\_\_\_
- April 4 \_\_\_\_\_
- April 11 \_\_\_\_\_
- April 18 \_\_\_\_\_
- April 25 \_\_\_\_\_

DATE: \_\_\_\_\_ SCHOOL: \_\_\_\_\_

YOUR SIGNATURE: \_\_\_\_\_

DIRECTIONS TO SCHOOLS  
 MADISON COUNTY  
 SPED 2000 LAB

- MADISON COUNTY HIGH SCHOOL  
 Mr. Wayne McIntosh, Principal  
 P. O. Box 7 600 Madison Street, Danielsville 30633  
 706-795-2197
- MADISON COUNTY MIDDLE SCHOOL  
 Mr. Dewey Carey, Principal  
 P. O. Box 690 800 Madison Street Danielsville, 30633  
 706-795-3341
- DANIELSVILLE ELEMENTARY SCHOOL

- Dr. Peggy Dagley, Principal  
P. O. Box 67 900 Madison Street Danielsville 30633  
706 - 795-2181

From the northeast corner of the bypass (perimeter) take 29 North about 13.5 miles. You will come to a circle in the road with the Madison County 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. Jody Weber, Principal  
255 Colbert School Road, Colbert 30628  
Phone: 706-788-2341

From the northeast corner of the by pass (perimeter), take 29 north for about 1.5 miles to 72 East. Turn right on 72 East and proceed about 7.1 miles to Colbert School Road. Turn left on Colbert School Road and proceed about 0.2 miles. School is on the left.

- HULL-SANFORD ELEMENTARY SCHOOL

Ms. Cathy Gruetter, Principal  
9193 Fortson Store Road Hull 30646  
Phone: 706-353-7888

From the northeast corner of the by pass (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. Pam Chrisohon, Principal  
P.O. Box 97  
565 Gholston Street, Comer 30629

Phone: 706 - 783-2797

From the northeast corner of the bypass, 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.

- ILA ELEMENTARY

Mrs Carol Douglas, Principal

P.O. Box 48  
150 Sewell Mill Road  
Ila, Georgia 30647

Phone: 706- 789-3445

From the north east corner of the by pass (perimeter) take highway 106 to Ila. When you come to a 4-way stop, continue straight through and turn left on Campbell Street. This street will dead end at the school.

## **CODE OF CONDUCT FOR SPECIAL EDUCATORS**

As future educators, pre-service special educators are expected to maintain a high level of ethical conduct. University students who are guests within a public school or community program, are expected to demonstrate professional behavior at all times. The following principles, developed in accordance with the rules of the Georgia Professional Practices Commission, are intended to serve as a conduct guide for university students entering into community settings.

### **Hold in confidence personally identifiable information obtained in the course of service.**

- Do not disclose confidential information concerning students except to preserve the health, safety, and welfare of the student or others.
- Respect and recognize the confidentiality rights of students and others.
- Conversations regarding the well being of students should be held in a confidential setting with professional personnel.

- Refer to students by initials or pseudonyms only.

**Maintain the respect and confidence of school personnel, parents, students, and community members.**

- Communicate with school personnel, parents, students, and community members in an honest, unbiased manner.
- View diverse opinions as legitimate opportunities for self-reflection.
- Understand that no one is perfect. Mistakes are made by professionals and novices alike.
- Conversations regarding procedures should only be held with your supervisor.

**Demonstrate courteous and professional behavior at all times.**

- It is your responsibility to meet the requirements of your field placement. Any concerns you have regarding your requirements should be directed to your supervisor.
- Model appropriate behavior for students at all times.
- You are expected to attend your placement as your schedule dictates. Call your supervisor and also the facility if you will be absent or tardy.

**By signing this document, you acknowledge that you have read, understood and agree to abide by this Code of Conduct. If for any reason you violate this code, you should notify your supervisor immediately. Students acting in violation of this code are subject to removal from the field experience and further disciplinary action.**

Signed: \_\_\_\_\_

University Supervisor: \_\_\_\_\_

Cooperating Teacher: \_\_\_\_\_

**RETURN THIS COPY TO MS. EVERITT WITH FINAL PROJECT**

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**GIVE THIS COPY TO YOUR COOPERATING TEACHER**

**THIS SHOULD BE THE LAST SHEET OF YOUR FINAL PROJECT.**

Specific Activities	Points	Total points	Comments
Characteristics of Student <ul style="list-style-type: none"> <li>• Student # 1</li> <li>• Student # 2</li> </ul> (5 points each)			
Description of Classroom (5 points)			
Teaching Techniques (10 points)			
Teacher Interview (5 points)			

Feedback from Cooperating Teacher (10 points)			
Attendance in Seminars <ul style="list-style-type: none"> <li>• Jan. 17</li> <li>• Jan. 31</li> <li>• Feb. 21</li> <li>• March 21</li> <li>• April 25</li> </ul> (4 points each - 20 points)			
Attendance in Classroom (10 days - 30 points)			
Signed Code of Conduct (required)			
Thank you notes (required) <ul style="list-style-type: none"> <li>• Principal</li> <li>• Teacher</li> </ul>			
Reflection (10 points) What you learned and how you will apply it to your future classroom.			
Total Points			

Student: \_\_\_\_\_

**SPED 2000 LAB      SPRING 2006**

NAME: \_\_\_\_\_

SS# \_\_\_\_\_

PHONE: \_\_\_\_\_

EMAIL: \_\_\_\_\_

PREFERENCE OF LEVEL TO OBSERVE: \_\_\_\_\_

PROBLEMS WITH PLACEMENT IN MADISON COUNTY ON TUESDAY MORNINGS FROM 8:30 - 10:30 (BE SPECIFIC) IF YOU HAVE A PROBLEM, BE PREPARED TO DISCUSS IT WITH ME AFTER THE MEETING.

PLEASE SIGN IF YOU WOULD BE WILLING TO PROVIDE TRANSPORTATION FOR A STUDENT NEEDS IT.

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