Course Number & Title: EDUC 532 Advanced Field Experiences in Education 3 Units (credit/no credit)

Term & Year: Fall 2015

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Course Description: Supervised advanced field experience and practical application of specialty for classroom teachers, reading and special education specialists, administrators and school support personnel. Total credit limited to 18 units for specialist credentials. Total credit limited to 6 units for the master's degree. 30 hours work experience per unit of credit. Credit/No Credit grading only. Prerequisite: Graduate standing, completion of basic teaching or administrative credential, or consent of instructor.

COURSE LEARNING OUTCOMES.
Candidates will know, understand, and be able to:

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<th>ASSESSMENT</th>
<th>STANDARD</th>
<th>SOE LEARNING OUTCOME</th>
<th>SOE DISPOSITION (listed at end of document)</th>
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<tr>
<td>Parent evaluation form</td>
<td>PS 2, PS 4</td>
<td>1, 2, 3, 6</td>
<td>1.1, 1.2, 2.2</td>
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<tr>
<td>Fieldwork log; Video footage of environmental, visual and other supports instituted</td>
<td>PS 3, PS 11, MM 1, MM 2, MM 3, MM 5</td>
<td>1.2, 3, 6</td>
<td>1.1, 1.2, 2.1, 2.2</td>
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As appropriate, record self and partner as they provide in-school support to a student with mild-moderate disabilities including autism. Examples of recording include video, audio, and ongoing fidelity measures.

Field Notes: Video footage illustrating mild moderate disabilities and autism. PS2, PS6, 1,3,6 1.1, 1.2 2.2, 3.1

Reflect weekly on their school-based sessions. Debrief with partners and individually complete weekly field notes.

Field Notes: Audio or Video footage illustrating mild moderate disabilities and autism. PS3, PS11, MM1.MM3 1,2,3,6 1.1, 2.1, 3.1

Assume professional leadership roles in weekly debriefing sessions, demonstrate higher order thinking skills, and use appropriate communication and interpersonal skills in completing collaborative assignments.

Field Notes Logs: Weekly instructor assessment in debriefing sessions of leadership roles assumed and higher order thinking skills demonstrated. PS2, PS4, 1, 2,3,6 1.1, 2.2, 3.1

**Note:** For each learning outcome, the applicable standard, TPE and SOE learning outcome is listed by number (full text provided at the end of syllabus).

### Articles & Texts for EDUC 532.

Candidates will be reading independently in concurrent courses EDUC 586 and EDUC 587. These readings may be discussed as part of EDUC 532 debriefing sessions.

### Assignments/Evaluation Criteria

**General requirements:**
1. Candidates are expected to adhere to the conditions set forth in the “Special Education Integrated Masters and Education Specialist Mild Moderate Level One Credential Program Agreement”.
2. Exercise professional and family friendly demeanor while working with schools and families.
3. Establish a **weekly** schedule for working with target student and **adjust as necessary**.
4. Maintain communication with schools, family, research partner, and instructor on a regular basis.
Course requirements:

1. Film and store weekly data (video footage, audio footage, field notes, performance data) while supporting target child/youth in schools. If video-taped footage is used, it should be edited on a weekly basis for representative clips. Raw footage of each session should be burned to a DVD otherwise kept secure (discuss with instructor). Note: This requirement will be completed collaboratively with a partner. Candidates are assigned to students in pairs of two.

2. Share/present weekly field notes. Each student must maintain weekly field notes containing, but not limited to, what went well and what was challenging each week combined with a plan for the following week’s session in schools.

3. Submit time sheet reflecting hours spent in schools signed by the lead teacher.

4. Submit a time sheet reflecting total time spent in Inquiry Project including time spent in schools, time spent with partner debriefing and preparing for visits. Note: this time sheet will not be signed by the lead teacher.

5. Receive satisfactory evaluation from the teacher of target child/youth on the Inquiry Project Candidate and Program Evaluation Form (i.e., candidate receives NO disposition ratings of “0= Concerns regarding this practice” on the form).

6. Receive satisfactory evaluation from faculty advisor on Dispositions Assessment.

Grading

This course is graded “credit” (CR) or “no credit” (NC). To earn credit for this course, candidates must meet all course requirements (listed above) and attend weekly debrief sessions. Candidates who fail to meet any of the requirements above in its entirety, only partially meet two or more requirements, or miss more than one debrief session may receive no credit for this course.

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GENERAL GUIDELINES

PLEASE READ THESE GUIDELINES CAREFULLY.

1. Video tape footage, audio footage, accompanying field notes, and ongoing student data must be completed and brought weekly to debriefing sessions. Assignments will be accepted late only under the most unusual and unavoidable of circumstances. Candidates must obtain instructor approval for the revised due date of the assignment.

2. As debriefing sessions often run back-to-back, please be respectful of those following you and arrange to be on-time.

3. It is University policy to provide, on a flexible and individual basis, reasonable accommodations to candidates who have disabilities that may affect their ability to participate in course activities or to meet course requirements. Candidates with disabilities are encouraged to contact their instructor to discuss their individual needs for accommodations.

WEEKLY SCHEDULE

Week 1: Overview of lab / Overview of EIP and describe STEPS 1 & 2 / Explicit Instruction https://vimeo.com/266046762 /
   • Introduce Assignment 1 (and tell them it will be due Week 4 in lab)

Week 2: Lesson Planning Template / SOE Observation Tool + Rubric / Check-in on EIP STEP 1

Week 3: Dispositions (from handbook, but with SPED lens) / EIP STEP 1 is DUE / Check-in on EIP STEP 2

Week 4: EIP STEPS 1 & 2: Target Behavior Identification is DUE
   • Share STEP 2 in small groups
   • Build on STEP 2 to develop their Research Synthesis project
     • How to search for peer reviewed literature
     • How to construct a lit table
   • Introduce STEP 3 (give them rubric and timeline)
Week 5: (10/19): Searching for peer reviewed lit / constructing lit table (guided work session)

Week 6: (10/26): Professional Writing Workshop
- How to summarize research in professional writing
- Practice with prompt / debrief

Week 7: (11/2): EIP STEP 3: Research Synthesis is DUE
- Share DVs, lit tables, and primary IVs
- Group discussions around DVs

Week 8: How do you develop a research question
- Identifying gaps in research
- Extending research
- Developing treatment packages
- Developing novel approaches with construct validity and social validity
- Component analysis

Week 9: EIP STEP 3: Develop a research question (pick a DV and develop an IV)
- Come with a paragraph justification statement for their DV and IV
- Small group presentations (2 min, 1 min, 1 min)
- Talk about the components of the proposal
- Informed consent (time to start seeking consent and assent)

Week 10: THANKSGIVING

Week 11: Optional proposal work week

Week 12: EIP STEP 4: Proposals DUE
- Oral proposals
- Two groups

NOTE: THE COURSE OUTLINE SHOULD BE VIEWED AS A GENERAL GUIDE TO THE MATERIAL TO BE COVERED, ASSIGNMENTS, AND DUE DATES. CHANGES, ADDITIONS, AND SUBSTITUTIONS MAY BE MADE AT THE INSTRUCTOR’S DISCRETION.

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SCHOOL OF EDUCATION

**VISION**
The School of Education develops and supports qualified, competent, and caring education professionals who prepare a diverse student population to become active and thoughtful participants in a democratic society.

**MISSION**
The School of Education leads the campus in an all-university approach to preparing education professionals. These professionals create, assess, and modify environments, practices, and policies to foster the achievement of each and every learner; they strive for equity in schools and society; and they are committed to inquiry and professional growth for themselves and the advancement of P-20 education. School of Education faculty models leadership in its teaching, scholarship, and service through a grounded, reflective, learn-by-doing approach and through sustained collaborations with its education partners: P-12 schools, families, community colleges, universities, and local, state, and national agencies.

**LEARNING OUTCOMES**

1. **Professionalism** — Acts ethically, responsibly, and with integrity, and is considerate, respectful, punctual, and appropriate in appearance, in conduct, and in all interactions with students, families, mentors, and colleagues. Is creative and self-reliant in finding solutions to problems and managing dilemmas. Is open to constructive feedback from others, manages situations of conflict and their own stress appropriately, and takes responsibility for own actions.

2. **Cultural Competence** — Develops curricula and programs that provide equitable access to learning opportunities for each and every student and educator through both content and processes. Promotes a climate in which learning is valued and ongoing. Provides choices to enable all to share in and contribute to social and intellectual life. Upholds fair and equitable standards for conduct that encourage responsibility, mutual respect, and civic values, and that safeguard the physical, intellectual, and emotional well-being of each and every student and education professional.

3. **Cross-Cultural Competence** — Promotes respect for self, students, families, and cultures. Demonstrates belief that everyone can learn and values human diversity and equity in the learning environment. Examines own biases and prejudices and develops necessary awareness, attitudes, knowledge, and skills for effectively and respectfully teaching and mentoring people whose culture differs from their own.

4. **Collaboration** — Actively engages in a community of learners that develops relationships, programs, and projects with colleagues in P-20 schools and educational agencies designed to improve the quality of education for each and every student and education professional.

**SOE DISPOSITIONS**

**Professionalism**

1. **Responsibility and Accountability** — Acts ethically, responsibly, and with integrity, and is considerate, respectful, punctual, and appropriate in appearance, in conduct, and in all interactions with students, families, mentors, and colleagues. Is creative and self-reliant in finding solutions to problems and managing dilemmas. Is open to constructive feedback from others, manages situations of conflict and their own stress appropriately, and takes responsibility for own actions.

2. **Creating Positive Climate** — Develops curricula and programs that provide equitable access to learning opportunities for each and every student and educator through both content and processes. Promotes a climate in which learning is valued and ongoing. Provides choices to enable all to share in and contribute to social and intellectual life. Upholds fair and equitable standards for conduct that encourage responsibility, mutual respect, and civic values, and that safeguard the physical, intellectual, and emotional well-being of each and every student and education professional.

**Ethical Practice**

1. **Cross-Cultural Competence** — Promotes respect for self, students, families, and cultures. Demonstrates belief that everyone can learn and values human diversity and equity in the learning environment. Examines own biases and prejudices and develops necessary awareness, attitudes, knowledge, and skills for effectively and respectfully teaching and mentoring people whose culture differs from their own.

2. **Collaboration** — Actively engages in a community of learners that develops relationships, programs, and projects with colleagues in P-20 schools and educational agencies designed to improve the quality of education for each and every student and education professional.

**Shaping Change**

1. **Inquiry and Innovation** — Is prepared to engage in and fosters in others life-long learning, continuous reflection, and research (on own practice or beyond). Creates learning opportunities for self and others. Maintains currency with professional knowledge, effective and ethical practices, and scholarship in the field. Tries new methods and tools. Incorporates knowledge-building technologies: critical, creative, and metacognitive thinking; conceptual understanding; independent and interdependent problem solving; and experiential approaches to learning.

2. **Social Justice** — Seeks to understand own privileges and prejudices, the stereotypes embedded in educational materials, and the cultural bias institutionalized in schools and other education-related organizations. Works toward realizing a nation and world where all have basic human rights and actively seeks to eliminate social, political, and economic inequities. Promotes social and environmental responsibility. Independently and collaboratively identifies opportunities, goals, and avenues for social and organizational development toward excellence and equity. Empowers others to achieve organizational and personal goals.
SCHOOL OF EDUCATION STANDARDS FOR EDUCATION SPECIALIST MILD/MODERATE DISABILITIES CREDENTIAL

Program Standard 2: Professional, Legal, and Ethical Practices

Program Standard 3: Educating Diverse Learners

Program Standard 4: Effective Communication and Collaborative Partnerships

Program Standard 6: Using Educational and Assistive Technology

Program Standard 11: Typical and Atypical Development

Program Standard 13: Curriculum and Instruction for Students with Disabilities

Mild/Moderate Standard 1: Characteristics of Students with Mild/Moderate Disabilities

Mild/Moderate Standard 2: Assessment and Evaluation of Students with Mild/Moderate Disabilities

Mild/Moderate Standard 3: Planning and Implementing Mild Moderate Curriculum and Instruction

Mild/Moderate Standard 5: Specific Instructional Strategies for Students with Mild Moderate Disabilities.

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