We prepare teacher leaders for a changing world.
Table of Contents

INTRODUCTION ............................................................................................................................................................. 3
EDUCATING STUDENTS WITH DISABILITIES AND STUDENTS WITH DIVERSE NEEDS........................................... 3
COURSE GOALS ............................................................................................................................................................. 4
INTASC PRINCIPLES AND COURSE ALIGNMENT ........................................................................................................... 4
INTASC AND CEC .......................................................................................................................................................... 5
REQUIREMENTS OF THE COURSE .................................................................................................................................... 7
GRADING ........................................................................................................................................................................ 7
PLACEMENT ..................................................................................................................................................................... 7
FIELD EXPERIENCE AND ASSIGNMENT PROGRESSION ............................................................................................ 8
RESPONSIBILITIES OF FIELD EXPERIENCE FACILITATORS .......................................................................................... 8
RESPONSIBILITIES OF THE COOPERATING TEACHER ................................................................................................... 8
RESPONSIBILITIES OF THE TEACHER CANDIDATE ....................................................................................................... 9
GENERAL EXPECTATIONS OF FIELD EXPERIENCE STUDENTS IN EDUCATIONAL SETTINGS ............................. 10
ASSIGNMENT OVERVIEW ................................................................................................................................................ 11
ASSIGNMENT CHECKLIST .............................................................................................................................................. 13
TIME LOG ........................................................................................................................................................................ 14
CLASSROOM OBSERVATION ASSIGNMENT AND REFLECTIVE PRACTITIONER ACTIVITIES ............................... 15
ASSIGNMENT 1A: ECOLOGICAL OBSERVATION ............................................................................................................ 16
ASSIGNMENT 1B: REFLECTIVE PRACTITIONER 1 ........................................................................................................... 17
ASSIGNMENT 2A: CHARACTERISTICS .......................................................................................................................... 18
ASSIGNMENT 2B: REFLECTIVE PRACTITIONER 2 ........................................................................................................... 20
ASSIGNMENT 3A: PLANNING FOR PARAEDUCATORS ...................................................................................................... 21
ASSIGNMENT 3B: REFLECTIVE PRACTITIONER 3 ........................................................................................................... 22
ASSIGNMENT 4A: SOCIAL SKILLS LESSON PLAN ............................................................................................................ 23
ASSIGNMENT 4B: REFLECTIVE PRACTITIONER 4 ........................................................................................................... 23
ASSIGNMENT 5A: PERCEIVING FUTURE OUTCOMES ..................................................................................................... 24
COOPERATING TEACHER FEEDBACK .......................................................................................................................... 26
SELF-ASSESSMENT OF DISPOSITIONAL PROFESSIONAL QUALITIES IN THE TEACHER EDUCATION PROGRAM CANDIDATE

STUDENT EVALUATION OF FIELD EXPERIENCE
Introduction

This handbook contains information regarding the field experiences for ESSI 103: Introduction to Learners with Significant Behavioral Disabilities which is required for Buena Vista University students (either seeking or who have an Iowa teaching license) who are seeking a Strategist I endorsement or a degree in special education. This information is designed to inform students and cooperating teachers of the purposes of this field experience.

ESSI 103 gives Buena Vista University teacher candidates opportunities to observe, discuss, and potentially participate in practical applications of educational and social theory related to developing professional and ethical working relationships, problem-solving skills, and unique collaborations specific to the field of special education.

Candidates enrolling in ESSI 103 will complete a minimum of 10 participation hours and all required assignments for the field experience.

Educating Students with Disabilities and Students with Diverse Needs

It is important that individuals preparing to work in special education programs understand how students with disabilities function in a variety of settings. In order to better understand how these students are served throughout a school day, practicum pre-service teachers may need to spend time outside of the special education classroom setting to expand their perception and successfully finish assignments related to the field experience. Practicum students must engage in activities relating to IEP, RtI/MTSS, and PBIS plan reviews, general education and special education classroom observations, data gathering and expanding their understanding of how professionals serving students with exceptionalities interact within the school culture.

Although the purpose of ESSI 103 is to provide pre-service teachers with the opportunity to work with professionals in the field of special education, the teacher preparation program at Buena Vista University strives to exceed that minimal standard. To meet the diverse needs of students entering the classrooms of the 21st century, this field experience in special education law and professional practices exposes pre-service teachers to those from different cultures and/or family situations, those who do not have English as their first language; and those who bring unique issues related to gender, sexuality or ethnicity as well as those with academic, intellectual, behavioral, social, emotional, and/or physical deficits. It is vital that individuals preparing to work in special education programs understand how these students function in a variety of settings, including those outside the parameters of special services. Thus, to develop a more complete picture of how these pre-service teachers are served, students may need to spend time outside a special education classroom environment to expand their perception and successfully finish assignments related to the experience.
Course Goals

The teacher preparation program at Buena Vista University provides students seeking teaching licensure with a minimum of three formal opportunities, excluding methods courses, to experience teaching in a classroom setting. Students have the opportunity to observe teachers in action and to demonstrate emerging collaboration and team problem-solving/critical thinking skills through selected, guided activities professional educators, administrators, and service providers.

The ESSI 103: Introduction to Learners with Significant Behavioral Disabilities Field Experience has the following goals based on CEC Standards 6 (Communication), 9 (Professional and Ethical Practice), and 10 (Collaboration):

- Students will demonstrate practical understandings of how to communicate and collaborate with students, parents, and IEP team members to support exceptional learner needs and develop meaningful IEPs.
- Students will formally observe the team reflection and problem-solving process related to addressing student needs and relate observations to CEC educator and professional ethics standards.
- Students will observe and identify various methods for meeting the instructional needs of exceptional learners including consultation, collaboration, and co-teaching.
- Students will observe and interact with service providers and paraprofessionals to identify appropriate roles and relationships in support of exceptional learners.
- Students will demonstrate understanding of the legal requirements of the IEP and participate in the development of a legally compliant IEP.

InTASC Principles and Course Alignment

Buena Vista University's Teacher Education Program is based on the Interstate New Teacher Assessment and Support Consortium (InTASC) Principles, and the practitioner candidate developing as a reflective practitioner. The development of the student teacher is based on these foundational areas. The series of principles developed by InTASC serve as a resource for dialogue and establishing expectations for beginning teachers. The standards have been grouped into four general categories to help users organize their thinking about the standards.

Learner Development

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Content

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Instructional Practice

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

InTASC and CEC

The guidelines associated with Buena Vista University’s teacher preparation program in special education were derived from the InTASC principles above, as well as, the common core areas identified in the Council for Exceptional Children’s (CEC) report What Every Special Educator Must Know: The International Standards for the Preparation of Special Education Teachers. This report outlines a specific set of knowledge and skills nationally recognized by experts in the field of special education as composing a common core for all teachers in special education regardless of the area of exceptionality in which they work.
Together, the InTASC principles and the CEC common core serve as the basis for preparatory coursework and program evaluation in the area of special education. Areas identified within the CEC common core as related to InTASC standards are as follows:

<table>
<thead>
<tr>
<th>CEC Standard Domain Areas</th>
<th>INTASC Core Principles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundations</td>
<td>Content Knowledge</td>
</tr>
<tr>
<td>Characteristics of Learners</td>
<td>Learner Development</td>
</tr>
<tr>
<td>Instructional Strategies</td>
<td>Instructional Strategies</td>
</tr>
<tr>
<td>Individual Differences</td>
<td>Learner Diversity</td>
</tr>
<tr>
<td>Learning Environments and Social Interactions</td>
<td>Learning Environment</td>
</tr>
<tr>
<td>Instructional Planning</td>
<td>Planning for Instruction</td>
</tr>
<tr>
<td>Language</td>
<td>Communication</td>
</tr>
<tr>
<td>Ethics and Professional Practice</td>
<td>Reflective Practice and Professional Development</td>
</tr>
<tr>
<td>Assessment</td>
<td>Assessment</td>
</tr>
<tr>
<td>Collaboration</td>
<td>Community</td>
</tr>
</tbody>
</table>

**High Leverage Practices**

The Council for Exceptional Children recognizes 22 High Leverage Practices developed by the CEEDAR Center, for use in evaluating special educator effectiveness. The following practices will be addressed in this field experience:

HLP 1. Collaborate with professionals to increase student success within the general education curriculum.
HLP 7: Establish a consistent, organized, and respectful learning environment.
HLP 8: Provide appropriate rates of positive and constructive feedback to guide students’ learning and behavior.
HLP 9: Teach social behaviors.
HLP 12: Systematically design instruction toward a specific learning goal.
HLP 13: Adapt curriculum tasks and materials for special learning goals.
HLP 14: Use and explicitly teach strategies to support learning and independence.
HLP 21: Provide intensive instruction.
Requirements of the Course

- Pre-service teachers enrolled in ESSI 103 are required to complete a **minimum** of 10 hours in an arranged classroom and all of the field experience assignments. Students may find that they spend more than this amount of time to complete assignments, thus 10 hours is the minimum, but students are expected to invest the appropriate amount of time to gain meaningful understanding from the experience and to complete assignments.
- ESSI 103 students must:
  - Students must complete and submit a signed Time Log.
  - Students must complete the Student Evaluation of Field Experience form.
  - During the time in the classroom, students will assist as determined appropriate by the collaborating teacher.
  - Complete Student Evaluation of Field Experience.
- All students must complete the Observation Reflections and Assignment.
- All students should complete the Self-Assessment of Professional Dispositions.

Grading

The grading procedure for ESSI 103 is built into the course itself. Field Experience components will count for a large enough portion of the grade to be essential in passing the course.
- In order to earn a Pass, teacher candidates must complete the following:
  1. Submit the Time Log of Observation Hours signed by both the student and cooperating teacher to verify that a minimum of 10 hours in the classroom was fulfilled. The form will be submitted by the BVU student within Canvas and to the BVU office.
  2. Receive a favorable evaluation from the cooperating teacher(s) using the Cooperating Teacher Evaluation form. This form will be submitted by the BVU student within Canvas and to the BVU office.
  3. Complete Student Evaluation of Field Experience online survey.
  4. Submit all required assignments and required documentation for the placement.
  5. Score “Satisfactory” or above on all domains of the Classroom Observation Report Rubrics.
- If a teacher candidate fails to meet **any** requirements of the Field Experience, the teacher candidate will fail the course.

Placement

The Student Professional Experiences Coordinator, Student Professional Experiences Assistant, or the Education Coordinator/Advisor will make the placement choosing appropriate
cooperating teachers in consultation with individual school principals or designated officials. Teacher candidates are not to place themselves in any classroom setting.

**Field Experience and Assignment Progression**

Classroom hours for the field experience should be paced to follow the learning progression of the course. Students should not plan completion of field experience hours in advance of the first night of the term/semester without permission from their instructor. The hours for this field experience should be intentionally scheduled to align with each learning module. The faculty member for this course can provide expectations for completing the field experience requirements. Best practice for this course includes completing required hours in small chunks of time throughout the term/semester.

**Responsibilities of Field Experience Facilitators**

The Facilitator assumes the following responsibilities:

1. Monitor the progress of students during the field experience.
2. Collect and evaluate all written materials relevant to the completion of this field experience:
   a. Signed Time Log
   b. Classroom Reflections and Assignments
3. Confirm Cooperating Teacher Feedback form is submitted within Canvas. The cooperating teacher must be supportive of the student’s continuation in the program in order to pass the field experience.
4. Answer procedural or clarification questions from the students or cooperating teachers that may arise.
5. Assign student grades at the completion of this experience.
6. Inform the Student Professional Experiences Coordinator or the Education Coordinator/Advisor of any student/cooperating teacher concerns that may arise.
7. If decided in collaboration with the Student Professional Experiences Coordinator or the Education Coordinator/Advisor, address student/cooperating teacher concerns in a prompt, professional manner.

**Responsibilities of the Cooperating Teacher**

Cooperating teachers have been selected from a pool of individuals recommended by individual school principals or designated officials for their exemplary teaching practices and willingness to work with pre-service teachers. In agreeing to work with students during the 10-hour field experience, they have the following responsibilities:

- Read through the ESSI 103 Handbook and be aware of the goals of this field experience.
• Provide the student with observation times and a variety of hands-on experiences in order for the student to gain some experience in the teaching profession and special education activities.
• Work with the student in the completion of the Activity Checklist. Cooperating teachers will be asked to assist in providing the opportunities and guidance necessary for the completion of all activities.
• Assist Buena Vista University in helping students confirm their career decisions.
• Respond to student questions.
• Verify that the student completed the 10-hour requirement by signing the Time Log Sheet. Please return this form to the BVU student. The BVU student will be responsible for submitting the form within Canvas and to the BVU office.
• Provide general feedback on the teacher candidate to the university and teacher candidate by completing and returning the Cooperating Teacher Feedback Form. NOTE: This feedback is formative and needs to be frank so that the student becomes aware of the areas that need attention. Please return this form to the BVU student. The BVU student will be responsible for submitting the form within Canvas and to the BVU office.
• Notify BVU Seminar Facilitator of any concerns regarding the teacher candidate's performance during the field experience.
• Because this field experience is designed so that students can gain practical knowledge of learning and motivation through observing teachers in classrooms and age-appropriate settings, clerical tasks such as correcting papers, running copies, or making bulletin boards are not to be included. BVU students should interact with students to begin putting educational theory into practice.

Responsibilities of the Teacher Candidate

Students enrolled in this course have the following responsibilities:

1. Soon after (one week or sooner) obtaining classroom placements for this field experience, students are to contact, in person, the classroom teacher with whom they will be working. At this time, the students are to introduce themselves, provide the classroom teacher with copy of the ESSI handbook, and work with the teacher in deciding the best time for the student to complete his/her classroom observations. The Student Professional Experiences Coordinator or Education Coordinator/Advisor will determine all classroom placements.
2. Be actively engaged.
3. Submit the signed Time Log of hours.
4. During the time in the classroom, students will assist as determined appropriate by the collaborating teacher.
5. Complete the Self-Assessment of Professional Dispositions. Share any questions or concerns with the cooperating teacher, Seminar Facilitator or Education Coordinator. This survey does not need to be submitted to BVU.
6. Complete Student Evaluation of Field Experience online survey.
7. Complete the Observation Reflections and Assignment and submit it to the Facilitator.
8. Complete the Self-Assessment of Professional Dispositions. Share any questions or concerns with the cooperating teacher, Field Experience Facilitator or Education Coordinator/Advisor.

9. Participate in the reflective discussion during an exit meeting.

**General Expectations of Field Experience Students in Educational Settings**

1. Each time a student attends a school, the student is to look, dress, behave, and speak in a professional manner. All clothing should be neat, clean, and professional. Grammar used should be correct with a minimum of slang. All student behavior should reflect responsibility and maturity.

2. The administration and teachers of schools in which students will be observing take this project and students' commitment seriously. Punctuality, cooperation, assistance, maturity, enthusiasm, responsibility, and initiative from all students are expected as the norm.

3. Tardiness and absenteeism are not acceptable. If extenuating circumstances prevent students from attending the classroom, they are to phone their teacher and Student Professional Experiences Coordinator or Education Coordinator/Advisor as soon as possible and prior to the absence. Except in case of emergencies, a minimum of 24 hours notice must be given to the teacher when a student is unable to be present in the classroom at the agreed upon time.

4. Failure to adhere to these general expectations could result in a referral of student to the Teacher Education Committee for a hearing per the Good Conduct Policy.
Assignment Overview

During this field experience, teacher candidates must complete the following assignments.

1. **Activity Checklist.** ESSI 103 students will complete the Activity Checklist during this field experience. This checklist has been designed to help the cooperating teacher provide a more structured and extensive experience for the student, and to pinpoint those activities BVU had identified as necessary in the field experience. The student must work with the cooperating teacher in planning for and accomplishing the activities listed. As each activity is completed, the form is dated and initialed by both the BVU student and the cooperating teacher. It is strongly recommended that a few minutes be taken each day to review and to sign this form so that it will be easily completed by the end of the experience.

2. **Time Log.** All teacher candidates are required to keep an accurate log of the dates and times visited during the experience. Upon completion of the observation experience, the cooperating teacher must sign and date the form. The BVU student will be responsible for submitting the completed form within Canvas and to the BVU office.

3. **Classroom Observation Reports.** Each student must complete eight different Observation Reports in the form of assignments or reflections. The topics will include the components of the CEC standards 9 and 10 (items marked a) and Reflective Practitioner InTASC standards 9 & 10 (items marked b). Guidelines for each of these observation areas are found later in this Handbook. The guide sheets have been designed to direct students to observe the application of theoretical approaches, educational principles, and/or teaching techniques to a classroom setting. In preparing to make observations, students should select an area of observation and become very familiar with the theoretical bases and items to observe. Each day after observing in the classroom, students should jot down their observations regarding each area. Observation summaries should discuss the theories, principles, and techniques observed how they were applied in a classroom setting, and an analysis of the soundness or appropriateness of such theories, principles, and techniques in educational settings.

4. **Cooperating Teacher Feedback.** All cooperating teachers will complete an evaluation form. This culminating evaluation of the BVU student’s performance during the assigned field experience must be submitted before a final grade can be assigned. The BVU student will be responsible for submitting the completed form within Canvas and to the BVU office.

4. **Self-Assessment of Professional Dispositions.** All students are to complete the professional disposition survey. The survey is for the student to reflect on your progress and make improvements as needed. This self-assessment will be utilized in a section of the written final assignment for the experience. Please be sure to discuss any questions or concerns with your cooperating teacher, field experience facilitator, Student Professional Experiences Coordinator, or Education Coordinator/Advisor. This survey does not need to be submitted to BVU.

5. **Demonstration of Appreciation.** All BVU teacher candidates are encouraged to write thank you notes to each cooperating teacher at the end of the experience.
6. **Student Evaluation of Field Experience.** Students will complete the Student Evaluation of Field Experience survey online within the Canvas course. Failure to submit the required items will result in a failing grade for this ESSI 103 experience.

The cooperating teacher evaluation will be kept in the Student Professional Experiences Coordinator or Education Coordinator/Advisor’s office.
ESSI 103 Field Experience
Assignment Checklist

This form is to help you keep track of the assignments for this course.

Student Name ____________________________________________

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Completed (check when completed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meet your Cooperating Teacher</td>
<td></td>
</tr>
<tr>
<td>Complete Activity Checklist</td>
<td></td>
</tr>
<tr>
<td>1a. Understanding Environment</td>
<td></td>
</tr>
<tr>
<td>1b. Evaluating the Environment</td>
<td></td>
</tr>
<tr>
<td>2a. Behavior Characteristics</td>
<td></td>
</tr>
<tr>
<td>2b. Behavior Profiles of Students</td>
<td></td>
</tr>
<tr>
<td>3a. Paraprofessionals</td>
<td></td>
</tr>
<tr>
<td>3b. Observing Paraprofessionals</td>
<td></td>
</tr>
<tr>
<td>4a. Social Skills Lesson Plan</td>
<td></td>
</tr>
<tr>
<td>4b. Behavior Reflection Sheet</td>
<td></td>
</tr>
<tr>
<td>5a. Characteristics Impacting the Future</td>
<td></td>
</tr>
<tr>
<td>Completed 10 hours in the school</td>
<td></td>
</tr>
<tr>
<td>Completed time log with signatures; submitted to Canvas and BVU Office</td>
<td></td>
</tr>
<tr>
<td>Complete Self-Assessment of Professional Dispositions</td>
<td></td>
</tr>
<tr>
<td>Complete Exit Meeting/Reflective Discussion</td>
<td></td>
</tr>
<tr>
<td>Cooperating Teacher Feedback; submitted to Canvas and BVU Office</td>
<td></td>
</tr>
<tr>
<td>Demonstrate Appreciation to Cooperating Teacher</td>
<td></td>
</tr>
<tr>
<td>Complete Student Evaluation of Experience</td>
<td></td>
</tr>
<tr>
<td>Completed this Assignment Checklist</td>
<td></td>
</tr>
</tbody>
</table>
ESSI 103 Field Experience
Time Log

BVU Candidate: ___________________________ Date: __________________________
Cooperating Teacher: _____________________ School: __________________________
Grade/Subject: ____________________________________________________________

Thank you for agreeing to help with our Teacher Candidate’s professional field experience.

Students taking this course are required to work with their cooperating teachers a minimum of 10 contact hours. One of the faculty members or designated facilitators will be assigned to oversee the progress being made by the student during this period. Please note below any tardiness and/or absences of the student during this placement.

Signatures below verify that the above-mentioned Buena Vista University student has completed his/her contact hour requirements.

Student’s Signature: _______________________________________________________
Classroom Teacher’s Signature: ____________________________________________

<table>
<thead>
<tr>
<th>Date</th>
<th>Beginning Time</th>
<th>Ending Time</th>
<th>Hours</th>
<th>Running Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Field Experience hours completed for this placement may not count towards another field experience.

This form is to be submitted by the BVU student within Canvas and to the BVU office.
The following table is a brief overview of assignments and reflective practitioner journaling for reference. More complete descriptions will follow the table.

<table>
<thead>
<tr>
<th>Associated Course Workshop</th>
<th>Related Concept</th>
<th>Assignment (a)</th>
<th>Reflection (b)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Environment</td>
<td>Understanding Environment</td>
<td>Evaluating the Environment</td>
</tr>
<tr>
<td>2</td>
<td>Characteristics of Behavior</td>
<td>Behavior Characteristics</td>
<td>Behavior Profiles of Students</td>
</tr>
<tr>
<td>3-4</td>
<td>Roles of Paraeducators</td>
<td>Paraeducators</td>
<td>Observing Paraeducators</td>
</tr>
<tr>
<td>5-6</td>
<td>Social Skills</td>
<td>Social Skills Lesson Plan</td>
<td>Strategies in a Behavioral Classroom</td>
</tr>
<tr>
<td>7-8</td>
<td>Reflection</td>
<td>Reflecting on Observations of Lesson Plan</td>
<td>Behavior Reflection Sheet</td>
</tr>
</tbody>
</table>
Assignment 1a: Ecological Observation

All settings for individuals with significant behavior disabilities are educational settings. Thus, it is important to understand how the environment has an impact on learning. This means all professionals need to be aware of key elements within any environment which an individual with significant disabilities is served. Carefully observe your assigned placement. Write a 1-2 page summary of your general observations of the setting and how the individuals within it function.

- Briefly describe the assigned setting. The summary should include:
  1. Number of individuals/students
  2. Number of individuals of power and their general responsibilities of oversight
  3. General physical arrangement (desks, tables, chairs)
  4. Basic movement patterns of individuals with oversight
  5. Visual patterns of the organization of the room (materials on walls, clustering of furniture or materials within the room). Basically, when you sit down, what are your eyes drawn to as you look around the room. If you pause on an item or an area, note why you paused, or what you observed.

- Identify 1-2 individuals with significant behavior disabilities who are actively engaged in learning/activities
  1. Describe the characteristics that make help them be actively engaged
  2. Behaviors
  3. Body language
  4. Verbal language
  5. Reactions of individuals with oversight

- Identify 1-2 individuals with significant behavior disabilities who are NOT actively engaged in learning (passive, inattentive, or disruptive)
  1. Describe their characteristics that appear to limit their actively to not be engaged
  2. Behaviors
  3. Body language
  4. Verbal language
  5. Reactions of individuals with oversight

<table>
<thead>
<tr>
<th>Task</th>
<th>Advanced</th>
<th>Proficient</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description of Classroom</td>
<td>The classroom is thoroughly described using academic language and provides only observable information. The reader is able to envision the environment fully. No assumptions or interpretations are used to influence the reader’s perception of the environment.</td>
<td>The classroom is thoroughly described in observable terms. The reader is able to envision the environment fully. Some assumptions or interpretations are presented in order to explain the preservice teachers’ perceptions.</td>
<td>The description lacks specificity or serves to judge composition of the classroom environment rather than to describe.</td>
</tr>
<tr>
<td>Environments</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Description of The preservice teacher</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

ESSI 103 Field Experience
| Actively Engaged Students | description of student characteristics focuses on observable characteristics including clear descriptions of behaviors in response to instruction and interaction with the teacher and peers, body language and verbal language. Descriptions do not present personal interpretations of observations. | description of student characteristics focuses on observable characteristics including general descriptions of behaviors in response to instruction and interaction with the teacher and peers, body language and verbal language. Some personal interpretations of observations may be evident. | student characteristics lacks specificity, are absent, or show bias. |
| Description of Disengaged Students | The preservice teacher description of student characteristics focuses on observable characteristics including clear descriptions of behaviors in response to instruction and interaction with the teacher and peers, body language and verbal language. Descriptions do not present personal interpretations of observations. | The preservice teacher description of student characteristics focuses on observable characteristics including general descriptions of behaviors in response to instruction and interaction with the teacher and peers, body language and verbal language. Some personal interpretations of observations may be evident. | The description of student characteristics lacks specificity, are absent, or show bias. |
| Comparison of student behaviors | The preservice teacher presents a compare and contrast of observable characteristics of engaged and disengaged students and includes a thorough analysis of potential impacts on the individuals and others. The analysis may include personal interpretation but does not present bias or judgement. | The preservice teacher presents a compare and contrast of observable characteristics of students and includes a broad analysis of potential impacts on the individuals and others. The analysis may include personal interpretation but does not present bias or judgement. | The comparison is absent, inaccurate, or presents bias |

**Assignment 1b: Reflective Practitioner 1**

Read the following article. Discuss what your classroom will look like to help students with behaviors function in the classroom. Describe 3-4 classroom environment changes you would make in the classroom that you are in to help students benefit in their learning.

**Article for Field Experience Discussion 1:** Changing Behaviors by Changing the Classroom Environment [http://www.uvm.edu/~cdci/best/pbswebsite/Resources/ChangingBehaviors.pdf](http://www.uvm.edu/~cdci/best/pbswebsite/Resources/ChangingBehaviors.pdf)
Assignment 2a: Characteristics

This assignment is designed to enhance the pre-service professional’s ability to be aware and recognize characteristics related to behavior disabilities. Select 1-2 individuals identified as having significant behavior disabilities within your assigned observation site. Discuss characteristics of these individuals with the individuals having oversight responsibilities. If possible, review the IEP or written programming plan of record of the individual(s). Enhance the gathered information with accurate observational notes you make during instruction/programming.

- You will identify academic/functional skills needs
- You will record observational data on evidence of needs
- You will write a 1-2 page summary of your observations and how they impact your knowledge of the characteristics of learners with internalizing or externalizing characteristics. Explain how knowing this would impact your approach to teaching/work.

1. Interview/IEP/program plan
   - What skills, strengths, preferences, and interests does the student possess that might serve as resources?
   - What academic skills deficits are identified?
   - What social skills deficits are identified?
   - What functional/adaptive skills deficits are identified?

2. Observational data
   - What skills were addressed during the observational period
     o Clarify if these were academic, social, or functional life skills.
     o Did the student appear engaged? What did you observe to indicate this?

3. Quantitative data
   - Record the number of times each student responds to teacher prompts (frequency - tally)
   - Record the number of times each student exhibit attention seeking behaviors (frequency - tally)
   - Record the amount of time each student is on task for a 30-minute period of time (duration)

4. Qualitative data
   - Note student posture and attentiveness
   - Record observations of how the student interacts with others
   - Record how often and what types of interactions occur with the teacher.

   What did the person with supervisory responsibility do to enhance engagement? Note the success of the strategy(ies).

5. Characteristics in a variety of environments
• Does the individual with behavior disabilities display differing characteristics in differing settings?
• How does the setting impact characteristics such as engagement, perseverance of task, ability to follow directions, preference of activity, and other significant characteristics you identify?

6. Reflection on observation

• Write a summary related to characteristics
  o How do the characteristics you observed fit the label of behavior disabilities?
  o Are there characteristics presented which are not “typical” for this label?
  o Were the characteristics observed what you expected for this placement?

7. Giving characteristics meaning

• Is there a connection of characteristics demonstrated and the environment which a person is to function?
• If the observed individual(s) were your responsibility how would these characteristics impact your approach to planning?
• How has this portion of your observational field placement confirmed or change your understanding of significant behavior disabilities?

<table>
<thead>
<tr>
<th>Task</th>
<th>Advanced</th>
<th>Proficient</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quantitative Data</td>
<td>Quantitative data is presented in an organized table and described</td>
<td>Quantitative data is presented in an organized table or described thoroughly.</td>
<td>Quantitative data is limited or mixed with interpretation or observational notes.</td>
</tr>
<tr>
<td>presentation</td>
<td>thoroughly before or after the table. Academic language is used to describe data.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Qualitative Data</td>
<td>Qualitative notes are descriptive and observable information about interaction and behavior without personal interpretation.</td>
<td>Qualitative notes are descriptive and observable information about interaction and behavior with minimal personal interpretation.</td>
<td>Qualitative data includes biased interpretation or is absent.</td>
</tr>
<tr>
<td>presentation</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

ESSI 103 Field Experience
**Assignment 2b: Reflective Practitioner 2**

Watch the videos and reflect on the students using the behavior profile that is included. Then, fill out the behavior profile on a student in your observing classroom. Turn the video and observing student profiles in.

---

| Personal Reflection | The response shows application of personal thoughts, opinions, and consideration of the topic to future professional settings. It is evident that the student is applying authentic thought and not generalizing opinions of the media, class, or other resources | The response presents general personal thoughts, opinions, and consideration of the topic to future professional settings. It is evident that the student is applying some personal thoughts and generalizes some opinions of the media, class, or other resources | Introspection is not evident or reflects strict, limited views presents in media, class, or other resources without justification. |
Assignment 3a: Planning for Paraeducators

**Purpose:** Paraeducators play an important role in the education and social-emotional support of students with disabilities. They often interact with individual students more than general and special educators. Clear definition of their roles, training, and supervision are necessary in order to support student success.

**Proficiency:** Observe and discuss paraprofessionals needs and interaction with students during instruction and during independent work. The pre-service teacher will be able to describe and analyze paraprofessional roles and readiness to serve students with a variety of abilities through observation and reflection.

**Data Collection:** The supervised participant will:
1. Describe observed roles and paraprofessional experiences based on observations and conversations with paras.
2. Discuss skill proficiencies and needs.
3. Reflect on observations and discussions to establish paraeducator skills and needs and to establish best practice to meet those needs in their future careers.

**Evaluation:** The pre-service teacher must evidence the following in his/her response:
- 2-3 paragraphs describing observations of paraeducator interactions with students.
- 2-3 paragraphs summarizing paraeducator experiences and needs based on conversations with one or more paras.
- 3-5 paragraphs analyzing paraprofessional roles including how you will establish expectations and provide ongoing support to paraeducator staff.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Advanced</th>
<th>Proficient</th>
<th>Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description of Observation (10)</strong></td>
<td>The pre-service teacher presents non-biased observational notes summarizing interactions based on visual and auditory information free of bias.</td>
<td>The pre-service teacher’s observational notes are thorough, but make some non-judgmental assumptions</td>
<td>Observational notes are incomplete, unclear, or biased/judging</td>
</tr>
<tr>
<td><strong>Description of Para Experiences and Needs (15)</strong></td>
<td>The pre-service teacher’s summary represents the voice of the para include direct quotes and thorough explanations of perceptions and needs in order to determine appropriate action.</td>
<td>The pre-service teacher’s summary represents the voice of the para include with brief explanations of perceptions and needs.</td>
<td>The response is overly basic and could be generalized to anyone, is absent, or shows bias or judgment</td>
</tr>
<tr>
<td><strong>Understanding and Establishing Roles and Responsibilities (15)</strong></td>
<td>The pre-service teacher identifies what he/she has learned from this experience and articulates a plan for establishing roles and responsibilities for paraprofessionals with clear reflection on interviews, theory, and research as appropriate.</td>
<td>The pre-service teacher identifies what he/she has learned from this experience and articulates a plan for establishing roles and responsibilities for paraprofessionals</td>
<td>The pre-service teacher fails to reflect on learning or establish a plan for application of learning.</td>
</tr>
</tbody>
</table>
Assignment 3b: Reflective Practitioner 3

Reflect on Para-educators in the school you are observing.

What is the role of para-educators?

How do they help students with behaviors?

What strategies do you see them using in classes?

What, if anything, do you think you would like to see change?

Did anything surprise you?

Do paras feel supported?

What do paras feel they need in order to better serve students with behaviors?
Assignment 4a: Social Skills Lesson Plan

Task:
You have learned how to use many lesson plans including the UBD lesson plan from Buena Vista University. Any of these templates may or may not be common practice in the school where you are observing. Please use the attached Social Skill Lesson Plan to create a lesson for your cooperating teacher to use. The lesson plan can be used for an individual or group. This lesson plan should include resources for instruction, differentiation, accommodations, and modifications. At this point, complete the lesson plan on a social skill that you think is would be beneficial by gathering information from your own knowledge of the class.

Lesson Plan Template for Field Experience Assignment 4
NOTE: The ACCEPTS Instructional Sequence (based on a direct instruction teaching procedure)

Step 1: Definition and Guided Discussion (teacher presents skill definition, followed by student response leading to discussion)

Step 2: Positive Example

Step 3: Negative example

Step 4: Review and Restate Skill Definition

Step 5: Positive Example (a new one)

Step 6: Activities (practice)


Assignment 4b: Reflective Practitioner 4

Read the article and describe 2-3 items that you could use at each level to help students with behaviors in the classroom you are observing using the chart that is attached to the discussion board.

Article for Field Experience Discussion 4: “You Got It”

Assignment 5a: Perceiving future outcomes

This assignment asks you to consider how characteristics impact future as well as present behavior and needs. Select one individual utilized in the previous assignments. Look into your educational crystal ball and consider what you believe will be the characteristics demonstrated by that individual in 5 years. Based on your observation and gathered information from this experience you will submit a 1-2 page paper. The paper will focus on your understanding of outcomes and needs of the future and how they relate to characteristics currently demonstrated today.

- Characteristics and malleability
  - Differentiate between the characteristics you have observed which you believe will not change regardless of programming and those which you believe have the potential to change.
  - Clarify how you believe the characteristics will be changed or differentiated in 5 years. In other words, what will they “look like”.

- Characteristics and future needs
  - Identify two needs/goals you believe will be appropriate for this individual in 5 years. You will include a rationale for each need/goal identified.
  - Needs/goal areas should be provided for the areas of
    - Academics
    - Social
    - Functional behavior

1. Rationales for each need/goal area should reflect an understanding of the appropriate environment(s) which the individual will logically be expected to function. For example, while in school now and living at home, the individual might be out of the public school system, employed, and living in a group residential facility.
<table>
<thead>
<tr>
<th>Reflective Practitioner Grading Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distinguished</td>
</tr>
<tr>
<td><strong>Thorough Response</strong></td>
</tr>
<tr>
<td><strong>Personal Reflection</strong></td>
</tr>
<tr>
<td><strong>Application of Content</strong></td>
</tr>
<tr>
<td><strong>Writing and Mechanics</strong></td>
</tr>
</tbody>
</table>
ESSI 103: Field Experience in
Introduction to Learners with Significant Behavioral Disabilities
Cooperating Teacher Feedback

BVU Candidate: ________________________________ Date: __________________________
Cooperating Teacher ______________________ School: _______________________________
Grade/Subject ____________________________________________________________
Total number of hours student spent observing ______________________

Please complete this brief evaluation of the BVU School of Education student and submit to the BVU office. Because we are interested in monitoring the development of our pre-service teachers and in providing appropriate feedback and support, we ask you to be candid in your assessment. A grade will not be recorded for this student without your evaluation. A record of the evaluation is kept as part of each student’s cumulative file in the office of the Student Professional Experiences Coordinator or the Education Coordinator/Advisor.

Please check the corresponding box for each professional quality.

<table>
<thead>
<tr>
<th>Student Professional Qualities:</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respectful</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Culturally Competent</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Collaborative</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Flexible</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Resourceful</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reflective</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Initiative</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reflective Practitioner</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Responsible</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Based on your interactions with this candidate, what is your recommendation regarding this person’s continuation in the teacher education program?

- ___ fully support
- ___ support with reservation
- ___ do not support

Cooperating Teacher Signature: ____________________________ Date: ______________

*Please return this form to BVU Student.*

*The BVU Student is responsible for submitting a copy within Canvas and to the BVU Office.*
# Self-Assessment of Dispositional Professional Qualities in the Teacher Education Program Candidate

This form is used to evaluate dispositions you display during class and field experiences. It is used to document professional progress and alert you when improvement is necessary. All students are to complete the professional disposition survey. The survey is for the student to reflect on their progress and make improvements as needed. This survey does not need to be submitted to BVU.

<table>
<thead>
<tr>
<th>Not Applicable or Not Observed</th>
<th>Serious Concerns</th>
<th>Needs Improvement</th>
<th>Emerging</th>
<th>Acceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>NA</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Behavior displayed is contrary to expectations for this disposition.</th>
<th>Behavior is displayed occasionally.</th>
<th>Behaviors is displayed frequently</th>
<th>Behavior is displayed frequently and consistently</th>
</tr>
</thead>
</table>

## Caring:
Candidates with this set of dispositions value and appreciate all aspects of other persons' wellbeing—cognitive, emotional, and physical—thereby enhancing opportunities for meeting the learning needs of students. The following list comprises many, but not all, of the qualities, tendencies, and/or behaviors which characterize a set of caring dispositions:

1. **Empathy**: identifies with and see things from the perspective of others.
   - NA 0 1 2 3
2. **Compassion**: sympathizes, often with a desire to understand and help improve conditions of students' lives.
   - NA 0 1 2 3
3. **Rapport**: develops appropriate relationships with peers and other stakeholders.
   - NA 0 1 2 3
4. **Respect**: shows appropriate regard for the needs, ideas, and experiences of others.
   - NA 0 1 2 3
5. **Passion**: demonstrates excitement, enthusiasm and optimism for the people, content, and context of the teaching/learning process.
   - NA 0 1 2 3
6. **Cultural Competence**: appreciates and capitalizes upon diversity; is aware of and acts to reduce one's own biases; employs culturally sensitive pedagogy.
   - NA 0 1 2 3

Comments:

## Communicative:
Candidates with this set of dispositions are sensitive to and skillful in the various aspects of human activity. They have effective interpersonal relationship skills and attitudes that foster collaborative enterprises useful in enhancing the teaching-learning process. The following list comprises many, but not all, of the qualities, tendencies, and/or behaviors which characterize a set of communicative dispositions:

1. **Presence**: has keen with-it-ness and engagement in human interactions and other's needs.
   - NA 0 1 2 3
2. **Responsiveness**: attends to others’ needs; the ability and inclination to act as best meets the needs, subtle as well as obvious, of others and their circumstances.
   - NA 0 1 2 3
3. **Attentiveness**: concentrates on others’ communication; takes others’ communication into account.
   - NA 0 1 2 3
4. **Authenticity**: fosters and enhances the teaching and learning process while exercising judgment about personal and professional boundaries; display genuineness
   - NA 0 1 2 3
5. **Collaborativeness**: involves and works with others in planning, problem solving and implementation of effective practices.
   - NA 0 1 2 3
6. **Voice**: is willing to openly engage and respond to peers, faculty, teachers, administrators, parents, and community as need arises.
   - NA 0 1 2 3

Comments:
**Creative**: Candidates with this set of dispositions display the capacity to envision and craft things in novel and meaningful ways to meet the needs of students. The following list comprises many, but not all, of the qualities, tendencies, and/or behaviors which characterize a set of creative dispositions:

| 3.1 *Flexibility*: adapts, adjusts, and modifies practices to meet the needs of students and peers; thinks on one's feet; is comfortable with change. | NA 0 1 2 3 |
| 3.2 *Inventiveness*: uses the needs and interests of students to approach curricular and strategic decisions; visualizes and implements novel ideas and practices. | NA 0 1 2 3 |
| 3.3 *Resourcefulness*: uses resources in effective ways; adapts practices to unforeseen challenges. | NA 0 1 2 3 |
| 3.4 *Resilience*: endures stress and maintains stability in the face of disruption and/or chaos; recovers poise or spirit that enables moving forward in an effective manner. | NA 0 1 2 3 |

**Critical**: Candidates with this set of dispositions have the ability to examine closely, to critique, and to ask questions. They do not accept the status quo at face value but employ higher level thinking skills to evaluate, analyze, and synthesize. Self-evaluation and reflection characterize candidates with this set of dispositions. The following list comprises many, but not all, of the qualities, tendencies, and/or behaviors which characterize a set of critical dispositions:

| 4.1 *Reflectiveness*: takes time consistently to evaluate effectiveness of instruction and behavior in terms of the larger goals of education; nurtures reflectivity in students and peers; reflects on own growth and accountability. | NA 0 1 2 3 |
| 4.2 *Initiative*: exhibits a willingness to pursue solutions to problems or questions; gathers relevant data and persistently seeks to improve situations or areas of need. | NA 0 1 2 3 |
| 4.3 *Open-mindedness*: exhibits an ability to look at different sides of an issue; recognizes the possibility of error in one’s own beliefs and practices; does not display or act upon prejudices against people or ideas. | NA 0 1 2 3 |
| 4.4 *Efficacy*: nurtures high expectations, demonstrates self-direction and confidence, and empowers students and peers. | NA 0 1 2 3 |
| 4.5 *Humility*: places the needs of the learner and/or learning task above one’s own ego; reflects on own growth and accountability. | NA 0 1 2 3 |

**Contextual**: Additional qualities defined by and consistent with your institutional mission/conceptual framework:

| 5.1 *Reflective Practitioner*: reflects as a learner, instructor, and professional. | NA 0 1 2 3 |
| 5.2 *Innovative and Imaginative*: finds original and creative approaches to curriculum, instruction, assessment, and problem solving. | NA 0 1 2 3 |
| 5.3 *Global Society*: develops skills for becoming informed and engaged citizen. | NA 0 1 2 3 |

**Professional Requirements**: These are qualities and practices that teacher candidates must exhibit in order to be recommended for licensure, some of which are explicit in the *Iowa Code of Ethics and Code of Responsibilities*. The candidates will display all of the following qualities and/or behaviors that characterize this set of professional requirements:

| 6.1 *Professionalism*: endeavors to meet the standards expected of a teacher such as appropriateness of dress, grooming, demeanor, punctuality, tact, discretion, courtesy, etc. | NA 0 1 2 3 |
| 6.2 *Personal and Professional Ethics and Integrity*: adheres strongly to high moral principles and ethical standards as expressed in the Iowa Code; evidences integrity. | NA 0 1 2 3 |
| 6.3 *Work Ethic/Responsibility*: attends to school policy for teacher attendance; completes teaching related tasks in a thorough and efficient manner. | NA 0 1 2 3 |
| 6.4 *Confidentiality*: complies with federal, state, and school policies relating to confidentiality. | NA 0 1 2 3 |
ESSI 103 Field Experience
Student Evaluation of Field Experience

The following survey will be completed online via a link within the student’s Canvas Course.

Please rate this field experience on each of the elements below using the descriptors shown for as your guide. Please be thoughtful and candid as you record your responses. You are invited to add comments as appropriate.

Descriptors and Scoring Legend

4 = met or exceeded expectations---almost all of the time---definitely
3 = met most expectations---most of the time---yes
2 = met some expectations---some of the time---probably
1 = met very few expectations---infrequently---no

DIVERSITY
I observed the following diversity in the classroom: (X the box under each you observed)

<table>
<thead>
<tr>
<th>Gender</th>
<th>Ethnicity</th>
<th>Cultural</th>
<th>Racial</th>
<th>Socio-economic status (SES)</th>
<th>Cognitive</th>
<th>Behavioral</th>
<th>Physical</th>
</tr>
</thead>
</table>

DURING THE FIELD EXPERIENCE

<table>
<thead>
<tr>
<th></th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>I saw how my cooperating teacher differentiated to meet the diverse needs of all of the students.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>I was able/allowed to complete the required activities of this field experience.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>I was able to make connections between my coursework and this field experience.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>I engaged in discussion and reflection on clinical practice.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>I received meaningful feedback from my cooperating teacher.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>I have a greater awareness of what it means to be a classrooms teacher because of this experience.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

COMMENTS: