

**CEDAR CREST COLLEGE
ALLENTOWN, PENNSYLVANIA**

COURSE TITLE

FIELD EXPERIENCE IV

Course Number:	SPE 345
Semester Hours:	One
Corequisite:	SPE 344
Limitation on Enrollment	30
Required:	Education Co-major

Catalog Description: Students will spend 30 hours per semester in inclusive education classrooms. Emphasis will be placed on application of content learned in SPE –344, including examining content, using effective teaching strategies, and adaptation and modification of instructional plans. A college supervisor will maintain contact with the cooperating teacher.

Classroom Protocol: Appropriate classroom behavior is implicit in the Cedar Crest College Honor Code. Such behavior is defined and guided by complete protection for the rights of all students and faculty to a courteous, respectful classroom environment. That environment is free from distractions such as late arrivals, early departures, inappropriate conversations, and any other behavior that might disrupt instruction and/or compromise students' access to their Cedar Crest College education.

Honor Philosophy: The Cedar Crest College Honor Philosophy is based upon the principle that, as a self-governing body, students have the ability to create an atmosphere of trust and support. Within this environment, individuals are empowered to make their own decisions, develop personal regard for the system under which they live, and achieve a sense of integrity and judgment that will guide them through life.

Academic integrity and ethics remain steadfast, withstanding technological change. CCC academic standards, therefore, apply to all academic work including, but not limited to, handwritten or computer-generated documents, video or audio recordings, and telecommunications. The entire Honor Philosophy and description of the community standards for academic conduct can be found in the Customs Book.

N.B.: In order to ensure full class participation, any student with a disabling condition requiring special accommodations (e.g.: tape recorders, special adaptive equipment, special note-taking or test-taking procedures) will be strongly encouraged to contact the professor at the beginning of the course. For the student's convenience, both the professor's office hours and telephone number will be listed on the syllabus. Please note that various services on campus, including The Advising Center.

Final Exam: Your obligations for this course include attendance at the final exam, on the day and time scheduled by the Registrar's Office. You should not make travel arrangements until the final exam schedule is published; if you must make plans early, you should schedule your travel after the last final exam day.

I. Course Objectives

Students will achieve growth toward becoming informed, dynamic professionals, as evidenced by demonstration of proficiencies in knowledge, comprehension, value development, and skill application. This course will provide students with information about current practices used by professionals with general education classrooms for students with disabilities. Students will apply information learned in EDU 344 to examine curriculum content, effectively adapt and modify general instructional plans with the field experience placements. Students will:

- A. Describe and analyze the curriculum used in the assigned class
- B. Describe and analyze classroom management practices that facilitate inclusion of students with disabilities
- C. Describe and analyze the educational practices applied to including students with disabilities into the general education classrooms
- D. Submit suggestions for adapting and modifying general education instructional plans for students with disabilities
- E. Identify and use effective teaching practices to enhance student learning
- F. Develop a rapport with students, professional and staff within the assigned school
- G. Demonstrate professional-level skills with the assigned school setting
- H. State a judgment about the effectiveness of the inclusive classroom environment

II. Course Content

A. Curriculum

Examine the classroom curriculum
Analyze the classroom curriculum
Observe the teacher's use of the curriculum
Observe student responses to the curriculum

B. Classroom Management Practice

Physical arrangement of the inclusive education classroom
Scheduling for inclusive education classroom
Rules/regulations of inclusive education classroom
Procedures for facilitating and monitoring on-task behaviors in inclusive education classrooms
Organization of inclusive education classrooms
Behavior management procedures for inclusive education classrooms

C. Inclusive Education Practices

Identify the procedures used to include students with disabilities within the school district building, and general education classroom.

Describe the collaboration relationship between general and special education teachers
Describe the collaborative teaming of teachers, related and support services personnel, parents, para-educators, and others for including students with disabilities
Describe the resources available for including students with disabilities
Describe the type of administrative support for including students with disabilities
Describe the training available to teachers and staff for meeting the needs of students included in the school
Describe the on-going procedures (e.g.: peer supports, instructional adaptations and modifications, use of assistive technology, etc.)

D. Instructional Plans

Examine individualized education plans for students with disabilities included in general education classrooms
Observation of lessons
Observation of teacher-student interactions
Observation of teaching styles
Adapt or modify at least one instructional lesson plan
Teach an adapted or modified lesson using own instructional plan

E. Effective Teaching Practices

Pacing
Questioning
Teaching for diversity
Use of effective praise
Delivery of information
Use of stages of learning
Gaining and maintaining student motivation and attention
Selecting materials
Grouping
Use of technology
Learning styles and multiple intelligences
Teaching to diversity (i.e.: cultural, linguistic, abilities)

F. Rapport Building

Personal interactions
Personal attitude
Personal values and ethics

G. Professional-Level Skills

Verbal and written communication skills
Attire
Interactions with students, colleagues, administrators, and parents
Personal and work ethics

H. State a Judgment about the Effectiveness of the Inclusive Environment

Judge the effectiveness of the procedures used to include students with disabilities with the school district, building, and general education classroom
Judge the effectiveness of the collaborative relationship between general and special education teachers

Judge the effectiveness of the collaborative teaming of teachers, related and support personnel, parents, para-educators, and others for including students with disabilities
Judge the effectiveness of the resources available for including students with disabilities
Judge the effectiveness of the type of administrative support for including students with disabilities

Judge the effectiveness of the training available to teachers and staff for meeting the needs of students included in the school

Judge the effectiveness of on-going procedures (e.g.: peer supports, instructional adaptations and modifications, use of assistive technology, etc.)

III. Methods of Instruction

A. Observation and participation in field setting

B. Application of information learned in SPE 344

C. Consultation and supervision by university supervisor

D. Consultation and direct supervision by the cooperating teacher

IV. Methods of Evaluation: (K – Knowledge, S – Skills, V- Values)

A. Evaluation Forms (K, S, V) (College supervisor and Cooperating teacher)

B. Student Journal (K, S, V)

C. Instructional Plans (K, S, V)

Written lesson plan

Lesson plan implementation

Required Text: SPE-345: *Field Experience IV Manual*., Allentown, PA: Cedar Crest College.

Meetings

This class has a total of 4 official meetings. Make every effort to attend each 50-minute meeting. They are listed on the calendar and on the catalog of courses.

Time at your field experience

If you decide to work ahead, you may do so but the minimum requirement is to log in 30 hours at your Field Experience IV school. This means you will be at a school between 2 1/2 and 3 hours over a 14-week experience. If you are arranging to condense the same amount of hours over a shorter amount of time, please clear that with the Director of Student Teaching -Field Experiences.

Grading

Each journal activity will be worth 20 points for a total of 240 points. You have the option of earning extra credit (up to 20 points). The extra credit options are listed after the 12 activities. Your attendance at each of the four meetings is worth 40 points (10 for each session) and your cooperating teacher will be rating you using a scoring system that could yield a score of 195 points. The total points possible (excluding the optional extra credits) is 500 points.

Points:

240 points - journal activities (12 @ 20 pts.)

40 points - attendance at meetings (4 meeting @ 10 pts.)
195 points - cooperating teacher input
25 points - professionalism rubric (completed by Cedar Crest College
experience instructor)
500 total points
20 optional extra credit points

Grading:

A	470-500	C	370-379
A-	450-469	C-	350-369
B+	430-449	D+	330-349
B	420-429	D	300-329
B-	400-419	F	below 300
C+	380-399		

Instructor: Deborah Hartman, M. S.

Contacting the Instructor: email – dwhartma@cedarcrest.edu or hartmandeborah@gmail.com

Meeting with Instructor – Immediately following class or as arranged with instructor.