

Field Experience Matrix – Course Description

**Campbellsville University School of Education
Master of Arts in Special Education
LBD Special Education Program**

Candidates complete an array of field experiences as part of professional education courses in partial fulfillment of program requirements for certification. All experiences require candidates to reflect. Field experiences are listed by course.

Course Number And Title	Public School Field Hours	Purpose/Example of Activities	Purpose/Examples of Activities in Diverse/Alternate Settings
SED 503 Introduction to Special Education	18	Candidates will interview: 1) building ARC chairperson, 2) Director of Special Education, 3) regular education teacher, and 4) a related service provider to gain an in-depth understanding of creating a learning environment to support the needs of children and youth with disabilities and their families. (9 hours: 5 hours for interviews and 4 hours for interview preparation {making contacts, scheduling, developing interview questions})	Candidates observe, assist, tutor, diverse student populations for three hours at each setting, resource, self-contained, collaborative/co-teaching students with the following disabilities: MSD/FMD, SLD, MMD, MD, OHI, as well as students with ADD/ADHD. (9 hours)
SED 504 Emotional Disturbance & Behavioral Disorders	20	Candidates observe, tutor and or assist in an EBD classroom. (5 hours) Candidates observe in a school and or classroom for signs of bullying; research strategies to deal with this issue. Candidates will share their observational findings and strategies with the building administrator in written reflection. (5 hours)	Collaborate with the general and special education teachers to determine a student for a Case Study. Candidates will conduct a Functional Behavior Assessment (FBA), analyze the data collected and develop a Behavior Management/Intervention Plan (BIP) . The Case Study culminates in a report with the theme being: managing students in a safe positive learning environment. Goals and objectives are included in an IEP for the student. (10 hours)
SED 505 Curriculum & Methods in Learning & Behavior Disorders P-12	20	Candidates observe, assist, and tutor in a language arts, math, social studies and science. Candidates will observe different questioning techniques, formative and summative assessments, instructional strategies for diverse learners, scaffolding techniques. (4hours) Candidates will administer a learning styles inventory to a small group of students, evaluating and explaining the results to the students involved. (2 hours)	Candidates will interview a content area teacher a teacher for students is primary language is not English and special education teacher to discuss the accommodations and or modifications, specific curriculum and methods for students identified with specific learning disabilities, the gifted and talented and students whose primary language is not English.. (8 hours: 5 hours for interviews and 2 hours for interview preparation {making contacts, scheduling, developing interview questions} one (1) hour for written reflection) (Total 9 hours) Candidates will complete three (3) behavior observations using an interval recording instrument, determining the percentage of time on-task during the observation, and write an explanation of how this data can be used by the classroom teacher. (5 hours; observations and written assignment)
SED 506 Behavior Management of Children & Youth with	20	Candidates will collaborate with the parent, a general and special education teacher of a student identified with	Candidates will observe, assist and tutor students in alternative educational settings such as an alternative classroom, an alternative school, a self-contained EBD

Learning and Behavior Problems		<p>emotional behavioral disorders. Candidates will complete a Functional Behavior Assessment (FBA) and develop a Behavior Intervention Plan C that covers all major components of behavior intervention including identification, assessment, reinforcement techniques, and replacement skills to improve student behavior.</p> <p>Candidates will implement the Behavior Management Plan (BIP) for a student selected and work cooperatively with the classroom teachers and parent to provide a cohesive structure for behavioral improvement. (10 hours)</p>	classroom and general education classrooms. Candidates will observe for classroom management techniques for positive behavior supports and strategies. (10 hours)
SED 600 Theories of Reading & Educational Practices	20	<p>Candidates observe, tutor, and teach exceptional students in a collaborative classroom setting and will teach one of two (2) TPA lesson plans with extensions for diverse learners (Tasks: A1, A2, C). The topic should be reading based. For lesson not taught required tasks forms are A1, A2) (10 Hours)</p> <p>Candidates will observe/evaluate two students with an identified learning disability in the area of reading using the Guide to Observation (Online Lesson 3) and submit a written report concerning results. Candidates will choose one of the two students and write a case study; identifying the areas of concern and make recommendations for instructional strategies to enhance achievement. (6 hours; 2 hours to develop case study)</p>	Candidates will observe reading instruction for diverse learners, in a regular education and a special education collaborative class. Candidates will observe for reading strategies that best develop literacy. (4 hours)
SED 601 Prescriptive & Instructional Strategies	15	Candidates observe, assist and tutor in English/language arts and mathematics classrooms at elementary and secondary levels. Candidates will collaborate with teacher to develop a unit of study. (15 hours)	Candidates will develop a unit of study with 5 TPA lesson plans to focus on literacy, differentiation of instruction and accommodations/modifications for students identified with specific learning disability, gifted and talented and students in which English is not the primary language. Embed use of appropriate technology into the lessons.
SED 602 Classroom Management	18	Candidates observe, assist, and tutor in elementary and secondary classrooms that contain one or more students identified with emotional behavioral disability (EBD). Reflection will be based on observations which focus on selected criteria of the classroom management plan. (6 hours)	Candidates will design a classroom management plan for creating a positive, supportive, and equitable learning environment for diverse populations. (12 hours)
SED 603 Teaching mathematics to children & Youth with Learning & Behavior Disorders	20	Candidates observe, assist, and tutor in a mathematics classrooms to gain awareness of cultural dynamics of classroom. (2 hours)	<p>Candidates observe, assist, and tutor in mathematics classrooms in which at least two students have identified specific learning disabilities in the area of mathematics. (6 hours)</p> <p>Candidates choose one student, from the observed classroom that has an identified specific learning disability in math and administer an informal assessment. Using data from the assessment, candidates develop a unit of study with 5 lessons; developing strategies to enhance the students learning and for closing the achievement gap. (12 hours)</p>

<p>SED 604 Assessment & Instructional Methods</p>	<p>18</p>	<p>Observe and interview a general and special education teacher regarding use of assessments and analysis of data in the classroom, including pre-post assessments, formative assessments and RTI and IEP progress monitoring. (2 hours)</p> <p>Develop an assessment plan (Task H) for a unit of study. (3 hours)</p> <p>Develop a case study on a student with mild disabilities through document review, interview, and multiple observations to determine eligibility and develop an IEP. (5 hours)</p>	<p>hours)</p> <p>Candidates interview a school psychologist or educational diagnostician regarding assessments used in Response to Intervention (RTI) and eligibility for students with suspected disabilities. (2 hours)</p> <p>Candidates interview a teacher with moderate and severe disabilities regarding alternative assessment for this student population. (2 hours)</p> <p>Candidates review and analyze 2 standardized assessment instruments that might be used to evaluate students with disabilities, gifted and talented students and students whose primary language is not English (norm and criterion referenced). (2 hours)</p> <p>Candidates will observe the administration of one (1) individual standardized assessment (norm-/criterion-referenced). (2 hours)</p>
<p>ED 605 Research Methods & Procedures</p>	<p>10</p>	<p>Interview 3 professionals (teacher, building supervisor, central office supervisor) about the use of research in education. Preparation, development of questions and contact time for interviews - (3 hours)</p>	<p>Design a research proposal in a setting that provides services to student with disabilities. (7 hours)</p>
<p>SED 606 Introduction to Learning Disabilities</p>	<p>20</p>	<p>Observe and interview a principle discussing the school's philosophy on inclusion and collaboration as a means of meeting the needs of the students with learning disabilities. (1 hour)</p> <p>Observe <u>ONE</u> student with an IEP in learning disabilities focusing on attention (percentage of on and off task), response to instruction, materials used and are they effective with this particular student, technology (low and high levels) used, student's interaction with peers, response to management plans of the teacher, describe learning activities (active and or passive). (3 hours)</p>	<p>Shadow a collaborative teacher during planning and teaching; interact with the teacher as much as possible discussing "how is the IEP involved?" (2 hours)</p> <p>Shadow a regular education teacher during planning and or teaching; determining how accommodations are made for the diverse learners in class. (2 hours)</p> <p>Planning how to teach one lesson of the collaborative teacher's plan. Review motivational activity, concept to be taught, guided practice, individual practice, ending review, and an assessment. (1 hour)</p> <p>Prepare and teach one lesson plan with assessment. Assess the plan for the following: (5 hours)</p> <ul style="list-style-type: none"> ➤ Motivational activity, concept to be taught, guided practice, individual practice, ending review and an assessment. ➤ Review the plan and determine from the assessment if the objectives are met. ➤ Review plan with a collaborative teacher ➤ Document feedback
<p>ED 607 Graduate Practicum/Seminar</p>	<p>15</p>	<p>Observe in content area co-teaching classrooms. Write a reflection.</p> <ul style="list-style-type: none"> ➤ Observe for accommodations being provided for linguistically and culturally diverse learners. ➤ Observe for the integration of technology into lessons observed. ➤ Observe for the use of formative assessments. ➤ Observe for questioning techniques used by the content teachers 	<p>Attend one school board meeting</p> <p>Attend one site-based council meeting</p> <p>Interview three (3) from the following list and discuss their involvement/role in providing educational services to children with disabilities and their families: related service provides such as speech language pathologies, physical therapist, occupational therapist, behavior specialist/consultant, Family Resource Center or Youth Service Center director, food service, transportation director. Write a reflection.</p> <p>ARC meeting experiences:</p> <ul style="list-style-type: none"> ➤ If in a teaching position, discuss your first experience as a participant in an ARC meeting. Reflect on your expectation prior to the meeting and

		(5 hours)	<p>those after the meeting.</p> <ul style="list-style-type: none"> ➤ If not in a teaching position, interview a regular education teacher, a special education and the ARC chairperson. Reflect on the difference in the roles and responsibilities of these three committee members in an ARC meeting.
ED 500 Human Growth and Development	20	As approved by the professor, candidates should begin field experiences as soon as possible in <u>at least two</u> of the following settings: preschool/Head Start, P-5, 5-9, 8-12, extended school services, and family resource/youth services centers (FR/YSCs). Working collaboratively with appropriate school personnel in the field settings, the candidate will complete the following experiences specific to this course: (1) complete running record observations of students; (2) assist and/or tutor students; (3) design and teach a lesson to a diverse group, focusing on student backgrounds, current skills, and differentiation; (4) reflect on families, culture and developmental issues. Candidates will document field hours on the SOE Field Summary form and submit at the end of the course.	<p>(10 hours)</p> <p>As approved by the professor, candidates should begin field experiences as soon as possible in <u>at least two</u> of the following settings: preschool/Head Start, P-5, 5-9, 8-12, extended school services, and family resource/youth services centers (FR/YSCs). Working collaboratively with appropriate school personnel in the field settings, the candidate will complete the following experiences specific to this course: (1) complete running record observations of students; (2) assist and/or tutor students; (3) design and teach a lesson to a diverse group, focusing on student backgrounds, current skills, and differentiation; (4) reflect on families, culture and developmental issues. Candidates will document field hours on the SOE Field Summary form and submit at the end of the course.</p>
ED 604 Introduction to Teaching	15	<ul style="list-style-type: none"> • Interview two teachers, one a first-year teacher and the other a veteran with at least five years' experience. (2 hours total) Ask them the following questions: <ol style="list-style-type: none"> 1. Why did you choose to teach? What are some reasons that influenced your decision? 2. What are some of the most rewarding aspects of teaching? 3. What are some of the most difficult parts of teaching? 4. Are you more or less confident in your ability to help kids learn than you were before you started teaching? 5. How effective was your preservice teacher-preparation program in helping you learn to teach? What would have made it more effective? 6. Do you plan to stay in teaching, or do you plan to move to a different job or profession? If you plan to leave teaching, what are your reasons for leaving? 7. If you were asked to describe the process of teaching in one sentence, how would you describe it? 8. Do you believe teaching is a 	<ul style="list-style-type: none"> • Attend a local school board meeting (2 hours total) <ol style="list-style-type: none"> 1. What is the demographic composition (males, females, minorities, etc.) of the board? How does this compare with national figures? How does this compare with local demographics? 2. Of the five school board functions (see figure 7.2) which took the most time during the meeting? Least? 3. What role did teachers play in the meeting? 4. Were any controversial issues discussed? How did the board resolve these issues? 5. Based on your observations, how can school boards be made more responsive to constituents needs? • Candidates will complete the remainder of the Clinical (Field) Experience (9 hours) by selecting from the following experiences and clearly logging the hours (9) on the Clinical Experience Summary Form. Please have the cooperating public school teacher sign the form to verify time spent in the classroom or diverse setting. All hours are submitted in KFETS. <ol style="list-style-type: none"> 1. Three (3) field hours- Elementary Level 2. Three (3) field hours- Middle Level 3. Three (3) field hours- High School Level 4. Three (3) field hours for collab/co-teach task- 2 hours observing, 1 hour presentation 5. Two (2) Participation in an after-school ELL program 6. Two (2)hours tutoring, before or after regular school hours 7. One (1) hour with a parent program 8. One (1) field hours- Faculty Meeting, PLC/Team meeting

		<p>profession? Why or why not?</p> <ol style="list-style-type: none"> 9. What advice do you have for a beginning teacher in developing professional knowledge about content, instructional techniques, and student learning? 10. How helpful is the Professional Code of Ethics for Kentucky School Certified Personnel in professional decision making? 11. How do you use technology in preparing instructional materials? In instruction? In assessing student learning? In maintaining student records? In communicating with parents? <ul style="list-style-type: none"> • Observe a classroom with several cultural minority students for the following (2 hours total): <ol style="list-style-type: none"> 1. Where do they sit? 2. Who do they talk to and make friends with? 3. Do they attend to the class and are they involved? 4. Do they participate in classroom discussions? 5. What does the teacher do to build upon the strengths and differences in these students? <p style="text-align: center;">OR</p> <p>Observe the classroom for gender and classroom interaction (2 hours total):</p> <ol style="list-style-type: none"> 1. Note the number of boys and girls in the class. 2. Where were the boys and girls seated? 3. Did boys and girls raise their hands to respond equally? 4. Record the number of times boys and girls were called on. Were they equal? 5. Did the number of management interventions vary by gender? 6. How gender-neutral was the class? What could this teacher do to make his/her class more gender neutral and a better place for boys and girls to learn? 	<ol style="list-style-type: none"> 9. One (1) field hour- Site Based Council Meeting
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ED 606 Educational Technology	15	Complete 15 clinical observation hours and write a one page reflection for each setting. Submit the Observer Signature Sheet Picture and reflections on moodle. Post your hours on KFETS	Complete 15 clinical observation hours and write a one page reflection for each setting. Submit the Observer Signature Sheet Picture and reflections on moodle. Post your hours on KFETS
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