**SPED 4397 (44151): Special Education Field Experience**
Texas A&M University – Corpus Christi
College of Education
Bay Hall, Room 202
M–W–F 9:00 – 9:45, on-line, class & field experience

INSTRUCTOR: Mrs. Kimberly Cook
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OFFICE HOURS: by appointment
PHONE: 361-960-0730 (cell)

I. COURSE DESCRIPTION

This course requires students to participate in various community centers, schools and programs, on and off campus. Students will be actively involved in the learning situation.

II. RATIONALE

Provides undergraduate students opportunities to teach students with special needs in a variety of special education delivery systems.

III. STATE ADOPTED PROFICIENCIES FOR TEACHERS

The state adopted proficiencies covered in this course include the following:

1. Learner Centered Instruction. To create a learner-centered community, the teacher collaboratively identifies needs; and plans, implements, and assesses instruction using technology and other resources.

2. Equity in Excellence for All Learners. The teacher responds appropriately to diverse groups of learners. The administrator promotes equity in excellence for all by acknowledging, respecting, and responding to diversity among students and staff while building on shared values and other similarities that bond all people.

IV. STUDENT LEARNING OUTCOMES

Students in the EC-12 Special Education program will:

- demonstrate a depth of knowledge of understanding individuals with disabilities and evaluating their needs; (SPED 4310, SPED 4320, SPED 4330, and SPED 4335 are linked to this student learning outcome).
- demonstrate a depth of knowledge of fostering learning and development for individuals with disabilities; (SPED 4320, SPED 4330, and SPED 4335 are linked to this student learning outcome).
• demonstrate a depth of knowledge of foundations of special education and professional roles and responsibilities of the special education teacher; (SPED 4310 and SPED 4330 are linked to this student learning outcome).
• effectively apply the competencies of a special education teacher in their student teaching experience (SPED 4310, SPED 4320, SPED 4325, SPED 4330, SPED 4335, SPED 4397 and SPED 4398 are linked to this student learning outcome).

V. TExES COMPETENCIES

Domain I, Competency 002: The special education teacher understands formal and informal assessment procedures and knows how to evaluate student competencies to make instructional decisions

Domain II, Competency 003: The special education teacher understands and applies knowledge of procedures for planning instruction for individuals with disabilities.

Domain II, Competency 005: The special education teacher knows how to promote students' educational performance in all content areas by facilitating their achievement in a variety of settings and situations.

Council for Exceptional Children: Initial Level Content Standards

TAMUCC Special Education Program is aligned with the National CEC Standards

Beginning special educators demonstrate their mastery of the following standards:

Initial Content Standard 1: Foundations
Special educators understand the field as an evolving and changing discipline based on:
• philosophies and evidence-based principles and theories
• relevant laws and policies
• diverse and historical points of view
• human issues that influence the field and professional practice
• issues of human diversity that can impact families, cultures, and schools
• relationships of organizations of special education to the organizations and functions of schools, school systems, and other agencies

Initial Content Standard 2: Development and Characteristics of Learners
Special educators:
• know and demonstrate respect for their students first as unique human beings
• understand the similarities and differences in human development
• understand how exceptional conditions can interact with the domains of human development
• use this knowledge to respond to the varying abilities and behaviors of individuals with exceptional learning needs
Initial Content Standard 3: Individual Learning Differences
Special educators:
- know and understand the effects that an exceptional condition can have on an individual's learning in school and throughout life
- utilize active and resourceful means in seeking to understand how primary language, culture, and familial backgrounds interact with the individual's exceptional condition
- understand learning differences provide the foundation upon which special educators individualize instruction

Initial Content Standard 4: Instructional Strategies
Special educators:
- possess a repertoire of evidence-based instructional strategies to individualize instruction for individuals with exceptional learning needs
- select, adapt, and use these instructional strategies to promote positive learning results in general and special curricula
- modify learning environments appropriately for individuals with exceptional learning needs
- enhance the learning of critical thinking, problem-solving, and performance skills of individuals with exceptional learning needs
- promote increased student’ self-awareness, self-management, self-control, self-reliance, and self-esteem
- emphasize the development, maintenance, and generalization of knowledge and skills across environments, settings, and the life span

Initial Content Standard 5: Learning Environments and Social Interactions
Special educators:
- create learning environments for individuals with exceptional learning needs
- foster cultural understanding, safety and emotional well-being, positive social interactions, and active engagement
- foster environments in which diversity is valued
- shape environments to encourage the independence, self-motivation, self-direction, personal empowerment, and self-advocacy
- help their general education colleagues integrate individuals with exceptional learning needs in general education environments and engage them in meaningful learning activities and interactions
- use direct motivational and instructional interventions
- teach students to respond effectively to current expectations
- intervene with individuals with exceptional learning needs in crisis
- coordinate all these efforts and provide guidance and direction to paraeducators and others, such as classroom volunteers and tutors

Initial Content Standard 6: Language
Special educators:
- understand typical and atypical language development
- use individualized strategies to enhance language development and teach communication skills
• are familiar with augmentative, alternative, and assistive technologies to support and enhance communication
• match communication methods to an individual's language proficiency and cultural and linguistic differences
• provide effective language models and use communication strategies and resources to facilitate understanding of subject matter for individuals with exceptional learning needs whose primary language is not English

Initial Content Standard 7: Instructional Planning
Individualized decision-making and instruction is at the center of special education practice.

Special educators:
• develop long-range individualized instructional plans anchored in both general and special education curricula
• systematically translate these individualized plans into carefully selected shorter-range goals and objectives taking into consideration an individual's abilities and needs, the learning environment, and a myriad of cultural and linguistic factors
• emphasize explicit modeling and efficient guided practice to assure acquisition and fluency through maintenance and generalization
• modify instructional plans based on ongoing analysis of the individual's learning progress
• facilitate instructional planning in a collaborative context
• develop a variety of individualized transition plans from preschool to a variety of postsecondary work and learning contexts
• use appropriate technologies to support instructional planning and individualized instruction

Initial Content Standard 8: Assessment
Assessment is integral to the decision-making and teaching of special educators and special educators use multiple types of assessment information for a variety of educational decisions.

Special educators use the results of assessments:
• to help identify exceptional learning needs and to develop and implement individualized instructional programs
• to adjust instruction in response to ongoing learning progress

Special educators understand:
• legal policies and ethical principles of measurement
• measurement theory and practices
• appropriate use and limitations of various types of assessments

Special educators collaborate with families and other colleagues to:
• assure nonbiased, meaningful assessments and decision-making
• conduct formal and informal assessments of behavior, learning, achievement and environments
• identify supports and adaptations required for individuals
• regularly monitor the progress of individuals
• use appropriate technologies to support their assessments
Initial Content Standard 9: Professional and Ethical Practice
Special educators are guided by the profession's ethical and professional practice standards to:

- to practice ongoing attention to legal matters along with serious professional and ethical considerations

Special educators view themselves as lifelong learners and regularly reflect on and adjust their practice to reflect current evidence-based best practices.

Initial Content Standard 10: Collaboration
Special educators routinely and effectively collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways and promote and advocate the learning and well-being of individuals with exceptional learning needs across a wide range of settings and a range of different learning experiences.

VI. COURSE OBJECTIVES AND OUTCOMES

This course is designed to enable students to:

1. Gather practical information and experience in the design and organization of a classroom for students with special needs (III. 1; IV. 003).
2. Teach school-age children both on an individual and group basis under a teacher’s supervision (III. 1, 2; IV. 005).
3. Document, monitor and evaluate instruction on a daily basis (III. 1; IV. 005).
4. Administer assessments to evaluate short-term objectives (III. 1; IV. 002).
5. Conduct baseline/intervention studies (III. 1; IV. 002).

VII. COURSE TOPICS

This is a field-experience course in which the student interacts and teaches children with special needs under the direct supervision of the classroom teacher.

VIII. INSTRUCTIONAL METHODS AND ACTIVITIES

The methods and activities for instruction include the following:

1. Traditional Experiences (lecture/discussion)
2. Online interaction with the instructor and other students.
3. Field experiences will involve observation, reflection, and teaching and assessment of individuals/small groups of school-aged children.

IX. EVALUATION AND GRADE ASSIGNMENT AND OVERVIEW OF COURSE REQUIREMENTS

This a a credit/no credit course. To receive credit ALL assignments must be turned in on or before the due date and be professional and complete.

The major components of this course include the following assignments:
1. Field based component (minimum 30 hours). You will spend three to four hours per week for a period of at least eight weeks in a school setting, serving students receiving special education services (inclusive, transition, pullout, self-contained, etc.). You will work under the direct supervision of a special educator to gain experience that promotes professional growth and development leading to certification as a special education teacher. Attendance and sign-in sheet is required. You will have the option of going to a CCISD campus or the TIDES program on the TAMUCC campus for your field experience.

2. Reflective Journal ([due each Sunday by 11:59 p.m during your placement]). You must submit at least one journal entry per week during your placement. These are private; only the instructor will review each journal. These entries should be about an issue or incident that “stayed with you.” Each journal entry must contain: name of school, supervising teacher, number of students, type of classroom, etc.

3. Data Collection Project. Work with your teacher to identify one student who will be the focus of your data collection activities. Prepare a data collection tool (you may use one designed by your cooperating teacher or develop one yourself) that you will use to gather progress-monitoring data on either a daily or weekly basis (dependent upon the measure) to show student progress toward mastery of one goal or short-term objective. Bring the Data Collection Tool to the meeting you schedule with Mrs. Cook the week of February 20 - 24. Final tool must be submitted no later than 11:59 p.m. on March 24. Data will then be gathered and graphed to show student progress toward mastery of the objective and submitted along with the Module Project.

4. Reading Responses. Reading Responses allow you to apply current learning theory to what you are experiencing in the classroom. You must actively participate in these activities. There are three Reading Response topics assigned – you are welcome to address them any time prior to 11:59 p.m. on the due date. Record your due dates!

5. Module Project. This project should be seen as several mini-assignments (approximately 1-2 pages per section). You will submit your Module Project when all items are completed. The module project will be reviewed at the initial meeting with Mrs. Cook on January 23.

6. Final Reflection. At the end of your experience, you will review each of your journal entries and your module project. Develop an overall reflection of your experience—what you learned, what you will use, what you might do differently. This is not a negative reflection on your cooperating teacher/school. We all bring different gifts to the classroom – which makes teaching so unique! Be sure to discuss a few of the most valuable experiences that you’ve learned during this journey. Also, please share some areas in which you may do things differently.
Grading is Credit (CR) or Non Credit (NCR). You must submit ALL work, ON TIME, to receive credit.

Attendance & Punctuality
- 3-4 hours a week
- If you are absent, you must make up the time. If hours are not made up, you will receive a Non Credit (NCR) for the course.
- If you are going to be absent, leave a message in advance with the cooperating teacher and the university instructor.
- If you change days or times the cooperating teacher and the university instructor must approve it in advance.
- If absent more than 4 times, you will receive Non Credit (NCR) for the course.

Professionalism
- Appropriately dress is required. Even with permission from the school/cooperating teacher, you are not to wear blue jeans, sneakers, or t-shirts to your field experience. Dress should be professional – you are not only representing yourself as a future educator, but also TAMUCC. The instructor MUST approve any exception to the rule.
- Cell phone use is prohibited. Do not use/take out your cell phone while at your placement. No texting. Cell phone use should only reserved for emergencies (or supervisor request) and you must report the incident to the instructor. Even during non-instructional times (i.e., recess), cell phones are not to be used.
- Adhere to all school (and university) rules. During your first week, request a teacher handbook or list of rules from your teacher.
- Use person-first language in all your professional discussions and written work.
- Adhere to the Code of Ethics (we will review it in class).
- Respect confidentiality issues at all times. Do not use students’ names in written work or social conversations; always speak respectfully of students and school personnel. Do not engage in “negative talk.”
- Submit professional documents. All work must be typed, single or double spaced, and well organized (please edit all work prior to submission).
- If you have any difficulty or concern, please contact me immediately!
X. COURSE SCHEDULE

All work should be submitted by 11:59 p.m. Monday on the week it is due.

<table>
<thead>
<tr>
<th>Week</th>
<th>Course Activities</th>
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<tbody>
<tr>
<td>1—January 18 - 20</td>
<td>Submit request for field experience and information to CCISD for background check.</td>
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<tr>
<td>2—January 23 - 27</td>
<td>Meet on campus Wednesday, January 25.</td>
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| 3— January 30 – February 3 | Work in Setting  
Reading Response 1 Due, February 1 |
| 4—February 6 - 10 | Work in Setting  
Meet on Campus, Wednesday, February 8 |
| 5—February 13 -17 | Work in Setting |
| 6—February 20 - 24 | Work in Setting  
Meet with Mrs. Cook regarding Data Collection tool  
Reading Response 2 Due February 22 |
| 7 - February 27 – March 3 | Meet on Campus Wednesday, March 1.  
Bring Draft of Data Collection Tool  
Work in Setting |
| 8—March 6 - 10 | Work in Setting |
| March 13 - 17 | Spring Break |
| 9—March 20 - 24 | Work in Setting  
Data Collection Tool Due, March 24 (not data) |
| 10—March 27 – March 31 | Work in Setting  
Reading Response 3 Due, March 29 |
| 11—April 3 - 7 | Work in Setting |
| 12—April 10 - 14 | Work in Setting  
Module Project Due April 1 (include data collection) |
| 13—April 17 - 21 | Work in Setting  
Journal Entries Must Be Completed (minimum 8)  
Attendance/Sign in Sheets Must Be Submitted, April 19 |
| 14 —April 24 - 28 | Meet on Campus, Wednesday, April 26 |
| 15 —May 1 | Final Reflection Due April 30 |
XI. TEXTBOOK

**Required:**

**Recommended:**


XII. Course Policies

**Academic Integrity/Plagiarism**
University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in failure. See website http://judicialaffairs.tamucc.edu/.

**Submission of Work**
All written work turned in must be typewritten. Late work will not be accepted unless prior arrangements have been made in advance with the instructor or documentation is provided of a medical or family emergency.

**All online assignments must be submitted no later than 11:59 pm on the due date.**

**Dropping a Class**
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. Check the university academic calendar website for dates related to dropping a class with an automatic grade of "W" this term. See website http://www.tamucc.edu/academics/academic_cal.html.
Preferred methods of scholarly citations
Publication Manual of the American Psychological Association, Sixth Edition is the preferred method for citations within papers.

Classroom/professional behavior
All students are expected to act in a responsible manner with consideration of fellow students and toward TAMU-CC faculty and staff members. Specific rules and information is available in the TAMU-CC Student Handbook and available through the website http://judicialaffairs.tamucc.edu/studentcofc.html.

Statement of Academic Continuity
In the event of an unforeseen adverse event, and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

Grade Appeals*
As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

Disabilities Accommodations*
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in CCH 116. See website http://disabilityservices.tamucc.edu/.
If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

Blackboard Learning Systems Support
URL: http://iol.tamucc.edu
URL: Island Online Student Resources Webpage: https://distance-education.tamucc.edu/student_resources.html
“Help” At the bottom of the Course Management Control Panel in the course menu on the left-hand column of the course interface.
Phone: Help Desk (361) 825-2825

Technology Requirements
To prepare your computer for using Blackboard 9.1, go to https://iol.tamucc.edu/techreq.php for computer requirements.

To view .pdf files you will need the Adobe Reader. Download it at: http://get.adobe.com/reader/.

To view flash (.flv) files from sites such as You Tube, download the Flash player at http://get.adobe.com/flashplayer/.

Navigating Blackboard 9.1
Once you are in the course, read the “Announcements” on the home page. Check this each time you enter your course. You will see a Course Menu on the left of the page. The menu is a list of links that connect to materials and tools associated with the course. Blackboard has several features and tools for communicating content delivery that you should use almost daily. Links to information about how to use these tools include: Bb Help, which contains a complete guide to learning how to use the many tools and features in Blackboard, and Bb Video Tutorials, which links to a page with videos to show you how to do tasks such as submitting an assignment.

Library resources (including print, electronic, and human) can be accessed through the Mary and Jeff Bell Library website that supports electronic searches of articles, books, journals, course reserves, and databases. It includes information such as Ask a Librarian, research tools, remote access information and tutorials, information about plagiarism and copyright, and interlibrary loan (http://rattler.tamucc.edu/distilearn/). The library is a member of TexShare which provides you with a card that allows you to checkout materials from libraries across Texas. Librarians’ contact information is also on the website and you are encouraged to contact librarians for assistance.

In the event of a campus evacuation I will make every effort to continue teaching your course. Should such an event occur, I will continue to interact with you by using the Blackboard Announcement, Messages, Collaboration, Discussions, Blogs, Journals, and/or Wikis tools. If you have access to the Internet, you will be able to continue your
coursework by posting assignments and interacting with me as well as each other online. You will also be able see your grades on assignments, quizzes, and tests using the My Grades tool.

**Blended Course Guidelines**

Students will practice respect and responsibility as a part of this learning community. Here are some things you can do to exhibit an attitude of respect and responsibility:

- Post assignments on time. Early is even better.
- Work extra hard to get to know other classmates.
- Success in group activities will require strong collaborative skills, excellent time management, and flexibility.
- Reach out using our course tools to support each other. If you have good info/tips on what is working for you/resource ideas, please share with the group so we can help each other out.
- Respect other classmates by watching what you say.
- Add your opinions to/participate in the discussions.
- Be helpful to other students.
- Don’t get behind. If you get behind in a blended course it is harder to get back on track than it is in a traditional course.
- Stay focused and stay connected.
- Keep up with your assignments and your grades. It is not the teacher’s responsibility to tell you what you have or haven’t turned in. Your grades will be available in Blackboard so all you have to do is regularly check to make sure you have grades posted for all work.
- In general terms, students are expected to "demonstrate a high level of maturity, self-direction and ability to manage their own affairs" and to "conduct themselves in accordance with the highest standards of academic honesty." Instances of plagiarism will be handled in accordance with Texas A&M University-Corpus Christi General Academic Policies and Regulations as listed in the current catalog.

**Student login expectations**—Students are required to login often – once every three days at a minimum. It is recommended that students check daily for updates. (Specific login instructions are available at Blackboard Login https://bb9.tamucc.edu)

**Instructor Feedback**—During the week (exclude weekends), I will generally respond to online requests within 24 hours. If you have not received a response to a question within 48 hours, please resubmit your inquiry.

**Instructor availability to support students**—I maintain a consistent web presence and am available to meet in my office, online or via phone. I want to you to do well and develop critical knowledge and skills. Please contact me with questions, comments or concerns.

**Syllabus Disclaimer**
This syllabus should serve as your guide to the online course and is as accurate as possible. However, all information is subject to change; changes will be posted via Blackboard announcements. Additional class meetings may be called if needed.

*Required by SACS*

**XIII. BIBLIOGRAPHY**

Course content is supported by the following:


Helpful Teacher Websites:

AIMSweb http://www.aimsweb.com/


Crayola Lesson Plans http://education.crayola.com/lessons/

Discovery Lesson Plans, Customized Puzzles, K-12 with Modifications http://discoveryschool.com

Gateway to Educational Materials http://www.thegateway.org/

Illuminations http://illuminations.nctm.org/

Intervention Central http://www.interventioncentral.org

MathTools http://www.mathforum.org/mathtools/
The IRIS Center  http://iris.peabody.vanderbilt.edu/

The Meadows Center for Preventing Educational Risk  
http://www.meadowscenter.org/

PBS Teacher Source for Lesson Plans http://www.pbs.org/teachersource/


Professional Organizations
The following professional organizations and their respective publications are important resources for specialists in the disability field:

TASH

Council for Exceptional Children (CEC)

CEC Division for Culturally and Linguistically Diverse Exceptional Learners

CEC Division for Physical and Health Disabilities

Council of Administrators of Special Education

Council for Children with Behavioral Disorders

CEC Division on Developmental Disabilities

CEC Division for Communicative Disabilities and Deafness

CEC Division for Learning Disabilities

CEC Division on Visual Impairments

The Association for the Gifted

CEC Teacher Education Division

CEC Division for Early Childhood

Council for Educational Diagnostic Services

CWC Technology and Media Division

CEC Division on Career Development and Transition

CEC Division for Research
Field Experience Module Project

Please address each module as a “mini-assignment.” All work should be well organized and completed in 12pt. font. Please refer to your text for background information in relation to this assignment.

1. Classroom Structure
   Describe the overall classroom structure – observe, discuss/conduct interview(s) with teacher(s).

   Describe the physical environment and the students.

   Describe the lesson planning process.
   - Discuss how teachers document within on-going plans that IEP requirements are being met (e.g., how are student specific goals addressed?
   - Discuss how accommodations/modifications are being incorporated into daily/ongoing written lesson plans.

   Describe the textbooks and/or other instructional materials used in the classroom.

   Describe how the school provides a “continuum” of special education services (it may be possible to observe in several settings over time to optimize your learning experience).

2. Formal/Informal Assessments
   Describe assessment practices utilized in the classroom.
   - Review assessments used for educational and behavioral purposes.
   - Describe procedures used for the administration of various formal/informal assessments.
   - Discuss the use of CBAs/CBMs (curriculum based assessments/curriculum based measures).
   - Describe STAAR preparation and the role of the special educator in the process and administration. Students participating in TIDES – describe post secondary preparation and the role of the special education teacher.

3. Instruction/Administration
   Describe your participation in planning and delivering instruction (you will work directly with students).

   Instructional Planning and Delivery
   - Thoroughly review the teacher’s lesson plans.
   - Discuss additional ideas you may have with the teacher.
   - Teach mini-lessons (one-on one or in small groups under the direction of cooperating teacher(s) and seek feedback.)
Describe the following administrative functions.

Scheduling
- Describe schedule of students, staff, and support personnel.
- Discuss utilization of resources (paraprofessionals, support staff, peer helpers, etc.).

Team Leadership
- Describe the special educator’s interactions with paraprofessionals (how often does the special educator meet with paraprofessionals? How is feedback provided to paraprofessionals).
- Describe the special educator’s role in providing professional development.
- What suggestions would he/she provide for effectively and supportively supervising paraprofessionals?

Communication
- Describe the frequency and type of communication with parents.
- Describe the frequency and type of communication with colleagues.

4. IEP
- Describe the process of IEP development (observe an IEP or other student planning meeting).
- Describe the processes/procedures for monitoring goals/objectives (data collection).
- Describe the processes/procedures you use to monitor the progress of one student toward mastery of a goal or short-term objective.
  - Describe your role in the design and implementation of data collection.
  - Discuss the student’s progress over time.
  - Make recommendations for future instruction based upon what you learned.

5. Behavior Support
- Describe the behavior support procedures.
- Discuss the implementation of behavior intervention/change plans.
- Describe data collection procedures in the school setting to document and assess the effectiveness of behavior interventions.

6. Classroom Management
- Describe the classroom management plan.
- List the classroom rules and procedures, discuss ways in which the students learn those rules and procedures, and list the consequences for positive and negative behavior.
7. Assistive Technology
Describe the assistive technology used in the classroom (discuss low, mid, and high tech devices used in the classroom on a regular basis).

Interview a member of the school/district assistive technology team and describe where/how they are trained. Students participating in TIDES may interview the assistive technology specialist at TAMUCC or at Mary Grett School.

8. Inclusive Practices
Describe the inclusion practices implemented at the school or TAMUCC.

Discuss ways in which all students are included in the school community and identify opportunities for increasing inclusive practices.

9. Specialization
Describe the teacher(s) roles and responsibilities on campus.
• Discuss ways in which the special educator acts as a resource to the school and community.
• Describe the special educator’s participation in the RTI process (observe an RTI meeting). This may be information researched and not necessarily applicable to your field experience (TIDES).

10. Culturally and Linguistically Relevant Teaching
Describe the ways in which the special educator(s) address issues of language and culture in the classroom and in the curriculum.

Discuss ways in which students’ linguistic and cultural backgrounds are valued in the classroom and identify opportunities for increasing these practices.

11. Applying your Knowledge
Connect your field experience to content learned in other courses.

Review content/material studied in your classes throughout teacher preparation; make connections – university coursework to actual classroom application.

12. Other...
Please feel free to share any other information that you felt was valuable during your experience.

* Students participating in TIDES may replace one of the areas above with a support (visual support, specially designed instruction, assistive technology, etc.) developed for a student under the direction of Ms. Skinner (TIDES teacher). A representation of this support must be included as part of the module with a short narrative describing process of implementation in the classroom or on campus.