

University of North Carolina at Greensboro  
*Department of Specialized Education Services*  
**SES 350 Interpersonal and Instructional Field Experiences**  
Fall 2005

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Office hours: Tuesday and Thursday  
3:30 PM – 5:00 PM  
Tuesday 9:00 AM- Noon  
By Appointment

Emails and voicemails are USUALLY returned within 24 hrs. of receiving the message. Please try again if you have not heard from me within this timeframe.

It is the responsibility of you, as the student, to read and understand the syllabus. If you have any questions please let me know. The syllabus and schedule will be our guide throughout the semester. While it is our guide, it will also be flexible should activities or field experience events cause us to make changes. You will be given ample notice to prepare should this happen.

**E-correspondence:** Increasingly, we are using email to send assignments and projects. If you are required or choose to send your projects or correspondence this way you should be sure to keep copies of what you send as well as request a read return receipt. Computer and Internet technology can be unreliable so you must document your correspondence.

### **Conceptual Framework**

SES 350a seeks to address the mission of professional education at UNCG which is to prepare and support the professional development of caring, collaborative, and competent educators who work in diverse settings. This mission is carried out in an environment that nurtures the active engagement of all participants, valued individuals as well as cultural diversity and recognizes the importance of reflection and integration of theory and practice. UNCG's professional education programs are guided by shared commitments to: (a) equity and excellence in teaching, research, and service; (b) (university-based, school based, and community based); (c) the construction of a professional knowledge, skills and disposition through the preparation and continuing professional development of teachers, principals, and other school personnel.

### **Required/Recommended \*Texts**

You will use these texts throughout your field experiences in SES 350a, b, and c. Each semester you may be required to purchase additional texts and /or instructional materials.

1. Thompson, M. (1992). *My brother, Matthew*. Rockville, MD: Woodbine House.
2. Wong, H. K., & Wong, R. T. (1995). *The first days of school: How to be an effective teacher*. Sunnyvale, CA: Harry K. Wong.
3. \*Sousa, D. A. (2001). *How the special needs brain works*. Thousand Oaks, CA: Corwin Press.

## **COURSE OBJECTIVES:**

SES 350a is the first of three field-based components of your special education teacher preparation program. These field experiences, along with seminar meetings, provide opportunities for preservice teachers to apply their knowledge and skills in a variety of settings with students with disabilities.

This course is designed to provide students enrolled in core program courses (assessment, methods, behavior supports) opportunities to apply knowledge and skills, to interact with professionals in the field, and to problem solve regarding issues encountered in a variety of settings in which students with disabilities are educated. At the conclusion of the course, students should be able to:

1. Describe the educational setting in which services to students with disabilities are being delivered.
2. Conduct an assessment of the learning environment to evaluate positive and negative aspects of that setting.
3. Work, under the direction of a teacher and/or supervisor, with individual students, small groups, and large groups on instructional and behavioral goals included in those students' IEPs.
4. Participate in a range of activities, routines and procedures of the educational setting (e.g., staff meetings, team meetings, IEP conferences, parent conferences, school board meetings, staff development sessions).
5. Apply in working with students, professionals, parents/families knowledge and skills related to effective instructional practices for students with disabilities.
6. Apply in working with students, professionals, parents/families knowledge and skills related to cultural competence.

7. Apply in working with professionals and parents/families knowledge and skills related to effective collaboration and a system a care philosophy.
8. Reflect on and analyze positive and problematic situations that arise in the field setting.
9. Articulate dilemmas encountered in a constructive manner.
10. Participate in problem solving about field setting issues with peers and other s using effective practice for problem identification, generation of solutions, selection and implementation of solutions, and evaluation of outcomes.

### **TEACHING STRATEGIES:**

Students will be evaluated based on the following:

1. Attendance. Students are expected to be present during all scheduled field experience times and seminar unless serious illness or other extraordinary circumstances prevent this. Any absences must be called in to the cooperating teacher and the university supervisor. Students should complete a minimum of 100 hours in the field. *See Attendance Policy.*
2. Log of experiences. Students will keep a daily log of their activities and observations, with a brief reflection, at the field setting. These logs must include accurate description of their activities and the context in which they occur as well as reflections on what they have learned from their experiences.
3. Child study-includes observations, gathering existing data on child, learning environment and behavioral checklists, and planning of an instructional activity. Students will begin and in-depth study of one student in their classroom. They will complete three observational approaches as well as discover how to gather existing information on a student. In addition an assessment of the learning environment and a checklist of student behaviors will be completed. This information will assist students in planning an instructional activity. Specific guidelines provided.
4. Dialogue journal. Working with your cooperating teacher you will keep a dialogue journal in which you will reflect on a question or event concerning the decisions made in the classroom. We will discuss this in class and you will have specific guidelines
5. Chapter Summaries. During the semester we will be reviewing and presenting the chapters from the Bursuck and Friend text. You will do this in dyads or triads and present you chapter summary during seminar. Guidelines provided.
6. Observations of instructional activities. Students will be observed one time each by your university supervisor, cooperating classroom teacher and peer coach. A

small group or one-on-one activity is suggested for the observations. Guidelines provided.

7. Peer coaching activity. As part of the observation of instructional activities, each student will be coached by a peer and then coach a peer's instructional activity. The peer coaching model will be reviewed during seminar. Guidelines provided.
8. Team meeting. You will observe some type of team meeting-IEP, grade level, parent conference, staff meeting for example. Following your attendance you will write a brief reflection on what you observed during the meeting and how the interactions of the participants impacted the decision making processes.
9. ESOL workshop. You will be part of a workshop experience in learning to work with students who have English as their second language. Dates and times to be announced.

We will also be participating in a service learning project to be announced.

**Assignments that meet NET-S technology competencies will be identified at the beginning of the semester.**

### **GRADING SCALE**

All projects and assignments in SES 350a will have specific guidelines and assessment criteria. Projects and assignments will be assessed with attention to a) following guidelines, b) demonstration of understanding of knowledge base and skill development, c) overall clarity and completeness of work.

Attendance	30
Activity logs	30
Child study	60
Dialogue journal	20
Team meeting	20
Chapter summary	30
Instructional observations	30
Coaching	20
Additional activities	20
Total	250
A	240-250
A-	235-239
B+	230-234
B	225-229
B-	220-224
C	210-219

Any student in danger of receiving below a C will be scheduled for a instructor/student conference.

Any student who appears to be earning less than 220 points will be asked to conference to determine the most appropriate plan of action.

**ACADEMIC HONOR CODE:**

Students in this course are expected to abide by the UNCG academic honor code. Each student is required to sign the Academic Integrity Policy on all major work submitted for the course. This policy is described in the UNCG *Undergraduate Bulletin*.

**ATTENDANCE POLICY:**

Students will be allowed 1 excused and 1 unexcused absence. Excused absences are those related to documented illness or significant emergency. They also may include absences that have been approved by the instructor at least one week in advance.

**STUDENTS WITH DISABILITIES:**

Should you require individual accommodations or modifications please consult confidentiality with your instructor. Should you have questions concerning students with disabilities and appropriate documentation, please consult with the Office of Disability Services.

### Course Schedule

NOTE: The topics included in the following outlines correspond roughly to the topics being addressed in core coursework offered during the same semester. Review of those syllabi, also included in this set of materials, offers additional detail. This is a tentative working schedule and subject to change with notice.

Dates	Field Activities	Seminar Activities	Assignment/Projects and Readings
August 19	On campus	Course overview	Chapter 1-Polloway
August 21	Online	Online-Parent Resources	Web activity-Guidelines provided
August 23	On campus	Chapter 1 Presentation Child Study	Child study overview Clinical teaching process
August 26	On campus	Child Study Observing in the classroom	Continued discussion of child study Methods of behavioral recording
August 28	On campus	Universal design for learning	UDL activities
August 30	On campus	Chapter 2 Presentation	Chapter 2- Polloway
September 2	Holiday		
September 4	Meet and greet in schools-students will follow all day schedule on Mondays and morning schedule on Wednesdays		Reflection on first day in school
September 6	Online	Review of NC EC website	Summary of NC EC website-due September 13

September 9-11	Assessment of the learning environment		<b>Checklist</b> provided to assess the environment
September 13		Chapter 2 Presentation	Chapter 4 <b>Peer coaching model presented</b>
September 16-18	Select target student for child study		<b>Review child study guidelines</b>
September 20		ISTE/NET-S	Review of technology standards for teachers
September 23-25	Complete observation 1 and cooperating teacher Complete student checklist		Observation 1 Gather existing information Student checklist
September 27		Chapter 4 Presentation	Observation 1 due
September 30-October 2	Teacher directed activities		Begin planning read aloud and math activity
October 4		Chapter 15 Presentation	
October 7-9	Complete Observation 2 Teacher directed activities		Observation 2 Begin planning instructional observations and peer coaching
October 11		Chapter 13 Presentation	Observation 2 due Wong book reviews due
October 14-15	FALL BREAK FOR UNCG	HAVE A SAFE BREAK	
October 16	Teacher directed activities		<b>Identifying student strengths and needs</b>
October 18		Role of assistive technology in classrooms	In-class activities- Tech lab TBA
October 21-23	Complete Observation 3 Teacher directed activities		Observation 3
October 25		IEP process	In class activity Observation 3 due
October 28-30	Teacher directed activities		Instructional activity planned Classroom assessment

November 1		Review of child study	In class activities
November 4-6	Teacher directed activities		Wrap up child study tasks
November 8			
November 11-13	Teacher directed activities		Child study completed
November 15			
November 18-20	Teacher directed activities		All instructional observations-peer coaching completed
November 25	Teacher directed activities		
November 27-29	Thanksgiving holiday	Have a safe holiday!	
December 2-5	Last full week in schools- all SES 350a projects completed		All components for child study due
December 6		Presentation of field experience activities	In class activities
December 9		Last day of class	All projects due

Reading day is December 10. Exams are held December 11-18. SES 350a does not have an exam.

\*Teachers directed activities are those selected by the student and their cooperating teacher. These activities may come from the suggested list or from the teacher. These activities may also include attendance at an IEP planning meeting, parent conference, school assistance team (prereferral intervention), or any other school related activity.

Instruction observations by your teacher, your university supervisor, and you peer should be planned around your classroom schedule and activities that you are assisting. There is not set deadline for these but all must be completed by November 28.