



CLARK ATLANTA
UNIVERSITY

School of Education

Special Education General Curriculum

Field Experiences Manual

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Clark Atlanta University

School of Education Department of Curriculum & Instruction

Special Education General Curriculum Program

CDES 593 Practicum CDES 594 Internship

Requirements, Responsibilities and Procedures

Introduction

The purpose of this handbook is to describe the general procedures and requirements of the field experience. Field experiences are organized and designed to provide candidates the opportunity to increase their professional knowledge, disposition, and skills. Information is provided for the candidate, cooperating teacher, principal, and school district.

Field Experiences--Special Education General Curriculum

CEDS 593 Practicum for Special Education General Curriculum

A minimum of 160 hours is required for CEDS 593 Practicum. The state of Georgia also requires successful completion of the edTPA portfolio for certification and it is completed during CEDS 593. The portfolio consists of three tasks which are Task 1-Planning for Instruction and Assessment; Task 2-Instructing and Engaging the Focus Learner; and Task 3-Assessing Learning. Candidates are required to videotape themselves providing instruction and candidates will be provided with a form to obtain parental permission. Currently, a passing score of 38 is required for the successful completion of edTPA. The Pearson Company provides evaluators who score the portfolio.

If a candidate does not receive a passing score on edTPA, the candidate will re-submit the failed tasks or the complete portfolio during CEDS 594 Internship. After re-submission of the portfolio, additional assignments will be designed tailored to the unique needs of the candidate.

CEDS 594 Internship for Special Education General Curriculum

Candidates who achieve the passing score during CEDS 593 will receive other assignments

during CEDS 594 designed to enhance and refine their skills. Candidates will also acquire experiences working with students at the grade levels of PK-2, 3-5, 6-8, and 9-12 during CEDS 594.

The Clark Atlanta University (CAU) Supervisor and the Cooperating Teacher supervise and evaluate the candidates using the Intern Keys at the conclusion of CEDS 594. The Intern Keys will be provided to the Cooperating Teachers electronically.

CEDS 593 Practicum and CEDS 594 Internship

Bi-weekly seminars are held with the candidates during CEDS 593 and CEDS 594. Various topics are presented during the seminars.

Candidates will document their time in the schools. The University Instructor will provide the candidates with documentation forms and the candidates and cooperating teachers will sign the forms.

All candidates in field experience should be in compliance with the Georgia Code of Ethics.

Candidates are instructed in the Code and take an exam regarding the Code prior to placement.

Candidates follow the standards of the Council for Exceptional Children (CEC) and the Interstate Teacher Assessment and Support Consortium (InTASC)

Council for Exceptional Children Standards

Standard 1: Learner Development and Individual Learning Differences

Standard 2: Learning Environments

Standard 3: Curricular Content Knowledge

Standard 4: Assessment

Standard 5: Instructional Planning & Strategies

Standard 6: Professional Learning & Ethical Practice

Standard 7: Collaboration

InTASC Standards

Standard 1 Learner Development

Standard 2 Learning Differences

Standard 3 Learning Environments

Standard 4 Content Knowledge

Standard 5 Application of Content

Standard 6 Assessment

Standard 7 Planning for Instruction

Standard 8 Instructional Strategies

Standard 9 Professional Learning and Ethical Practice

Standard 10 Leadership and Collaboration

GENERAL POLICIES AND PRINCIPLES GOVERNING THE PROGRAM

1. The period of time involved will be a minimum of 160 hours for CEDS 593 and a minimum of 400 hours for CEDS 594.
2. The candidate is governed by the same rules and regulations as a contracted educator in the cooperating school. This includes general conduct, dress, holidays, work schedules etc.
3. For holidays, the candidate should follow the school calendar rather than Clark Atlanta University vacation schedule.
4. In cases of illness, the candidates should inform the school, cooperating teacher, and the university supervisor as soon as they are aware they will not be reporting to their placement site.
5. A copy of the syllabus and materials will be provided to the cooperating teacher prior to the beginning of the field experiences.
6. The candidate is not allowed to modify the dates or times of the field experience without prior permission from the university supervisor and approval from the cooperating teacher and principal. The request should be directed first to the university supervisor.

7. The candidate is never to assume the responsibility for the P-12 students in his/her classroom in the absence of the cooperating teacher or an approved substitute teacher.
8. Absences must be cleared first through the school and second through the university supervisor. This procedure must be followed for each day the candidate is absent from the classroom. All excused absences (illness, death in immediate family, direct involvement in/or catastrophic events) must be made up prior to the culmination of the field experience.
9. At the end of CEDS 594, the cooperating teacher and the university supervisor will evaluate the candidate. Evaluation is based on the competencies outlined in the Intern Keys.
10. Cooperating teachers should advise the university supervisor of any concerns or questions that they may have about any aspect of field experiences via email or phone.

School District Level Involvement

The field placement coordinator for each school district will make every attempt to place candidates in the most appropriate placement. Candidates will be matched with cooperating teachers who are highly qualified and fully certified in special education. Schools used as field experience sites must meet Southern Association of Colleges and School Accreditation Standards and State Department of Education standards.

Cooperating School Involvement

Principal:

The principal of the cooperating school serves as the educational leader and administrator throughout the duration of the field placement and all other activities carried on within the school. As the leader, the principal has certain responsibilities to and involvement with the field experiences program. The principal is asked to:

- Develop a positive concept with the faculty and staff that participate in teacher training as a professional obligation.

- Promote to the parents and community of the cooperating school a positive public image regarding practicum and internship candidates.
- Introduce candidates to the faculty and staff
- Provide facilities and material necessary for a successful field experience
- Recommend teachers in the building who will be asked to participate as cooperating teachers.

Cooperating Teacher:

The cooperating teacher works daily with the practicum and intern candidate. Collaboration between the two is necessary as the candidate begins to function as a professional. Initially, the cooperating teacher will oversee the activities of the candidate extensively. As the proficiency of the candidate develops, the cooperating teacher will transfer increasing duties and responsibilities to the candidate during CEDS 594. Ultimately the candidate should function in the total teaching role, maintaining and performing all functions and activities normally performed by the cooperating teacher. Throughout the field experience the cooperating teacher is encouraged to develop and maintain a team -effort approach with the candidate. To best assist the candidate in achieving a successful field experience, each cooperating teacher is asked to possess the following requirements or exhibit the following behaviors:

- Full certification in special education
- Minimum of three (3) years of teaching experience
- Satisfactory performance on the last three district evaluations.
- Exhibit enthusiastic desire to work with the candidate.
- Participate in reviewing the lesson plans of the candidate during CEDS 594.
- Demonstrate and explain teaching techniques. Examine and discuss both positive and negative outcomes of the various teaching techniques
- Initiate a practice of continuous evaluation and explanation of classroom practice. Focus on strategies, policy, and procedures which may be most easily overlooked by the candidate.

- Direct the candidate in assuming classroom responsibilities as skill levels increase.
- Establish a specific time each day for feedback, joint planning, and evaluation.
- Involve the candidate in a variety of professional experiences: i.e., P.T.A., parent conferences, faculty meetings, student clubs, staff development training, etc.
- Participate in regular conferences with the university supervisor.
- Provide the university supervisor access to the class for observation of the candidate.
- Submit the Intern Keys evaluation of the candidate to the university supervisor.
- Use the following check list to assist in a smooth direct teaching experience.

I. Before the Candidate Begins:

_____ Meet with the university supervisor at field placement orientation for cooperative teachers

_____ Familiarize yourself with the university goals and expectations for the student teaching experience.

_____ Acquaint the student with the library, paraprofessional, instructional equipment, and general physical plant.

_____ Inform students, staff and parents of anticipated arrival of the candidate.

_____ Anticipate the anxieties of the candidate. Understand that there may be a period of adjustment.

II. During the First Week, provide the candidate with:

_____ List(s) of students, prepare a class lists and other seating chart

_____ Daily and weekly class schedules

_____ School semester calendar

_____ School handbook/policy statement

_____ A desk or individual work area

_____ Explanation of student grading/evaluation procedures

_____ Explanation of classroom management practices as well as school wide discipline procedures,

individualizing procedures and other administrative or record keeping processes.

_____ Provide available copies of teacher's text and student textbooks

_____ Provide a list of procedures for fire, emergency and tornado drills

1. III. Throughout the field experience:

_____ Establish and maintain a daily time for planning and evaluating

_____ Identify and agree on assumption of additional duties and instruction

_____ Provide the Georgia Standards of Excellence

IV. At the conclusion of the field experience:

_____ Complete and submit the Intern Keys (available online) to the university supervisor.

_____ Participate in an overall evaluation conference with the candidate and university supervisor.

SCHEDULE OF EXPERIENCES FOR FIELD/CLINICAL EXPERIENCES

During the first few days, the candidate should:

1. Learn names of the pupils with correct pronunciation and get acquainted with information on cumulative records concerning each student at the discretion of the principal and cooperating teacher.
2. Learn names of faculty members and other school personnel.
3. Observe from part of the room where he/she can watch students' faces and be aware of their total behavior.
4. Become familiar with the operation of audio-visual materials and equipment.
5. During CEDS 593, complete edTPA. This will entail developing lesson plans and videotaping instruction which will be submitted to the Pearson Company for evaluation.

During CEDS 594, the cooperating teacher should:

1. Provide experiences where the candidate understands long range plans by examining state standards, essential questions and instructional objectives.

2. Agree with the candidate on the period of activities for which the candidate will be responsible and agree on the approximate date that responsibility will begin. This enables the candidate to make adequate preparation.
3. Allow the candidate to assume full teaching responsibility with the approval of the cooperating teacher and the university supervisor.

II. Institutional Involvement:

The Director of Field Experience at Clark Atlanta University will coordinate all placements of practicum and internship candidates in the cooperating schools. The cooperating teacher will conduct day-to-day supervision of the candidate.

University supervisor has the responsibility for observing, providing guidance and feedback, and evaluating the candidate's performance throughout the field experience. Candidates will be visited in-person and/or observed through the use of video. The University Supervisor will provide oral and written feedback to the candidate, with suggestions, if needed for improvement.

Biweekly seminars will be conducted with all candidates.

The **candidate** is expected to comply with the following:

- Be present each day, 8AM-12PM or present during the appropriate hours for practicum and the entire school day for internship. This also includes in-service days. In the event the university's spring break fails to coincide with school system breaks, the candidate is to follow the placement school's calendar.
- Absences must be cleared first through the school and second through the university supervisor. This procedure must be followed for each day the student is absent from the classroom. All excused absences due to illness, death in immediate family, and involvement in/or catastrophic events must be made up prior to the culmination of the field experience. Unexcused absences are not allowed and will result in removal from the field experience.

- Attend a minimum of two extracurricular events plus any additional functions as requested by the cooperating teacher, building principal or university supervisor.
- Prepare and obtain approval of duplicate class lesson plans used during CEDS 594 sufficiently in advance of their scheduled use to permit modification and refinement as needed.
- Recognize their “guest” status in the school. A candidate’s termination from placement can originate jointly from the building principal, university supervisor and/or cooperating teacher or from either separately.
- Recognize that final authority for classroom procedure and affairs rests with the cooperating teacher and building principal.
- Exhibit professional demeanor. The candidate must be groomed and dressed in a state of physical condition consistent with that required of professional employees in the cooperating school placements.
- Gain experience in using methods, techniques and instructional materials

GENERAL ORIENTATION TO THE SCHOOL

As soon as possible, the candidate should become acquainted with routine procedures such as:

A. School Schedules

1. Time of opening and closing of school for students and teachers.
2. The time at which the teacher is expected to arrive and procedures for signing in and out.
3. The schedule of activities within the classroom
4. Faculty meetings

B. School Routines

1. Fire drill procedures
2. Methods of checking attendance
3. Regulations concerning children leaving the room or building

4. Procedures used for pupils assembling and leaving the building.

C. School Facilities

1. Administrative Offices and personnel
2. Library/Media Center
3. Teacher's room
4. Supply room
5. Playground areas
6. Cafeteria
7. Custodial Services
8. Lighting, heating, and ventilation
9. Parking regulations

- II. The candidate should become familiar with the following as soon as the necessary materials have been collected or made available.

1. School regulations and Policies
2. Announcements
3. Procedures and policies for classroom management and discipline.
4. Procedures for emergencies (accidents, fire, tornado, hurricane, etc.)
5. Homework policies
6. Regulations concerning visitors to the classroom
7. Student fees

B. Administrative forms

1. Hall and office passes
2. Excuse forms
3. Counseling forms

4. Permission forms for field trips, etc.
5. Inventory requisitions
6. Cumulative records and their contents
7. Progress reports
8. Report cards
9. Money receipt forms
10. Registration forms
11. Accident report form emergency cards

C. Materials

1. Textbooks and accompanying manuals
2. Supplementary books
3. State adopted books
4. Library books
5. Professional library materials

III. The candidate should become acquainted with resource people and general services.

- A. Assistant Principals
- B. Visiting Teacher Services
- C. Librarian/ Media Specialist
- D. Medical and Dental Services
- E. Audio-Visual Consultant, Supplies and Services
- F. Music Consultant
- G. Art Consultant
- H. Speech and Hearing Consultants
- I. Curriculum (courses of study, supplementary bulletins on teaching techniques)

J. Science Consultant

K. Physical Education Consultant

L. Special Education Consultant

Appendix

School of Education
Critical Thinking Change Agents Knowledge, Skills, and Dispositions

Knowledge Skills and Dispositions	Critical Thinking Change Agent Outcomes
Knowledge	<p>K1. <i>Critical Race Theory</i>: Demonstrates the content knowledge of the cultural, historical, social, political and economic realities and uses such to foster optimal development for all students.</p> <p>K2. <i>Multicultural Education</i>: Demonstrates the basic and broad knowledge and critical skills for culturally diverse groups to provide learning opportunities adapted to diverse learning needs.</p> <p>K3. <i>Pedagogy Knowledge</i>: Demonstrates how to teach subject content inherent in effective teaching and/or learning.</p> <p>K4. <i>Content Knowledge</i>: Exhibits understanding and has knowledge of subject matter and how knowledge is constructed to improve student academic achievement in inclusive settings.</p>
Skills	<p>S1. <i>Communication</i>: Demonstrates effective verbal and nonverbal communication techniques to facilitate active learning in the classroom, or (when working with students, parents, colleagues and members of the community to promote student success.)</p> <p>S2. <i>Technology</i>: Incorporates technological applications to promote learning and ensure educational equity.</p> <p>S3. <i>Assessment</i>: Systematically uses formal and informal assessment strategies to evaluate and assess teaching/learning issues in urban schools and communities.</p>
Dispositions	<p>D1. <i>Social Responsibility (Professionalism)</i>: Models ethical and professional behaviors in all interactions with schools, families, and communities.</p> <p>D2. <i>Cultural Sensitivity</i>: Demonstrates respect for the learners’ communities and cultural norms and sees the learning potential in all students</p> <p>D3. <i>Advocacy</i>: Views education as a dynamic political process in which to advocate improving the educational system.</p>



To: Parents & Guardians

Topic: Student Release Form – edTPA Teacher Certification Assessment

From: _____ Teacher Preparation Program Candidate

_____ Institution

_____ Cooperating/ Mentor Teacher _____ School

_____ Building Principal, _____ School

Date: _____

I am a candidate in an initial teacher preparation program that is implementing the edTPA, a national performance assessment for prospective teachers.¹ The Georgia Professional Standards Commission (PSC) is the agency which certifies teachers in Georgia. The PSC requires students to submit edTPA portfolios.

This portfolio includes submission of short video recordings of my teaching in your child’s class. The primary focus of the recording is to review and evaluate my teaching. In the course of taping, the back of your child’s head or side glimpses (at a distance) may appear on the video recordings. The videotaped lesson will be used for me to reflect on my teaching practice as part of the edTPA and will be loaded in a secure, password-protected electronic course management system. Also, I may submit samples of student work as evidence of my teaching practice, and that work may include some of your child’s work. **No student’s name** will appear on any materials that are submitted.

Faculty, cooperating teachers, and/or teacher candidates associated with the program at Clark Atlanta University and faculty associated with the edTPA review process may see my video and student work samples. These materials will be viewed only under secure, password-protected conditions, never posted on publicly accessible websites, and will **never reveal identities of children**, schools, or districts.

If you give permission to have minimal taping (back and side glimpse at a distance) of your child in class and to allow their work (with their names removed) to be submitted for evaluation of my teaching, please sign on the below line.

Child’s Name: _____

Parent’s signature _____ Date: _____

¹ For more information about the edTPA, see <http://edtpa.aacte.org/about-edtpa>.

CEDS 594 Self-Evaluation of Teaching

1. What did you do well when teaching **and/or** managing your class? (5-8 sentences)?
2. In what areas do you believe you need to improve **or** do something differently? (4-6 sentences)
3. What was your favorite lesson that you taught **or** activity that you had the students do? (4-6 sentences)
4. What was your least favorite lesson that you taught **or** activity that you had the students do? Will you do it again? If so, how will you change it? (5-8 sentences)

CEDS 594 Classroom Management Plan*

1. Write a philosophical statement regarding your beliefs about classroom management. This statement should include a description of what you believe to be your teaching style. (5-8 sentences, 20 points)
2. Submit a room arrangement map, including a student seating arrangement, teacher desk, resources, displays, etc. You should include a written explanation of your choice of arrangements. (Explanation should consist of 6-9 sentences, map = 10 points, explanation = 10 points)
3. Classroom Rules-List rules. (at least 5 rules, 10 points) How did you determine these rules? (2-4 sentences, 5 points) How are they communicated to students, parents, administrators? (2-4 sentences, 5 points)
4. Classroom Procedures-How are lessons structured? (5-8 sentences, 10 points) How do they start and finish? (5-8 sentences, 10 points)
5. Describe how you intend to encourage and respond to students with positive behavior and how will you manage students who are behaving negatively? (6-8 sentences, 20 points)

*This plan was slightly modified from a plan created by Colin Haysman at Stanford University. The original plan was found on the course webpage of Allan Feldman of the University of Massachusetts.