



EDU3401 EARLY FIELD EXPERIENCE III – Special Education Major
Participation Guide for Teacher and Candidate

Note: Section I for Grades K-6 setting
Section II for Grades 7-12 setting

I. Special Education in the K-6 Classroom

A. Objectives of Experience

Through this experience the candidate will

1. present selected lessons in order to become more aware of the challenges involved when helping children learn, especially those with special needs.
2. develop appreciation for the importance of thorough planning and preparation for teaching.
3. gain insight into the complexity of a special education teacher's responsibility.
4. develop greater understanding of children with special needs and become more aware of the problems which some children encounter in school and at home.
5. continue to develop observation skills

Lutheran school/center setting only

1. become aware of how God's Word is evident in instruction and classroom management in a Lutheran elementary school
2. become more committed to serve in the teaching ministry

B. High Priority Activities

1. One-on-one work with a specific child with a specific disability
2. Read an actual Individual Family Service Plan (IFSP) or Individualized Education Program (IEP).
3. Identify the various individuals with disabilities in the classroom
4. Identify individuals who are gifted and talented (G/T).
5. Discern the amount of collaboration and parental involvement with the children with special needs.
6. Note how self-help and self-advocacy are encouraged.
7. Draw and explain the learning environment for children with disabilities.
8. Become involved in teaching remedial reading to a student with a disability. The teacher candidate should have the opportunity to note objectives for the reading strategy. The candidate should provide salient materials and teach the lesson. Follow-up assessment should be done to ensure mastery of the objective.

C. Desirable Activities

1. Become involved in the special education classroom activities and routines (e.g., correcting student work, recess, gym activities).
2. Become aware of computer use in the classroom and assist children with special needs with computer activities.
3. Prepare a technology aid.
4. Observe a parent-teacher conference.
5. Participate in a faculty meeting.

II. Grades 7-12 Classroom

A. Objectives of Experience

Through this experience the candidate will

1. present selected lessons in order to become more aware of the challenges involved when helping adolescents to learn, especially those with special needs.
2. develop appreciation for the importance of thorough planning and preparation for teaching.
3. gain insight into the complexity of a special education teacher's responsibility.
4. develop greater understanding of adolescents with special needs and become more aware of the problems which some children encounter in school and at home.
5. continue to develop observation skills.

Lutheran school setting only

1. become aware of how God's Word is evident in instruction and classroom management in a Lutheran school.
2. become more committed to serve in the teaching ministry.

B. High Priority Activities

1. One-on-one work with a specific adolescent student with a specific disability.
2. Read an actual Individual Family Service Plan (IFSP) or Individualized Education Program (IEP).
3. Identify the various individuals with disabilities in the classroom.
4. Identify individuals who are gifted and talented (G/T).
5. Discern the amount of collaboration and parental involvement with the children with special needs.
6. Note how self-help and self-advocacy are encouraged.
7. Draw and explain the learning environment for adolescents with disabilities.
8. Teach a lesson in the teacher candidate's specialty (e.g. math, science, music).

C. Desirable Activities

1. Become involved in the special education classroom activities and routines.
2. Become aware of computer use in the classroom and assist adolescents with special needs with computer activities.
3. Prepare a technology aid.
4. Observe a parent-teacher conference.
5. Participate in a faculty meeting.
6. Observe an IEP meeting.
7. Become acquainted with Functional Behavior Assessment (FBA), Positive Behavior Intervention and Support (PBIS) as these two unfold in the special education classroom.

III. Guidelines

1. Candidates should consult the EFE program requirements chart to determine the appropriate setting.
2. The candidate should **not** have the responsibility of planning or presenting a lesson unless the teacher has already planned the lesson with clearly stated objectives and procedures.
3. The candidate is expected to be in the classroom and engage in the activities suggested for five full school days, morning and afternoon. Only days when school is in session shall be counted. Not all five days need to be consecutive, but the candidate is expected to be in one classroom and get the experience in no more than two sessions (e.g., two days plus three days).

4. Candidates may **not** do their Early Field Experience in a classroom where a student teacher is working.
5. Candidates are discouraged from taking Early Field Experiences in the classrooms of family members or in schools attended.

IV. Participating Teacher Responsibilities

1. Guide the candidate in completing the activities as suggested. Note: Because of liability concerns, the MLC candidate should be supervised at all times while working with children.
2. Sign and date the student assessment form printed by the candidate at the end of EFE III.
3. Complete the *Teacher Assessment Form* and submit it electronically within a week of the experience.

V. Candidate Responsibilities

1. Attend the orientation meeting in January.
2. Ensure that the *Approval Form* is submitted by February 15.
3. Complete the suggested activities under the guidance of the participating teacher during EFE III.
4. Submit the *Student Assessment Form* on the last day of the experience. After submitting the form electronically, it must be printed, signed by the classroom supervisor, and placed into the MLC reflection journal.

Important Deadlines for Students

A student will receive a No Pass for EDU3401 if the *Approval Form* is not submitted by the Friday prior to spring break.

A student whose *Student Assessment Form* is not submitted by the end of the first week of May will receive an Incomplete for EDU3401.

An Incomplete becomes a No Pass if all the forms are not returned by closing date of summer session (usually the fourth Friday of July).

A No Pass in EDU3401 requires that the student retake this EFE week the following spring.

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