

**Developmental Cognitive Disabilities (DCD) Program
Clinical Experience Handbook**

Minnesota State University, Mankato
College of Education

Department of Special Education
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Mankato, Minnesota 56001

Overview

Active engagement with a variety of classrooms, children, and master teachers is an integral part of Developmental Cognitive Disabilities (DCD) undergraduate teacher licensure program at Minnesota State University, Mankato (MSU). MSU students who pursue an undergraduate degree in Special Education: DCD are expected to successfully complete a series of clinical experiences in public school classrooms of diverse settings and at various levels during their program of study. This handbook is developed to serve as a guide to university students majoring in Special Education (DCD) and classroom teachers participating in this series of clinical experience.

Competent special education teachers, regardless of their specific licensure areas, are expected to work effectively with children of diverse backgrounds and needs across different age levels. Therefore, undergraduate students in the area of DCD must complete clinical experiences at classrooms serving diverse populations as described below.

<i>Program Timeline</i>	<i>Clinical Placement</i>	<i>Duration</i>
Pre-Block (1 st program Semester)	Volunteer experience (with special needs population or school-age children)	25 hours
Block 1 (2 nd program semester)	General education classrooms	2 weeks full time
Block 2 (3 rd Program semester)	Special education classrooms (cross-categorical)	3 weeks full time
Block 3 (4 th program semester)	Special education classrooms (DCD specific)	3 weeks full time

During each of the clinical placements, MSU students are expected to implement and complete an array of activities and assignments in their designated classrooms. These activities and assignments have been developed to meet the goals of the DCD clinical experience (as described below) and ultimately to help students to become effective special education teachers.

Clinical Experience Goals

Through their participation in classroom field experiences and completing clinical activities university students will:

1. learn appropriate professional (teaching) behaviors.
2. observe, participate, and teach in a variety of settings.
3. be exposed to and experience various classroom strategies and teaching styles.
4. be exposed to various curriculum standards and teaching materials.
5. begin to understand learning characteristics of children of special needs including at-risk children, children with IEPs, and children identified as DCD.
6. understand the roles and responsibilities of special education teachers within the classroom and as a member of larger school community.
7. make connections between theory and practice.
8. engage in reflective teaching practice.
9. make decisions about (special) education as a career choice.

Key Personnel & Contact Information

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Information for
Cooperating Classroom Teachers

Classroom Teachers - A True Partnership

We the program faculty understand that there are many demands on classroom teachers. We appreciate teachers' time and willingness to have university students in the classroom despite busy schedules. We value classroom teachers as true partners in the clinical experiences, and would like to invite teachers to contribute in the preparation of the next generation of special education teachers.

In each semester university students will be given a series of potential activities and assignments to be completed during their clinical experiences. The types and nature of these proposed activities differ depending on how far university students have advanced in the program and the type of clinical classrooms where they placed. Since every classroom (and teacher too) is different, we invite teachers to use their professional expertise in deciding the kinds of experiences MSU students need to best prepare them. MSU students are expected to present and discuss assignment options before the start date of the clinical placement.

Time

Clinical experiences are two or three weeks in duration each semester. The exact dates will be communicated during the placement process. The placement process is facilitated by MSU College of Education, Office of Clinical and Field Experience. While placed in classrooms, MSU students are expected to follow teacher work hours, Monday through Friday. However, exact daily schedule (for example, report & dismissal times) can be adjusted based on teachers' professional judgment and classroom demands.

Flexibility

Our DCD program is a recent addition to MSU undergraduate teacher licensure programs. Thus, we can expect that there will be some changes and updates that need to be addressed. Flexibility and continued input from the cooperating teachers are very much valued.

Absence/Make-Up

University students are to call the school office to leave a message if they will be absent because of an emergency or illness. Also, University students need to arrange a make-up time with the cooperating teacher.

What we ask from classroom teachers

By doing some or all of the following, classroom teachers can help university students to assimilate this experience and to become effective teachers.

1. Provide initial orientation to the school, classroom, and students (for example, brief tour of school, meet key personnel and staff, introduction to children)
2. Communicate expectations of the school and classroom (e.g., attire, school hours, discipline policies, classroom rules)
3. Have a brief discussion time (e.g., 5-10 minutes) each day with MSU students to ask and/or answer questions
4. If possible, discuss daily schedules and lessons before school starts.
5. Provide professional advice on determining clinical activities and assignments. These

assignments will include activities such as:

- a. focused observation of teaching, children's learning, discipline practices
- b. participation in individual, group, and whole class teaching
- c. shadowing and/or practicing teacher duties (e.g., playground supervision, escort to special classes, special education due process)
- d. tutoring or remediation with individual children or small groups.

Feedback and Response

To the degree that teacher schedule allows, please communicate frequently to university students what they are doing well and what they need to improve. For formal evaluation, we ask classroom teachers to fill out the *Field Experience Assessment- Classroom Teacher* (Appendix B) at the conclusion of the clinical experience. Please keep in mind that university students have not yet had their student teaching experience. For some, this clinical experience may be their first extended visit into a classroom. We encourage university students to try new ideas and thus, they may make some mistakes as a result of taking these first steps towards becoming master teachers.

Since classroom teachers will be observing university students in a different setting than the program faculty do, the teachers may encounter problematic situations during the clinical experiences that we did not expect. Please communicate to us IMMEDIATELY if you have questions or concerns in regards to professional behaviors or if you encounter persistent problems with university students.

Information for MSU Students

Expectations and Responsibilities of University Students

Placement:

University students are expected to

- Before placement, complete background checks during the first two weeks of semester
- Communicate any special circumstances to the instructor in relation to clinical placement
- Inform DCD faculty or director or assistant director of Office of Clinical and Field Experience of any questions, problems, or changes that arise in regard to clinical placements

General Expectations

Contact and communication. University students are responsible for communicating with classroom teachers in all phases of the clinical experience. When notified of the location of clinical placement, university students should contact classroom teachers and make arrangements to meet the teacher at least one week prior to the start of the field experience. During the initial meeting, university students are to communicate their understanding of clinical expectations, determine timing of school/classroom orientation activities including the best time for arrival and departure, and if possible, decide on the type and timing of specific clinical activities and assignment.

Professionalism, punctuality and preparedness. University students should begin to understand professional behaviors expected of effective classroom teachers. Professional behavior includes punctuality and preparedness. University students are expected to be on time and be prepared. Significant and/or persistent problems in professionalism may be the basis of withdrawal from the clinical experiences, and consequently, from the DCD program.

Initiative and motivation. University students must demonstrate initiative and motivation. They should become contributing members of the classroom community from the first day of clinical experience. Some ways to show initiative and motivation are to (a) ask questions about children, curriculum, behavior management, teaching methods, community characteristics where the school is located, and so on (but be tactful about when to ask and how to ask them); (b) ask how the teacher can be helped; (c) go above and beyond the responsibility asked by the teacher (for example, if asked to grade student papers, ask whether to organize the papers; when asked to work with a particular child who have difficulties with a particular subject area, ask the teacher what follow-up activities the teacher would like to see with the child, etc.); and (d) design creative (lesson) ideas and ask the teacher whether university students can try out instructional ideas.

Behaviors that do not communicate initiative and motivation are (a) passive observation of the classroom in the back of the classroom for an extended period of time, (b) being primarily engaged in observation of the classrooms for a significant part of day, (c) being engaged in children only when directed by the teacher or classroom staff, and (d) showing signs of reluctance to complete assignments that the classroom teacher or classroom staff asks (e.g., copy of curriculum materials, grading).

Absence/Make-Up. University students are to call the school office to leave a message if they will be absent because of an emergency or illness. University students also need to arrange a make-up time with the cooperating teacher.

General Guidelines in Completing Clinical Assignments:

Many of activities and assignments described in this handbook are offered as a choice to MSU students. This means, university students are expected to take an initiative in determining which activities they would like to try during a particular semester, and to come up with an own plan describing student-initiated goals in each semester. Read the activity description for each semester carefully and write tentative goals on the table provided in the Appendix A (“My Goals for Clinical Experience”). University students are expected to use this sheet as a guide in planning their clinical experience. Each classroom is different and so is each teacher. For this reason, we expect changes and adaptation of the initial plan while completing clinical experiences in the classroom.

Classroom teachers are **very busy** during the school day. Whenever possible, university students are expected to use the least intrusive methods as possible when completing clinical assignments. For example, rather than asking the teacher about daily schedules, look around the classroom to see whether the teacher has already posted the daily schedule.

Also, university students need to let the teacher know where they are going to be if they plan to be in somewhere other than the classroom. For instance, if university students would like to follow the children to music class or art class, MSU students need to let the teacher know about it in advance. If university students plan to do something that is outside of usual classroom routine, they need to inform the teacher about the plan and obtain permission from the teacher in advance. University students need to inform the teacher about their plans and share their great ideas with the teachers. Classroom teachers invited and welcomed MSU students in the classroom; still, university students are invited guests to the classroom. Since university students’ actions (and inactions) will affect classroom teacher and children’s learning, classroom teachers need to be informed whenever university students would like to try something new in the classroom.

Clinical Activities and Assignments Common across Blocks

Below are some common expectations or experiences that apply to all clinical and volunteer experiences.

Daily journal. Keep a reflection journal documenting the activities completed and thoughts and reflections about the activities. Here university students will write (in legible handwriting) one paragraph each day describing thoughts, feelings, ideas, emotions, insights, philosophies, funny things, not-funny things, or anything else that is being experienced internally. The journal can also be used a means of documenting completion of clinical activities (e.g., daily schedules) by adding additional paragraph(s) describing how each clinical activity is implemented.

Course assignments. DCD Program faculty may have required particular assignments that are to be carried out during clinical experiences in relation to the particular course. It is university student’s responsibility to communicate the nature of assignments to the cooperating teachers, and if logistical issues arise, to communicate this to the course instructor in a proactive manner.

Clinical Class Profile. Complete the Clinical Class Profile (Appendix C) with the help of the classroom teacher toward the end of the experience. Submit the completed form, together with other documentation, to the instructor coordinating the clinical experience that semester.

Clinical Activities and Assignments Specific to Each Block

Block 1: General Education Classroom

Exploration of School, Classroom, and Children During the first couple of days, find out as much as about the school, classroom, and the children as you can. This information will be foundational knowledge (a) in working successfully in the children in the clinical classroom for the rest of the clinical experience, and (b) in understanding learning and developmental profile of children served by regular education classrooms.

- a. About School: Grade levels offered, number of students served, community characteristics where the children come from, school hours, types of special education classrooms/teachers the school offers, medication policy, and so on. You might want to inquire about whether the school has 'Student/Parent Handbook' where you can find much of the above information.
- b. About classroom and children: grade levels, number of children, class roster, gender ratios, any children needing extra help (e.g., under IEP, under 504 plan, ELL, Title I, etc.), classroom rules, behavior management system, number of adults, names of children and adults in the classroom, location of classroom supplies and rules of accessing supplies
 - 1) Classroom Learning Profile: Have a 10-20 minute discussion with the classroom teacher with regard to the classroom learning profile – achievement ranges of children, children who might need extra help and why, strategies that the teacher used to work with whole class of children of varying ability levels, any individualized teaching strategies, and so on.

Teaching and Learning

- a. Record or keep a daily schedule of activities during the days when you are in the classroom
- b. Conduct a focused observation of language arts instruction (the guideline for the focused observation is attached in the Appendices)
- c. Engage in instruction of individual children. Choose at least one of the following activities:
 - 1) Provide help to individual children who are struggling during whole class instruction
 - 2) Implement lesson plans that are already in place for individual children
 - 3) Provide tutoring
 - 4) Teach a MSU student-developed lesson to an individual child. If you choose this option, first propose your lesson idea to the classroom teacher. If the teacher approves, submit a written lesson plan to the teacher and get feedback before you implement the lesson.
- d. Engage in instruction for a group of children. Choose at least one of the following activities:
 - 1) Read a story to a group of children during language-arts instruction
 - 2) Engage in class-wide management activities, such as lunch count, leading the class to special class (e.g., music, art)
 - 3) Teach lessons that are already developed by the classroom teacher to a group of children.
 - 4) Teach a MSU student-developed lesson to a group of children. If you choose this option, first propose your lesson idea to the classroom teacher. If the teacher approves, submit a written lesson plan to the teacher and get a feedback before you implement the lesson.

Behavior Management

Implement a behavior management system that is already in place. Choose one or more of the following activities.

- a. Find out the classroom management system in place already. First use non-obtrusive measures (e.g., scanning of the classroom for posted classroom rules, observation of behavior management techniques – for example, types of warning, rewards, and consequences used). Then clear up ambiguous points with classroom teacher or staff by asking questions when it is convenient.
- b. Implement the existing behavior management system (for example, giving verbal warning and praise, enforcing consequences). If possible, obtain feedback from the teacher about your performance and style.
- c. Observe and document transition strategies used by the classroom staff.
 - 1) (Transition) signals used to transitioning to different subject areas, to different locations in school, or at the beginning and ending of the school day
 - 2) Tactics and strategies used to facilitate smooth transition between activities and locations and to minimize behavior problems

Curriculum and Assessment

- a. Explore curriculum materials: Choose the time of the day that children are not in classroom (e.g., specials, lunch, after school). Ask the classroom teacher whether you can browse curriculum materials in classrooms. Browse the classroom and examine the curriculum materials used in the classroom – books, basal reading series, textbooks, math books, manipulatives, and so on. Examine the materials so that you get an idea of grade level materials expected of the children in the classroom. What types of books are children reading? (picture books, chapter books) Vocabulary level? Math skills? (addition, carrying) Pedagogical approach? (skills-based vs. exploration-based) Your appraisal?
- b. Document activities related to assessment and testing that you observe throughout the clinical experience.
 - 1) Record formal and informal assessment activities you observe such as spelling test, reading fluency probes, math facts.
 - 2) Describe how the classroom teacher uses testing information to guide instruction

Other Activities

Choose one or more of the following activities.

- a. Follow children to recess, observe them in the playground, and reflect on the following:
 - 1) What kind of activities do they engage?
 - 2) With whom do they play, in other words, with whom do the children hang around together?
 - 3) What type of social, communication, and motor skills do children need to exhibit to be successfully included in the playground activities?
 - 4) How are playground conflicts resolved?
 - 5) Any playground/recess rules? (e.g., children are supposed to play in the areas where teachers can see them.)
- b. Explore Teacher-Family communication: Observe how the teacher communicates with parents and families of children. Reflect on the modes, reasons, frequency of communication. What strategies would you like to try when you become a classroom teacher?

- c. Explore Teacher-staff communication: Observe communication that the classroom teacher engages with the classroom staff or other school personnel. What strategies would you like to emulate in the future and why?
- d. Teacher or staff interview: Ask whether you can have an interview with the teacher or a staff in the class. What attracted her/him to the profession? What are high points of her/his teaching career? What does she/he find most demanding? Any advice for beginning (special) education teachers? Tips for the first year? Tips on how to work effectively with the staff?

Block 2 & 3: Special Education/DCD Classroom

Exploration of School, Classroom, and Children

During the first couple of days, find out as much as you can about the school, classroom, and the children as you can. This information will be foundational knowledge for you (a) in working successfully in the clinical classroom for the rest of the clinical experience, and (b) in understanding learning and developmental profile served by special education and DCD programs.

- a. About School: Grade levels offered, number of students served, community characteristics where the children come from, school hours, types of special education classrooms/teachers the school offers, medication policy, and so on. You might want to inquire about whether the school has 'Student/Parent Handbook.'
- b. About classroom and children: grade levels, number of children, class roster, gender ratios, any children needing extra help (e.g., IEP, 504 plan, ELL, Title I, etc.), classroom rules, behavior management system, adult support (paraprofessionals, related service professionals), names of children and adults in the classroom, location of classroom supplies and rules of accessing supplies
- c. About other classrooms and professionals relevant to children in the assigned classroom: general education classrooms and teachers, schedules when the children are included, names, and titles of related service professionals and their schedules
- d. Classroom learning profile
 - 1) Within the first 3 days of your placement, review IEPs of children in the classroom that you are assigned and take notes about goals, objectives, accommodations, other relevant information that helps you work with the children. (cf. You might need a written permission from parents. Ask teacher whether this is the case before you do this assignment.)
 - 2) Have 15-20 minutes discussion with the classroom teacher with regard to the classroom learning profile – achievement ranges of children, children who might need extra help and why, strategies that the teacher used to work with whole class of children of varying ability levels, any individualized teaching strategies, etc.

Teaching and Learning

- a. Record or keep a daily schedule of activities during the days when you are in the clinical classroom for at least a week.
- b. Conduct a focused observation of group instruction. (The goal here is to learn enough about the lesson so that you can teach a few group lessons toward the end of your clinical experience.)
- c. Engage in instruction for individual children. Choose at least two of the following activities:
 - 1) Provide help to individual children who are struggling during whole class instruction.
 - 2) Implement lesson plans that are already in place for individual children.
 - 3) Act as an one-on-one paraprofessional for a child. First ask help from the teacher to identify a child for this assignment. Follow along the child for a few days and provide help as needed. You might need to adjust the duration of your follow along. Some children have less tolerance for adult help.
 - 4) Observe one or more teaching/therapy sessions that are delivered by the related service professionals (SLP, OT, PT, counselor, DAPE). Come up with a few questions about the

session and, if possible, ask the questions.

- 5) Teach a lesson to an individual child based on the lesson you developed. If you choose this option, first propose your lesson idea to the classroom teacher. If the teacher approves, submit a written lesson plan to the teacher and get a feedback before you implement the lesson.
- d. Engage in instruction with a group of children. Choose at least two of the following activities:
 - 1) Read a story to a group of children during language-arts instruction.
 - 2) Engage in classwide management activities, such as lunch count, leading the class to other class (e.g., specials, DAPE, recess, snack time).
 - 3) Teach lessons that are already developed by the classroom teacher to a group of children (e.g., calendar time, , running a classroom/school store, reading group, math group, etc.)
 - 4) Teach a lesson to a group of children based on the lesson you developed. If you choose this option, first propose your lesson idea to the classroom teacher. If the teacher approves, submit a written lesson plan to the teacher and get feedback before you implement the lesson.

Behavior Management

Implement a behavior management system that is already in place. Choose two or more of the activities.

- a. Find out the classroom management system in place already. First use non-obtrusive measures (e.g., scanning of the classroom for posted classroom rules, observation of behavior management techniques – for example, types of warning, rewards, and consequences used). Then clear ambiguous points with classroom teacher or staff by asking questions when it is convenient.
- b. (For Block 3 Students only) Write a one-page description each for a behavior management plan targeted for an individual child and for a classwide system (e.g., token system, classroom rules). Each description should include target behaviors (behaviors to increase, behaviors to decrease), consequences (reinforcers, both intended and actual), and your reflection.
- c. Implement the existing behavior management system both for individual students and classwide (for example, giving verbal warning and praise, enforcing consequences). Obtain feedback from the teacher about your performance and style.
- d. Observe and document transition strategies used by the classroom staff.
 - 1) (Transition) signals used to transitioning to different subject areas, to different locations in school, or at the beginning and ending of the school day
 - 2) Tactics and strategies used to facilitate smooth transition between activities and locations and to minimize behavior problems

Curriculum and Assessment

- a. Curriculum-related activities: Choose at least one from the following.
 - 1) Explore curriculum materials: Choose the time of the day that children are not in classroom (e.g., specials, lunch, after school). Ask the classroom teacher whether you can browse curriculum materials in classrooms. Browse the classroom and examine the curriculum materials used in the classroom – books, basal reading series, textbooks, math books, manipulatives, and so on. Examine the materials so that you get an idea of grade level materials expected of the children in the classroom. What types of books are children reading? (picture books, chapter books) Vocabulary level? Math skills?

(addition, carrying) Pedagogical approach? (skills-based vs. exploration-based) Your reflection?

- 2) Compile a list of curriculum materials that are used in the classroom and that you might want to have in your own classroom (name of materials, source, price, contact info, etc.)
 - 3) Observe any assistive technology (AT) used by the children in the classroom. Reflect on the skills that are facilitated by the AT and effectiveness of AT.
- b. Assessment activities: Choose at least one from the following.
- 1) Observe a formal testing session: If there is any formal testing scheduled for any child in the classroom during the time your stay, observe the testing session. You need permission from the teacher and the professional who administer the testing, and in some cases, permission from the parents and the child.
 - 2) Review an Eligibility Evaluation summary: After obtaining permission from the teacher and the parent, find the most recent special education eligibility evaluation report for a child in the classroom. As you read it, make notes as you deem helpful.
 - 3) Implement informal assessment procedures: Ask the teacher whether she needs data for her teaching and/or special education due process (evaluation, re-evaluation, IEP planning etc.)
 - 1) Collect data based on a data collection system that is already developed by the teacher (e.g., reading probe, grading math quiz and record scores, behavior observations)
 - 2) Propose a new data collection system (for the area of the teacher's choice): Develop a new data collection system for an academic skill or a behavior, collect data based on the system, and share your results with the teacher. Make sure to obtain teacher permission before you collect actual data.

Other Activities

Choose two or more of the following activities.

- a. Follow children to recess, observe them in the playground, and reflect on the following.
 - 1) What kind of activities do they engage?
 - 2) With whom do they play, in other words, with whom do the children hang around together?
 - 3) What type of social, communication, and motor skills do children need to be successfully included in the playground activities?
 - 4) How are playground conflicts resolved?
 - 5) Any playground/recess rules? (e.g., children are supposed to play in the areas where teachers can see them.)
- b. Teacher-Family communication: Observe how the teacher communicates with parents and families of children. Reflect on the modes, reasons, frequency of communication. What strategies would you like to try when you become a classroom teacher?
- c. Teacher-staff communication: Observe communication that the classroom teacher engages with the classroom staff or other school personnel. What strategies would you like to emulate in the future and why?
- d. Teacher or staff interview: Ask whether you can have an interview with the teacher or a staff in the class. Find out what the teacher thinks about the special education system and her/his job as a special education teacher. What did attract her/him to the profession? What are high points of her/his teaching career? What does she/he find most demanding? Any advice for beginning special education teachers? Tips for the first year? Tips on how to work effectively with the staff?

- e. Attend a due-process team meeting: If there is a due process team meeting (for instance, IEP meeting) that is scheduled during your stay, ask the teacher whether you can observe the meeting. Attend the meeting and include your reflections about the meeting to your reflection journal.

Evaluation of Student Performance during Clinical Placement

Performance of university students during clinical placements and timely completion of clinical assignments (= student-set goals) will be evaluated by the DCD program faculty each semester. Feedback from the classroom teacher will be also considered in this evaluation. The results of this evaluation will determine the status of clinical placement in subsequent semesters, program continuation, as well as placement for student teaching.

Each semester, university students are expected to hand-in the evidence that you have completed all assignments and expectations specified in each field assignments with necessary documentation, one week from the last date of your clinical placement. The documentation should include:

- a. Classroom Teacher Evaluation (this can be mailed directed to the department). (Appendix B)
- b. Clinical placement Goal sheet (completed & dated) (Appendix A)
- c. Reflection Journal
- d. Appropriate documentation of goals completed as described in the above Goal sheet.
- e. Clinical Classroom Profile (Appendix C)

APPEDICES

APPENDIX A-1

My Goals for Clinical Experience (Block 1. General Education Classroom)

MSU Student: _____ Semester/Year: _____

Placement: _____ Classroom teacher: _____

Set your goals for this clinical experience. Bring this goal page to the initial meeting with the classroom teacher and use this as a guide for initial discussion.

Area/Activity	Date Goal set	Date completed
Orientation		
• Orientation to School		
• Orientation to Classroom & Children		
• Other activity:		
Teaching/Instruction		
• Maintain record of classroom schedule		
• Conduct focused/semi-structured observation		
• Teach individual student		
Activity:		
• Teach group of students		
Activity:		
• Other activity:		
Classroom Management		
• Implement existing classroom management system		
Activity:		
• Other activity:		
Curriculum & Assessment		
• Explore curriculum materials used in the classroom		
• Conduct informal observations of assessment		
• Other activity:		
Other areas		
activity:		
• Other activity:		

APPENDIX A-2

My Goals for Clinical Experience (Block 2 & 3. Special Ed./DCD Classroom)

MSU Student: _____ Semester/Year: _____

Placement: _____ Classroom teacher: _____

Set your goals for this clinical experience. Bring this goal page to the initial meeting with the classroom teacher and use this as guide for initial discussion.

Area/Activity	Date Goal set	Date completed
Orientation		
• Orientation to School		
• Orientation to Classroom & Children		
• Orientation to other classroom & professionals		
• Classroom learning profile		
• Other activity:		
Teaching/Instruction		
• Maintain record of classroom schedule		
• Conduct focused/semi-structured observation		
• Teach individual student		
Goal 1:		
Goal 2:		
• Teach group of students		
Goal 1:		
Goal 2:		
• Other activity:		
Classroom Management		
Goal 1:		
Goal 2:		
• Other activity:		
Curriculum & Assessment		
• Curriculum Goal:		
• Assessment Goal:		
• Other activity: :		
Other areas		
Goal 1:		
Goal 2:		
• Other activity:		

APPENDIX B
Developmental Cognitive Disabilities (DCD) Program
Minnesota State University, Mankato
Clinical Experience Assessment - Classroom Teacher

Student: _____

Semester: _____

School and Grade: _____

Subject: _____

Classroom Teacher: _____

	yes	no	Sometimes	Not applicable
1. The MSU student contacted you and met with you before the practicum began.				
2. The MSU student arrived on time and assisted in class as needed.				
3. The MSU student dressed, spoke, and behaved in a professional manner.				
4. The MSU student worked effectively with students individually and/or in small groups.				
5. The lessons showed adequate planning.				
6. The lessons demonstrated appropriate pacing.				
7. The MSU student submitted lessons a timely fashion <i>prior to</i> teaching.				
8. The lessons were developmentally appropriate.				
10. The learners were actively engaged.				
11. The MSU student spoke using appropriate rate, volume, and inflection.				
13. The MSU student was able to relate to all students.				
12. The MSU student was reflective and receptive to feedback.				
14. The MSU student demonstrated an understanding of the teaching/learning process.				
15. The MSU student interacted with staff, parents, and community members with respect.				
16. The MSU student was sensitive to issues related to culture, diversity, and gender.				

APPENDIX C

CLINAL CLASSROOM PROFILE FORM

The form is available from the Office of Clinical and Field Experience Website:
<http://ed.mnsu.edu/clinical/clinicalinfo/pdfs/clinicalclassprofileform.pdf>

APPENDIX D

LESSON OBSERVATION GUIDE & INSTRUCTIONS

Focused/Semi-Structured Observation

Instructional Context: ____ Individual ____ Small group ____ Whole class

Date/Time of observation: _____ **Grade Level:** _____

Directions: Before start observation, communicate to the teacher about the observation in advance. Specifically, you want to let the teacher know student(s) who you would be observing, the length of observation, and if needed, where you need to be.

Select a block of time during the classroom's morning or afternoon routine where you can complete this observation uninterrupted (approximately 30-45 min). Position yourself well outside of the flow of classroom activities and interactions. Try not to interact with the children unless it is necessary. Quietly begin watching the lesson and the children who participate in. Watch not only how instruction is provided but also how the students respond to adults and other students. Pay special attention to how the children receive information and then demonstrate knowledge or skill, and/or how the student communicates. Record your thoughts and ideas. Note that some reflection questions are provided below to serve as a starting point of your reflections as you observe. Be sure to include in your reflection (a) at least two things that you learned from this observation that you want to apply in your own teaching, and (a) at least one thing that you might apply differently and why.

SUGGESTED QUESTIONS TO CONSIDER AS YOU OBSERVE

1. Where does this observation take place?
2. Who is leading activities?
3. What is the purpose of instruction?
4. How many children are in the group? Do they appear to have similar or differing abilities relative to what is being taught?
5. Is the teacher using curriculum or an instructional program?
6. What is the teacher doing to actually teach the information or skill to student (s)
7. Do students respond in group, individually or both?
8. What type of assistance do the students need?
9. Are there any special accommodations used by the teacher?
10. Is there any assistive technology?
11. What happens if one or more students make mistakes?
12. What happens if one or more students show behavior problems?
13. How are children reinforced? In what ways do children receive feedback (about their academic performance, behavior performance)?
14. Is data collected? How so?

Reading Lesson Observation

Grade: _____ Book/Story: _____

1. Observe a reading lesson.
2. Describe the pre-reading activity used to prepare students for what was to be read.
3. Describe the during-reading activity.
4. Describe the post-reading activity used to manipulate story details or chapter information.
5. Describe two alternative pre-reading activities that could also be used with this lesson.
6. Describe two additional post-reading activities that could be used with this lesson.

Literacy Skills Lesson Observation

Grade: _____ Skill: _____

1. Observe a lesson used to teach a literacy skill.
2. Describe how the teacher provided instruction. Was there anything that seemed to be effective in keeping students actively engaged? Did the teacher do anything special to make the content accessible to students?
3. Describe the guided practice. What type of scaffolding was used? What did the teacher do to engage in whole class practice of this skill?
4. Independent practice or activity. What did the teacher do to have students practice the skill?
5. Describe two additional ways that students could practice the same skill.

APPENDIX E
LESSON PLAN FORMS

Lesson Plan Form

Effective teaching does not happen by accident. It takes careful thought and planning. An effective lesson plan should be written so that a substitute teacher could pick it up and teach from it.

Elements or parts of a lesson plan may vary. Listed below are a basic set of lesson plan parts that can be used flexibly to construct any type of lesson. When writing a lesson plan, start with a specific objective. In your lesson, be complete, descriptive, and sequential. Let the reader know exactly what you are trying to accomplish and how.

1. Objective. This is a definition of what exactly you want students to know or be able to do as a result of your instruction. What is it exactly that you want to teach? Students should be able to tell their parents what they learned in school that day, and their description should sound fairly close to your objective. (Note: I do not promote the use of behavioral objectives. See Johnson, A. (1999). Effective lesson planning for effective skills instruction. Journal of Reading Education, 24, 15-19.)

2. Introduction. This is a quick way to introduce students to the concept or material in your lesson. An introduction should link the new material to known concepts, arouse curiosity, and create interest. These are relatively brief (1 to 3 minutes), and are usually written last.

3. Input. List in outline form, exactly what you are going to teach. Questions for students should be recorded here. The reader of your lesson plan should be able to pick up your lesson plan and know exactly what the lesson is about, what information is going to be covered, and in what order. If you are teaching a skill or using an activity to teach a concept, the steps should be written out in sequence. Keep in mind the developmental level of your students. Don't try to confuse or astound students. Good teaching makes learning easy.

4. Activity. This is the manipulation of the input. Sometimes input and activity merge. Older students (high school and college) may be able to use more abstract activities to manipulate, although this is generally not the preferred method. Younger students need to physically manipulate or interact with the input in some fashion. Examples include: creative writing, drawing, simulation, discussion, problem solving, drama, graphing, worksheets, games, experiments, homework assignments, or thinking skills.

5. Closure/Review. This element varies, depending on the type of lesson. It is generally short, describing the main points covered in the lesson and sometimes, a preview of the next day's lesson.

Lesson Plan Format

Grade: _____ Date: _____ Time: _____
Subject: _____

I. Objective

II. Input and Activities (Make sure you include guided practice for a skills lesson plan).

III. Closure and Review

Materials needed:

* Use the back for post-instruction planning and reflection. What went well? Describe at least two things that could have been done to improve the lesson.

APPENDIX F

SAMPLE PERMISSION LETTERS

Permission Letter
Mankato Area Public Schools

To the Parents of: _____

From: _____, _____
Special Education teacher School

RE: **Permission for MSU students to have access to student files**

Date: _____

Mankato Area Public Schools, in cooperation with Minnesota State University, will soon have undergraduate students in Special Education visiting our classes. They will be there to complete a 3-week Field Experience during the period of _____. These activities have been designed to help the students develop the various skills needed to become an effective Special Education teacher. Over this period, MSU students will participate in a variety of activities with teachers and students, such as classroom observations, interviews, and reviewing class curriculum. They will also, under guidance of classroom teachers, participated in classroom instruction.

The district would like your assistance in partnering with MSU with one additional field assignment. In order for their experiences to be authentic, they would like to have access to student records and Individual Education Programs. The purpose of this task is to teach them how the Special Education process works and specifically how student records serve as part of the process. To do so requires your written permission.

The district is asking that you give written permission to your son or daughter's Special Education teacher to provide supervised access to the student file, I.E.P., instructional programs and data, during the 3-week period noted above under the following conditions:

1. The MSU student/s will be supervised by the teacher throughout the entire time that they have access to the records.
2. The MSU student/s will not be allowed to take any documents out of the classroom or photocopy any part of it.
3. The MSU student/s will follow all district, state and federal rules that govern confidentiality.
4. The MSU student/s will not be allowed to use your son or daughter's name as they complete any college assignments. Nor will they describe him/her in a way that permits identification.

Thank you for considering this request. If you have any questions about it, please feel free to call your son or daughter's Special Education teacher.

Please check one box and return the form to your son or daughter's Special Education teacher.

- I give Mankato Area Public Schools permission to allow supervised access to my son/daughter's student file and I.E.P., for only the purpose and time period stated above.
- I do not give Mankato Area Public Schools permission to allow supervised access to my son/ daughter's student file and I.E.P.

Signature of parent/legal guardian of the above named student

Date

Permission Letter

To the Parents of: _____

From: _____, _____
Special Education teacher School

RE: **Permission for MSU students to have access to student files**

Date: _____

We will soon have undergraduate students in Special Education from Minnesota State University, Mankato visiting our classes. They will be there to complete a 3-week Field Experience during the period of _____ . These activities have been designed to help the students develop the various skills needed to become an effective Special Education teacher. Over this period, MSU students will participate in a variety of activities with teachers and students, such as classroom observations, interviews, and reviewing class curriculum. They will also, under guidance and supervision of classroom teachers, participated in classroom instruction.

In order for their experiences to be authentic, they would like to have access to student records and Individual Education Programs. The purpose of this task is to teach them how the Special Education process works and specifically how student records serve as part of the process. To do so requires your written permission. We are asking that you give written permission for supervised access to your son or daughter's file, I.E.P., instructional programs and data, during the 3-week period noted above under the following conditions:

5. The MSU student/s will be supervised by the teacher throughout the entire time that they have access to the records.
6. The MSU student/s will not be allowed to take any documents out of the classroom or photocopy any part of it.
7. The MSU student/s will follow all district, state and federal rules that govern confidentiality.
8. The MSU student/s will not be allowed to use your son or daughter's name as they complete any college assignments. Nor will they describe him/her in a way that permits identification.

Thank you for considering this request. If you have any questions about it, please feel free to call your son or daughter's Special Education teacher.

Please check one box and return the form to your son or daughter's Special Education teacher.

- I give permission to allow supervised access to my son/daughter's student file and I.E.P., for only the purpose and time period stated above.
- I do not give permission to allow supervised access to my son/ daughter's student file and I.E.P.

Signature of parent/legal guardian

Date

APPENDIX G

MANKATO AREA PUBLIC SCHOOLS CLINICAL EXPERIENCE GUIDELINES