

THE GEORGE WASHINGTON UNIVERSITY
Graduate School of Education and Human Development
Department of Teacher Preparation and Special Education

EARLY CHILDHOOD SPECIAL EDUCATION
HANDBOOK FOR FIELD EXPERIENCES

Site Supervisor Edition
2002-2003

**THE GEORGE WASHINGTON UNIVERSITY
GRADUATE SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT
DEPARTMENT OF TEACHER PREPARATION AND SPECIAL EDUCATION
INFANT AND EARLY CHILDHOOD SPECIAL EDUCATION**

**HANDBOOK FOR FIELD EXPERIENCES
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INTRODUCTION TO FIELD EXPERIENCES

The purpose of this Handbook for Field Experiences is to provide a framework for the practicum and internship experiences. Guidelines are provided for the student, the site supervisor, and the university supervisor. Field experiences are an integral component of the infant special education masters level training program of The George Washington University, Graduate School of Education and Human Development. A total of 12 credits of the 39-credit masters degree program is earned through field experiences. The field experiences are offered through the following courses:

Special Education 261: PRACTICUM: METHODS AND MATERIALS FOR YOUNG EXCEPTIONAL CHILDREN (6 credits)

This course is offered at the beginning of the student's program and explores curriculum materials and methods for working with infants and young children and their families. This is the student's first exposure to the continuum of intervention services for young children and families. The course has a theoretical, university-based weekly seminar and a field-based practicum experience. Each student spends approximately 120 hours during the semester working directly with young children and families, receiving on-site feedback and guidance weekly from a university supervisor, and participates in a weekly seminar. The practicum consists of a variety of experiences depending on the interests and background of each student.

Special Education 292: INTERNSHIP: TEACHING YOUNG EXCEPTIONAL CHILDREN (6 credits)

The internship is offered towards the end of a student's program and is designed to be both an integrative and a culminating experience of the masters program. The internship prepares students to assume the multitude of responsibilities of the special educator who works with infants, young children, and their families in a variety of settings. Each student spends 200 to 400 hours during the internship working directly with young children and families and attends a weekly seminar. The University Supervisor visits each intern weekly or as determined by the University Supervisor depending on the setting/site throughout the internship. This supervision includes observations of student performance and individualized feedback sessions. The Site Supervisor provides regular feedback and evaluates student performance at the end of the internship. The internship is an opportunity for students to synthesize and integrate the program content and relate theoretical constructs to the realities of the field. Each internship is an individualized experience with placements determined by the student's identified priorities.

Overview of Responsibilities for Field Experiences

Student Intern	Site Supervisor	University Supervisor
<p>Prior to beginning student will:</p> <ul style="list-style-type: none"> ✓ Complete Application ✓ Complete self-evaluation guide ✓ Autobiography ✓ TB Test ✓ Criminal History Check if Required 	<ul style="list-style-type: none"> ✓ Initial meeting with student and university supervisor. ✓ Read student biographies. ✓ Review handbook and program competencies. 	<ul style="list-style-type: none"> ✓ Initial meeting with student and site supervisor. ✓ Submit application to the D.T.P.S.E. office at the university.
<ul style="list-style-type: none"> ✓ Initial meeting with site and university supervisor. 		
<ul style="list-style-type: none"> ✓ Develop schedule of daily routine during second week. ✓ Maintain log of hours. 	<ul style="list-style-type: none"> ✓ Orient the student to the site, team, children, families and community. ✓ Establish a weekly time to meet with intern. 	<ul style="list-style-type: none"> ✓ Schedule regular observations throughout the semester. a) Meet with intern. b) Provide written feedback.
<ul style="list-style-type: none"> ✓ Develop a professional bibliography. 	<ul style="list-style-type: none"> ✓ Identify ways the intern can assist the site or team with current research information. 	<ul style="list-style-type: none"> ✓ Seminar materials.
<ul style="list-style-type: none"> ✓ Maintain a journal using the elements of: Observation Interpretation Analysis Reflection. 	<ul style="list-style-type: none"> ✓ Provide the student intern with curriculum guides, instructional materials, assessments and access to relevant background information about the children. 	<ul style="list-style-type: none"> ✓ Review journal components and assist as needed.
<ul style="list-style-type: none"> ✓ Maintain lesson plan log to include: a) Documentation of daily and weekly planning. b) Prepared lessons for all interventions (group and individual). c) Reflections and evaluations on each lesson. 	<ul style="list-style-type: none"> ✓ Collaborate with interns about the type of planning documentation used at their site. 	<ul style="list-style-type: none"> ✓ Review lesson plan log during periodic observation visits.
<ul style="list-style-type: none"> ✓ Final Meeting with site and university supervisor. ✓ Complete final evaluation. 	<ul style="list-style-type: none"> ✓ Final Meeting with intern and university supervisor. ✓ Complete final evaluation. 	<ul style="list-style-type: none"> ✓ Final Meeting with site supervisor and student intern. ✓ Complete final evaluation.
<ul style="list-style-type: none"> ✓ In case of absence, contact site and university supervisor. 	<ul style="list-style-type: none"> ✓ Contact university supervisor if needed. 	<ul style="list-style-type: none"> ✓ Maintain regular contact with intern and site.

STAGES OF STUDENT FIELD EXPERIENCE RESPONSIBILITIES

It is recommended that students have a series of graduated, incremental instructional experiences that assist in developing their competencies as early intervention professionals. As the field experience progresses, the goal for the student is to assume a progressively increasing amount of responsibility for the interventions. By the end of the semester, students should have assumed partial (Sped 261) or complete (Sped 292) responsibility for all interventions.

The following should be used as a guide for the sequencing of intervention responsibilities and should be reflected in the student's contract:

- Weeks 1-2: Observe and become familiar with the environment, procedures, site supervisor, related team functions, and children and families. Assist with interventions as directed by the site supervisor.
- Weeks 3-4: Begin initial intervention work with small groups or individual children and families identified by the site supervisor, following discussion and planning with the site supervisor. Continued student observation of site supervisor and related team modeling of interventions.
- Weeks 5-12: Increased responsibility for interventions with more than one group, child and/or family, gradually taking over the role of the site supervisor.
- Weeks 9-12: (For 292 students) Full-time responsibility for all interventions.

It is important to note that this sequence is recommended. Each student and situation will vary according to sites, individual student differences, and roles of site supervisors. The rate of instructional load will be determined primarily by the site supervisor and student in their initial meeting with input from the university supervisor.

SITE SUPERVISOR RESPONSIBILITIES

The site supervisor will:

- 1) Become Familiar with program competencies (see Appendix B).
 - 2) Meet with the student intern to discuss the goals and priorities that will guide the student in developing a contract for the field experience.
 - 3) Define the extent of the student intern's responsibilities.
 - 4) Orient the student intern to the site, team, children, families, and community.
 - 5) Assist the student intern in becoming familiar with the field experience policies and procedures.
 - 6) Schedule a weekly meeting with the student intern to discuss the student's progress and to plan for the following week.
 - 7) Identify ways the student intern can assist the site supervisor or team (ie: professional bibliography, current research information).
 - 8) Provide the student intern with curriculum guides, instructional materials, assessments and access to relevant background information about the children.
 - 9) Contact university supervisor when questions arise or when there is a need to clarify student intern issues.
 - 10) *Assist student intern with needs assessment for professional development workshop.
 - 11) *Assist student intern in choosing a family for development of infant/family portfolio.
 - 12) Complete the Practicum/Internship Final Evaluation Form (see Appendix C) at the completion of the field experience, discuss it with the student and university supervisor and give to the university supervisor by the specified deadline.
- * Internship Only

UNIVERSITY SUPERVISOR RESPONSIBILITIES

The university supervisor will:

- 1) Schedule an initial meeting with the site supervisor and the student intern to review the roles and responsibilities related to the field experience. At this meeting, the university supervisor will provide the site supervisor with the Handbook for Field Experiences and the course objectives for the practicum or the internship seminar.
- 2) Submit the student intern's Professional Internship Application to the Department of Teacher Preparation and Special Education's Office of Laboratory Experiences.
- 3) Schedule regular observations throughout the semester. If a student is having difficulty or the site supervisor wishes, additional visits should be arranged. The Site Visit Form or Student Feedback Form will be used to guide the university supervisor's observations (see Appendix D, Student Edition). Each observation visit should consist of the following:
 - a) observation of the student interacting with children and/or families in various situations;
 - b) meetings with the student following each observation;
 - c) written feedback to the student about the observation.
- 4) Review the student's lesson plan log throughout the student's experience.
- 5) Schedule a final meeting with the student and the site supervisor to review the Practicum/Internship Final Evaluation Form (Appendix C) and to bring closure to the experience.
- 6) Meet with the student to discuss the evaluation and complete a program exit interview.

APPENDIX A

**THE GEORGE WASHINGTON UNIVERSITY
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PRACTICUM/INTERNSHIP CONTRACT INSTRUCTIONS

1. Complete the Self Evaluation Guide.
2. Using your Self Evaluation Guide and in consultation with your site and university supervisors, write your contract. Your professional goals should include the following information:

Outcome: Briefly describe the professional goals that you hope to meet within the scope of this practicum/internship experiences in relation to identified professional strengths and needs.

Example: *Increase knowledge of assessment tools for children three to five.*

Strategies/Activities: Describe the plan of action that you and your site supervisor have agreed upon to attain outcomes.

Example: *Become familiar with a variety of assessment tools*

Observe and/or co-score during assessments

Documentation/Timelines: Record the type of work product that will demonstrate achievement of the outcomes.

Example: *Develop a summary matrix of assessment tools.*

Completed co-scored assessment forms.

Timeline: *To be completed by_____.*

People Involved: Record the names of persons involved in implementing the strategies.

Example: *Student, Kerry Ellis, B.A; Jennifer Perez, M.S., CCC-SLP*

Date Achieved: Record the date that the outcome is achieved.

3. Sign your contract and have the university supervisor approve and sign it.
4. Have your contract signed by the site supervisor.
5. Complete the Practicum/Internship Contract Cover Page
6. Make a copy for yourself and for the site supervisor. Give the original to the university supervisor.

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PRACTICUM/INTERNSHIP CONTRACT COVER PAGE

Student's Name: _____ Phone: _____
E-Mail: _____
Fax: _____

Advisor: _____ Phone: _____
E-Mail: _____
Fax: _____

Semester and Year: _____

University Supervisor: _____ Phone: _____
E-Mail: _____
Fax: _____

Placement: _____

Address: _____

Site Supervisor: _____ Phone: _____
E-Mail: _____
Fax: _____

Duration of Placement: _____

Time and Days: _____

Student Signature _____ Date _____

University Supervisor Signature _____ Date _____

Site Supervisor Signature _____ Date _____

APPENDIX B

APPENDIX C

**THE GEORGE WASHINGTON UNIVERSITY
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PRACTICUM/INTERNSHIP FINAL EVALUATION FORM

Student should complete the top portion.

Student Intern: _____ S.S.#: _____

Site Supervisor: _____ S.S.#: _____

University Supervisor: _____

Agency/School: _____ Phone: _____

Address: _____

Beginning Field Placement Date at this Site: _____ Ending Date: _____

The final grade for student teaching is a joint effort of The George Washington University and the site supervisor of the host program. The site supervisor is asked to summarize the particular strengths and areas of concern observed in the intern's performance. Because of the importance of the summative evaluation, please weigh your thoughts and words carefully so as to arrive at a just and telling evaluation of the intern's overall performance. Additional pages may be used if needed.

1. OVERALL PERFORMANCE:

2. STRENGTHS (e.g. teaching, child-adult interactions, communication, curriculum):

3. SUGGESTED AREAS OF IMPROVEMENT:

4. ADDITIONAL COMMENTS:

Signature_____ Date_____

S.S.#_____

Please return form to:

Attention: (please list University Supervisor)
Infant and Early Childhood Special Education Programs
The George Washington University
2134 G Street, NW
Washington, DC 20052

Appendix D

THE GEORGE WASHINGTON UNIVERSITY
GRADUATE SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT
DEPARTMENT OF TEACHER PREPARATION AND SPECIAL EDUCATION
INFANT SPECIAL EDUCATION PROGRAM

FIELD PLACEMENT EVALUATION

Student Name _____

Field Supervisor _____

University Supervisor _____

Field Placement _____

Evaluation Date _____

SCORING SCALE

6 Exemplary	Work at this level is both exceptional and memorable. It is often characterized by distinctive and unusually sophisticated problem solving approaches and solutions.
5 Proficient	Work at this level exceeds the standard. It is thorough, complex, and consistently portrays exceptional control of content, skills, and problem-solving strategies.
4 Competent	Work at this level meets the standard. It is strong, solid work that has more strengths than weaknesses. Work at this level demonstrates mastery of content, skills, and problem-solving strategies and reflects considerable care and commitment.
3 Developing	Work at this level shows basic, but inconsistent mastery and application of content and skills. It shows some strengths but tends to have more weaknesses overall.
2 Beginning	Work at this level is often superficial, fragmented, or incomplete. It may show a partial mastery of content and skills, but it needs considerable development before reflecting the proficient level of performance.
1 Exploring	Work at this level is minimal. It typically portrays a lack of understanding and use of appropriate skills and strategies. Work at this level may contain major errors.
0 Not applicable	Not applicable to this intern's situation at this time.

Scoring scale courtesy of Oregon Department of Education Assessment and Evaluation Division.

CHILD DEVELOPMENT AND LEARNING

- 6--5--4--3--2--1--0 Demonstrates a theoretical understanding of the basic principles of child growth and typical development including range and variability in the areas of: physical development, cognitive development, language development, and social/emotional development.
- 6--5--4--3--2--1--0 Demonstrates an understanding of learning theory.
- 6--5--4--3--2--1--0 Demonstrates an understanding of atypical development.
- 6--5--4--3--2--1--0 Applies theories of child development, learning theory, and current research in the classroom.
- 6--5--4--3--2--1--0 Considers the individual child's development when designing and implementing lessons/interventions.

Comments:

ASSESSMENT, EVALUATION, AND DIAGNOSIS

- 6--5--4--3--2--1--0 Understands the process of screening, assessment, evaluation, and triennial review to determine eligibility for early childhood special education.
- 6--5--4--3--2--1--0 Takes into account the influence of cultural and linguistic diversity on assessment, eligibility, programming, and placement of children at-risk and with special needs.
- 6--5--4--3--2--1--0 Discusses the relationship between assessment and placement decisions.
- 6--5--4--3--2--1--0 Integrates assessment results from others in the development and implementation of the individualized education plan (IEP).
- 6--5--4--3--2--1--0 Gathers and uses background information regarding social, educational, medical, and family history when assessing.
- 6--5--4--3--2--1--0 Selects and uses various types of assessment procedures (including observation, norm-referenced, portfolios, task analysis) to make decisions about children's learning and development.

- 6--5--4--3--2--1--0 Uses assessment information in planning individual intervention and instructional programs.
- 6--5--4--3--2--1--0 Uses multiple and continuous opportunities to monitor a young child's development and learning progress.
- 6--5--4--3--2--1--0 Monitors, summarizes, and evaluates the acquisition of child outcomes as outlined in the IEP.

Comments:

CURRICULUM DEVELOPMENT, ADAPTATION, AND IMPLEMENTATION

- 6--5--4--3--2--1--0 Encourages child's development in all domains in planning, adapting, and implementing lessons.
- 6--5--4--3--2--1--0 Organizes space, time, peers, materials, and adults to maximize child progress in a variety of settings.
- 6--5--4--3--2--1--0 Demonstrates objective observation skills and integrates observations into planning and implementation of lessons/interventions.
- 6--5--4--3--2--1--0 Plans interventions for children who are culturally, linguistically, and/or ability diverse.
- 6--5--4--3--2--1--0 Translates data obtained from child/family portfolios and other authentic assessment results into appropriate outcomes, strategies, and activities.
- 6--5--4--3--2--1--0 Integrates information from the IEP into individual, small and or large group instruction.
- 6--5--4--3--2--1--0 Effectively conducts both individual and group activities.
- 6--5--4--3--2--1--0 Engages and supports learning activities. Identifies learning opportunities that can be used throughout a child's daily routine in the natural environment.
- 6--5--4--3--2--1--0 Develops, implements, and monitors positive behavior management systems such as reinforcement schedules and behavior plans for young children with special needs and children at-risk.
- 6--5--4--3--2--1--0 Modifies the learning environment to manage inappropriate behaviors (i.e. establishes daily routine, sets realistic rules, considers group dynamics).

- 6--5--4--3--2--1--0 Demonstrates effective interpersonal skills with children (i.e. enjoys children, makes appropriate eye contact, speaks appropriately to children).
- 6--5--4--3--2--1--0 Incorporates knowledge and skills from multiple disciplines in the design and implementation of intervention strategies.
- 6--5--4--3--2--1--0 Incorporates natural teaching strategies (i.e. wait time, visual cueing, scanning, voice modulation, etc.) and adaptive strategies (visual strategies, high tech, etc.) as needed.
- 6--5--4--3--2--1--0 Implements developmentally and functionally appropriate individual and group activities using a variety of formats to include play, routines, centers, cooperative learning strategies, parent directed activities, and direct instruction.

Comments:

COLLABORATION WITH FAMILIES AND PROFESSIONALS

- 6--5--4--3--2--1--0 Establishes and maintains positive, collaborative relationships with families.
- 6--5--4--3--2--1--0 Communicates effectively with families about their child's progress regularly.
- 6--5--4--3--2--1--0 Considers cultural diversity when interacting with families.
- 6--5--4--3--2--1--0 Participates and collaborates as a team member with other professionals.
- 6--5--4--3--2--1--0 Engages the support of other professionals.

Comments:

PROFESSIONALISM

- 6--5--4--3--2--1--0 Demonstrates and respects confidentiality in speaking, writing, and practicing with children with special needs, family members, and other professionals.
- 6--5--4--3--2--1--0 Acts as a role model for the profession.
- 6--5--4--3--2--1--0 Welcomes feedback and takes responsibility to change and improve own practice.
- 6--5--4--3--2--1--0 Participates in systematic self-evaluation and self-reflection practices.
- 6--5--4--3--2--1--0 Is a proactive member of the team (i.e. takes the initiative).
- 6--5--4--3--2--1--0 Reads and critically applies research and recommended practices.
- 6--5--4--3--2--1--0 Welcomes assistance for improvement and problem solving.
- 6--5--4--3--2--1--0 Demonstrates effective verbal and nonverbal communication skills.

Comments:

TECHNOLOGY

- 6--5--4--3--2--1--0 Designs intervention plans and strategies that incorporate the use of technology, including adaptive and assistive technology.
- 6--5--4--3--2--1--0 Uses technology as a resource for planning and implementing lessons.
- 6--5--4--3--2--1--0 Locates needed information on the Internet.
- 6--5--4--3--2--1--0 Uses a variety of high-tech and low-tech strategies, visual-strategies (videos, scanners, digital cameras, etc.)

Comments:

COMMENTS:

Student Signature_____

Field Supervisor Signature_____

University Supervisor Signature_____

