 **Field Experience Report Assignment**

**EPY 260- Survey of Exceptional Children**

**Field Experience Reports**

Students will attend five field trips during the semester, as a part of the lab requirement for this course. These fieldtrips will be virtual for Fall 2020

Observe both students and teachers throughout each observation. You may take notes during the visit, but make sure you do not use names of the people you observe. Read the rubric before observing. Rubric is available on Moodle and will be discussed in class. You are looking for information regarding:

1) The organization (e.g., How did the organization come about? What services does the organization provide? Who takes advantage of the services provided through the organization?)

2) The teaching (What were some teaching moves you saw? Why do you believe the teacher made those decisions? How does this relate to your readings, classwork, etc.? What do you believe teachers and administrators in this organization believe about teaching all children?)

Submit a final summary report which will recap these experiences. You, as an educational researcher, will discuss the commonalities and differences between the organizations, what the teachers believe about the children and families they serve, and the services provided to children and families. In other words, what is going on in these classrooms and what services are provided to children and families. Use your textbooks, classwork, articles, and handouts/PowerPoints to provide evidence for what you see in these settings.

Please submit final papers to Moodle. (68 points)

**Field Experience Rubric**

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| --- | --- | --- | --- | --- |
| **Student is able to** | **4 Innovating** | **3 Applying** | **2 Emerging** | **1 Unacceptable** |
| **USE YOUR FAVORITE AGENCY/LOCATION FOR ELEMENTS 1-10**  **This will require you to formulate your questions and thoughts prior to visiting the locations so you get as much information as you need for your paper!** | | | | |
| **1. Describe the agency in depth.** | Paper contains a detailed description of EACH agency/school/organization visited. | Paper contains a detailed description of MOST agencies/schools/organizations visited. | Paper contains a general description of MOST agencies/schools/organizations visited. | Paper does not contain a description of the agencies/schools/organizations visited. |
| **2. Describe the origin of the agency (i.e., how did it begin?, etc.).** | Paper contains a detailed description of the origin of EACH agency/school/organization visited. | Paper contains a detailed description of the origin of MOST agencies/schools/organizations visited. | Paper contains a general description of the origin of MOST agencies /schools/organizations visited. | Paper does not contain a description of the origin of agencies/schools/organizations visited. |
| **3. Describe what the agency provides in the community (i.e., which services? To whom?). (Special Education Standard 6.1.2)** | Paper contains a detailed description of what EACH organization provides in the community. | Paper contains a detailed description of what MOST organization provides in the community. | Paper contains a general description of what MOST organization provides in the community. | Paper does not contain a description of what the organizations provide for the community. |
| **4. Explain the financial support of the agency (i.e., where does funding come from?).** | Paper contains a detailed explanation of the financial support for EACH organization. | Paper contains a detailed explanation of the financial support for MOST organizations. | Paper contains a general explanation of the financial support for MOST organizations. | Paper does not contain information regarding financial support of the organizations. |
| **5. Explain fully the services provided for the participants. (Special Education Standard 6.1.2)** | Paper contains a detailed explanation of the services provided for participants through EACH organization. | Paper contains a detailed explanation of the services provided for participants through MOST organizations. | Paper contains a general explanation of the services provided for participants through MOST organizations. | Paper does not contain information of the services provided for participants through the organizations. |
| **6. Explain the services provided for the families at this location. (Special Education Standard 6.1.2)** | Paper contains a detailed explanation of the services provided for families through EACH organization. | Paper contains a detailed explanation of the services provided for families through MOST organizations. | Paper contains a general explanation of the services provided for families through MOST organizations. | Paper does not contain information of the services provided for families through the organizations. |
| **7. Explain how technology was used at the location.** | Paper contains a detailed explanation of the technologies used through EACH organization. | Paper contains a detailed explanation of the technologies used through MOST organizations. | Paper contains a general explanation of the technologies used through MOST organizations. | Paper does not contain information of the technologies used through the organizations. |
| **8. Explain how this location advocates for children with exceptionalities (i.e., how do they find participants? What do they do to take care of their participants?).** | Paper contains a detailed explanation of the advocacy services provided for participants through EACH organization. | Paper contains a detailed explanation of the advocacy services provided for participants through MOST organizations. | Paper contains a general explanation of the advocacy services provided for participants through MOST organizations. | Paper does not contain information of the advocacy services provided through the organizations. |
| **9. Describe resources available in this location to resources discussed in Gargiulo text (Special Education Standard 6.1.2)** | Summary is compared and contrasted to resources discussed in text. | Summary is compared OR contrasted to resources discussed in  text. | Summary is somewhat related to resources discussed in text. | Summary is not at all related to resources discussed in text. |
| **10. Describe this location and resources using specific and appropriate IDEA vocabulary, available in text (Special Education Standard 6.1.2)** | Description is comprehensive and uses extensive and appropriate IDEA vocabulary. | Description is comprehensive and uses some appropriate IDEA vocabulary. | Description is somewhat comprehensive but few appropriate IDEA vocabulary. | Description is not supported by evidence and/or uses no IDEA vocabulary. |
| **USE ALL LOCATIONS FOR ELEMENTS 11-15** | | | | |
| **11. Write a short summary of each of the other learning environments observed.** | Summary is comprehensive and detailed regarding ALL supportive and learning environments. | Summary is comprehensive regarding SOME supportive and learning environment. | Summary is limited and vague regarding SOME supportive or learning environment. | Summary of supportive and learning environments is contained in the paper. |
| **12. Compare information regarding resources (age served, type of disability served, family resources, recruitment, etc.) from ALL learning environments locations** | Summary is comprehensive and detailed regarding ALL supportive and learning environments. | Summary is comprehensive regarding SOME supportive and learning environment. | Summary is limited and vague regarding SOME supportive or learning environment. | Summary of supportive and learning environments is contained in the paper. |
| **13. *Choose five specific examples of pedagogy (teaching moves) observed in any location.* Use the understanding of development and individual differences to describe and evaluate these teaching moves. (Special Education Standard 1.1.2)** | Description is comprehensive and detailed.  Evaluation is specifically related to individual differences of students. | Description is comprehensive but not enough details.  Evaluation is generally related to individual differences of students. | Description is somewhat comprehensive but not detailed.  Evaluation is only somewhat related to individual differences of students . | Description is not supported by evidence  Evaluation is inappropriate or nonexistent. |
| Description of teaching moves (5 or more) is comprehensive. | Description of teaching moves (2 or 3) is comprehensive, | Description of teaching moves is somewhat comprehensive. | Description is not supported by evidence. |
| **14. Provide the reason for the pedagogy (teaching moves) (Special Education Standard 1.1.2)** | Reasonable and Extensive hypotheses for all teaching moves were discussed. | Reasonable and Extensive hypotheses for several moves were discussed. | Hypotheses for moves were reasonable, but were not well-thought out. OR there was only one hypothesis discussed. | No hypothesis was discussed. |
| **15. Apply the information gleaned from the observation (i.e., strategies for teaching students with specific exceptionalities) to course readings and/or class discussions. (Special Education Standard 1.1.2, 6.1.2)** | Description is comprehensive and specific strategies were related to course readings and/or class discussions. | Description is comprehensive but only some connections to course readings and/or class discussions. | Description is somewhat comprehensive but limited connections to course readings and/or class discussions. | Description is not supported by evidence and not connected to course readings. |
| **16. Use child first language throughout paper** | Child first language throughout paper. | Child first language is present except for one error. | Child first language is present except for a few errors. | Child first language is not used in the paper |
| **17. Write in standard English without errors** | No spelling or grammar errors. | Very few spelling or grammar errors (1-2). | Some spelling or grammar errors. | Poor Grammar and spelling . |

**Special Education State Standards: 1.1.2, 6.1.2**