5342 Fieldwork Observations and Reflection

The purpose of this assignment is for you to connect and reflect on course readings and content as applied to actual, observed classroom settings. Fieldwork hours are a required component for the CA Commission on Teacher Credentialing and necessary to meet the program standards that allow us to issue your credential. <mark>This course requires 3 hours of embedded fieldwork. We will have to see how school reopenings go to determine the format of observations. You will likely be able to use a combination of in-person, videos (from our observation list), and/or synchronous virtual instruction. </mark>The CTC also requires you to have experiences in a variety of field-based settings. Therefore, it will be important to follow instructions on the assignment description for which classroom settings and/or videos to select from and view, as resources will be provided for this variety of settings. If you are working in a classroom for students with moderate/severe disabilities (e.g., student teacher, intern/STSP/PIP, paraprofessional), you may use this setting to count for **1 hour** toward the requirements for this assignment. This assignment is considered credit/no credit for this course. You will receive credit for completing the minimum 3 hours and following assignment instructions. **If you do not complete a <u>minimum of 3 hours</u> as verified by your Log Sheet, video annotations, and/or reflection, you will be required to take an Incomplete in the course until you complete all required hours.**

<u>Helpful Assignment Links</u>

- [5342 Fieldwork Video Observations/Resources](#)
- [Observation Sites F21.docx](#)
    - Use this list to identify teachers and settings for observations (ignore instructions about which sites to observe on p. 2
    - If you visit/observe sites in-person, follow the CPP guidelines as well: [Checklist Before Coming to Campus](#)
- [EDU 5342 Fieldwork Verification Sheet](#) (clicking [this link will make a copy](#)).
- [Teacher Signature Fieldwork Experience Verification.pdf](#)

<mark><u>Settings You Must Observe and Recommended Minimum Hours</u></mark>

Here are the variety of settings that must be included in your observations. Grade levels should be combined

1. Any Reflection
    a. ESN (i.e., moderate/severe) **<u>elementary</u>** level
    b. ESN **<u>middle school or secondary</u>** level
    c. ESN **<u>transition program or adult</u>** program
2. Reflection #2 (can also be included in Reflection #1)
    a. Student with moderate/severe **<u>autism spectrum disorder</u>**

(ASD)/complex communication needs: Any grade and type of classroom setting (can generally be combined with elementary, middle/secondary, or transition program)

b. Student with a severe **emotional/behavioral disorder**: Any type of classroom setting or grade level (can generally be combined with elementary, middle/secondary classroom)

3. Reflection #3
    a. Multiple Disabilities **Specialized health and positioning** needs (must be addressed in your reflection)
    b. **Student(s) with deaf-blindness**: Any type of classroom setting or grade level (must be addressed in your reflection)

<mark>Important points about conducting field observations</mark>

1. Complete your Verification Log Sheet for all observations (find the link on p.1 of this document).
    a. Videos from Resources List
    b. Synchronous Virtual Instruction and/or work with your master teacher
2. For [Video Observations from the Resources List](#)
    a. Take detailed notes as you watch the videos. You will be required to submit these with your reflection.
        i. Hint: Upload all notes to a OneDrive or Google Drive folder. Submit the link to just that folder.
        ii. Please label/title the files with the video title. Example: Including Samuel observation notes.
    b. An option for videos that are on YouTube (and possibly Vimeo…), you can use [VideoAnt,](#) a free, online resource that allows you to comment on videos at various time stamps and then share your annotated video with me.
    c. Note the time (in hours) column--This is what you would record on your Verification Log sheet.
3. For Synchronous or In-Person experiences with actual students in actual districts
    a. Follow all guidelines required by HR, site administrators, and teachers.
    b. Schedule your fieldwork early. **You are responsible for contacting teachers and making appointments.**
        i. See [contact information here,](#) for those districts that have communicated with the EDU department at CPP
    c. If you must cancel or be late to an observation, notify the teacher and school as soon as possible – this is professional courteous behavior.
    d. All fieldwork policies as delineated on the Fieldwork Policies handout

apply.

    e. Ensure that the teacher you observed digitally signs the **[Teacher Electronic Signature Form](#)**

You can create a reflection in any format you choose (e.g., written paper, video or audio reflections, blog or websites, slide presentations, etc.). But, your reflection must respond to all questions and meet all requirements described for each reflection.

Observation and Reflection #1

1. Include the fieldwork log/verification form for at least 1 hour of observations.
   a. Observation hours must relate to the topics below.
   b. Observation hours must include students with EBD.
2. **Provide a brief description of programs/classrooms**, grade levels, and populations observed.
3. **Curriculum and instruction** – What did you observe related to teaching (content) and instructional strategies (e.g., prompting, task analysis, time delay, error correction)? Is a specific curriculum in use, e.g., Early Literacy Skills Builder; Unique Learning Systems or does the teacher adapt instruction individually? How does the teacher provide access to general education curriculum/Common Core Standards?
   a. Evaluate your observations by assessing these against **2-3 direct and in-depth connections of this focus topic to relevant journal articles, course content, course resources, AFIRM modules, etc**. **Cite sources in APA format.** Include page numbers and IRIS/AFIRM module page numbers when citing sources.
4. **Social skills:** How are teaching staff working on skills to promote inclusive friendships with peers without disabilities? What social skills do you observe being taught and what strategies are being used to teach the skills?
   a. Evaluate your observations by assessing these against **2-3 direct and in-depth connections of this focus topic to relevant journal articles, course content, course resources, AFIRM modules, etc**. **Cite sources in APA format.** Include page numbers and IRIS/AFIRM module page numbers when citing sources.
5. **Conclusion**: Meaningful conclusion (about 1 paragraph) that includes your *personal reflections* of your observations and how these experiences enhanced your knowledge and understanding of individuals with ESN.
6. **References**: APA format is required. Create a text-based document (if your reflection product is not text-based, such as videos) and cite journal articles, IRIS modules, AFIRM modules, course resources, etc.

Observation and Reflection #2

1. Include the fieldwork log/verification form for at least 1 hour of observations.
   a. Observation hours must relate to the topics below.
   b. Observation hours must include students with ASD.
2. **Brief descriptions of programs/classrooms**, grade levels, and populations observed.
3. **Autism Spectrum Disorders (ASD):** Instructional strategies, specialized teaching strategies (e.g., task analysis and chaining, ABI, shaping, video modeling, social narratives, discrete trial, etc.), communication training, social skills training, transitions, visual supports.
   a. Evaluate your observations by assessing these against **2-3 direct and in-depth connections of this focus topic to relevant journal articles, course content, course resources, AFIRM modules, etc.Cite sources in APA format.** Include page numbers and IRIS/AFIRM module page numbers when citing sources.
4. **Communication Skills and AT/AAC**: What strategies and assistive technology (low or high tech) are being used to teach communication skills? What evidence of augmentative and alternative communication (AAC) or FCT (functional communication training) do you see? How are students with complex communication needs provided access to the curriculum and skills development through AT/AAC? What is the process to refer students for AT/AAC? Any specific procedures or forms to be completed? Who completes AT/AAC assessments and what types of assessments are used to determine the need for AT devices and/or services?
   a. Evaluate your observations by assessing these against **2-3 direct and in-depth connections of this focus topic to relevant journal articles, course content, course resources, AFIRM modules, etc**. **Cite sources in APA format.** Include page numbers and IRIS/AFIRM module page numbers when citing sources.
5. **Conclusion**: Meaningful conclusion (about 1 paragraph) that includes your *personal reflections* of your observations and how these experiences enhanced your knowledge and understanding of individuals with ESN.
6. **References**: APA format is required. Create a text-based document (if your reflection product is not text-based, such as videos) and cite journal articles, IRIS modules, AFIRM modules, course resources, etc.

Observation and Reflection #3

1. Include the fieldwork log/verification form for at least 1 hour of observations.
   a. Observation hours must relate to the topics below.

      b. Observation hours must include students with specialized heath, mobitility, and/or positioning needs

      c. Observation hours must include students with deaf-blindness

2. **Brief descriptions of programs/classrooms**, grade levels, and populations observed.

3. **Specialized health needs, mobility, and positioning**: How are health & hygiene needs addressed and integrated throughout daily activities? What lifting and positioning techniques do you see being used (wheelchairs, bolsters, special seating systems, standing frames, MOVE equipment)? How do personnel organize a safe environment for all students that include barrier free space for independent mobility, adequate storage and operation of medical equipment (as appropriate) and other mobility and sensory accommodations? How are personnel utilizing information from collaboratively developed individualized health care plans to support a safe environment and needed specialized health care procedures? How do your observations compare to what you learned about federal, state, and local policies related to specialized health care in educational settings?

      a. Evaluate your observations by assessing these against **2-3 direct and in-depth connections of this focus topic to relevant journal articles, course content, course resources, AFIRM modules, etc**. **Cite sources in APA format.** Include page numbers and IRIS/AFIRM module page numbers when citing sources.

4. **Students with deaf-blindness:** How do personnel provide individualized instruction in academics, functional, and social skills for students who have deaf-blindness? How is this instruction age-appropriate, functional, and meaningful for students? How do personnel support a communication-rich environment for students who have deaf-blindness?

      a. Evaluate your observations by assessing these against **2-3 direct and in-depth connections of this focus topic to relevant journal articles, course content, course resources, AFIRM modules, etc**. Include page numbers and IRIS/AFIRM module page numbers when citing sources in-text.

5. **Conclusion**: Meaningful conclusion (about 1 paragraph) that includes your *personal reflections* of your observations and how these experiences enhanced your knowledge and understanding of individuals with ESN.

6. **References**: APA format is required. Create a text-based document (if your reflection product is not text-based, such as videos) and cite journal articles, IRIS modules, AFIRM modules, course resources, etc.