

**M.S. in Special Education  
Grades 7-12**

**SEDN 675  
Field Experience**



**SEDN 675 Field Experience**  
**Special Education, Grades 7-12**

**Table of Contents**

Welcome Letter.....	1
Required Classroom Hours .....	2
Course Description .....	3
University Statements: Needed Accommodations & Academic Integrity .....	5
Letter of Introduction for Principal/Administrator .....	7
School Certification Form .....	8
Field Experience Documents .....	9
Anecdotal Logs .....	14
Lesson Observation Logs .....	15
Some Issues of Particular Importance .....	17
Essay 1: Critical Incidents .....	20
Essay 2: Celebrating Diversity in the Classroom .....	21
Final Project .....	22
Rubric .....	24
APA Guide .....	25
Writing Guide .....	27
Recommended Readings.....	31



Dear Field Experience Candidate,

Welcome to your SEDN 675 Field Experience course!

The following pages constitute a student guide prepared to facilitate your work for the course. Field Experience consists primarily of actively observing your cooperating teacher and assisting him/her in performing various activities in the classroom. You will perform Field Experience in both grades 7-9 and 10-12 Special Education classrooms. There will also be 3 mandatory live group meetings with your instructor held at the beginning, middle, and end of the semester. These provide you with an opportunity to discuss matters regarding your experiences in the classroom, ask questions about course requirements, and meet other students. All students are required to attend these meetings (medically documented illness and other urgent matters that make attendance impossible should be discussed with your assigned faculty member). Your SEDN 675 instructor should be contacting you during the first two weeks of the semester.

When choosing a classroom and cooperating teacher to work with, keep the following in mind:

- Your cooperating teacher must have a master's degree and at least 3 years of teaching experience
- You cannot spend your Field Experience in only one age/grade level. Make sure you work in both 7-9 and 10-12 grade levels.
- One of your classrooms should serve children from high-need communities.
- An inclusion/ICT class with a strong Special Education component is acceptable as a Special Education placement.

Certified teachers will have a reduced number of required hours to spend in the classroom. Please see the table on the next page for details. Internship Certification is not considered certification.

We hope the following pages of our Student Guide will help facilitate your work for the SEDN 675 course, and make your Field Experience course a positive learning experience. If we can be of any assistance, feel free to contact us.

Sincerely,  
The Office of Clinical Practice

## Required Classroom Hours SEDN 675

	<b>Non-certified Teachers</b>	<b>Certified Teachers</b>
<b>Field Experience</b>	50 hours in Special Education grade 7-9 classroom	25 hours in Special Education grade 7-9 classroom
	50 hours in Special Education grade 10-12 classroom	25 hours in Special Education grade 10-12 classroom
<b>Total hours</b>	100 hours	50 hours

**\* Time spent during preparation periods not used for student teaching purposes, lunch hours not spent with students, and other activities that do not involve work with teachers or students, observations of teachers or students, or planning for student teaching activities may not be counted toward meeting Field Experience requirements**

**SEDN 675: Field Experience  
Special Education, Grades 7-12**

**Course Description:** Students complete 50 hours of observations in a Special Education classroom at the grade 7-9 level, and an additional 50 hours of observations in a Special Education classroom at the 10-12 level (inclusion classes with strong special education components are acceptable). Certified teachers complete 25 hours of observations in a Special Education classroom at the grade 7-9 level, and an additional 25 hours of observations in a Special Education classroom at the 10-12 level (inclusion classes with strong special education components are acceptable). All observations are done in accredited schools with the involvement of appropriately certified supervising or cooperating teachers who submit student evaluation forms at the conclusion of the semester. Cooperating teachers should have a Master's Degree and a minimum of three years teaching experience. Over the course of the Field Experience and Practicum courses, some work is done in a high-need school or a school serving a high-need community. Students keep time sheets of their hours, record and analyze critical classroom incidents in logs, analyze lessons they have observed, respond to questions related to working with children in grades 7-12, participate in three class meetings, and complete a final project. An assigned Touro College faculty member meets with students at their Field Experience sites and evaluates student work for the course. **3 credits**

**Note:**

- *Students may not register for SEDN675 and SEDN678 during the same semester.*
- *Time spent during preparation periods not used for teaching purposes, lunch hours not spent with students, and other activities that do not involve work with teachers or students, observations of teachers or students, or planning for teaching activities may not be counted toward meeting Field Experience requirements.*

**Student Learning Outcomes:**

- Students will document in a professional fashion, observations of various classroom and school-related activities.
- Students will demonstrate sensitivity to the physical, emotional and intellectual needs of individual students within the framework of various classroom activities.
- Students will demonstrate the ability to relate respectfully and empathically to students on a one-to-one basis in group activities.
- Students will demonstrate a growing knowledge of the educational needs of students at middle and high school grades, including students with disabilities and an ability to apply that knowledge in their relationships with the children with whom they work.
- Students will demonstrate a growing knowledge of appropriate behavior on the part of teachers across a range of situations in and outside of the classroom.

**Course Requirements:**

- Attendance at class meetings. The only excused absences are with a doctor's note or with approval of the department chair
- School administration certification form completed and submitted
- Documentation of hours and days, signed by student and cooperating teacher or supervisor
- Activities checklist submitted

- Anecdotal logs submitted
- All signed forms from the Student Guide submitted
- Lesson observation logs of cooperating teacher(s) submitted
- Responses to questions on Some Issues of Particular Importance submitted
- Cooperating teacher evaluation forms submitted
- Essay 1 submitted
- Essay 2 submitted
- Course evaluation forms submitted.

**Suggested texts:**

Arends, R. (2012). *Learning to teach* (9th ed.). Dubuque, Iowa: McGraw-Hill.

Roe, B., & Smith, S. (2010). *Student teaching and field experiences handbook* (7th ed.). Upper Saddle River, N.J.: Pearson.

Stronge, J. (2007). *Qualities of effective teachers* (2nd ed.). Alexandria, Va.: Association for Supervision and Curriculum Development.

## University Statement on Needed Accommodations/Adaptations

Any students with a disability seeking accommodations under the Americans with Disability Act of Section 604, The Rehabilitation Act, are required to self-identify with the Office of Disability Services. See the professor/instructor in advance for classroom accommodation, access to technology or other assistance if needed.

## University Statement on Academic Integrity

Touro College and University System is a community of scholars and learners committed to maintaining the highest standards of personal integrity in all aspects of our professional and academic lives. Because intellectual integrity is a hallmark of scholarly and scientific inquiry as well as a core value of the Jewish tradition, students and faculty are expected to share a mutual respect for teaching, learning and the development of knowledge. They are expected to adhere to the highest standards of honesty, fairness, professional conduct of academic work and respect for all community members.

Academic dishonesty undermines our shared intellectual culture and our ability to trust one another. Faculty and administration bear a major responsibility for promoting a climate of integrity, both in the clarity with which they state their expectations and in the vigilance with which they monitor students. Students must avoid all acts of dishonesty, including, but not limited to, cheating on examinations, fabricating, tampering, lying and plagiarizing, as well as facilitating or tolerating the dishonesty of others. Academic dishonesty lowers scholastic quality and defrauds those who will eventually depend on the knowledge and integrity of our graduates.

The Touro College and University System views violation of academic integrity with the utmost gravity. Such violations will lead to appropriate sanctions, up to and including expulsion from the college community. We commit ourselves to the shared vision of academic excellence that can only flourish in a climate of integrity.

The Touro College and University System's policy on academic integrity, which is outlined in this document, is designed to guide students as they prepare assignments, take exams, and perform the work necessary to complete their degree requirements, and to provide a framework for faculty in fostering an intellectual environment based on the principles of academic integrity.

The International Center for Academic Integrity (ICAI), of which the Touro College and University System is a member, identifies five fundamental values of academic integrity that must be present if the academic life of an institution is to flourish: Honesty, Trust, Fairness, Respect, and Responsibility. To sustain these values, the TCUS Academic Integrity Policy, modeled after that of Rutgers University 2, requires that a student or researcher:

1. Properly acknowledge and cite all ideas, results, or words originally produced by others;
2. Properly acknowledge all contributors to any piece of work;
3. Obtain all data or results using ethical means;
4. Report researched data without concealing any results inconsistent with student's conclusions;
5. Treat fellow students in an ethical manner, respecting the integrity of others and the right to pursue educational goals without interference. Students may neither facilitate another student's academic dishonesty, nor obstruct another student's academic progress;

6. Uphold ethical principles and the code of the profession for which the student is preparing.

Students must avoid all acts of dishonesty, including, but not limited to the following:

1. Cheating
2. Plagiarizing (presenting work or ideas of others as your own)
3. Fabricating (making up information, data, or research results)
4. Tampering (unauthorized removal or alteration of College documents, software, equipment, or other academic-related materials, including other students' work)
5. Lying
6. Working with others when assignments or exams require individual work
7. Making unauthorized copies of copyrighted material
8. Facilitating or tolerating the dishonest of others

Adherence to these principles is necessary to ensure that:

1. Proper credit is given for ideas, words, results, and other scholarly accomplishment;
2. No student has an inappropriate advantage over others;
3. The academic and ethical development of students is fostered;
4. The Touro College and University System is able to maintain its reputation for integrity in teaching, research, and scholarship.

Failure to uphold the principles of academic integrity threatens not only the reputation of Touro, but also the value of each and every degree awarded by the institution. All members of the Touro community bear a shared responsibility for ensuring that the highest standards of academic integrity are upheld.

The Touro College and University System administration is responsible for working with faculty and students to promote an institutional culture of academic integrity, for providing effective educational programs that create a commitment to academic integrity, and for establishing fair procedures to deal with allegations of violations of academic integrity.

The following Internet resources may be helpful when checking for plagiarism: [Plagiarism Checker](#), [TurnItIn](#), [DupliChecker](#).





To Whom It May Concern:

This letter is to introduce our Field Experience student. Students in our program complete the requirements for dual certification in General Education and Special Education on the early childhood, elementary school, middle school, or secondary school level.

Observing lessons modeled by master teachers and involved participation in the classroom with students, offer opportunities for theory to be applied in practice. An assigned Touro faculty member observes students at their placement locations to assist them with maximizing the benefits of their Field Experience course.

We suggest that the cooperating teacher provide different opportunities depending on the developmental level of the student's program. Some suggestions follow:

During the Field Experience phase of training

1. The opportunity to observe lessons and discuss strategies.
2. The opportunity to plan lessons with the cooperating teacher and on his or her own.
3. The opportunity to become familiar with the grade curriculum, texts, resources, and school policies.
4. The opportunity to interact with students in a range of educational settings.

In order to focus students in their observations and to document time spent in class, students have a number of forms to complete for their work in the Field Experience course. Please explain to your Field Experience student the daily routines you would like him or her to follow, absence policies, etc. Structure and guidance will maximize the effectiveness of this experience.

For responses to any questions or concerns, please contact [OCP@touro.edu](mailto:OCP@touro.edu)

Sincerely,

The Office of Clinical Practice



**TOURO COLLEGE**  
**GRADUATE SCHOOL OF EDUCATION**

*Where Knowledge and Values Meet*

Dear School Administrator,

We are pleased that a Touro College graduate student is completing his or her Field Experience or Practicum in your school. Working with certified and licensed administrators and teachers in a professional environment is a key factor in our teacher education programs. Cooperating teachers are selected in accordance with appropriate state guidelines.

In order to document service in your school, we ask that this form be completed. Thank you in advance for your cooperation. Feel free to contact us if you would like additional information or have any questions about our Field Experience/Practicum courses.

Sincerely,

The Office of Clinical Practice

Student Name: \_\_\_\_\_ Touro ID # \_\_\_\_\_ Course number \_\_\_\_\_

School Name & Address: \_\_\_\_\_ School phone number: \_\_\_\_\_

Administrator's Name \_\_\_\_\_

I attest to the fact that \_\_\_\_\_ is a state or city accredited school, in the state/city of \_\_\_\_\_.

School name/number \_\_\_\_\_

Administrator's Signature \_\_\_\_\_

_____	_____	_____	_____	_____	_____
Cooperating teacher's name	Grade	Type of Class	Type of teacher cert.	Date	State
_____	_____	_____	_____	_____	_____
Cooperating teacher's name	Grade	Type of Class	Type of teacher cert.	Date	State
_____	_____	_____	_____	_____	_____
Cooperating teacher's name	Grade	Type of Class	Type of teacher cert.	Date	State
_____	_____	_____	_____	_____	_____
Cooperating teacher's name	Grade	Type of Class	Type of teacher cert.	Date	State

## Field Experience Activity Checklist

During Field Experience you will have the opportunity to observe an experienced teacher at work in the classroom. You will get the chance to watch formal lessons as well as see social interaction among students. During this component of your SEDN 675 course, you will help out the classroom teacher in many ways. The following suggested activities pertain to children at different developmental levels. Please share this checklist with your cooperating teacher so he/she can check off each activity as it is completed, and include the checklist in your final project. Activities should not be limited to those appearing on the list.

Some possible activities may include some of the following:

### 1. Instructional Responsibilities:

- Observe all the bulletin boards in and outside the classroom
- Be able to stand in front of the class and give a mini-lesson or administer a test (A mini-lesson can be reading a story, giving an assignment)
- Demonstrate the ability to prepare a lesson plan with the cooperating teacher
- Observe student work, projects, papers, etc.
- Take class attendance
- Learn of classroom procedures: bathroom, raising hands, entering and dismissal

### 2. Student Assessment and Program Evaluation:

- Help grade papers for cooperating teacher
- Assist teacher (as directed) with formal and informal assessments (online and in print)
- Note the use of Evidence-Based Instruction, Data Driven Instruction, etc.
- Assist teacher (as directed) with IEP, SESIS and/or with the review of student goals
- Assist with the setup and use of technology (e.g., LCD projectors, Smartboard Technology)

### 3. Program Maintenance:

- Be aware of emergency procedures (fire drills, shelter drills, intruder alert, etc.)
- Have knowledge of the layout of the school (auditorium, principal's office, etc.) bathrooms, security desk, support staff, assistant principals, cafeteria.

### 4. Classroom Management:

- Observe how teacher handles behavior problems
- Help with emergency situations
- Participate in supervisory duties on the playground, in the cafeteria, bus duty, etc.
- Demonstrate knowledge of reporting procedures to parents
- Observe educational approaches (i.e., Differentiated Instruction, Response to Intervention - RTI)

### 5. Professional Responsibilities:

- Be knowledgeable of the school calendar and school events (parent-teacher conferences, special programs, etc.)
- Become knowledgeable of [NYS Learning Standards](#) and [Common Core Standards](#) used in the classroom
- Note the use of lesson plan formats (e.g., [Universal Design for Learning - UDL](#))

### 6. Additional Teaching Experiences:

- Observe specialists:  PE Teacher  Speech Clinician  Art Teacher  Reading Teacher   
 Music Teacher  Gifted/Talented Teacher  Special Education Teacher   
 English as a Second Language Teacher  Technology Teacher



**Master of Science in Special Education**  
**Field Experience Verification Form**  
(To be completed by Touro Field Experience professor)

Field Experience Student: \_\_\_\_\_ Course: \_\_\_\_\_ Section: \_\_\_\_\_

Cooperating Teacher: \_\_\_\_\_

Field Experience Instructor: \_\_\_\_\_

Semester: \_\_\_\_\_ Year: \_\_\_\_\_ Date: \_\_\_\_\_

School and Location: \_\_\_\_\_

Class: \_\_\_\_\_ Type of Class: \_\_\_\_\_ Room #: \_\_\_\_\_

Comments on Appropriateness of Setting:

Comments on Student's Responsibilities and Activities:

Student work with children from high need community in this or other school:

School # or Name: \_\_\_\_\_

I am participating in Field Experience course SEDN 675, and I am documenting my activities as set forth in the Field Experience Student Guide. The course requirements have been reviewed by my instructor and me.

Additional Comments:

\_\_\_\_\_  
Professor's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

## Field Experience Cooperating Teacher Evaluation

Dear Cooperating/Supervising Teacher:

Please use the five point scale below (1 = strongly disagree, 2= disagree, 3= neutral [neither agree nor disagree], 4 = agree, 5 = strongly agree) to evaluate the Field Experience student whom you have supervised. For each item, circle the numeral that best indicates the level of performance for the area in question. Please share and discuss your evaluation with your student. Your evaluation will be used to improve the student's teaching performance and determine his/her grade in this course. Your cooperation and assistance are greatly appreciated.

Field Experience Student: \_\_\_\_\_ Course: \_\_\_\_\_ Semester: \_\_\_\_\_  
 Field Experience Instructor: \_\_\_\_\_  
 Cooperating Teacher: \_\_\_\_\_ Grade: \_\_\_\_\_ Type of Class: \_\_\_\_\_ Room #: \_\_\_\_\_  
 School Name and Address: \_\_\_\_\_

**Strongly Disagree**

**Strongly Agree**

- |   | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 1) APPEARANCE   |   |   |   |   |   |
| • The Field Experience student dresses and grooms in a reasonably appropriate manner.   |   |   |   |   |   |
| 2) PUNCTUALITY  |   |   |   |   |   |
| • The Field Experience student is on site for the agree-upon time period each day.  |   |   |   |   |   |
| 3) ATTENDANCE   |   |   |   |   |   |
| • The Field Experience student's absences are minimal.  |   |   |   |   |   |
| 4) INITIATIVE/CREATIVITY  |   |   |   |   |   |
| • The Field Experience student uses opportunities to be helpful in the classroom, generating enthusiasm and interest in classroom activities. |   |   |   |   |   |
| 5) JUDGEMENT  |   |   |   |   |   |
| • The Field Experience student uses good judgment in responding to children across a range of contexts and situations.                        |   |   |   |   |   |
| 6) RAPPORT  |   |   |   |   |   |
| • The Field Experience student develops positive relationships with children, parents, administrators, teacher, and other school staff.       |   |   |   |   |   |
| 7) RAPPORT WITH STUDENTS WITH DISABILITIES  |   |   |   |   |   |
| • The Field Experience student demonstrates an ability to relate constructively to students with disabilities.                                |   |   |   |   |   |
| 8) VERBAL SKILLS  |   |   |   |   |   |
| • The Field Experience student speaks in a clear, easily audible voice.   |   |   |   |   |   |

**Strongly Disagree**

**Strongly Agree**

9) WRITTEN WORK

1                      2                      3                      4                      5

- The Field Experience student writes on boards and charts in a legible, well—organized fashion.

10) ORGANIZATION AND PREPARATION

1                      2                      3                      4                      5

- The Field Experience student is well-prepared in regard to materials with which he or she is called to assist.

11) CLASSROOM MANAGEMENT

1                      2                      3                      4                      5

- The Field Experience student maintains a positive learning environment in the classroom in group activities in which he or she is involved.

12) PROFESSIONAL KNOWLEDGE

1                      2                      3                      4                      5

- The Field Experience student is familiar with the content area in which he or she is working with children.

13) KNOWLEDGE OF LEARNING STANDARDS

1                      2                      3                      4                      5

- The Field Experience student demonstrates knowledge of NYS/Common Core Learning Standards

14) KNOWLEDGE OF COMPUTER/TECHNOLOGICAL APPLICATIONS

1                      2                      3                      4                      5

- The Field Experience student demonstrates ability to appropriately use educational technology

15) USE OF SUPERVISION

1                      2                      3                      4                      5

- The Field Experience student integrates suggestions made during supervision into work with children.

This student's experience for the semester has included work with the following student populations (check appropriate categories):

- \_\_\_\_\_ culturally diverse populations
- \_\_\_\_\_ children with special learning needs
- \_\_\_\_\_ English language learners
- \_\_\_\_\_ children from high need communities

Additional comments:

\_\_\_\_\_  
\_\_\_\_\_

Recommendations:

\_\_\_\_\_  
\_\_\_\_\_

Cooperating teacher's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Field Experience student's signature: \_\_\_\_\_ Date: \_\_\_\_\_

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## Anecdotal Log for Field Experience

Non-certified teachers complete a minimum of 2 anecdotal logs each week, for a total of 30

Certified teachers complete a minimum of 1 log each week, for a total of 15.

A log entry is a short report that describes in a factual way any incident of educational interest that occurs in the classroom, the hallway, while children are getting off the school bus, etc. They can describe interactions between children, children and adults, or children and materials in the environment.

---

Course: Semester: Field Experience Instructor:  
Student Name: Student ID:  
School: School Address:  
Grade/Age: Cooperating Teacher:  
Type of Class (Gen Ed. Sp. Ed, Inclusion):

Date:  
Time Started: Time Ended:

---

Classroom Activities:

Observations:

Critical Analysis of the Observations:



## Lesson Observation Logs

These are detailed analyses of lessons you have observed your cooperating teacher present. You will be using the template on the following page. Some clarifications:

- Learning Objectives are clear statements of what the teacher wants the students to be able to do as a result of the lesson. Start them with, "Students will be able to..." The verbs you use in your lesson objectives should be action verbs or verbs you can use to measure performance. Passive verbs are often immeasurable and so should be avoided when writing objectives. Passive verbs to avoid include: *know, understand, appreciate, believe, enjoy, etc.*
- Applicable Common Core Learning Standard: You may access Common Core standards at <https://www.engageny.org/resource/new-york-state-p-12-common-core-learning-standards>. Remember to write out the standards, rather than just list their numbers.
- Review and Link with Prior Knowledge: "Prior knowledge" is the knowledge base students bring to a lesson or specific topic.
- Key Vocabulary: Here you list the new words and terms introduced and/or used in the lesson.
- Materials: Include all materials used, with as much detail as possible. If teacher read a book to the class, include author and title. If class is doing an art project, make sure all materials are listed.
- Motivation refers to a brief activity that "hooks" learners at the beginning of a lesson. It can be a story, a picture, a song—anything that stimulates interest.
- Lesson Plan Procedures: Here is where you list all the steps involved in the lesson. Include here any key questions posed to the children.
- Medial Summary is when the teacher, in the middle of the lesson, determines how well the students are grasping the material. It is basically a mid-lesson check of understanding of what has been taught.
- Differentiated Instruction: How does the teacher modify and/or enhance the lesson to accommodate all kinds of learners? This may include assistive technology, tiered activities, as well as activities geared to various learning styles (kinesthetic, visual, etc.).
- Opportunities for Practice: How do students demonstrate that they have grasped the skills and concepts their teacher has presented? A practice activity can be individual or cooperative. For example, going over examples together as a group to see how the students do.
- Final Summary: This is NOT a summary of the lesson ("the lesson went very well"). It is how a teacher wraps up a lesson and help students organize new information into a meaningful context in their minds. For example, at the end of a lesson the teacher may engage students in a quick discussion about what exactly they learned and what it means to them. Or perhaps the teacher has students come up and share with their classmates whatever they had been working on.
- Assessment: This refers to methods used by the teacher to assess student understanding of the lesson's learning objectives. In other words, it is how the teacher determines if students have learned the content taught. Assessment may include informal observation, projects, completed work, tests, etc.
- Classroom Management: This is where you list any classroom procedures used to manage behavior (such as using table captains, marble jar, "stoplight" management, tickets, etc.)
- Attention to Multicultural Issues: How did the teacher incorporate multiculturalism into the lesson?
- **It is likely that not every lesson you observe will include all elements listed on the form. If, for example, the teacher did not differentiate instruction, state what you might have done differently if delivering the lesson.**

## Lesson Observation Log for Field Experience and Practicum

Non-certified teachers complete a total of 15 logs

Certified teachers complete a total of 8 logs

Student Name:	Touro Student ID:
School:	Date:      Class:      Grade:
Subject:	Type of Class (General/ Special Ed/Inclusion):
Lesson Topic:	Cooperating Teacher:
<b>Learning Objective:</b>	
<b>Applicable Common Core Learning Standard:</b>	
<b>Link with Prior Knowledge:</b>	
<b>Key Vocabulary:</b>	
<b>Materials:</b>	
<b>Motivation:</b>	
<b>Lesson Plan Procedures:</b>	
<b>Medial Summary:</b>	
<b>Differentiated Instruction:</b>	
<b>Opportunities for Practice:</b>	
<b>Final Summary:</b>	
<b>Assessment:</b>	
<b>Classroom Management:</b>	
<b>Attention to Multicultural Issues:</b>	

**SEDN 675: Field Experience**

**Special Education, Grades 7-12**

**Some Issues of Particular Importance in Work with Middle and High School Students**

1. Students entering and traversing adolescence often tend to evoke strong emotional responses in teachers. List some characteristics of students at this stage of development to which you respond positively.

a.

b.

c.

d.

e.

Comments:

2. List some characteristics of students at this stage of development to which you sometimes respond negatively:

a.

b.

c.

d.

e.

Comments:

3. List some approaches you have developed or are attempting to develop to work or manage constructively with your more negative responses:

a.

b.

c.

d.

e.

Comments:

4. It is sometimes said that adolescents know how to “push just the right buttons” of adults. List some of the ways teachers you have observed have had their buttons pushed and how they responded:

a.

b.

c.

d.

e.

Comments:

5. Adolescents with reading problems are understandably sensitive about having to read literature that is written for much younger children. What reading material have you seen teachers provide that was high interest and appropriate developmentally while at the same time being at an appropriate reading level?

a.

b.

c.

d.

e.

Comments:

6. Integrating content from areas such as social studies and the arts can often be useful in stimulating student motivation and maintaining student interest. What are some of the ways you have observed teachers integrating content areas in work with students in grades 7-12?

a.

b.

c.

d.

e.

Comments:

## **Essay 1: Critical Incidents**

Write a paper of approximately 1500 words in length in which you discuss in-depth any critical incidents that occurred between teacher and children or among children in your classroom observations. Discuss ways in which things went well or badly and what lessons can be learned for managing similar situations in the future. Refer to pertinent literature, including literature from courses in the program, in your discussion.

Your paper should follow APA format and include cover page, running head, reference page, etc. Refer to the APA Guide on page 25 for assistance. If you have problems with writing, format, references, etc., you should have your paper read by a classmate who can offer constructive criticism and assistance or contact Touro's Writing Center. The Writing Guide on page 27 may also be of assistance.

## **Essay 2: Celebrating Diversity in the Classroom**

Write a paper of approximately 1500 words in length in which you describe what a learning community that celebrates diversity is. What are some strategies a teacher can utilize in order to create an educational environment that lends itself to acceptance of all people and where all learners can feel successful? Did you observe your cooperating teacher implement any strategies in the classroom to celebrate diversity and incorporate multiculturalism in the classroom? Refer to pertinent literature, including literature from courses in the program, in your discussion.

Your paper should follow APA format and include cover page, running head, reference page, etc. Refer to the APA Guide on page 25 for assistance. If you have problems with writing, format, references, etc., you should have your paper read by a classmate who can offer constructive criticism and assistance or contact Touro's Writing Center. The Writing Guide on page 27 may also be of assistance.

## **FINAL PROJECT**

Upon completion of your SEDN 675 course, you will submit a Final Project to your instructor. It will consist of all required forms/paperwork from your Field Experience as well as several written assignments. Your instructor will review the requirements of this project in your live meetings, but feel free to contact your instructor with any questions you may have.

### What will the Final Project include?

Below are the required components of your project in the order in which they must be assembled. Each of these components will be explained and elaborated upon in depth on the following pages of this guide.

1. Cover Page
2. Table of Contents
3. Signed School Certification Form
4. Signed Field Experience Verification Form
5. Signed Student Time Sheets
6. Field Experience Activity Checklist
7. Signed Cooperating Teacher Evaluation Forms for Field Experience
8. Thirty Anecdotal Logs (15 for certified teachers)
9. Fifteen Lesson Observation Forms (8 for certified teachers)
10. Some Issues of Particular Importance questions
11. Essay 1: Critical Incidents
12. Essay 2: Celebrating Diversity in the Classroom

### What will your Final Project look like?

1. Your project will be polished and well-written. Poor spelling is inexcusable! Some of the forms that you type directly onto cannot be “spellchecked”, so check for spelling prior to cutting and pasting onto them.
2. Your project is the culmination of lots of hard work and dedication. Make it attractive, organized and a pleasure to read!



## Project Components

1. Cover Page: A decorative cover will enhance your project. Please do not take pictures or include pictures of your students. Your cover must include:
  - your name
  - your Touro student ID number
  - course number and section
  - professor's name
  - semester and year
  - an appropriate decorative graphic
2. Table of Contents- List all items in your project together with corresponding page numbers
3. Signed School Certification Form (page 8): This form must be signed by both the principal/administrator and cooperating teacher(s). If you are in more than one school, you will need one of these for each of them.
4. Signed Field Experience Verification Form (page 11): Your instructor will pay a casual visit to your Field Experience placement and will complete this form. You must sign as well.
5. Signed Student Time Sheet (pages 10): You must keep a careful record of your hours in each classroom placement. Be sure to have your cooperating teacher sign, and not just initial, next to your hours.
6. Field Experience Activity Checklist: (page 9)
7. Signed Cooperating Teacher Evaluation Form for Field Experience (pages 12-13): Make copies for all Field Experience cooperating teachers to complete at the end of your time in their classrooms
8. Thirty Anecdotal Logs (page 14): These short reports describe everyday interactions in the classroom. See page 27 for more details.
9. Fifteen Lesson Observation Logs (page 16): These forms are to be used for detailed analyses of lessons you have observed your cooperating teacher present. This is the same template you will be using when preparing your Practicum lesson for observation. See page 17 for more details.
10. Some Issues of Particular Importance (pages 17-19): You will provide short answers to these questions, based on your experiences in the elementary school classroom during this course.
11. Essay 1: Critical Incidents (page 20): 1500-word, APA format
12. Essay 2: Celebrating Diversity in the Classroom (page 21): 1500 word, APA format



**Instructor Comments - Field Experience (SEDN 675)**

Student Name:	Touro Student ID:	Date:
Course 675/Section:	Semester: Select 1 Year: Select 1	Instructor:

Assignment	Points	Comments
Anecdotal Logs (20%)	Writing: (5 pts) ..... Appropriateness of incident (5 pts) ..... Depth and extent of analysis: (10 pts) .....	
Analysis of Log for Observations of Lesson Presentations (15%)	Writing: (5 pts) ..... Depth and extent of analysis: (10 pts)...	
“Issues of Importance” Questions (15%)	Writing: (5 pts) ..... Depth and extent of analysis: (10 pts)...	
Cooperating Teacher Evaluations (15%)	Overall average: (15 pts) .....	
Essay 1, with articles, citations and sources (10%)	Writing: (3 pts) ..... Depth and extent of analysis: (7pts)	
Essay 2, with articles, citations and sources (10%)	Writing: (3 pts) ..... Depth and extent of analysis: (7pts)	
Group Meetings (10%)	Average of test scores: (10 pts) .....	
Portfolio Presentation (5%)	Overall organization and attractiveness of presentation: (5 pts) .....	
Total Points: 97-100=A+; 93-96=A; 90-92=A-; 87-89=B+; 83-86=B; 80-82=B-; 77-79=C+; 73-76=C; 70-72=C-; 68-69=D+; 66-67=D; 65=D-; Below 65=F	General Comments:	

## Guide - APA Format–6<sup>th</sup> Edition

<http://web.calstatela.edu/library/guides/3apa.pdf>

**OVERVIEW**–The American Psychological Association (APA) style is widely accepted in the social sciences and other fields, such as education, business, and nursing. The APA citation format requires parenthetical citations within the text rather than endnotes or footnotes. Citations in the text provide brief information, usually the name of the author and the date of publication, to lead the reader to the source of information in the reference list at the end of the paper.

**REFERENCE CITATIONS IN TEXT**– APA utilizes a system of brief referencing in the text of a paper, whether one is paraphrasing or providing a direct quotation from another author’s work. Citations in the text usually consist of the name of the author(s) and the year of publication. The page number is added when utilizing a direct quotation.

### Indirect Quotation with Parenthetical Citation

Libraries historically highly value intellectual freedom and patron confidentiality (LaRue, 2007).

### Indirect Quotation with Author as Part of the Narrative

LaRue (2007) identified intellectual freedom and patron confidentiality as two key values held historically by libraries.

### Direct Quotation with Parenthetical Citation

Darwin used the metaphor of the tree of life "to express the other form of interconnectedness–genealogical rather than ecological" (Gould & Brown, 1991, p. 14).

### Direct Quotation with Author as Part of the Narrative

Gould and Brown (1991) explained that Darwin used the metaphor of the tree of life "to express the other form of interconnectedness– genealogical rather than ecological"(p. 14).

**CITING SECONDARY SOURCES** -- When citing in the text a work discussed in a secondary source, give both the primary and the secondary sources. In the example below, the study by Seidenberg and McClelland was mentioned in an article by Coltheart, Curtis, Atkins, & Haller.

Seidenberg and McClelland’s study (as cited in Coltheart, Curtis, Atkins, & Haller, 1993) provided a glimpse into the world

In the references page, you would cite the secondary source you read not the original study.

Coltheart, M., Curtis, B., Atkins, P., & Haller, M. (1993). Models of reading aloud: Dual-route and parallel-distributed processing approaches. *Psychological Review*, 100, 589-608.

## APA RULES FOR THE REFERENCES PAGE

The reference list at the end of your paper documents the articles used and provides the information necessary to identify and retrieve each source. Sources cited in text must appear in the reference list; conversely, each source referenced in the list must be cited in text.

The following sections show some of the more commonly used APA citation rules.

**NOTE: All citations must be in the Hanging Indent Format with the first line flush to the left margin and all other lines indented.**

### JOURNALS, MAGAZINES, NEWSPAPER IN PRINT FORMAT

**General Form:** Author, A. A., Author, B. B., & Author, C. C. (Year). Title of article. *Title of Journal*, xx, xxx-xxx.

**NOTE: The journal title and the volume number are in italics. Issue numbers are not required if the journal is continuously paged. If paged individually, the issue number is required and is in regular type in parentheses adjacent to the volume number.**

#### One Author

Williams, J. (2008). Employee engagement: Improving participation in safety. *Professional Safety*, 53(12), 40-45.

#### Two to Seven Authors [List all authors]

Keller, T. E., Cusick, G. R., & Courtney, M. E. (2007). Approaching the transition to adulthood: Distinctive profiles of adolescents aging out of the child welfare system. *Social Services Review*, 81, 453-484.

#### Magazine Article

Mathews, J., Berrett, D., & Brillman, D. (2005, May 16). Other winning equations. *Newsweek*, 145(20), 58-59.

#### Newspaper Article with No Author and Discontinuous Pages

Generic Prozac debuts. (2001, August 3). *The Washington Post*, pp. E1, E4.

## **BOOKS, CHAPTERS IN BOOKS, REPORTS, ETC.**

**General Form:** Author, A. A. (Year). *Title of work*. Location: Publisher.

### **One Author**

Alexie, S. (1992). *The business of fancydancing: Stories and poems*.  
Brooklyn, NY: Hang Loose Press.

### **Corporate Author with an Edition and Published by the Corporate Author**

American Psychiatric Association. (1994). *Diagnostic and statistical manual of mental disorders* (4th ed.).  
Washington, DC: Author.

### **Anonymous Author**

*Dorland's illustrated medical dictionary* (31<sup>st</sup> ed.). (2007). Philadelphia, PA: Saunders.

### **Chapter in a Book**

Booth-LaForce, C., & Kerns, K. A. (2009). Child-parent attachment relationships, peer relationships, and peer-group functioning. In K. H. Rubin, W. M. Bukowski, & B. Laursen (Eds.), *Handbook of peer interactions, relationships, and groups* (pp. 490-507). New York, NY: Guilford Press.

### **ERIC Document**

Shyyan, V., Thurlow, M., & Liu, K. (2005). *Student perceptions of instructional strategies: Voices of English language learners with disabilities*. Minneapolis, MN: National Center on Educational Outcomes, University of Minnesota. Retrieved from the ERIC database.(ED495903)

## **ONLINE JOURNALS, MAGAZINES, NEWSPAPERS**

**General Form – Databases:** Author, A. A., Author, B. B., & Author, C. C.  
(Year). Title of article. *Name of Journal*, xx, xxx-xxx. doi:xxxxxxxxxx

### **Article Retrieved from an Online Database**

**NOTE: Use the article's DOI (Digital Object Identifier), the unique code given by the publisher to a specific article.**

Senior, B., & Swailes, S. (2007). Inside management teams: Developing a teamwork survey instrument. *British Journal of Management*, 18, 138153. doi:10.1111/j.1467-8551.2006.00507.x

**NOTE: Use the journal's home page URL (or web address) if there is no DOI. This may require a web search to locate the journal's home page. There is no period at the end of web address. Break a long URL before the punctuation.**

Koo, D. J., Chitwoode, D. D., & Sanchez, J. (2008). Violent victimization and the routine activities/lifestyle of active drug users. *Journal of Drug Issues*, 38, 1105-1137. Retrieved from  
<http://www2.criminology.fsu.edu/~jdi/>

### **Article from an Online Magazine**

Lodewijkx, H. F. M. (2001, May 23). Individual-group continuity in cooperation and competition under varying communication conditions. *Current Issues in Social Psychology*, 6(12), 166-182. Retrieved from  
<http://www.uiowa.edu/~grpproc/crisp/crisp.6.12.htm>

## **OTHER ONLINE RESOURCES**

**General Form:** Author, A. A. (Year). *Title of work*. Retrieved from web address

### **Online Report from a Nongovernmental Organization**

Kenney, G. M., Cook, A., & Pelletier, J. (2009). *Prospects for reducing uninsured rates among children: How much can premium assistance programs help?* Retrieved from Urban Institute website: <http://www.urban.org/url.cfm?ID=411823>

### **Online Report with No Author Identified and No Date**

*GVU's 10th WWW user survey*. (n.d.). Retrieved from [http://www.cc.gatech.edu/user\\_surveys/survey-1998-10/](http://www.cc.gatech.edu/user_surveys/survey-1998-10/)

### **Web Sites in Parenthetical Citations:**

To cite an entire Web site (but not a specific document within the site), it is sufficient to give the URL of the site in the text. **No entry in the reference list is needed. Example:**

Kidpsych is an excellent website for young children (<http://www.kidpsych.org>).

## Writing Guide- References for College Papers-Steven Dutch, Natural and Applied Sciences, University of Wisconsin - Green Bay

<http://www.uwgb.edu/dutchs/paperref.htm>

### General Principles for References

- Use the most original source possible.
- Use the most up-to-date and reliable source available.
- Your paper is only as good as its weakest source.

### The Following are Usually NOT Acceptable References

- Class Lecture Notes
- Textbooks
- Encyclopedias
- Dictionaries
- Popular Books
- Popular Magazines
- Newspapers
- Radio and TV Broadcasts
- The Internet

**Why?** For the most part, they are not original sources. So why do we have encyclopedias and textbooks? To provide an overview or introduction to a topic for complete beginners. These are meant to get you started on a subject; they are not research documents. If you want to document a point in a textbook or encyclopedia article, locate the original source for the idea. Start with the sources cited by the textbook or encyclopedia.

### The Following MAY be Acceptable References

- Reputable News Media (Time, Newsweek, New York Times)
- Serious Popular Magazines (New Yorker, National Geographic)
- Government Publications
- Internet versions of these sources

News media are acceptable only if the story is so fast-moving or so recent that there are no scholarly publications on the subject, or if you are researching a news story that has not yet been reported in other forms. Bottom line: use the media only if there is no other source.

### The Following ARE Acceptable References

- Scholarly Periodicals
- Scholarly Books
- Reputable Translations of Foreign Works
- Student Theses
- Research Forums of Hotlines on the Internet
- Internet Periodicals by Reputable Organizations

Most of the information in academia does not flow through books! The real information flow is through periodicals. Even here, acceptability varies. *Scientific American* is acceptable for most college research papers, but not for a graduate thesis.

## Some Common Writing Problems

- Run-on sentences: <http://www.roanestate.edu/owl/Run-on-Sentences.html>
- Transition words: <http://larae.net/write/transition.html>
- Noun-Pronoun Agreement:
  - <https://owl.english.purdue.edu/owl/resource/595/01/>
  - [http://depts.dyc.edu/learningcenter/owl/exercises/agreement\\_pa\\_ex2.htm](http://depts.dyc.edu/learningcenter/owl/exercises/agreement_pa_ex2.htm)
- Word clutter/wordiness:
  - <http://www.roanestate.edu/owl/Clutter.html>
  - <https://owl.english.purdue.edu/owl/resource/572/2/>
- Verb tense consistency: <https://owl.english.purdue.edu/owl/resource/601/04/>
- Subject-verb agreement: <https://owl.english.purdue.edu/owl/resource/599/01/>
- Poor spelling
- Sentences that do not follow logically from what preceded them or flow logically into what follows them
- Incorrect use of punctuation
- Use of informal language
- Failure to follow instructions (not double spaced, pages not numbered, etc.)

For more help, contact the Touro Writing Center, located at Main Campus in Manhattan

Phone: 212-463-0400, x5273

## ***The Student's Guide to Avoiding Plagiarism***

<http://www.wvu.edu/soc/docs/plagiarism.pdf>

**Plagiarism is the practice, whether intentional or not, of using someone else's words or ideas and presenting them as your own.**

Plagiarism is stealing. By definition, when you plagiarize, you steal someone else's work. Plagiarism is also lying. By passing someone else's work off as your own you are lying to your instructor and your classmates. Plagiarism is equivalent to copying from someone else's paper during an exam and then pretending the work is your own. Using ideas and information from outside sources in your writing is essential. After all, the best social science writing demonstrates an appreciation of the knowledge compiled by other researchers before. There is nothing wrong with the act of presenting an idea from an outside source; but presenting that work as your own, either explicitly or implicitly, is wrong. Thus, it is important that you properly identify and give appropriate credit to these outside sources through the proper use of quotation marks, internal citations, and references. Plagiarism is a dangerous crime because is very easy to commit unintentionally. The risk is greatest when the writer is simply unaware of the proper method of paraphrasing and citing other people's work. Plagiarism, like speeding, is defined by the act -- not the intention. Writers, like drivers, are expected to be aware of what they are doing. Whether deliberate or intentional, the repercussions of plagiarism are the same, and they are harsh.

***The main point to keep in mind: If you want to incorporate another person's ideas in your own writing you must either put the idea in your own words or use direct quotes. And, no matter whether you use quotes or paraphrasing, you must acknowledge the original source by properly citing the original author.***

Below is a passage from a recent book by Harvard sociologist, William Julius Wilson. Below the passage are examples of some of the most common types of plagiarism and some tips on how to avoid them:

Original passage:

*Despite the overwhelming poverty, black residents in inner-city neighborhoods verbally reinforce, rather than undermine, the basic American values pertaining to individual initiative. For example, the large survey of the UPFLS found that nearly all the black respondents felt that plain hard work is either very important or somewhat important for getting ahead...Nonetheless, given constraints and limited opportunities facing people in inner-city neighborhoods, it is altogether reasonable to assume that many of those who subscribe to these values will, in the final analysis, find it difficult to live up to them.*

(W.J. Wilson, *When Work Disappears*, 1996, p. 67)

### **Word for Word Copying**

As you likely know already, it is *not* acceptable to simply lift other people's words and present them as your own. This is another sledgehammer approach to plagiarism – not very subtle!

#### **PLAGIARISM:**

**Black residents in inner-city neighborhoods verbally reinforce, rather than undermine, the basic American values pertaining to individual initiative.**

#### **OK:**

Wilson (1996: 67) argues that "[b]lack residents in inner-city neighborhoods verbally reinforce, rather than undermine, the basic American values pertaining to individual initiative."

You should not be afraid to include quotes from other people's work in your writing. While you should avoid writing a paper that just strings together one quote after another without any original thought or interpretation of your own, there are some instances in which the original author's words are particularly eloquent or make the point better than you can. It is much better to admit this fact (you are, after all, not a paid professional -- at least not yet), include the direct quote, and move on than to "adopt" these words and pass them off as your own.



## **Improperly Paraphrasing**

Rather than quoting someone directly, it is often the case that you will summarize and reword, or paraphrase, an idea or a passage. *Proper paraphrasing requires you to put the idea in your own words -- you cannot use exact sentences or phrases from the original source.* By definition, paraphrasing requires that you restate the idea in *other* words. Changing a few words, omitting or adding words, or altering the order of words or phrases is not enough. For example,

### **PLAGIARISM:**

African Americans living in the central city verbally reinforce, rather than reject, the basic American ideals pertaining to individual initiative.

### **OK:**

According to Wilson (1996) the ideals and values regarding self-reliance and hard work held by black inner-city residents are similar to those held by other Americans.

Paraphrasing well without stealing from the original author is difficult. *Again, it is not sufficient to just change a few words from the original text.*

## **Failing to Cite the Original Source**

In general, it is better to put other people's ideas into your own words. However, doing so does not absolve you from the responsibility of attributing the thought to the original author. Remember that the definition of plagiarism is the use of someone else's words *or ideas* without attributing them to that person. For example:

### **PLAGIARISM**

The lack of opportunities to be found in the inner city often prevents residents of these areas from demonstrating their values of hard work.

### **OK**

The lack of opportunities to be found in the inner city often prevents residents of these areas from demonstrating their values of hard work (Wilson, 1996).

## **What needs to be cited?**

As a rule, you need to provide a citation for any fact, figure, or idea that you present that cannot reasonably be assumed to be common knowledge. For example,

### **BAD:**

Sixty-six percent of black residents of inner-city neighborhoods believe that working hard is a very important determinant of success.

This fact is not something that most people simply know. Thus, you need a citation.

### **OK:**

Sixty-six percent of black residents of inner-city neighborhoods believe that working hard is a very important determinant of success (Wilson, 1996: 67).

It is *not* necessary to provide a citation for something that can reasonably be assumed to be general knowledge. For example:

### **OK:**

President Clinton was first elected in 1992.



## Recommended Readings

- Amatea, E. (2013). *Building culturally responsive family-school relationships* (2nd ed.). Boston: Pearson.
- Browder, D., & Spooner, F. (2006). *Teaching language arts, math, & science to students with significant cognitive disabilities*. Baltimore: P.H. Brookes Pub.
- Byram, M.; Nichol, A. & Stevens, D.(eds.) (2001). *Developing intercultural competence in practice*. Buffalo: Multilingual Matters, Inc.
- Clayton, M., & Forton, M. (2001). *Classroom spaces that work*. Greenfield, MA: Northeast Foundation for Children
- Denton, P. (2014). *The power of our words: Teacher language that helps children learn* (2nd ed.). Turners Falls, MA: Northeast Foundation for Children.
- Deshler, D., & Schumaker, J. (2006). *Teaching adolescents with disabilities: Accessing the general education curriculum*. Thousand Oaks, Calif.: Corwin Press.
- Dodge, D.T.; Colker, L.J. & Heroman, C. (2002). *The creative curriculum for preschool* (4<sup>th</sup> ed.). Washington, DC: Teaching Strategies, Inc.
- Friend, M. & Bursuck, W.D. (2009). *Including students with special needs: A practical guide for classroom teachers* (5<sup>th</sup> ed.). Boston: Pearson/ Merrill publishers.
- Glanz, J.G. (2009). *Teaching 101: Classroom strategies for the beginning teacher* (2<sup>nd</sup> ed.). Thousand Oaks: Corwin Press.
- Montague, M. (2006). *Teaching mathematics to middle school students with learning difficulties*. New York: Guilford Press.
- Norton, T.L. (2011). *50 Literacy strategies: Resources for beginning teachers, Grades 1-8* (3<sup>rd</sup> ed.). Boston: Allyn and Bacon.
- Olender, R., & Elias, J. (2010). *The school-home connection: Forging positive relationships with parents*. Thousand Oaks, Calif.: Corwin Press.
- Rosenberg, M.S.; O'Shea, L.J. & O'Shea, D.J.(2006). *Student teacher to master teacher: A handbook for pre-service and beginning teachers of students with mild and moderate handicaps* (4<sup>th</sup> ed.) . Upper Saddle River: Prentice Hall
- Serdyukov, P., & Ryan, M. (2008). *Writing effective lesson plans: The 5-star approach*. Boston: Pearson Allyn and Bacon.
- Shelton, C., & Pollingue, A. (2009). *The exceptional teacher's handbook: The first-year special education teacher's guide to success* (3rd ed.). Thousand Oaks, Calif.: Corwin.
- Tomlinson, C. (2001). *How to differentiate instruction in mixed-ability classrooms* (2nd ed.). Alexandria, Va.: Association for Supervision and Curriculum Development.
- Wong, H.L. & Wong, R.T. (2005). *The first days of school: How to be an effective teacher*. Mountainview, CA Harry K. Wong Publications.