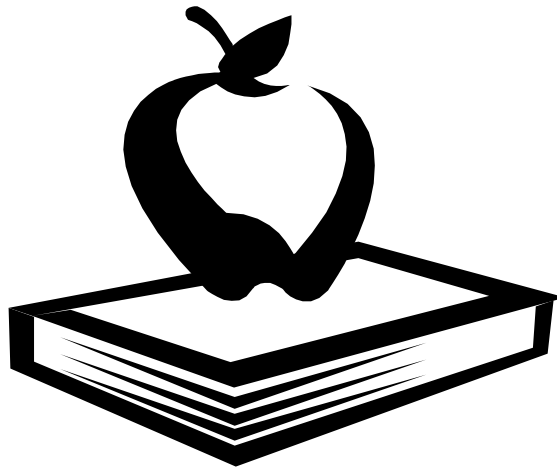


Special Education Teacher Preparation Program

Clinical Studies Handbook



Department of Teaching & Learning
College of Human Resources & Education
Spring 2001



THE VIRGINIA TECH SPECIAL EDUCATION TEACHER PREPARATION CLINICAL EXPERIENCES HANDBOOK

Clinical experiences represent an important component of the graduate program in Special Education at Virginia Tech. Although the entire preparation sequence contributes to the development of necessary competencies, clearly the field-based opportunities offer some of the most challenging and rewarding parts of the preparation program. Through a series of structured experiences, students have an opportunity to:

1. Observe and work with individuals who display specific learning disabilities (LD) and emotional/behavioral disorders (E/BD) in public and private school programs.
2. Engage in assessment and instructional activities studied throughout the preparation sequence with the benefit of constructive feedback.
3. Work collaboratively with experienced professionals and parents.

The success of field-based experiences requires a shared commitment to professional development and the joint efforts of the university student, the university supervisor, the field-based supervisor (i.e., master teacher), local school administrative and supervisory personnel, and others. The following pages provide information regarding:

1. Clinical Experiences
2. Selection of field-based supervisors
3. Selection of internship sites
4. Credit and time requirements
5. Registration procedures for the internship
6. Roles and responsibilities of participants
7. Evaluation and reporting procedures
8. Suggestions for getting started in new field placements

The Clinical Experiences

Observation

In each of the Characteristics Classes in this program, **EDCI 4284/5274: Learning Disabilities: Concepts, Theories, Characteristics and Issues** and **EDCI/PSYC 4174: Characteristics of Students with Emotional/Behavioral Disorders: Theories, Concepts and Issues**, students have multiple opportunities to observe students labeled as having LD or E/BD. These observations are either field-based or video demonstrations. The field-based observations are arranged in cooperation with surrounding school divisions and private school programs and are typically completed at two instructional levels. In-class discussions provide an opportunity to share findings and explore ideas and questions stemming from the observations in conjunction with related field-related literature. The video demonstrations provide multiple opportunities to watch characteristics of students with disabilities and to structure interpretations of these characteristics. Exhibit A provides a guide to important dimensions for observations of students with LD and E/BD and critical program and contextual attributes.

Field Experiences

Along with the study of current assessment and instructional practices, students need an opportunity to apply what is being learned and to receive feedback about their performance and ways to become more proficient. Through **EDCI 5674 Assessing Individual Students' Educational Needs**, **EDCI 5284 Teaching Students with Learning Disabilities**, and **EDCI 5294 Methods of Teaching Students with Emotional/Behavioral Disorders**, students have opportunities to work with an individual or a small group of students with learning disabilities or emotional/behavioral disorders. These experiences are completed under the direction of an experienced teacher with a relevant master's degree and the university course instructor.

EDCI 5674: Assessing Individual Students' Educational Needs

Major goals of EDCI 5674 are the development of knowledge and skills related to the assessment of students with special needs and the accurate administration and interpretation of a variety of educational assessment procedures. Students are required to conduct a minimum number of assessments (see course syllabus for specifications). Initial administrations are for practice only and will involve assessment volunteers. Normally, a case study also is conducted with a school-age student with suspected learning problems. **Any assessments conducted during this course may not be used for special educational placement decisions. Written parental permission is required unless the individual participating in the assessment is 18 years or older and personally consents to the assessment in writing. Documentation of permission should be maintained.** Class discussions and reports of assessment results are to be treated as confidential with pseudonyms used to preserve subjects' anonymity during class discussions. Students will integrate assessment findings with other available information in order to articulate and respond to the student's educational needs.

Students will:

1. Demonstrate an understanding of the legal and ethical requirements associated with the educational assessment of students with special needs.
2. Develop an *Individualized Assessment Plan (IAP)* to guide the assessment process.
3. Select and use appropriate procedures to assess students' educational needs.
4. Conduct behavioral assessments including ecological assessments.
5. Administer and accurately score selected standardized and informal assessment measures (including curriculum-based assessments) to establish students' current performance levels.
6. Interpret and integrate assessment findings from a variety of sources.
7. Integrate current assessment results with previous assessments and background information in order to plan educational and behavior interventions.
8. Write clear and concise reports based on assessment information.
9. Communicate assessment findings to appropriate parties.
10. Identify relevant criteria for evaluating educational and behavioral interventions and devise methods to measure those criteria.

EDCI 5284 Teaching Students with Learning Disabilities:

In this course students typically work with an individual or small group of students displaying moderate to severe specific learning disabilities in a basic skill area (preferably reading) for approximately one hour three or more days per week across the academic term. (Students along with their field-based supervisor should obtain and maintain written parental consent for each case involvement.)

Phase I: Orientation and Baseline Assessment (normally two - three weeks). Students will:

1. Establish rapport with the Master teacher, the general education teacher, and the target student(s).
2. Clarify the target area for instruction.
3. Determine the daily instructional schedule for the class and target student(s).
4. Observe the current instructional program in the assigned instructional area for the clinical experience.
5. Identify the target student's work habits.
6. Become familiar with instructional methods, materials and behavior management strategies being used with the target student(s).
7. Review the target student's comprehensive file(s) and examine the current IEP and work samples across performance areas, particularly in the assigned area for case intervention.
8. Complete any informal and standardized assessment needed to establish a clear baseline in the area selected for instruction.
9. Assist master teacher with target student(s) as directed.

Phase II: Supervised Instruction (21-24 sessions over 8-9 weeks), students will:

1. Under the supervision of the master teacher, plan for and provide direct instruction for the target student(s). This instruction should build on the student's current instructional program and must be consistent with the approved IEP. Written daily lesson plans should be prepared using an approved format. Each plan should address the student's specific needs and demonstrate a coherent instructional sequence based on ongoing monitoring of daily performance. These plans are to be readily available for review by the master teacher and University supervisor. Students are to maintain a chronological file of all plans for periodic review.
2. Locate and prepare appropriate instructional materials needed for daily lessons.
3. Informally evaluate outcomes for daily instructional planning and monitoring student progress. [Students should devise some graphic means (e.g., curriculum based measurement) to display outcomes on an ongoing basis.]
4. Engage in ongoing self-evaluations and solicit suggestions for improvement from the master teacher and university instructor.
5. Prepare a written progress report for the target student(s). (See Exhibit for Content Outline.)
6. Participate in parent and teacher conferences related to the target student(s).

EDCI 5294: Methods of Teaching Students with Emotional/Behavioral Disorders

In EDCI 5294, students are provided an opportunity to observe, assist, and teach in a classroom serving students with emotional/behavioral disorders. There are two paths for completing the requirements in this field study. The first path is for students who are not currently employed as teachers of students with E/BD. The second path is for employed teachers who work with a group of students with E/BD. Permission to participate in the second path must be obtained from the course instructor and from your advisor. Both paths require students to complete a log documenting the required 50 hours of fieldwork. Arrangements for each field experience will be made based upon individual needs and goals. In order to complete your field study with students with E/BD, you will follow a series of stages with your master teacher and his/her class. You will be observed by the university supervisor completing the following:

Fieldwork Path I- For Students Not Already Employed as a Teacher of Students with Emotional and Behavioral Disorders

Observing (Week 1-2)

Sit in a place comfortable for you and your supervising teacher and watch the class- the structure, the instruction, and the students. Begin to work with individuals as tutors if you and your supervising teacher decide that is appropriate. Begin to converse and interact with students. Offer to assist teacher with bulletin boards, record keeping, escorting students, bus duty etc. At this stage it is imperative to relate to the students, develop a rapport with the teacher and class, and demonstrate knowledge of classroom structure, schedules, and systems.

Assisting (Week 3-5)

During the assisting weeks devise a plan with your supervising teacher where you are helping the teacher instruct the group- working with certain individuals, helping prepare teaching materials, helping students with independent work, participating in the group lesson as an assistant, or grading student work.

Working with Teacher Direction (Week 6-10)

Depending on your placement you may help teach a small group or teach the small group using the teacher's materials.

Working with a Small Group (Week 10-13)

Depending on your placement, you may be in charge of a small group lesson and either create it or teach from the supervising teacher's objectives. Your focus should be to lead, manage and motivate a small group of students or the class as a whole.

Fieldwork Path II- For Students who are Currently Teaching Students with Emotional/Behavioral Disorders

Observing

During the observation phase you will need to make arrangements to visit three other classrooms that serve students with emotional/behavioral disorders. Plan to spend three-four hours in each placement. Try to vary your sites so that you are seeing a type of

program different from yours. Reflect upon the differences between your program and the others you have seen.

Assisting

Because you are already teaching students with emotional/behavioral disorders, during this phase you will need to see your professor in order to construct a plan for analyzing your teaching within your class. You may choose to have the professor visit you and give feedback, have a colleague whom you and the university supervisor view as an effective teacher complete peer coaching with you, or video tape some lessons and analyze them with the university instructor. Each individual should submit a plan to the professor about how he/she will complete this phase.

Working with Teacher Direction

In this phase a case study of a particular student in your class who has emotional/behavioral problems should be completed. The elements of that case study should be an identification of the student's strengths, a summary of his/her history, assessment results, a functional behavioral analysis, a data collection system for monitoring the student, and results of a parent conference. Please submit your plan for this case study to the professor.

Working with a Small Group

During this phase of the field component collect three new teaching methods for your classroom from the literature, peers, or workshops. These must be new practices. Submit the plans for these methods, implement these methods, and then analyze the results.

Internship

The internship (EDCI 5754) is normally the culminating experience in the preparation program. The course is offered for variable credit and may be taken during one term or, where more convenient or appropriate, may be completed during two academic terms. Approved experiences associated with a minimum of 6 credit hours/300 clock hours are arranged through a formal application process that normally takes place during the spring prior to the anticipated internship. Students should contact their advisor for information on the application process. This experience, completed in a surrounding public or private school setting under the supervision of a master teacher, enables students to:

1. Observe experienced professionals in a variety of tasks associated with the educational program for students with learning disabilities and/or emotional/behavioral disorders.
2. Study and use a variety of instructional materials and group management techniques.
3. Use informal and formal assessment procedures to define areas for instructional focus or behavioral intervention and to document learning or behavioral outcomes.
4. Collaborate with other professionals, parents, and students to plan and implement appropriate educational experiences for students with learning disabilities and emotional/behavioral disorders.

5. Under the supervision of the master teacher, plan for and provide instruction for students with LD and/or E/BD. (This instruction should build on the student's current instructional program and must be consistent with the approved IEP. Daily lesson and unit plans should be available to share with the master teacher and university supervisor. It is important to check with the field to determine when these plans are to be submitted. Students are to maintain a chronological file of all plans for periodic review.)
6. Locate and/or prepare appropriate instructional materials/equipment to address students' unique needs in daily lessons.
7. Apply environmental and behavior management strategies to create an effective learning environment.
8. Develop and use a record keeping system documenting students' daily and short-term progress. (This system should be consistent with the supervising teacher's and school/school division's record keeping and reporting policies.)
9. Confer with students, other school personnel, and parents regarding progress and continuing needs.
10. Participate in daily school activities (including clerical tasks, lunch and bus duty, etc.), special school events, and professional development activities.
11. Engage in ongoing self-evaluations and solicit reactions, ideas and/or suggestions for improvement from the master teacher, university supervisor, students, and others, as appropriate.
12. Study aspects of teaching of particular interest.
13. Set professional goals and work to achieve these goals.
14. Demonstrate an understanding and practice of professional behavior.

Internship Timeline

Observing and Assisting (Week 1)

During the first week, it is advised that interns observe the teacher, begin to form relationships with the students, learn the behavior management system of the classroom and become familiar with the scope and sequence for all instructional areas. In addition, the intern should read the IEPs and become familiar with them. The intern and the master teacher should plan to sit down and plan and discuss issues at least twice a week.

One curricular Area (Week 2 and Week 3)

During the second and third week the intern should continue to build relationships with the students and follow the teacher's lead in interacting, tutoring, grading, completing bulletin boards, and helping with bus duty, recess and lunch duty etc. In addition, the student should

begin to teach one curricular area that is determined previously by the intern and the master teacher. This curricular area should be planned by the master teacher and then the intern can begin by teaching from those plans.

Two Curricular Areas (Week 4)

During week four, interns should expand their teaching load and responsibilities to at least 2 curricular areas. The intern should at this point be planning lessons and submitting them daily to the master teacher.

Four Curricular Areas (Week 5, 6,7)

During week 5, 6, and 7, the intern should expand their teaching load and responsibilities to four curricular areas and full day, full time teaching. This may vary based upon the needs of the class and the needs of the master teacher and student intern. Plans must be coordinated with the master teacher and must be ready for each lesson taught. Interns should also strive to participate in team meetings, parent conferences, staff functions and other activities related to the school.

Selection of Field-Based Supervising Teachers

The field-based supervisors who provide guidance on a day-by-day basis play a critical role in the professional development of each university student. Through field experiences, these mentors provide university students with the support needed for application of newly acquired knowledge and skills. They share their knowledge and experience and provide guidance and direction for continued professional development. Through accepting a university student for a field experience, the field-based supervisor is becoming a partner in the professional development enterprise and thus making a significant contribution to the field. The following selection criteria are important to the success of this partnership.

The field-based supervisor should:

1. Hold a master's degree with endorsement in a relevant field (learning disabilities and/or emotional/behavioral disorders) and have proven successful teaching experience in the field of learning disabilities or emotional/behavioral disorders (with at least one year in his/her present school assignment).
2. Have an interest in participating in the professional development program and a commitment to invest the time necessary for supervision.
3. Be able to convey both theoretical and practical ideas to others.
4. Be willing to provide a supportive environment for professional development and inquiry.
5. Be able to evaluate the work of student interns objectively and provide constructive feedback.

Selection of Internship and Other Clinical Experience Sites

Virginia Tech faculty work with the administrative personnel in cooperating school districts and private school settings to provide high quality clinical placement sites which include students of various cultural, racial, and economic backgrounds. In addition to these criteria, clinical experience sites are selected based on their proximity to Virginia Tech to minimize travel time and supervision costs. Internships may only enroll for an internship when faculty qualified to provide supervision are available.

Credit and Time Requirements

Students participate in clinical experiences across the preparation sequence as part of individual course requirements. The extent of involvement varies with each course (see earlier descriptions).

In order to qualify for K- 12 endorsement, the internship requires a minimum of 300 hours in field placements at two instructional levels (e.g., elementary and middle or high school). The proportion of hours spent at either level will depend upon the student's background, career plans, and the consent of participating school systems and cooperating teachers. Students should remember that together with planning time, the internship represents, essentially, a full-time commitment (six plus hours per day) during the period of each field placement. For this reason, students should check with the faculty advisor to make sure that their remaining load and schedule will not interfere with the quality of performance in the internship assignment.

Registering for the Internship

In addition to normal course registration, it is necessary to submit a description of the proposed internship experience for approval by the Graduate School two weeks in advance of the academic term. The university advisor initiates the paperwork outlining who will supervise the internship, the location(s) of the internship, minimum hours of participation, objectives for the internship experience, evaluation procedures, and the name of participating field-based teachers. Students should contact their advisor to arrange submission of the Clinical Studies Contract Form prior to the term during which the internship is to be completed. **Note:** This proposal is in addition to the form described earlier wherein the student requests permission to complete the internship through the application form.)

Roles and Responsibilities

Role of University Supervising Faculty

The faculty supervisors will:

1. Work with the Office of Teacher Education to arrange a supportive learning environment for the field experience.
2. Include clinical experiences as part of selected course offerings to enhance the professional development of program area students.
3. Help to arrange appropriate clinical sites for each field experience in cooperation with participating school divisions and private school settings.
4. Work with the Field-based Supervisor to arrange a supportive learning environment for the field experience.

5. Confirm the dates for initiation and completion of the clinical assignments.
6. Provide cooperating school division personnel and students enrolled in the Special Education Teacher Preparation Program with a copy of *The Virginia Tech Special Education Teacher Preparation Clinical Experiences Handbook* outlining policies, expectations, regulations, guidelines for the clinical experiences, and evaluation forms.
7. Provide appropriate university supervision for all assigned field experiences.
8. Maintain ongoing communication with students and field-based supervisors concerning experiences and reactions to the clinical assignment(s).
9. Encourage problem-solving, professionalism, and collegiality among all clinical study participants.
10. Offer assistance and or suggestions (via conferences, demonstrations, etc.), as needed.
11. Together with the student and field-based clinical supervisor, evaluate student performance and confer with each student about progress including strengths and areas for improvement.
12. Solicit feedback from students and field-based supervisors to enhance subsequent clinical experiences.
13. Confer with cooperating principals and supervisors as needed. Notify the designated college administrator upon satisfactory completion of the internship.

Role of Field-Based Supervisor/Master Teacher

The field-based supervisor should be prepared to:

1. Work with the university supervisor to arrange a supportive learning environment for the field experience.
2. Assist the student in obtaining parental consent for individual case work. (See Exhibit for a sample permission form.)
3. Introduce the intern to administrators, faculty, students, and others as soon as possible and help the intern feel a sense of belonging.
4. Supply the university student with information concerning district, school and classroom policies, and available resources. If available, the supervisor may wish to prepare a folder containing a map of the building, school handbook, a grade book, sample forms frequently used, the class/teacher's schedule, school calendar, parking

information, the names of key personnel, and information concerning how the supervisor may be contacted, if necessary.

5. Assist the university student to achieve stated objectives for the clinical experience.
6. Model appropriate/effective assessment, instruction, behavior management, and collaborative techniques.
7. Engage in collaborative instructional decision-making and problem-solving.
8. Review and provide feedback on daily and short-term instructional plans.
9. Identify opportunities for involvement in conferences and in routine special school and district activities.
10. Encourage the intern to engage in self-reflection directed at improvement and to discuss ideas and insights.
11. Engage in ongoing performance evaluations that provide frequent (preferably daily) constructive feedback to the university student and that identify areas for improvement.
12. Collaborate with supervising university faculty to determine the extent that the goals for the clinical experience are met and the level of competency demonstrated by the university student. This includes periodic completion of written lesson evaluations and completion of the *Intern Evaluation Form* upon completion of the internship assignment.

Role of Student Intern

Students will:

1. Provide the field-based supervisor with a brief resume including their address, phone number(s), academic degrees, work experience, other activities, interests and hobbies, and career goals. This should be given to the field-based supervisor during the first visit to the school.
2. Obtain written parental permission, as needed. (See Exhibit for a sample form.)
3. Become familiar with and conform to the district, school, and classroom policies, guidelines, and procedures.
4. Display professionalism throughout all clinical activities. Please view the *Code of Ethics for Special Educators* published by the Council for Exceptional Children (CEC) <http://www.cec.sped.org/ps/code.htm>. This Code of Ethics illustrates how professionals in the field should treat students and families. Students in the Special Education Teacher Preparation Program are also expected to:
 - Be punctual and dependable
 - Be forthright and honest in all situations
 - Be well-prepared for assigned responsibilities including extensive lesson planning
 - Maintain an attitude of inquiry and problem-solving orientation

- Be resourceful, optimistic, and energetic
 - Demonstrate appropriate self-control/self-direction
 - Adhere to requirements for confidentiality
 - Collaborate with other professionals, parents and students
 - Participate in professional development activities where possible
 - Adhere to any school-specified dress requirements
 - Use appropriate language
5. Observe and model effective professional practices displayed by the field-based supervisor and others.
 6. Study available curriculum materials and become familiar with technological supports and other equipment.
 7. Participate in the full-range of professional responsibilities (e.g., parent and teacher conferences, home visits, eligibility meetings, LEP meetings, inservice programs, special school events, clerical, lunch, and bus duties, etc.) to the extent possible.
 8. Use formal and informal assessment procedures to identify instructional needs of students.
 9. Develop and implement written daily lesson and short-term instructional unit plans.
 10. Apply environmental and behavior management strategies to create an effective and supportive learning environment.
 11. Record outcomes, reactions, and thoughts to guide subsequent instruction.
 12. Use appropriate techniques to evaluate, display, and interpret progress and continuing needs.
 13. Schedule a convenient time to confer with the field-based and university supervisors on an ongoing basis.
 14. Maintain up-to-date records of required documentation.
 15. Solve interpersonal difficulties/misunderstandings through open communication with both school and university faculty.

Substitute Policy

Legal Status to Student Teachers/Interns

Student teaching in Virginia does not enjoy legal status since it is not mentioned in state statute. Therefore, student teachers should avoid creating any situations that might eventually involve legal entanglements since their cooperating teachers remain responsible for what occurs in the classroom regardless of their presence or absence. When cooperating teachers leave their student teachers in complete charge of a class, they do so at their own risk and may incur liability for injury resulting to pupils in their charge. Although cooperating teachers should periodically leave their student teachers in charge of the class, the maturity level of the class, the ability of the student teacher, and the nature of the classroom activity must be taken into consideration.

Substitute Teaching Policy

Under no circumstances should student teachers/interns serve as paid or unpaid substitute teachers during their assigned student teaching/internship experience.

Emergency Substituting

Emergency situations arise occasionally when a cooperating teacher has to leave the building and the student teacher may need to be left alone with the children. Such situations are rare. If they occur, the principal or another teacher in the school should be assigned to stay with the class until a substitute teacher can be brought in to assist the student teacher. Student teacher interns are not to be left alone with a group of children unless there is a professional educator assigned as the teacher legally responsible for the class.

Liability

As a protective measure, tort liability insurance is provided by the University for those students involved in official experiences away from campus that are a part of their programs of study. This insurance serves to protect the University. Individual liability insurance is automatically provided to those students who are members of the Student Virginia Education Association (SVEA).

Evaluation and Reporting Procedures:

Evaluation is a collaborative process involving the student, faculty supervisor, field-based supervisor, and often others. Through the evaluation process university students determine how well they are able to apply the knowledge and skills acquired through course work and prior experiences and to refine and enhance these competencies in a supportive clinical setting. This process encourages the habit of self-reflection and evaluation essential to continued development as a professional.

To achieve this goal, the evaluation process must be *ongoing, participatory*, conducted in a *collegial* spirit, *candid* and *objective*, and always directed toward *increasing the proficiency* of the university students.

The following procedures typically are used to evaluate and/or record performance in the various clinical experiences. It is important for each student to review, discuss and use this information to guide further professional development efforts.

- Observations reports
- Assessment/instructional planning discussions and reports
- Daily lesson plans
- Daily Log of Internship/Clinical Assignment Activities Form
- Written Individual Lesson Evaluations
- Records maintained to document students' progress
- Case studies and progress reports
- Conferences with university and field-based supervisors
- Written and oral self-evaluations/reflections
- Audio and video tape recordings
- Peer critiques
- Intern Evaluation Form

- Examination questions requiring applied responses

Students are encouraged to take advantage of the opportunities for obtaining feedback on their performance. They also are asked to develop and maintain an organized notebook containing notes on the feedback along with their own self-reflections regarding proficiency, thoughts, questions, insights related to performance and personal goals. Our mutual goal is to help each student become a successful professional in the field of special education.

In addition to evaluations completed as part of an individual course requirement, upon program completion, the university advisor will provide a written recommendation regarding state licensure to the Director of the Virginia Tech *Office of Teacher Education*. Students seeking letters of recommendation should contact appropriate program faculty.

Suggestions for Students Getting Started in a New Field Placement

Most students are anxious to begin the clinical assignments. At the same time, they may be a little apprehensive about their ability to apply the knowledge and skills acquired and to meet the expectations of the field-based and university supervisors and their students. The following suggestions can help students get off to a good start in the extended clinical assignments.

1. Attend the general orientation session scheduled by most school divisions. (Please check with the university internship supervisor to determine the date and time of this meeting as well as any information that you should be prepared to submit (e.g., documentation of TB clearance, a money order for the criminal background check, etc.)
2. Make a list of the information you would like to obtain during your initial meeting with the field-based supervisor (e.g., general expectations, subjects and any special units you will be asked to teach and other daily duties, the teacher's schedule, room design, classroom rules, number and names of students in the program, range of students' performance and needs, where you can work and keep materials, instructional methods and basic curricula materials being used, relevant school policies, map of the school, dress requirements, plans for your next day in the field assignment, etc.). During your first meeting, try to obtain this information while you are getting acquainted with the field-based supervisor.
3. Observe the field-based supervisor engaged in instruction to determine the method of instruction, schedule and pace, management strategies, etc.
4. Spend some time getting to know the students. Find out about their interests, observe their behavior, watch them interact, and think of ways to let them know more about you.
5. Get acquainted with other professionals that work with your students.
6. Review the cumulative files and individualized educational programs for all students you will be working with in the field assignment. It may be helpful to review accomplishments from previous years in order to get a longitudinal perspective.
7. Examine work folders, grades, and any performance charts or reports for your students in order to get a sense of their achievement.

8. Examine the basic instructional materials being used with students you will teach. If part of a series, be sure to review previously completed books/materials so that you will have a better understanding of prior instruction.
9. Find out where supplies are kept and any restrictions regarding their use.
10. Discuss grading practices with your field-based supervisor. Determine what type of records he/she would like for you to maintain for documentation of progress and grading purposes.
11. Offer to assist with some of the routine tasks such as checking roll and work assignments, filing work, preparing materials for a display or bulletin board, etc.
12. Schedule a convenient conference time with your field-based supervisor to discuss your responsibilities for the next week and your first week's activities. Remember, the field-based supervisor has many responsibilities and cannot interrupt the instructional day for these meetings.

Following the first week (and sometimes, based on your prior experience, sooner), the field-based supervisor gradually will begin to assign you instructional responsibilities. At first, you may be asked to help plan and deliver a lesson. Later, you will assume major responsibility for an individual or small group of students in one subject area. In the internship, gradually you will be asked to provide instruction in each subject area and, in most cases, by the final week you will have had a chance to experience most of the responsibilities of the master teacher. It is very important that you allocate sufficient time for developing lesson and unit plans, obtaining suggestions from your field-based and university supervisors, locating necessary materials, and evaluating outcomes. (Be sure to identify your long-range goals before developing your instructional plans. These may require modifications but this will help you to keep sight of the overall objectives, plan integrated learning experiences, and locate needed resource materials.) Normally, supervising teachers expect to receive copies of lesson plans well in advance of the day the lesson is to be taught in order to provide time for thoughtful review. Copies of plans and samples of all supportive materials to be used during each lesson should be available to the teacher prior to the lesson. (Check with your field based supervisor to find out the preferred format and schedule for submitting daily lesson and unit plans.)

Although you are likely to find brief moments in the day when you can confer on immediate matters, you should arrange a scheduled time to meet with the field-based supervisor at least once each week. You will be discussing your activities with the university supervisor each week as well.

Finally, during your clinical assignments, no doubt other professional development opportunities will arise. Find out about any special meetings (e.g., parent conferences, child study, eligibility, or IEP meetings, in-service programs) or school activities. If possible, plan to attend and, afterwards, reflect on these experiences and discuss them with your field-based and university supervisors.

Your clinical assignments provide valuable learning opportunities to complement your course work. Each successful experience brings you one step closer to your professional goal.

Answers to Commonly Asked Questions:

What should I wear?

As a student representing yourself, the Special Education Program, and Virginia Tech,

you should dress professionally at all times during the field experiences. For women, you should think carefully about the length of skirts and the neckline of your shirts. Both men and women should examine the tightness of clothes. Many times students with emotional/behavioral disorders are unusually sensitive to perfumes/ colognes or provocative dress. In addition, it is generally not advisable to wear scarves, long necklaces or earrings, or ties while working with students who have trouble with aggression. Be sure to check with your supervising teacher and/or principal for specific details regarding the school's dress code. When in doubt, "dress up."

When should I have lesson plans?

Lesson plans should be written for every lesson you teach. While you may not see your master teacher completing a detailed lesson plan for each lesson you need to remember that as a student you are practicing a way of thinking about teaching. The evaluations that you receive in your field experience will reflect your timely preparation and planning.

What should I do if I am going to be late?

Barring unforeseen emergencies, being late is unacceptable. It is your responsibility to make travel plans that will enable you to arrive at the school safely and on schedule. If an emergency or inclement weather delays your arrival, you should call your field and campus supervisor to alert them.

What if I am sick and need to be absent from my placement?

As you may already know, staff in schools are extremely valuable. Your absence could disrupt the planning and staffing for the students. In order to avoid any difficulty and to respect your master teacher, you are required to call the teacher (if that is predetermined to be preferable) and inform your university supervisor before the school day begins. Your field-based supervisor should be given copies of your lesson plans and supportive materials well in advance so that they can continue the lesson using your plans in case of emergency or illness.

How do I find out if school has been delayed or cancelled due to inclement weather?

School divisions have a specific notification policy to alert staff and students of any school delays or cancellation. These include radio and television announcements as well as an automated phone message. Please check with your field-based supervisor to determine the various notification procedures employed in the school division.

What school calendar do I follow; the school division's or Virginia Tech's?

Start and end dates for all field assignments fall within the Virginia Tech academic calendar. In addition, apart from the term when the internship is completed, students enrolled in field experiences during an academic term follow the Virginia Tech calendar (e.g., the Thanksgiving break and the Spring break). **Exception:** Students enrolled in an internship during the fall or spring term are expected to follow the Thanksgiving and Spring break schedule for their assigned school division.

What if I disagree with the professionals in the school?

The students who do the best in their field placements are the students who are respectful to the ongoing program of the school. You are welcome to discuss any issues or questions with

your master teacher or university supervisor at any time. However, please remember that you are a guest in the school.

Do I need to sign in each day?

Keeping students safe while they are at school is critical and most schools have developed specific policies and safety practices. Please check with your field-based supervisor or the building principal regarding safety-related requirements during your first visit to the school. You will likely be asked to wear a badge and to sign in and out of the building each day. Whatever the policies or practice, strict adherence is your responsibility.

Where do I park?

Normally schools have parking policies. Please check with your field-based supervisor or the building principal to determine where you should park.

**Observation of Students with Learning Disabilities and Emotional/Behavioral Disorders in
Special Education Settings**
(Piper, 1999)

Date of Observation:

Time of Observation:

Observation Site:

Teacher's Name:

Program Model Observed:

Other Instructional Personnel in Room:

Composition of Group

Of Students _____

Grade Level _____

Gender Mix: Males ____ Females ____

Physical Environment

➤ Sketch of Room (include: size/ displays/ decorations/ furnishings)→→

- Instructional Organization (e.g., whole group/ small group/ one-to-one, collaborative work group(s), peer pairs, independent seat work):

- Instructional Focus During Observation (social skills/ academics/ problem solving/ test or study strategies/ etc.):

- Instructional Method(s) in Use During Observation:

- Content of the Instructional Lesson(s):

- Learning Activities Observed:

- Amount of Time Allotted for Lessons Observed:

**Content Outline for Progress Report
LD Case Intervention (EDCI 5284)
C.K. Houck**

Name of Student Parents' Name(s)
Home Address
Phone Number
School Grade
Student's Birthdate Student's Age
Referring Teacher's Name
Your Name
Target Area and Dates for Case Instruction

Source and Reason for Referral (Provide the basis reason in one or two sentences.)

Background Information (Provide a succinct summary of the student's background in paragraph form with primary attention to background in the target area for intervention. Note the student's age, with whom s/he lives & family composition, health history, grade evaluations (**do not** report others' scores but note when the evaluation(s) took place, the purpose of the former evaluation(s), where the findings are available, and the general findings from the evaluation), not the nature of the current educational program in your target area (e.g., the curriculum and what is expected of the student) and any special interventions that are being provided, etc.)

Baseline Performance Data (Specify the assessment questions you posed related to the target area. Describe the assessment procedures/instruments you used to obtain your baseline. Describe the assessment setting and dates completed. Provide a straightforward summary of baseline findings in the target area along with your interpretation. Note dates administered/collected adjacent to each procedure used. You may want to use a column format to report test scores. This could be in the body of the report or attached. If attached, reference it in the body of the report. Be sure to report scores using appropriate confidence interval(s). Where appropriate, chart the baseline data for subsequent comparison. Be sure the findings are **directly linked** to the assessment questions and are **logically ordered** to flow from previously identified questions.)

Clinical Intervention Objectives with Rationale (Indicate the performance objectives you set for the student for the intervention period. Be sure they are stated in behavioral form. Provide a brief rationale for the objectives you set.)

Description of Intervention and Ongoing Monitoring Strategy (Provide a succinct overview of the intervention you provided including the dates, number of sessions, length of sessions, setting of instructional sessions, overview of a typical session, the nature of activities, materials used, the names of books or sections of books used, reinforcement used/needed, etc. Indicate and briefly describe the specific methods (e.g., CBM) you used to systematically monitor student outcomes.)

Documentation of Progress (Provide a summary of performance noting rate(s) of improvement

across the period. Be sure progress report is clearly linked to your instructional objectives. Refer to and attach visual displays of progress on related performance indicators. Make comparisons of performance to baseline measures, related IIEP objectives, estimated ability, grade/age, and to current school demands. Provide a listing of any books completed, word bank, etc. Attach dated work samples from your work with the student and/or any pre-post records to further substantiate progress. Note any insights that might be useful to others based on your extended interactions with your student, unanticipated outcomes, any unsolicited student or teacher evaluative comments related to the interventions, and any observations you can make regarding progress.)

Impressions of Continuing Instructional Needs in Target Area Along with Specific Recommendations (Summarize your general impressions of the student's current performance in the target area and provide a logical list of specific recommendations that could be used by other teachers, at home by the parents, and by the child. Be sure to consider community resources and what might be done over the summer. Order your recommendations logically using headings/subheadings as necessary.)

Conclusion (Indicate that you appreciate the opportunity to work with the child and how you can be contacted, if there are questions. Thank the parent, student, and the LD teacher for assisting you in this clinical experience. Try to end the report in a way that would make the child, parents, and teachers feel that the experience has been a positive one.

Signature. Title and Date (Type in your name, present position, and date. Sign and date.)

Special Reminders:

1. **Be sure to have any test you report machine scored.** Results must be error free.
2. Be sure to phrase your report in a tactful manner. Think who your audience may be. Read your report from each person's perspective. Have someone in class read it for wording.
3. Edit your report to make it succinct and easy to read.
4. Proof the report to make sure it is error free. Be sure to double check all scores, dates, names, etc.
5. Make sure all exhibits or attachments represent professional quality.
6. Attach a copy of the parental permission form with your final report.
7. **Be sure to get my approval before you take or mail copies to the teacher and parents.**

C.K. Houck, EDCI
5284/5674

Parental Permission Form*

Individual Case Study: Assessment (EDCI 5674)

I grant permission for _____, a Virginia Tech graduate student enrolled in the course *Assessing Individual Students' Educational Needs*, to complete a case study of (name of child) _____'s educational performance and needs during the _____ semester. I understand that this case study will involve a review of cumulative and confidential school records, conversations with me and my child's teacher(s), analysis of work samples, in-class observations, and the administration of standardized and informal assessment tests to identify my child's current achievement level and educational needs. Audio tapes may be made by the graduate student during testing for evaluation purpose. Such tapes will be erased following review. I have been informed that this case study will be conducted in a sensitive, professional and non-disruptive manner.

It is my understanding that my child's teacher, _____, and Dr. Cherry Houck who is a professor in the College of Human Resources and Education at Virginia Tech will supervise this case study. I also understand that I will receive a copy of the case report and have an opportunity to discuss the case findings with the graduate student at the end of the term.

Signature of Parent(s): _____

Date

Phone Number _____

Mailing Address: _____

***Note to Graduate Students:** Please make certain that you obtain parental approval prior to any individual assessments. One copy of this permission form is to be given to the child's referring teacher for the school files, one copy is to be submitted to me along with your case study, and one copy should be retained by you.

Exhibit C

Parental Permission Form*
For Individualized Case Instruction (EDCI 5284)

I grant permission for _____, a graduate student at Virginia Tech enrolled in the course *Teaching Students with Specific Learning Disabilities*, to provide individualized remedial instruction for my child, _____ in _____ (specify the target basic skill area) during the current semester.

I understand that this case work is a course requirement and that, prior to initiation of the instruction, the graduate student will need to review cumulative and confidential school records, analyze my child's current work samples, review the instructional materials currently being used by my child's teacher(s), and conduct in-class observations. I am also aware that the student will be administering standardized and/or informal assessment measures to determine my child's current achievement level and to document improvements seen across the eight to nine week intervention period. I understand that the graduate student will be talking with my child's teacher(s) and me during the case work and discussing instructional strategies employed and outcomes observed during the weekly graduate class in a confidential manner. Further, I understand that, periodically, the student will be making audio and/or video tape recordings of selected lessons in order to evaluate the quality of the instructional sessions and where improvements are needed. These tapes will be reviewed only within the EDCI 5284 graduate class. No other persons will have access to these materials.

I have been informed that the individualized instruction will be conducted in a professional manner three times per week for eight weeks following the initial two to three week baseline assessment and intervention planning period. The specific schedule will be arranged in consultation with my child's teacher unless the instruction is to occur after the normal school day. It also is my understanding that this work will be carried out under the supervision of my child's LD teacher, Ms./Mr. _____, in consultation with Dr. Cherry Houck, the course instructor and Professor in the College of Human Resources and Education at Virginia Tech.

I understand that I may be contacted periodically with updates on the instruction, that I will receive a copy of the final Progress Report, and that I will have an opportunity to discuss the outcomes with the graduate student at the end of the term.

Signature of Parent(s): _____

Date: _____

Phone Number: _____

Mailing Address: _____

*Note to Graduate Students: Please make certain that you obtain written parental approval prior to any case-related work. One copy of this permission form is to be given to the child's referring teacher for the school files, one copy is to be submitted to me along with your case study, and one copy should be retained by you.

Exhibit D

Lesson Plan

Student's Name _____ **Date:** _____
Graduate Student's Name: _____ **Session Number:** _____
Length of Instructional Session: _____ **Target Area:** _____
Instructional Format (Individual _____ Small Group _____ Large Group _____)

Purpose/Relevant Goal/Standard(s):

Lesson Objective(s):

Prerequisites/Prior Learning to Review

Instructional Procedure/Sequence/Anticipated Pacing (i.e., lesson introduction, techniques/strategies/models, student activities including guided and independent practice, closure. Attach any models or work tasks; project time to be spent on each step.)

Follow-up Activities (e.g., homework, enrichment opportunities. Attach any handouts)

Evaluation Method (i.e., procedures to determine the extent that student has met objective. Attach any probes):

**Needed Resources:
Analysis of Lesson Outcomes Related to Objectives:**

Lesson Strength's Weaknesses:

Implications for Subsequent Lessons:

Other Notes/Comments/Questions:

Lesson Plan

Name:	Date:	Period/Time:	Inst. Grp./Curric. A	
Long Term Goal:		Transition Plan:		
Motivating Activity:		Communicated Behavioral Expectations:		
Relevancy of Lesson to Students:		Materials:		
Objectives: Identify level-introductory, instructional, or independent	Teaching Strategies:		Communicated Time Line:	Student Acti
Check for Understanding:		Summarizing activity:		
Transition Plan:				
Reflection:				

REMEMBER TO MOTIVATE AND PRAISE THROUGHOUT

Sample: Individual Lesson Evaluation

Name of Student:

Lesson Observed:

School:

Date and Time:

A. Quality and Appropriateness of Instructional Plan (e.g., appropriate for student's specific needs based on objective assessment information, provides opportunities for review, includes plans for clearly focused instruction, practice, and evaluation, appropriate sequencing of planned activities, creative/original approach that draws and sustains student's interests, incorporation of supportive materials/equipment).

B. Lesson Implementation (e.g., effective organization of environment and instructional materials, readiness to begin lesson, use of appropriate motivation techniques to promote active student engagement, clear communication of lesson's objectives and directions, quality of actual instructional component, sensitivity to student's understanding, active student engagement, pacing of lesson, transition across lesson's activities, accurate and efficient monitoring or performance, use of behavior management and use of appropriate reinforces).

C. Major Strengths of Lesson:

D. Intern's Evaluation of Lesson:

E. Target Areas for Improvement:

Evaluator:

I have reviewed the above evaluation and found it to be:

- An objective view of this lesson.
 Inconsistent with my perceptions of this lesson.

Signature of Individual Being Rated:

Date:

Exhibit F

Intern Evaluation Form

Intern's Name: _____

Number of Conferences with Intern: _____

Name and Position of Evaluator: _____

Nature of Instructional Setting: _____

Dates and Times Observed: _____

Number of Observations Completed to Date: _____

Please evaluate the individual whose name is listed above in terms of the degree of *consistency* with which the following behaviors have been displayed. In the right column, check any items that represent an area of concern at this time.

	0 Insufficient Data or No Opportunity to Observe	1 Consistently Observed	2 Observed Fairly Consistently	3 Observed at Least Half the Time	4 Seldom Observed	5 Never Observed	- An Area of Concern
I. PROFESSIONALISM							
1. Fulfills responsibilities:							
a. to students							
b. to other professionals and parents							
2. Effectively organizes time and resources							
3. Actively seeks alternative strategies and suggestions							
4. Accepts feedback well							
5. Follows through on suggestions							
6. Shows positive affect (cheerful, optimistic, enthusiastic, energetic)							
s 7. Accepts new tasks willingly							
8. Relates effectively to other professionals							
9. Relates well to parents							
10. Relates well to students							

Exhibit F

Intern Evaluation Form

	0 Insufficient Data or No Opportunity to Observe	1 Consistently Observed	2 Observed Fairly Consistently	3 Observed at Least Half the Time	4 Seldom Observed	5 Never Observed	- An Area of Concern
11. Is well-groomed and appropriately dressed							
12. Is reliable and punctual							
13. Demonstrates a knowledge of school policies							
II. INSTRUCTION							
1. Accurately assesses students' needs							
2. Develops appropriate objectives							
3. Defines specific instructional and/or behavioral objectives							
4. Selects appropriate instructional activities in terms of:							
a. student's current performance level							
b. student's age							
c. student's interest							
d. student's activity levels							
e. student's style and rate of learning							
5. Effectively organizes the lesson in terms of:							
a. having a variety of appropriate activities							
b. establishing relationship to prior knowledge and experiences							
c. sequencing sessions activities							
d. pacing the activities							
e. providing for practice and closure							
f. providing appropriate reinforcement							
6. Effectively organizes the learning environment							

Exhibit F

Intern Evaluation Form

	0 Insufficient Data or No Opportunity to Observe	1 Consistently Observed	2 Observed Fairly Consistently	3 Observed at Least Half the Time	4 Seldom Observed	5 Never Observed	- An Area of Concern
7. Makes good use of instructional time							
8. Demonstrates knowledge and skill in major subject areas							
9. Handles disruptive or off task behavior appropriately							
III. EVALUATION							
1. Accurately observes and adapts to student's:							
a. success with activities							
b. moods							
2. Accurately records and evaluates the effects of:							
a. each individual session							
b. progress over a period of time							
3. Provides visual and/or auditory feedback to students concerning their progress							
4. Maintains written records of the:							
a. objectives for each student for whom s/he is responsible							
b. progress to date							
c. continuing needs							
d. periodic written progress reports							

Exhibit F

Intern Evaluation Form

	0 Insufficient Data or No Opportunity to Observe	1 Consistently Observed	2 Observed Fairly Consistently	3 Observed at Least Half the Time	4 Seldom Observed	5 Never Observed	- An Area of Concern
5. Effectively communicates information concerning student's needs and progress to significant individuals including:							
a. the student							
b. the resident I.D. teacher							
c. classroom teachers							
d. parents							
e. the university mentor							

Comments:

Recommendations:

Date this evaluation was shared with the student: _____

Signature of Evaluator: _____

Signature of Student Intern: _____

Exhibit G

DAILY LOG OF INTERNSHIP ACTIVITIES

Name of Intern: _____

Weekly Totals (Hours of Involvement)

Campus Supervisor: _____

School: _____

Grade Levels: _____

Dates Covered by Log: _____

Time Block	Monday	Tuesday	Wednesday	Thursday	Friday

Exhibit H

Special Education Program Faculty Profiles

Dr. Bonnie S. Billingsley, Associate Professor, College of Human Resources and Education, is a former special education teacher and supervisor of special education. She received her Ph.D. degree from Virginia Tech. Dr. Billingsley has been a regular contributor to major research journals such as *Exceptional Children*, *The Journal of Special Education*, *The Journal of Learning Disabilities*, and *Learning Disabilities Research and Practice*. She also is co-author of various state-sponsored research reports and training materials including *Program Leaders hip for Serving Students with Disabilities*. Presently she serves on the editorial boards of *Exceptional Children* and *Teacher Education and Special Education*. Dr. Billingsley received the dissertation research award from the *Division for Learning Disabilities of the Council for Exceptional Children* and the research award from the *Virginia Council for Learning Disabilities*. She is a regular contributor to professional meetings and has provided consultative services at the local, state, and national levels. Her work has been supported by state and federal grants and contracts.

Cherry K. Houck, Professor, College of Human Resources and Education and former special education teacher, has extensive experience in the field of learning disabilities and special education. She received the Ed.D. degree from the University of Alabama. Dr. Houck is author of the text, *Learning Disabilities Understanding Concepts, Characteristics, and Issues*, and she has been a regular contributor to major research journals, such as *The Journal of Learning Disabilities*, *Learning Disability Quarterly*, *Learning Disabilities Research, and Practice*, and *Academic Therapy*. Currently she serves on the editorial boards of *Learning Disability Quarterly* and *Intervention in School and Clinic*. Dr. Houck is past president of the Council for Learning Disabilities and the Virginia chapter. She also is recipient of the *1993 Professional of the Year Award* for the Council of Learning Disabilities and the research award from the *Virginia Council of Learning Disabilities*. Over the years, Dr. Houck has been a speaker at many professional meetings and has served as a consultant at the local, state, and national levels. Her work has been supported by numerous federal personnel preparation and research grants.

Dr. Susan B. Asselin has experience teaching students with disabilities at the secondary level as a vocational home economics. Dr. Asselin holds B.S. and M.S. degrees from Florida State University and a Ph.D. degree from the University of Nebraska-Lincoln. Over the past 16 years Dr. Asselin concentrated her efforts on teaching on and off campus graduate courses for vocational and special educators, human service personnel and counselors. Scholarship efforts have focused on instructional strategies, collaboration between disciplines, outcomes of secondary programming, postsecondary support and transition services resulting in numerous publications and professional presentations. Dr. Asselin directed a state-sponsored special education technical assistance center that conducted research and disseminated transition-related resources. She served as president of the *National Association of Vocational Special Needs Personnel*, president of the *National Association of Vocational Special Needs Teacher Educators*, a member of the American Vocational Association, Special Needs Division Executive Board and on the President's Committee for Employment of People with Disabilities. Currently, Dr. Asselin serves on the editorial boards of the *Journal for Vocational Special Needs Education* and the *Journal for Vocational Education*. In addition she has been awarded over 3 million dollars in external funding to support service, instruction and service efforts in vocational special education and transition.

