

SYLLABUS - SE 402
FIELD EXPERIENCE IN SPECIAL EDUCATION



College of Education
Fall, 2012/Spring, 2013/Summer, 2013

Brenau University Mission Statement

Brenau University challenges students to live extraordinary lives of personal and professional fulfillment. As students pursue undergraduate and graduate degrees or non-degree programs at Brenau campuses and online, each prepares for a lifetime of intellectual accomplishment and appreciation of artistic expression through a curriculum enriched by the liberal arts, scientific inquiry and global awareness.

***Lead Instructors:** Jill Goforth – Women’s College and Gainesville Evening and Weekend (01 and G01 Course Sections)
Brenda Lewis – Atlanta Campus (P01 Course Section)
Billie Bromer/Ruth Bonaparte – Augusta Campus (AE Course Sections)
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Office Hours: By Appointment.

Brenau University’s College of Education prepares teacher to be “Reflective Decision Makers” who take active roles in planning, implementing and evaluating effective teaching practices. Being a “Reflective Decision Maker” focuses upon three areas that are essential elements of effective teaching. These areas include: content knowledge, pedagogical knowledge and knowledge of the learner.

Textbook(s)/ISBN: N/A

Course Description:

Candidates are required to spend a total of three field experiences. The course numbers represent a developmental sequence and candidates will register for SE 202 first, SE 302 second, and SE 402 last. A full range of chronological ages is also required and candidates complete SE 202 (Grades 1-3 and 4-5), SE 302 (Grades 6-8), and SE 402 (Grades 9-12). The placements must also represent diverse learner populations (i.e. cultural diversity, rural, and urban). Candidates can only enroll for one semester hour of field experience during each semester.

CREDIT HOURS: 1

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UNIT OUTCOMES**

2. Knowledge of Students & Their Learning

Teachers support the intellectual, social, physical, and personal development of all students. (INTASC 2,3,10, Learner)

3. Learning Environments

Teachers create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation. (INTASC 3,5,6,10, Pedagogy, Learner)

5. Planning & Instruction

Teachers design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment (INTASC 7,2,4,5, Content, Pedagogy, Learner)

6. Professionalism

Teachers recognize, participate in, and contribute to teaching as a profession. (INTASC 8,9,10, Content, Pedagogy, Learner)

SPECIAL EDUCATION PROGRAM OUTCOMES:

1. Candidates will develop an understanding of the field of special education services and supports based on philosophies, human diversity, evidence-based principles, theories and relevant laws and policies. (INTASC 1-10 & CEC: 1-10)
2. Identify exceptional conditions and individual learning differences that interact with the domains of human development and respond to these varying and diverse abilities as the candidates develop and implement individualized instruction providing meaningful and challenging learning opportunities. (INTASC 1-10 & CEC: 1-10)
3. Possess a repertoire of evidence-based instructional strategies and develop long-range plans anchored in the general curricular, and individualizing the instructional plan in a collaborative context. (INTASC 1, 4-5, 7-8, 10 & CEC: 1, 4-5, 7-8, 10)
4. Identify supportive learning environments that foster cultural understanding, emotional well-being, positive social interactions including active engagement and inclusion of individuals with disabilities while collaborating with professionals and families. (INTASC 3-8, 10 & CEC: 3-8, 10)
5. Use multiple types of assessment information across all developmental domains for a variety of educational decisions. (INTASC 2-9 & CEC: 2-9)
6. Demonstrate research skills necessary to be intelligent users of educational research. INTASC 1 & 4

COURSE LEARNING OUTCOMES:

Attainment of these objectives will be assessed through candidate activities detailed in the Field Experience Journal, teacher observation, supervising teacher rating scales (Brenau Assessment of Dispositions/Verification of Field Experience Form) and Attendance Log. The candidate will:

1. Observe in the classroom during instructional time for a minimum of 48 hours in accordance with field experience policies and have the supervising teacher confirm attendance by initialing the Attendance Log. (Turn in with Journal)
2. Receive a minimum of Satisfactory Rating on the BAD and Verification Form from the supervising teacher. (Turn in with Journal in sealed, signed envelope)
3. Obtain and maintain Professional Liability Insurance coverage for the duration of the field experience. (Turn in copy of proof of insurance with Journal)
4. Schedule an observation and receive feedback on your lesson implementation by a clinical supervisor.
5. Complete a Field Experience Journal which includes all of the following sections:

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SE 402 Field Experience Journal Components and Entries

I. Daily Journal

Write a summary and reflection of each visit. Describe what you observed and focus on your reflection (i.e., things you learned from the teacher, the learners, teacher's lesson delivery styles, teacher's interaction with the learners, classroom management). It is important that you reflect on what you have observed that day and what you have learned from the experience.

II. Classroom and Learners

1. Describe the physical layout of the classroom and evaluate the environment (overall flow, traffic patterns created by students in the room, safety, temperature, light, etc). Discuss how the layout of the classroom is conducive to lessons and activities that take place there.
2. Select three students and ask the teacher about their characteristics, academic strengths and weaknesses. Explain strategies used to accommodate these students in the special education classroom as well as in general education classrooms (if appropriate).
3. Conduct an observation of a learner by identifying one target behavior (appropriate or inappropriate). Describe the behavior, observe, and collect data on the frequency (how many times the behavior was exhibited during the period) or duration (how long it lasted) over five visits. Graph or chart the data and discuss how you would develop a plan to intervene the behavior.
4. Ask your teacher how Individualized Education Program (IEP) goals are evaluated for each student and what types of data collection methods are used. Discuss how the data are communicated or presented (e.g., checklist, graphs). Reflect on how you would evaluate future learners and how the information might be used to refine your teaching.

III. Planning and Procedures

1. Ask the teacher what her/his classroom management plan is. Observe the teacher's classroom management style and write a report. What did you learn from this particular management style? Are there pros and cons? Will you use it in your future class or modify it to meet your needs? Discuss the reason for your choice.
2. Ask the teacher how he/she incorporates technology in curriculum and daily lessons. Write examples of how the teacher and the learners use technology in class. How would you incorporate the use of technology in your lesson as well as part of learner activities?
3. Ask the teacher how learners are assessed at the end of each lesson. How does the teacher use assessment results in planning lessons?
4. Plan a lesson incorporating the use of technology and addressing learner diversity (e.g., disabilities, cultural, racial) which you will conduct in your classroom (See lesson plan template). Describe the following: 1) behavioral objectives; 2) materials; 3) teaching procedures; and 4) assessment procedure. In addition to using technology in your lesson, include one appropriate website as your resource. Include your lesson plan in your notebook.
5. Teach the lesson you developed above. Reflect on your teaching and identify your strengths and weaknesses from this particular instructional experience. Collect learners' work and reflect on the effectiveness of the instruction. Reflect on the effectiveness of your teaching on the learners with diverse background and evaluate the effectiveness of technology in the lesson.
(Do not attach any photos of learners unless you have written consents from parents)

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6. Attach any materials/resources/ideas you learned from your teacher (i.e., instructional materials, photo of bulletin board, general letters or newsletters sent to parents, tokens used for classroom management, data collection system, ways to document communication with parents, ways to organize and time manage teacher's calendar - keep up with IEP and eligibility) and write how you might use them.

IV. Professional Behavior

1. Describe the roles and responsibilities of your supervising teacher and paraprofessional(s) in your classroom.
2. Ask the teacher to describe the meetings and committee assignments she/he must attend. Ask the teacher to describe other school responsibilities she/he must assume. How do all of the responsibilities impact planning and instruction?
3. Ask the teacher what types of contacts he/she has with parents, including those with diverse cultural backgrounds. What kind of paper work does the teacher use to document each contact? Describe how parents input is welcomed and integrated into transition planning.
4. Select one of the special education journals that focus on intellectual disabilities (e.g., American Journal on Mental Retardation, Education and Training in Mental Retardation and Developmental Disabilities, and Mental Retardation, Journal of Developmental Disabilities, Journal of Autism, Journal of Applied Behavior Analysis) via Galileo www.galileo.usg.edu and write a summary of the article. Reflect on how you would use the information you learned from the article. Write a one-page philosophy regarding the use of professional journals and research-proven strategies to improve your teaching. Attach the article.

V. Overall Reflection

Based on your observations, discuss how you will take an active role in planning, implementing and evaluating effective teaching practices through reflective teaching.

The following scoring sheet will be used to evaluate your field experience project.

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 SE 402 Field Experience Scoring Sheet

Topic	Maximum Score	Your Score
I. Daily Journal (Summary and reflection of each visit)	10	
II. Classroom and Learners		
1. Physical layout of the classroom	6	
2. Learners in the class	6	
3. Observation of one learner	6	
4. Integration of IEP	6	
III. Planning and Procedures		
1. Classroom management	6	
2. Use of technology in curriculum	6	
3. Assessment of learners	6	
4. Develop/Teach a lesson plan	6	
5. Reflect on your teaching/College Supervisor Feedback	6	
6. Materials and resources	6	
IV. Professional Behavior		
1. Roles and responsibilities of teacher	6	
2. Meetings and committee assignments	6	
3. Contacts with parents	6	
4. Summary of journal article	6	
V. Overall Reflection (addressing planning, implementing, and evaluating effective teaching practices)	6	
VI. Field Experience Documentation Forms (All forms must be completed and submitted in order to receive a grade)		
Field experience verification form		
BAD Evaluation		
Field experience log/signed by teacher		
A copy of liability insurance		
Total	100	

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University Class Attendance and Participation Policy

All grades and evaluations earned by the student and issued by the faculty are based upon the quality of the student's overall academic performance both in and out of class. Students are expected to attend and participate in class regularly, and to assume responsibility for meeting all requirements as specified in the course syllabus. Because of the differences in schedules and contact hours, there are different attendance policies for the Women's College and the evening, weekend, and online sessions. (See current catalog for specific requirements.)

Academic Honesty

Brenau University is an academic community actively engaged in scholarly pursuits. As members of this community, students are expected to recognize and honor standards of academic and intellectual integrity. Brenau supports the ideals of scholarship and fairness by rejecting all dishonest work when it is submitted for academic credit. Brenau University encourages students to be responsible and accountable for their decisions and actions. It is Brenau's hope that its students will uphold the honor of the university by refraining from every form of dishonesty in the community. Any attempt by students to present the work of others as their own or to pass an examination by improper means is regarded as a most serious offense and renders those students who do so liable to disciplinary action. Assisting another student in any such dishonesty, or knowing of this dishonesty and not reporting it, is also considered a grave breach of honesty. (See current catalog for further information, as well as appeal process.)

The Brenau Honor Code

I promise to uphold the Brenau University honor code by refraining from every form of dishonesty and cheating in university life, and will strive to create a spirit of honesty and honor. Failure to do so is considered a breach of trust toward the faculty and student body. I accept this commitment as a personal responsibility to refrain from and to report all forms of dishonesty and cheating.

Grading System

Academic progress and graduation honors are both determined by grades submitted by the instructors at the conclusion of each semester. Final grades represent the cumulative quantity and quality of a student's course work for that semester.

The grading system is as follows:

<i>Grade</i>	<i>Interpretation</i>	<i>Quality Points</i>	
<i>A</i>	<i>Excellent</i>	<i>4</i>	A grade of "A" signifies an exceptional, clear, and creative grasp of the concepts of the course with demonstrated ability to apply this knowledge to specific problem situations. It also means that the student has actively participated in class activities and has completed all material in a neat and timely manner. The material indicates that the student spent extra time, personal energy, and critical reflection in an effort to demonstrate exceptional work.
<i>B</i>	<i>Good</i>	<i>3</i>	A grade of "B" signifies a solid understanding of the major concepts of the course and the ability to apply those concepts. It also means that the student's effort and class participation have exceeded the minimal basic requirements for the course. All assignments were judged to be solid in content and were completed in a timely manner.
<i>C</i>	<i>Average</i>	<i>2</i>	A grade of "C" signifies a satisfactory understanding and application of the concepts of the course as well as minimal participation in class activities. It also indicates that the student completed the appropriate assignments that satisfied the basic course requirements.
<i>D</i>	<i>Poor</i>	<i>1</i>	A grade of "D" signifies a below average demonstration and application of the concepts of the course and/or inadequate preparation in class activities. It may also indicate that assignments were not completed in a satisfactory or timely manner.
<i>F</i>	<i>Failure</i>	<i>0</i>	A grade of "F" signifies that the student has not demonstrated adequate understanding or application of the course material. It may also indicate that the student has not met the attendance or assignment requirements.

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Please note that **Email** is the official means of communication for the University, and all students and faculty are required to utilize the BRENAU Email system. Please check your Brenau Email account daily while classes are in session and use it for all University correspondence.

Course Evaluation Instruments and Grading

COURSE EVALUATION INSTRUMENTS AND GRADING:

- **Field Experience Journal (100 points)**
- **Satisfactory BAD and Verification Rating Sheets –required to receive a passing grade**
- **Initialed Attendance Log – required to receive a passing grade**
- **Satisfactory College Supervisor Evaluation**

Evaluation: Pass/Fail

Course Evaluation Instruments	Weighting

LIVETEXT SOFTWARE:

The School of Education has adopted the use of a web-based software program, LiveText, to facilitate the portfolio process and to aid in the assessment of class assignments. This software program is used in all classes for the submission and evaluation of various assignments. In addition, candidates must maintain their portfolios electronically through the use of Live Text. The software carries a one-time fee and should be purchased through the main office of the School of Education.

GENERAL PEDAGOGY GACE STANDARDS:

<http://www.gace.nesinc.com>

0001: Understand human development, factors that affect development, and how to apply this understanding to promote student learning.

0002: Understand learning processes, factors that affect student learning, and how to apply this knowledge to promote student development and learning.

0003: Understand student diversity, how to apply this knowledge to promote learning for all students, and how to foster students' appreciation of and respect for diversity within and beyond the classroom.

0004: Understand how to establish a safe, inclusive, and positive learning environment that fosters learning, equity, and excellence.

0005: Understand strategies for creating an organized and productive learning environment and for promoting students' ability to monitor their own behaviour.

0006: Understand principles and practices of effective motivation and communication in the classroom and how to apply this knowledge to promote student learning and encourage active engagement in the learning process.

0007: Understand types of assessment; the relationships among goals, assessment, instruction, and learning; and how to apply various assessment strategies to support standards-based instruction.

0008: Understand curricular and instructional planning procedures and how to apply effective planning to design instruction that promotes learning and achievement for all students.

0009: Understand various instructional approaches and principles of instruction and how to apply this knowledge to provide students with effective and appropriate learning experiences.

0010: Understand how to promote positive, productive relationships among school, home, and community to support and enhance student learning and well-being.

0011: Understand how to work effectively with colleagues; reflect productively on one's own teaching practice; seek feedback from a variety of sources; and update and strengthen one's professional knowledge, skills, and effectiveness.

0012: Understand the rights and responsibilities of students, parents/guardians, teachers, and other school personnel in various educational contexts and the legal and ethical guidelines for educators in Georgia.

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Course Schedule

Candidates will only be notified of placement only after they have completed the requirements for Criminal Background Check and Professional Liability Insurance coverage. Candidates will be notified of their field experience placement school by email from the Field Experience Placement Office. Candidates must contact their school within one week of receipt of this placement to set up an appointment with their supervising teacher. Candidates must schedule the 48 hour observation times with their supervising teachers in order to complete all course requirements within the course timeframe.

Observation dates are to be scheduled over no less than a 4 week time period, with no consecutive days of attendance. Candidates are responsible for notifying the instructor of their observation schedule immediately after their first day of attendance at the school.

Late submissions of Field Experience Journals are not allowed.

SPECIAL COURSE REQUIREMENTS:

Candidates will create the following sections to the journal: daily reflection, responses to the required components identified in this syllabus, and overall reflection of the field experience. The journal should be **typed** (12 point font size) and placed in a **3-ring binder** for submission to the instructor (directions provided below). Please give your clinical supervisor (the classroom teacher) at the school the attached materials: 1) cover letter outlining the role of the clinical supervisor; 2) a copy of this syllabus; 3) field experience verification form; 4) log of hours completed; and 5) the Brenau Assessment of Dispositions (BAD). The field experience verification form and the BAD are to be completed by the clinical supervisor; the log form should be completed by the candidate and initialed by the clinical supervisor. The candidate must also include a copy of liability insurance in the folder.

The verification form and BAD should be placed in a sealed envelope (teacher should sign over the back flap of the envelope) by the teacher and returned to you on the last day of your field experience. The teacher should discuss the verification form and BAD with you prior to your sending it to me. In addition, a record log of the dates and hours spent in the classroom must be kept and signed and dated by the teacher when you complete your field experience hours. You are expected to spend 48 hours in the classroom for each semester hour for which you are registered.

The following policies must be maintained:

- ✓ You are expected to spend 48 hours in the classroom for each semester hour for which you are registered.
- ✓ The 48 hours must be completed over a period on no less than four weeks and must be completed prior to the date identified below.
- ✓ You must complete Field Experience on non-consecutive days within the week. A suggested schedule might be: Monday / Wednesday / Friday, Tuesday / Thursday, Tuesday / Friday, or Monday / Thursday or simply one day per week over several weeks
- ✓ Only student instructional time can be credited toward the 48 hour requirement. Recess or meals or other non-instructional time should be excluded.
- ✓ It is the candidate's responsibility to determine and adhere to the cooperating school system's policies, such as dress code. It is also the candidate's responsibility to determine individual school system holidays and teacher work days when planning his or her Field Experience schedule.
- ✓ It is the candidate's responsibility to schedule in advance a time in which the Field Experience instructor can visit the classroom to observe your lesson in advance of the date identified below.

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All work for field experience **MUST** be completed and returned to your assigned supervisor by dates listed below. **You may feel free to turn in your journal prior to this date, once you have completed all requirements.** I must also receive the verification form, attendance log, BAD evaluation, and liability insurance form by this date. **Late submissions of journals are not allowed.**

DUE DATES FOR JOURNALS (NO EXTENSIONS – SEE ABOVE)

FALL SEMESTER, 2012 – THURSDAY, NOVEMBER 15, 2012 BY 5:00 P.M.

SPRING SEMESTER, 2013 – THURSDAY, APRIL 11, 2013 BY 5:00 P.M.

SUMMER SEMESTER, 2013 – THURSDAY, JULY 18, 2013 BY 5:00 P.M.

INSTRUCTIONS FOR JOURNAL SUBMISSION

***JOURNALS MAY BE HAND DELIVERED TO THE CLINICAL EXPERIENCES OFFICE IN THE BASEMENT OF THE JEWEL BLDG. OFFICE (WOMEN'S COLLEGE AND GAINESVILLE EVENING/WEEKEND CANDIDATES- SECTIONS 01 AND G01)**

***JOURNALS MAY BE HAND DELIVERED TO THE ATLANTA CAMPUS OFFICE (ATLANTA CAMPUS CANDIDATES ONLY- SECTION P01)**

Or

MAILED TO THE ADDRESS BELOW TO BE RECEIVED BY 5 P.M. ON THE DUE DATE.

**(WOMEN'S COLLEGE AND GAINESVILLE
EVENING/WEEKEND CANDIDATES)**

Supervisor's Name
C/O Jill Goforth
School of Education
Brenau University
500 Washington Street SE
Gainesville, GA 30501

(ATLANTA CAMPUS CANDIDATES)

Supervisor's Name
C/O Brenda Lewis
School of Education
Brenau University
3139 Campus Drive
Suite 300
Norcross, GA 30071

(AUGUSTA CAMPUS)

**SUBMIT TO DR. BROMER/MS. BONAPARTE
IN ACCORDANCE WITH THEIR INSTRUCTIONS**

***IT IS YOUR RESPONSIBILITY TO SUBMIT YOUR JOURNAL TO THE
CORRECT CAMPUS BASED ON YOUR REGISTRATION!**

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TO: Clinical Supervisor

FROM: Jill Goforth (Women's College and Gainesville Evening Weekend Candidate Lead Supervisor)
Brenda Lewis (Atlanta Campus Candidate Lead Supervisor)

RE: Field Experience Requirements

Thank you for agreeing to host a candidate in your classroom for field experience. We appreciate your willingness to participate in what we believe is an important part of our teacher preparation program. Our goal is that in addition to observing you, the candidate will gain some experience in working directly with the children in your classroom. The candidate has been asked to provide you with copies of the following forms:

1. Field experience syllabus, which delineates the tasks for the candidate to complete while in your classroom.
2. A verification form and an evaluation of the candidate's dispositions that are to be completed by you at the end of the candidate's experience in your class. We ask that you discuss the evaluation form with the candidate on the candidate's last day. Please rate the candidate on all of the criteria; if you are not comfortable rating the candidate on an item, please indicate the reason on the form. The completed forms should be placed in a sealed envelope (you should sign your name over the back flap of the envelope after sealing). You should give the sealed envelope to the candidate to submit with his/her journal work.
3. A record log of the dates and hours spent in the classroom. The candidate is expected to spend 48 hours in the classroom when students are present for each semester hour for which the candidate is enrolled. Please initial this log to verify that the candidate has been present on the days indicated by the candidate. This log may be enclosed with the verification form to be returned to me.

The candidate's journal and supporting paperwork must be submitted no later than:

FALL SEMESTER, 2012 – THURSDAY, NOVEMBER 15, 2012 BY 5:00 P.M.

SPRING SEMESTER, 2013 – THURSDAY, APRIL 11, 2013 BY 5:00 P.M.

SUMMER SEMESTER, 2013 – THURSDAY, JULY 18, 2013 BY 5:00 P.M.

Again, thank you for your participation in this process. Please email me at jgoforth@brenau.edu (Women's College and Gainesville Evening/Weekend Candidates), blewis@brenau.edu (Atlanta Campus Candidates), or bbromer@brenau.edu or rbonaparte@brenau.edu (Augusta Campus Candidates) if you have any questions.

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BRENAU UNIVERSITY

SCHOOL OF EDUCATION

FIELD EXPERIENCE VERIFICATION FORM

1. Field Experience Setting (to be completed by candidate)

Candidate Name: _____ SSN: _____

School: _____ Grade: _____

Teacher: _____ # of Students in class: _____

System: _____ County: _____

Principal: _____

2. Evaluation of Candidate Performance and Journal (to be completed by cooperating teacher)

	Superior	Satisfactory	Unsatisfactory
Punctuality			
Responsibility			
Rapport with children			
Oral language skills			
Written language skills			
Professional attitude			
Enthusiasm			
Journal content			
Lesson plan: content			
Lesson plan: implementation			

Comments:

Supervising Teacher's Signature

Date

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Brenau Assessment of Dispositions

Candidate Name: _____ Semester/Year: _____

Course No: _____ School: _____

System: _____ County: _____ Grade Level: _____

Supervising Teacher's Signature: _____ Date: _____

Directions: For each disposition indicate by number the best description of the behaviors observed.
 NA: not applicable for this observation 0: below expectations 1: meets expectations 2: exceeds

		CRITERIA	0	1	2	EVIDENCE
Professional	A	Meets obligations and deadlines.				
	B	Accepts procedures and rules.				
	C	Submits work that reflects high standards.				
	D	Demonstrates effective use of problem-solving techniques.				
	E	Demonstrates tenacity and self-reliance in pursuit of solutions.				
	F	Demonstrates professional appearance.				
	G	Values the unique characteristics of all learners.				
	H	Demonstrates commitment and enthusiasm to the teaching profession.				
	I	Demonstrates ethical behaviors				
	J	Has high expectations for self and students.				
	K	Sets reasonable goals.				
	Comments:					
Personal	A	Solves problems in constructive ways.				
	B	Displays appropriate affect and emotions.				
	C	Demonstrates professional behaviors.				
	D	Reflects upon and takes responsibility for own behavior.				
	E	Accepts suggestions positively and modifies behavior appropriately.				
	F	Demonstrates a positive attitude.				
	Comments:					
Interpersonal	A	Demonstrates respect for the feelings, opinions, knowledge and abilities of others.				
	B	Is empathetic and responsive to the feelings of others.				
	C	Demonstrates effective interpersonal skills.				
	D	Functions effectively in a variety of group roles.				
	E	Solicits and considers alternative viewpoints.				
	F	Speaks with clarity, fluency, and appropriate grammar.				
	G	Communicates effectively with diverse audiences.				
	Comments:					
	Overall Rating					

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COLLEGE OF EDUCATION
COLLEGE SUPERVISOR EVALUATION OF PROFESSIONAL BEHAVIORS

Student Name _____ Student ID # _____ Course/Semester/Year _____

Please Rate the student based on the following scale: NI = Needs Improvement S = Satisfactory

PROFESSIONAL BEHAVIOR	SCORE
Professional Attributes (PA)	
<u>INDICATORS (Circle any indicators that reflect behaviors of concern):</u> <ul style="list-style-type: none"> * Student reads and follows directions provided by college supervisor. * Student shows appropriate dress in the school environment. * Student uses Standard English grammar in writing and speaking. * Student has lesson prepared in Livetext, printed, and ready for college supervisor at the time of the observation. * Student demonstrates professional behavior in interactions with supervising teacher, students, college supervisor, and other personnel. 	
Work Ethic (WE)	
<u>INDICATORS (Circle any indicators that reflect behaviors of concern):</u> <ul style="list-style-type: none"> * Student submits high quality work, with all journal sections completed accurately and all documentation is included. 	
Meets Obligations and Deadlines (OD)	
<u>INDICATORS (Circle any indicators that reflect behaviors of concern):</u> <ul style="list-style-type: none"> * Student notifies college supervisor of his/her schedule by email in a timely fashion (within 5 days). * Student responds to all email requests in a timely fashion. * Student schedules lesson observations promptly and keeps time commitments. * Student meets course deadlines with journal submission. * Student supplies cooperating teacher with a copy of syllabus 	
Overall Rating (Circle)	NI or S

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Lesson Plan Template

Title of Lesson:

Subject/Course:

Grade Level:

Established Goals: (Georgia Performance Standards)

Essential Questions:

Learning Outcomes for Students/Objectives: (State the learning outcomes/objectives you expect students to demonstrate at the end of this lesson.)

Assessment: (How will you monitor student progress?)

Prerequisite skills/knowledge: (Clearly identify the prerequisite knowledge, skills, and practices that students need prior to this lesson.)

Anticipatory Set: (Introduction to the lesson is designed to engage learners and activate a schema.)

Procedures/ Methods and Strategies: (Describe how your lesson will proceed step-by-step)

Closure: (Describe the closure activity you will use to provide a comprehensive summary of the lesson)

Technology: (Explain how technology will be used in the planning, delivery, or assessment of the lesson if appropriate).

Reflection: