

Augusta State University Graduate Field Experience – Non- Employed Collaborating Teacher Information

Thank you so much for agreeing to accept one of our Augusta State University Graduate Students for a field experience in your classroom.

We appreciate you agreeing to be a part of this partnership. We know the field experience will be valuable for ASU's teacher candidate, and we hope that it will be valuable for your students as well.

Here are a few points about the Field Experience:

- We have two Special Education graduate degree programs. You may have a student who is obtaining initial certification in Special Education and have had very little to no experience working in a special education classroom (MAT Program). Your teacher candidate could also be obtaining an advanced degree in Special Education and may have experience working in a special education classroom (MEd Program).
- We would like for our teacher candidates to spend most of their time actively participating with learners under your supervision.
- Teacher candidates will bring a "Collaborating Teacher Packet" on their first day. Packet contains **(a)** contact information on the teacher candidate, **(b)** a 2 page ASU Teacher Candidate/Collaborating Teacher Contract to be reviewed by both the ASU student and the Collaborating Teacher, signed and returned to ASU, and **(c)** information regarding specific assignments related to their field experience for each of the courses they are required to complete during their lab experience.

Please give the signed contract(s) to the ASU student to turn in to Dr. Hogan (UH #302) **NO LATER THAN THE SECOND WEEK OF CLASSES**. We ask that all parties keep a copy of the signed contract for their records.

- A final evaluation needs to be completed by the ASU students' assigned collaborating/master teacher. **The link for the evaluation can be found** <http://c1.livetext.com/misk5/formz/public/57561/fihHg62v5h>. Please complete the evaluation prior to the final day of the candidate's scheduled experience and review the results with the candidate. Please complete the online evaluation before the end of the student's time.

Again, we appreciate your willingness to host our teacher candidates and give them this opportunity to work with your students.

Please contact ASU if you have questions or concerns:

Dr. Alice Pollingue apolling@aug.edu 706-667-4493
Dr. Kathleen Hogan khogan3@aug.edu 706-729-2460

ASU Teacher Candidate/Collaborating Teacher Contract

Masters of Arts in Teaching Program/Masters of Education Program

ASU Teacher Candidate Name (Print)	Today's Date	
ASU Email address	Other Email address	
Best phone number	Other phone number	
ASU Instructor(s)	Course Numbers	Instructor's Email Address

ASU Teacher Candidate Contract

As an Augusta State University teacher candidate completing the Field Experience, I agree to the following:

- I will model professionalism in my appearance, demeanor, and language.
- I will cooperate with my Collaborating Teacher and follow all school policies and procedures. I will complete assignments given to me by my Collaborating Teacher to the best of my ability.
- I will complete a minimum of 30 hours of field experience during the semester **per course**. My Collaborating Teacher and I have agreed on a schedule.
- Deviation from the schedule is acceptable only with prior approval of my Collaborating Teacher. If an emergency arises that affects my attendance, I will contact my Collaborating Teacher immediately and will make arrangements to make up the time.
- I will sign in at the front office each day.
- I will keep an accurate account of my hours and log them into Elroy as the semester progresses.
- If I choose to discontinue the field experience, I will contact my Collaborating Teacher, my ASU Instructor(s), and the Graduate Field Experience Coordinator immediately.
- I have read and understand the Student Code of Ethics (ASU Catalog in "Statement of Student Rights and Responsibilities.") If it is determined that any part of my Field Experience or documentation violates the Code (plagiarism, false record of hours, work evidence, etc.), I understand that an intervention meeting will be held with possible removal from the program.

ASU Teacher Candidate

Date

Collaborating Teacher Contract

I agree to the following:

- I will read the ASU teacher candidate contract.
- ASU students are required to complete 30 lab hours for **each** of their courses. Please work with the ASU student to ensure they are able to meet all their time requirements.
- I will verify the ASU teacher candidates' attendance during the field experience by contacting the student's instructor if attendance and/or punctuality becomes an issue. Students are required to check in and out at the front office.
- I will model best practices in the classroom and provide on the job training.
- I will involve the ASU teacher candidate as much as possible in the day to day environment of the classroom so they may get as much experience as possible in classroom management, organization, planning and teaching lessons, and the daily routines, procedures, and expectations required of certified teachers.
- **I will complete one online lab evaluation of the ASU teacher candidates' experience @ <https://c1.livetext.com/misk5/formz/public/53413/VHvKRdEDid>.** There is no need for a username and/or password. Using this above direct link will take you right to the evaluation.
- I will discuss the evaluation with the candidate pointing out their strengths and areas needing improvement.

Collaborating Teacher Printed Name and Email

Collaborating Teacher Signature

Date

Collaborating Teacher: Please keep a copy of this form for your records.

ASU Teacher Candidate: You must complete 3 copies of this document. One copy will be left with your Collaborating Teacher and the other will be returned to Dr. Hogan (UH #302). The third copy is for your records.

Included below please find a list of Special Education courses and the assignments the students are required to complete during their field experience. If you have any questions regarding the assignments please ask the student and/or contact the professor.

Dear Lab Teacher,

On behalf of Augusta State University's College of Education, we would like to thank you for agreeing to share your class with a lab student this semester! We are grateful for the investment you are making in the future teaching profession! We know you don't have time to read the syllabus, so below is a summary of the assignments our students may need to complete under your guidance:

SPED 6001 (Policies and Procedures in Special Education)

Mike O'Connor moconno2@aug.edu 706-667-4505

REFLECTION ON POLICY AND PRACTICE PAPER

This is a major course paper in which students will relate their experiences in the field and/or your teaching workplace to some element of educational policy, law, and/or practice. Students have two options under this assignment, which are as follows:

Option 1: You will use the online readings from Week 2 to choose one of the six principles of IDEA to base your paper on. Specifically, you will choose one or more of the six principles, and discuss how the specific principle(s) was critically important in aiding the education of students disabilities, *as seen in your lab experience or the school where you work.*

Option 2: Using course materials, as well as individual research and your own experience, describe the effects of the present-day ESEA (presently known as NCLB), as seen in your lab experience or the school where you work.

Thus, the paper requires that you use your lab experience to illustrate the effects and purposes of educational law. This paper must be in correct APA style throughout, 5-10 pages long, and must contain at least three online references of valid national-based organizations. All citations, of course, should be in APA style, 6th edition. Additional references should be from academic journals only, and may be online or traditional format. Students should email the instructor with any specific questions regarding the paper, acceptable references, topics, etc.

SPED 6003 (Classroom Management and Applied Behavior Analysis)

Shannon Byrd-Jones sbyrdjon@aug.edu 706-729-2444

Students are responsible for completing a Behavior Change Project. This assignment is designed to provide the student with the opportunity to learn strategies for observing and managing behavioral issues in students with exceptional learning and/or behavioral needs.

Step 1: Identify a student with a problem behavior (behavioral excess or deficit). Avoid excessive information!

- a) Collect background information on student (e.g., age, gender, description of behavior)

- b) Collect relevant information that will help you understand the student better
- c) Identify the setting (location or school, teacher/student ration, and anything else relevant for you to know).

Step 2: Operationally define the target behavior(s) to facilitate observation and measurement of occurrence of the behavior(s).

Step 3: Develop a data collection system that will provide the best representation or measurement of the student's rate of occurrence of both target (problem and alternate) behaviors.

Step 4: Collect data (3-5 day/sessions, Baseline) on the occurrence of these target behaviors during specific and selected time periods (e.g., class periods or contexts, like transition times where problem behavior occurs at high rates).

Step 5: Graph the data to assess the behavioral pattern. This will be the "A" or the baseline phase.

Step 6: Write a hypothesis statement regarding the function(s) of the problem behavior. {Why does the student display the target behavior(s) you observed? Is the behavior maintained by positive or negative reinforcement?} Make sure this information is included in the hypothesis.

Step 7: Develop a positive behavior change plan. It should include

- a) Reinforcement-based strategies for increasing target behavior
- b) Any replacement behavior you will teach the student
- c) Strategies for decreasing problem behavior
- d) Strategies for changing the antecedent and consequences to trigger and maintain appropriate behavior.

Step 8: Implement the behavior change plan for as many or more day/sessions that you have for your baseline. Continue collecting and graphing data just like you did for the baseline as you implement the behavior change plan.

Step 9: Analyze your data from both baseline and intervention phases

SPED 6004 (Facilitating Inclusive Instruction)

Alice Pollingue

apolling@aug.edu

706-667-4493

Collaboration Project

Principal's permission is required. Students will create a collaboration project at their current teaching site or lab site. It should involve collaboration that is not currently being done at your school; however the project should be designed to enhance whatever is taking place. It does not have to involve inclusion of students as long as it involves the collaboration between regular education and special education.

Proposals will be turned in, graded and will include feedback. Based on the feedback you will then implement your project through the remainder of the semester.

SPED 6006 (Educational Assessment in Special Education)

Shannon Byrd-Jones sbyrdjon@aug.edu 706-729-2444

Students will be required to administer the QRI and complete a project. The project requirements are as follows:

1. Find a child to whom you will administer the **QRI**, and complete the following project on
2. Write a 5-10 page summary report in APA-style.
 - The Body of the text should include a
 - **Methodology** section that describes (a) the student participant, (b) the assessment instrument, and (c) assessment procedures. Please pay careful attention to confidentiality. You should describe the student's pertinent characteristics (i.e., age, gender, grade, etc.), but do NOT give the student's real name. Please refer to him/her by initials or a pseudonym.
 - The paper should also include a **Results** section that thoroughly describes test results (i.e., reading level, baseline data, types of miscues, etc.) in numeric terms, but does not interpret the data (yet),
 - A **Discussion** that interprets the data in light of peer-reviewed research, and includes IEP recommendations for practical classroom considerations and strategies for this student and other students with similar learning characteristics.
 - Your final page is your **Reference** page. The QRI will be one of your references, along with any other peer-reviewed articles you may have used. Please pay close attention to APA-style regarding format, and correct grammar and spelling. Please refer to the Owl at Purdue website for APA style specifics or ask me if you have further questions.

SPED 6009 (Characteristics of Students with Mild Disabilities)

Mike O'Connor moconno2@aug.edu 706-667-4505

Students must participate in service-learning by assisting the teachers in their lab settings as needed, following the guidance and professional judgment of the teacher(s) they are assigned to.

SPED 6010 (Methods of Teaching Students with Mild Disabilities)

Mike O'Connor moconno2@aug.edu 706-667-4505

Each student is required to create a 35-45 minute film in which the student is the lead teacher in a co-teaching setting in a general education classroom. In order to do this, students will cooperate with a general education teacher for a planned lesson in the general education classroom. This lesson must be done in a general education classroom (no exceptions). If you are currently working in a special education setting (resource room, etc.), then it will be up to you to find a general educator in your school who will cooperate with you in accomplishing this assignment. If you cannot arrange this, we can have you assigned to a lab placement in another school for this purpose.

SPED 6011 (Language Development and Communication Disorders)Kathleen Hogan khogan3@aug.edu 706-729-2460

Assessment Project – Some students may choose to do this with a child in your class, but it is NOT required.

Students will be required to complete a language assessment on a child of their choosing. If you choose a child you work with, you will need to obtain written approval from the parents/guardians of the child. Students will choose one of the following to complete for credit:

Informal Language Elicitation (#1): Your assignment is to choose a student and develop a set of elicitation activities for the following elements:

- Possessives (his, yours, mine)
- Multiple meaning words (table, swing, left)
- Use of politeness terms (please, thank you)

The following should be included in your report:

Eliciting Language Samples (#2): Your assignment is to collect two language samples of approximately 50 utterances each from on individuals using one of the techniques we have discussed in class. You will then analyze the samples for MLU, TTR, and language-complexity topics. Include the following in your final report.

Field Experience Evaluation/Reflection: *This assignment is for MAT students ONLY!*

Students will be required to choose a student or group of students to teach a lesson to. The ASU student is responsible for planning, creating, implementing and reflecting on the lesson. The ASU faculty member teaching the course will come in and observe the lesson and complete an evaluation. The student will also be required to write a 3-5 page reflection paper.

During the student's final week please complete the Final Lab Evaluation and share the results with your lab student. If you have ANY concerns about your lab student, please contact the ASU Special Education Field Placement Supervisor, Dr. Alice Pollingue (apolling@aug.edu). Again, thank you for all your help this semester!

