

Diploma in Learning Disabilities and Giftedness

Field Experience Handbook



Department of Education
Shannon Hall, 4th floor

Academic Year 2016-2017

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Preface

The Department of Education at the Lebanese American University (**LAU**) appreciates the willingness of the professional Cooperating general and special education teachers (CRT and CSET) who open their classroom doors, share their students and expertise with LAU's student teachers in special education. Your contributions are essential to the success of each individual who enters the teaching profession. May this experience enrich both our institutions and tighten our professional relationships in the field of education.

In order to assist our cooperating schools, the department faculty has contributed to the development of this Field Experience Handbook (FEH) that outlines guidelines, policies, and procedures for all experiences in inclusive settings. This handbook offers student teachers in special education, general educators, cooperating teachers in special education, school principals, and university course instructors with detailed information regarding each of their respective roles in order to successfully meet program requirements and to strictly adhere to school experiences regulations.

Should you have comments, questions, and/or suggestions regarding the experiences or expectations, please direct them to the Department's Chairperson, **Dr. Mona Nabhani** via email at mnabhani@lau.edu.lb or with the Practicum Officer **Mrs. Viviane Yedalian** via email viviane.yedalian@lau.edu.lb or at 01-786456 Ext. 1915.

Please Note: Each student teacher in special education, about to start field experiences at any level in the schools, have been provided a copy of this document and cannot start reporting unless they have read and signed the "Acknowledgment of Experience Information" form to remain on file with the department.

Important University Personnel

Calling the university from the outside, please follow the instructions below:

Land Line: Dial one of the numbers 01-786456 / 786464 / 03-791314 followed by the extension

Cellular Line: Calling from an MTC Touch line, you may dial 1314 followed immediately by a four-digit LAU extension to skip the automated response.

Name	Location	Extension	Specialty	Email Address
Department Faculty Phone Numbers				
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Field Experience Office				
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Admissions Office	Irwin 1 st floor	1301		admissions.beirut@lau.edu.lb
Business Office Cashier	Irwin GF	1205		bo.beirut@lau.edu.lb
Financial Aid	Faculty Apt.	1415		finaid.beirut@lau.edu.lb
Guidance Office	Nicol GF	1156		guidance.beirut@lau.edu.lb
Dean of Students	Irwin 5 th floor	1404		ssdean.beirut@lau.edu.lb
Registrar's Office	Irwin GF	1312		registrar@lau.edu.lb

Introduction

Field experiences in inclusive schools are a fundamental component of teacher education programs. It is the culmination of coursework and experiences reflecting theory and observations that need to be implemented into effective practice. The Department of Education at the Lebanese American University (LAU) collaborates with inclusive schools throughout Lebanon to provide all student teachers in special education with field experiences to help develop their knowledge, skills, and attitudes. It is the department's intent and commitment to provide positive experiences to all our student teachers in special education while also enriching the classrooms and schools in which we work to meeting the needs of all students in inclusive classrooms

Program Description

ST in special education in the Diploma in Learning Disabilities and Giftedness Program at LAU are required to complete a field experience in one semester. Therefore each student is carefully placed with a cooperating teacher. They will attend 2-3 sessions per week according to the school's availability and schedule. The Cooperating Teacher in consultation with the University Course Instructor is responsible for the assessment of the experience.

Field Experiences Description (a minimum of 60 hours)

Phase I

The objective of this first phase (min. of 60 hours) is for the ST in special education to observe professional special educators with varying skills and teaching styles, and become acquainted with the classroom environment. Such study of methods of instruction broadens the ST's in special education perspective about classroom instruction and remedial teaching. As part of their course assignments, the ST in special education will have to complete observation forms whose aim is to focus their attention on particular aspects of the teaching and learning process. In addition, they will have to present written reports, reflecting on (but definitely NOT evaluating) some of the methods or approaches observed. Lesson planning involving accommodation, adaptation, modification and strategy instruction-begins at this stage with the long form (see Appendix B).

Phase II

Once the ST in special education have established themselves with the students and the cooperating teacher in special education as an integral part of the classroom, and once they are deemed ready to take on more responsibilities, the cooperating teacher should begin to actively delegate some of the remedial grouping/ individual tasks . The ST in special education begins then to assume tasks agreed upon in collaboration with the cooperating teacher, and under his/her supervision. They may include a wide variety of possible tasks ranging from taking attendance, to supervising classroom work, to monitoring and evaluating group work, to supervising individualized learning, and organizing cooperative learning activities. It also can include such tasks as planning and teaching a few mini-lessons, assisting in classroom management and behavior modification systems , preparing bulletin boards and materials, correcting various tests, helping in creating and adapting materials to fit the needs of the students.

Continued observation coupled with the implementation of some teaching assistantship tasks allow the ST in special education to discover a preferred style of his/her own. The more diverse and varied the experiences are, the broader and richer the student teacher's repertoire becomes.

Phase III

The primary objective of the practicum is to provide ST in special education the opportunity to acquire special education services. In order to continue in a practice teaching experience, the ST in special education should have successfully completed and satisfactorily performed on at least 60 hours of field experience work in schools. The extent of actual involvement and the assumption of full class responsibilities rest upon the mutual agreement of the ST in special education, the cooperating teacher, and the university course instructor. The ST in special education should experience the role of a teacher by assuming responsibility for most, if not all, instructional tasks for at least one full week (minimum 5 days). These tasks should include but not necessarily be limited to planning and carrying out informal assessment and screening, remedial teaching experiences, accessing records of assessment and preparing individualized portfolios, writing Individualized Educational Plans -experiencing parent teacher meetings and case study meetings with multidisciplinary team if possible , and locating and using sources of complementary materials. Curriculum and Lesson planning development at this stage can move to the short form. (Appendix C)

LAU's Vision

The Vision of the Lebanese American University is driven by its mission and values. The Vision for LAU will be carried out through:

- Providing access to a superior education for diverse undergraduate and graduate students and lifelong learners
- Attracting and retaining distinguished faculty who excel in teaching, research and community service
- Enrolling and retaining academically qualified and diverse students;
- Encouraging multi-sensory approach and liberal arts in all curricula
- Creating opportunities for rigorous research and the dissemination of knowledge
- Developing a close-knit community that excels academically, is intellectually stimulating, and is religiously, ethnically and socio-economically diverse
- Attracting and retaining a highly qualified staff committed to excellence in service
- Fostering collaboration across the University in teaching, learning, research and service
- Developing world citizens with a deep sense of civic engagement
- Promoting the values of peace, democracy and justice.
- Embracing diversity and inclusive practices by emphasizing the universal design of learning and the principle of Education for all.

Department of Education Mission

The mission of the Diploma in Learning Disabilities and Giftedness Program at LAU is to prepare professional special educators with the awareness of and respect for learners' diversity, able to work collaboratively with others with the commitment to research-based practice and continuous personal and professional development.

Educational Objectives

The Diploma in Learning Disabilities and Giftedness Program aims to prepare teachers who demonstrate:

A. *Relevant Knowledge* - This includes:

- Depth and breadth in the subject matter knowledge.
- General pedagogical knowledge.
- Specific pedagogical content knowledge.
- An awareness of professional standards and code of ethics.
- An awareness of the national curriculum and the special education law.

B. *Practical Skills*

- Diverse approaches to instruction.
- Effective classroom management strategies.
- Motivational strategies.
- Strategies to promote higher-level thinking.
- Guidance and discipline methods.
- Ability to write accurate individualized educational plans.
- Ability to design informal, curriculum based assessment forms.

C. *Appropriate Attitude*

- Readiness to develop authentic relationships with students.
- Readiness to establish a democratic and socially just, learning environment.
- Readiness to reflect on one's practice, and continuous learning.

Key Persons and their Respective Roles

Several individuals play a significant role in the success of a field experience. To ensure that an experience is successful, it is critical that each person involved knows the scope of their role and responsibilities. Below you will find an identification of the main individuals involved and a description of their roles.

The Cooperating Teacher in Special Education (CSET)

The cooperating teacher is the main source of inspiration for a ST in special education in general. They have a greater impact on their performance and personal development than any other person including the university faculty. The cooperating teacher has a tremendous influence on the professional attitudes of the student teacher.

The cooperating teacher also plays a very important role in supporting the education program since field work is an essential component of it. Without their continued supportive role, the profession could no longer be maintained and perpetuated.

During the different experience phases, the cooperating teacher is kindly requested to:

- Prepare the students for the student special education teacher's arrival, and integrate the student special education teacher in the classroom life.
- Familiarize the ST in special education with: the building, the staff, the policies, the methods of keeping attendance, the grading procedures, the classroom management procedures, etc.
- Familiarize the student teacher to the books used, the benchmarks of the grade level, the weekly breakdown of the units, some of the previously taught lesson plans, etc., remedial programs they use, technological aids.
- Model best practice so the student teacher s may observe knowledgeable and experienced teachers.
- Involve the ST in special education in carrying out the required tasks, and kindly document student special education teacher's attendance by signing the corresponding experience forms (**Attendance Register** for Observation and "**Practice Teaching Activities**" Practice Teaching, remedial teaching group activities, peer tutoring ...)
- Provide opportunities for the student teacher to engage in various experiences.
- Check the student teacher's lesson plans regularly and IEPS.
- Discuss relevant concerns and needs regularly with the student teacher.
- Hold conferences with the student special education teacher to select topics for the mini-lessons, and also to give feedback for her/his performance.
- Guide student teachers as they reflect upon each experience and develop their own teaching styles.
- *When problems occur, inform the University Course Instructor and Practicum Officer immediately.*
- Share his/her own evaluation of the ST in special education performance with the university course instructor, and openly discuss strengths and weaknesses.
- *Document thoroughly any violation* of school policy or professionalism, as well as *unsatisfactory progress* in classroom instruction and management.

The Student Teacher in Special Education (ST)

The following are the general responsibilities of ST in special education during the three phases. ST in special education is expected to:

- Set their experience schedule and follow it consistently. Cooperating teachers will need to rely on STs, and the students will be expecting them. The ST is now **ACCOUNTABLE**.
- Recognize that they are a guest in the classroom and in the school
- Make these experiences a top priority for the year. **NO more EXCUSES**
- Follow the school calendar and the daily routine of the cooperating teacher (arrive and leave when scheduled and participate in all of the activities during that time including playground supervision, hallway monitoring, etc.)
- Maintain confidentiality rights of students and remain discrete with any confidential information.
- Plan lessons consistent with the principles learned in their education courses. Confer with the cooperating teacher about proposed plans allowing for sufficient time to make suggested revisions.
- Solicit suggestions and feedback on how to improve their teaching skills.
- Accept feedback in a professional manner.
- Implement suggestions offered and share ideas. This is a collaborative team effort.
- Inform the cooperating teacher, as well as the school and their practicum officer about any illness as soon as possible and especially if missing a day of school is unavoidable. ST in special education who have an illness lasting more than a day or two will need to make up those days.
- Meet in a weekly seminar with the university course instructor and fellow ST in special education to share observations and help one another with suggestions.

Before any of the experiences begin, the student teacher must already have:

- Completed and submitted a **Request for Placement** form to the Field Experience Coordinator.
- Signed the **Professionalism and Confidentiality Agreement** form.
- Read the **Field Experience Handbook** and signed the form accepting its content.

The University Course Instructor (UCI)

The university course instructor acts as an evaluator of the professional and personal growth of the ST in special education. The major tasks of the university course instructor are to:

- Act as a liaison between the participating schools and LAU's Department of Education.
- Provide guidance and support to the cooperating teacher in assuming his/her role.
- Maintain direct communication with all persons involved in the field experience.
- Advise the student special education teacher concerning individual responsibilities and obligations.
- Make a minimum of one supervisory visit during the practice teaching experience; additional observations as needed.

- Maintain effective conference procedure with the student teacher, cooperating teacher and occasionally with the principal.
- Provide specific, constructive and objective feedback to the ST in special education following the supervisory visit.
- Serve as a resource throughout the ST in special education experience.
- Review the ST in special education reflective journal occasionally.
- Document thoroughly any violation of school policy or professionalism, as well as unsatisfactory progress in classroom instruction and management.
- Alert the Field Experience officer of potential problems that may affect the student teacher 's success as early as possible
- Assign a grade for the student teacher after conferring with the cooperating teacher.

The Field Experience Officer (FEO)

The Field Experience Officer serves as the liaison between the university and the schools regarding all field experiences. The role of the Field Experience Coordinator is to:

- Recruit cooperating teachers annually from local schools that have agreed to be partners in providing field experiences at their sites.
- Screen student teacher s' records to assure eligibility for specific experiences.
- Arrange experiences through the local principals or their designee's and upon their recommendations for cooperating teachers.
- Provide clear and accurate placement information and reports to faculty, schools, and students.
- Elicit feedback from University Course Instructors on further recruiting cooperating teachers.
- Elicit and distribute assessment information on students.
- Orient student teacher s to the placement process prior to the actual experience
- Send and collect paperwork for remuneration to cooperating teachers.

NOTE: Under NO circumstances, are the students to take on the task of finding their own placement or inquiring directly with any school principal or teachers regarding a placement.

Cooperating teachers, principals, and school administrators are encouraged to refer questions and comments to the Field Experience Officer. One of our objectives is to establish positive and continuing communication with schools with respect to field experiences. We want to ensure that our students are making positive contributions wherever they are placed.

The School Principals (SP) and/or Building Administrators (BA)

School principals and or building administrators and/or their designees are critical in the process. The following responsibilities are suggested:

- Work directly with the Field Experience officer to ensure a smooth and beneficial collaboration.

- Encourage and recommend qualified cooperating teachers to participate in the Education program.
- Welcome the student teacher s to their respective building and interpret the school policies to them.
- Possibly provide additional assessments to the student teacher s and grant them a mock interview (optional).
- Support the developing relationship between the cooperating teacher and ST in special education.

Policies and Procedures

Application Procedure and Priority for Assignments

All applicants for a field experience assignment are required to complete an application form and submit it to the Field Experience Officer early in the semester preceding the experience. The students are given a choice of three cooperating school listings in order of preference. The student special education teacher s should not interpret these preferences of school choices as a guarantee that a request will be fulfilled. Considerations shall be given to school choice based on availability and specific criteria required by the respective schools. When feasible, consideration will be given to those applicants who have obligations of a critical nature to support a need for their first choice school, provided meritorious justification is presented at the time of application.

Note: Late requests will be assigned according to availability of openings.

Calendar

Student teachers in special education are expected to adhere to the calendar of the school to which they have been assigned and to which they agreed. This includes holidays. Additionally, they are expected to stick to the arrival and dismissal times agreed upon with the cooperating teacher's in accordance with their class schedule. If the school dates do not coincide with those of the university, the ST in special education must stay with the school calendar, **NOT** LAU's calendar. Attendance at faculty meetings, professional days, etc. is expected during the Practice Teaching semester upon request/invitation from your cooperating teacher. *Cooperating Teachers are kindly requested to consult the university calendar for questions relative to midterm and finals schedules.* The university calendar is appended for your consideration (Appendix I).

Absences

Regular attendance at your placement sites is **mandatory** and is a criterion used in the final course evaluation. Excessive tardiness or absences for any reason may result in the dismissal from the placement. In case of personal illness or a death in the immediate family, the student special education teacher must contact both the cooperating teacher **and** the university course instructor via email as early as possible the day of the absence.

An "**Important Contact Information**" form is provided so all the important phone numbers needed are at your finger tips.

During the Practice Teaching semester and in the case of an absence, STs in special education are responsible for supplying the cooperating teacher with the informal assessment, remedial activities, IEPs individualized educational plan objectives , group written lesson plans and materials for lessons they were scheduled to teach the day of their absence. Personal doctors' appointments should be made at a time when the least amount of time is missed from your placement and should be approved by the cooperating teacher **prior** to the absence.

Cooperating teachers are kindly asked to notify the assigned university course instructor when students have been missing days. The cooperating teacher and university course instructor will determine if additional time at the placement is required. Students who breach the attendance regulations must withdraw from the course; otherwise, the course grade will be recorded as "F". It is the ST in special education sole responsibility to drop the course and will be directed to do so by the Department's Chairperson .

Attire

ST in special education placed in any of the schools are not only representing themselves but also representing LAU's Department of Education and should therefore dress with taste and appropriateness which includes first and foremost proper hygiene. Remember that first impressions are long lasting and that you will soon be on the look-out for positions in schools. Please refer to the "The Three D's: A Guide to Professional Conduct in School Settings for Future Teachers" brochure for additional details on the code of conduct on school premises. Remember, each school may have additional policies.

Cell Phone Use

The personal use of cell phones by student special education teachers on school premises is **formally prohibited**. Cell phones must be **turned off** and stored in the student teacher's car, purse, or book bag. In the case of personal emergencies, the school receptionist will gladly take a message and forward it to you in your classroom provided you notify them.

Confidential and Privileged Information

Student teachers are exposed to various sources of confidential and privileged information, including student records, school and classroom problems, and possibly faculty and parent-teacher meetings. Public disclosure of confidential information is a violation of human rights and a breach of professional ethics. It is extremely important that all privileged information be handled with honor and respect. **All** student teachers will have a signed "**Professionalism and Confidentiality Agreement**" form on file and will thus be bound to the ethical handling of this type of information.

Performance

During any of the experiences, you must have a lesson planned for every lesson you are asked to teach. You should start out writing full, detailed lesson plans. The intent is for you to think carefully and thoroughly through the development of those lessons. The written plans must be submitted to your cooperating teacher a minimum of seventy two hours prior to implementation to allow the cooperating teacher to provide feedback, and allow yourself time to revise them if needed. Once the lessons are taught, ST in special education are expected to reflect on their practice and document those reflections on the lesson plan form. When the cooperating teacher and university course instructor decide that it is appropriate, you will be

permitted to write shorter plans.

Recommended IEP (Individualized Educational Plan) and Lesson Plan Format

There are suggested lesson plan formats to be used by the student teachers for planning purposes. Those are appended in the back of this handbook. Other forms may be used when considered more appropriate. However, anytime the student teacher is being formally evaluated by the university course instructor or the cooperating teacher the suggested format must be presented.

Evaluation

The Department of Education believes that evaluation of student teachers should be collaborative, with the student teacher, the cooperating teacher, and the college course instructor all contributing to the process. It is also developmental and thus the forms reflect the expectations at each of the different phases.

Relationship with Students or Parents

ST in special education should exercise extreme caution against becoming too familiar with students under their direction. It is not appropriate to socialize in any way with students without the presence of the cooperating teacher. The student teacher should be considered a professional not a "friend." No babysitting and no tutoring are allowed in certain schools. The student teacher's aim is to learn from diverse experiences and shouldn't be solely given the role of an assistant educator or shadow teacher of a specific special need student although they could assist one as part of their case study project.

Dismissal from Experience

The LAU's Department of Education is in a collaborative relationship for its Education program with the Cooperating Schools. Occasionally, there are circumstances that warrant the dismissal of the student special education teacher from any one of the three experiences. The department recognizes the right of the cooperating school to take such action when it is deemed necessary. The experience may be terminated by the School Principal, University Course Instructor, or Department's Chair. The individual who flags the concern is kindly requested to call the Department of Education as soon as they see a potential problem of any kind. **Please Do Not Wait!** Often we can help resolve a situation if we are aware of concerns early. All issues or problems that arise with a student teacher should be directed by the cooperating teacher(s) to the university course instructor; likewise, issues or problems encountered by the student teacher should be brought to the attention of the university course instructor. It is the responsibility of the university course instructor to mediate any such conflicts. Issues may be brought to the attention of the Department Chair by the University Course Instructor if necessary.

There are specific reasons and procedures that should be taken into consideration by all parties involved when that should happen.

Reasons for Dismissal

- Illness, injury, or other unforeseen problem and by mutual consent and agreement for dismissal by the student special education teacher, cooperating teacher/ school, and university course instructor.
- Failure by the student teacher to establish and maintain a satisfactory performance level in classroom instruction and management.

- Failure by the student teacher to abide by the policies of the cooperating school.
- Unprofessional conduct towards school personnel and/or students.

Procedures for Dismissal

Dismissal of the assignment of a student teacher for any of the reasons previously stated should follow these procedures in a sequential manner:

- Inform the student teacher of any unsatisfactory performance and thus impending removal, done through a written evaluation from both the cooperating teacher and the university course instructor, during a three-way conference. OR from the cooperating teacher and the school principal.

Solid written documentation is presented by both the university course instructor/school principal and the cooperating teacher.

Note: A ST in student special education may not be dismissed for minor or undocumented problems.

- Initiate a formal “Remediation Contract” when it is clear that the student teacher does not follow through with prescribed verbal and written suggestions for improvement. This form is to be initiated by the university course instructor and cooperating teacher and presented to the student teacher. This contract shall be signed by the student teacher, the cooperating teacher, and the university course instructor with a copy submitted to the Department of Education Chair for the student’s file.
- Confer after one-week of the remediation start date to assess progress. All three parties; the student teacher, the cooperating teacher, and the university course instructor meet to evaluate growth. If the progress is deemed unacceptable the student is removed and asked to meet with the Department Chair.

A student who has been removed from the practicum may appeal that decision using the identified University appeal procedures.

Appeal Procedure

Due to extenuating circumstances a student may submit a petition to the proper council appealing the implementation of any of the rules and regulations contained herein (Chapter XIII). If the decision entered by the council is adverse, and he/she believes that he/she may be subjected to hardship because of such a decision, an appeal may be submitted by the student to the University Executive Council for a final determination on the matter.

If the student teacher wishes to contest the decision to terminate the assignment, specific procedures must be followed.

- The student teacher must submit a written appeal to the Department of Education’s Chair within three (3) days from the date notified of the dismissal.
- The Department of Education’s Chair will convene a panel to process the appeal. The panel will consist of the Department Chair and at least one of the following:
 - University Course Instructor
 - Faculty member from the ST in special education program of study
- The committee will review the case consisting of written evaluations, growth and remediation contracts, written documentation of student teacher infractions, the procedures followed by the university course instructor and cooperating teacher and the appeal letter from the student.

- The committee will vote to accept or reject the appeal. The Department of Education's Chair will meet with the student to inform her/him of the decision and recommendation of the committee. A written copy of the decision will be given to the student teacher and the Dean of the College.
- The Department of Education's Field Experience Office will be responsible for administering all follow-up actions determined by the committee.

Compensation

Honoraria are extended to cooperating teachers who host student special education teachers. Those are to be considered a small token of appreciation and recognition for services rendered to the teaching profession. The cash stipends are paid directly to the cooperating teachers through the University Business Office. The forms to be completed and illustrating the process for remuneration to be issued will be mailed directly to the cooperating teachers with their packet of information. The sooner the Field Experience Officer receives the required information, the faster the processing. We sincerely appreciate the cooperating teachers' support.

Special Requests

The Department's Chair asks that you do not make a special request for your practice teaching experience unless you have an extreme case. If you feel you must make a special request, we will try our best to meet them all. If we cannot meet your request, the Department's Chair calls you to brainstorm other options.

Resume

All ST in special education are to prepare a credential file to include a resume prior to their experiences being confirmed. Some school administrators/ principals and/or their designees are screening applicants prior to accepting them for placements. Student teachers will hand these in to the FEO and as soon as this person is informed of the screenings, those will be forwarded to the respective schools. For student teachers in their Practice Teaching semester, a credential file can be handed to the cooperating teacher to serve as a means of introduction.

Appendices

- A. Definition of Terms
- B. Lesson Plan Template Mini-Lesson (Practice Teaching stage)
- C. Sample Resume Format
- D. Observation Report
- E. Lesson Observation
- F. Practice Teaching and Internship Weekly Seminar Report
- G. Documentation of Practice Teaching Activities
- H. University Calendar
- I. Attendance Register

A. Definition of Terms

Cooperating Teacher (CT) serves as a teacher special educator, resource person, role model, and critic. At the same time, however, the cooperating teacher bears primary responsibility to his or her students. Their learning must be a top priority at all times. During student teaching, the cooperating teacher, in consultation with the university supervisor, is responsible for providing the student special education teacher with the best possible learning experiences

Field Experience Officer (FEO) is responsible for the placement of student special education teachers into their assignments. She works closely with the School Coordinator or Principal Designee to make certain that each student special education teacher is appropriately placed.

Student teacher in special education teacher (ST) is a university student enrolled in the Diploma in Learning Disabilities and giftedness and completing any one or more of the field experiences.

University Course Instructor (UCI) also known as the Content Supervisor is also a special education teacher. They will observe the ST in special education during the practicum semester a number of times. They evaluate the ST in special education in consultation with the cooperating teacher. However, it is the university course instructor who assigns the final course grade that the ST in special education receives as that individual is the instructor of record for the experience the ST in special education is registered for at the university.

B. Lesson Plan Template

Name:

Date:

Grade Level:

Subject:

Title of Activity:

Duration of the lesson

Lesson standards:

national curriculum, performance indicators, process skills

Multi-level Instructional Objective(s): *(What students will know and be able to do at the end of lesson) List student specific objectives consider IEP objectives and students portfolio*

Content Differentiation Procedure: *(Include Introduction, process, the way you can challenge all students)*

- **General teaching strategies**
- **Specific student teaching strategies**
- **Adaptation , accommodation**

Process differentiate using different kinds of intelligences

Authentic assessment: *(Evidence that objectives were met, use portfolio documentation to justify needs)*

Behavioral consideration

Systems of support

Room arrangement

Materials and assistive technology Needed:

Reflection/Self-Evaluation:

C. Sample Resume Format

My Name
My address: 123, ZZZ Street
Beirut, LB, 01234
My Tel: (123) 456 789

Objective

To put in self developed expertise to a challenging educator position

Education

Lebanese American University, Beirut, LB.

Degree: Bachelor of (Arts or Science),

Program: Early Childhood Education

Emphasis in Mathematics and Science Education

Teaching Diploma

Graduation: Anticipated: 20XX

Teaching Experience

Fourth Grade Teacher, Sunshine Elementary School, Beirut, LB. **200X to 200Y**

- Developed curricula and lesson plans and instructed in Mathematics, Science, and Language Arts
- Participated in parent-teacher conferences, advising parents on child's progress and how best to reinforce education

Other Experience Related to Teaching

Assistant Teacher, Raindrops Elementary School, Beirut, LB. **200X to 200Y**

- Worked as an assistant educator for the age group of three to five.
- Assist in the implementation of Special Programs for students and help monitor their progress.

Other Work Related Experience

Sales Clerk/Cashier, XYZ stores, Beirut LB. **200X to present**

- Full-time summers and part-time through the year
- Responsible for cashing out and verifying receipts.
- Train and supervise part-time employees and new hires.
- Conduct vendor inventories on a regular basis to facilitate timely and efficient ordering and purchasing.
- Assist in opening and closing operations.

References

List a couple of names of people that know you well.

Provide contact information of their choosing such as telephone numbers, emails, etc.

(Make sure to ask the individuals before listing their names so they are aware and also make sure you have their names correctly spelled along with appropriate title.)

D. Observation Report

Name: _____ Cooperating Teacher: _____
Observed Class: _____ Grade level: _____ Lesson: _____
Period: _____ Date: _____

Important note:

Remember that the purpose of your observation is **NOT** to evaluate the cooperating teacher but to reflect on and learn from his/her experience in order to become a good teacher yourself.

The following items should be addressed in a descriptive, **objective style**

Physical Atmosphere of Classroom

Teacher's Appearance

Voice

Self-Confidence

Choice of Vocabulary

Mastery of Subject Matter

Variation of Instructional Method

Teaching Aids

Use of Boards

Time Management

Questioning Techniques

Goals Achievement

Individual Practice

Motivation

Classroom Participation

Ratio of Student/Teacher Talk

Classroom Management Style

Other Comments:

Classroom Observation Report

Instructor evaluated _____ Course _____

Number of students present _____ Date _____

Evaluator(s) _____

Purpose: The purpose of this classroom observation is to provide a database for more accurate and equitable decisions on student teacher implementation of learnt competencies in the practical field of work.

Each student teacher should be observed on two occasions, and the observer(s) should remain in the classroom for the full class period.

It is suggested that the observer(s) arrange a pre-visit and post-visit meeting with the student teacher .

<i>Highest</i>		<i>Satisfactory</i>		<i>Lowest</i>	<i>Not Applicable</i>
5	4	3	2	1	n/a
_____ 1.					
_____ 2.					
_____ 3.					
_____ 4.					
_____ 5.					
_____ 6.					
_____ 7.					
_____ 8.					
_____ 9.					
_____ 10.					
_____ 11.					
_____ 12.					
_____ 13.					

E. Lesson Observation

Use this handout to help you observe a lesson. After the lesson has finished, jot down the thoughts and ideas you acquired in regard to the following questions:

1. What kind of lesson is it? What are the main learning outcomes? How will you deal with differences in students learning and behavioral skills ?
2. How does the teacher introduce the lesson? What strategies were used?
3. How does the teacher communicate with the class? In what ways do the students communicate with each other?
4. What strategies does the teacher use to get the students' attention and keep them on task?
5. What strategies does the teacher use to assess students' understanding? Which kind of monitoring system are you using to track progress?
6. What resources, books, or materials does the teacher use?

F. Practice Teaching Weekly Seminar Report

Name:

Date:

This past week I have had an opportunity to examine ideas about education and teaching.

1. One idea related to education I heard or read about and which was totally new to me was:

2. One idea in particular I thought a great deal about and agree with is: (give a specific example)

3. One idea I experienced and about which I still have some questions or reservations is:

4. This week, the most important experience for me in the classroom was:

5. This week, the most stimulating experience for the students in the classroom seemed to be:

6. One area in which I feel I am consistently improving is:

7. One area I still need to continue work on is:

G. Documentation of Practice Teaching Activities

Student- Teacher: _____ **Cooperating Teacher:** _____

Class Level: _____ **School:** _____

Directions: Please assist us in maintaining the integrity of our program by documenting our student special education teacher 's attendance and participation and by signing this form.

Date	Preparation of materials	Material adaptation	Test adaptation	Level of performance	Homework correction	Mini-Remedial teaching	Full-period teaching	Other	Coop. Teacher's Signature

Additional Comments:

H. University Calendar:

Fall Semester 2016

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
August 29 th Classes begin	August 30 th	August 31 st	September 1 st	September 2 nd	
September 5 th	September 6 th	September 7 th	September 8 th	September 9 th	
September 12th Adha Holiday	September 13th Adha Holiday	September 14 th	September 15 th	September 16 th	
September 19 th	September 20 th	September 21 st	September 22 nd	September 23 rd	
September 26 th	September 27 th	September 28 th	September 29 th	September 30 th	
October 3 rd	October 4 th	October 5 th	October 6 th	October 7 th	
October 10 th	October 11th Ashoura	October 12 th	October 13 th	October 14 th	
October 17 th	October 18 th	October 19 th	October 20 th	October 21 st	
October 24 th	October 25 th	October 26 th	October 27 th	October 28 th	
October 31 st	November 1 st	November 2 nd	November 3 rd	November 4 th	
November 7 th	November 8 th	November 9 th	November 10 th	November 11 th	
November 14 th	November 15 th	November 16 th	November 17 th	November 18 th	
November 21 st	November 22nd Independence Day	November 23 rd	November 24 th	November 25 th	
November 28 th	November 29 th	November 30 th	December 1 st	December 2 nd	
December 5 th	December 6 th	December 7 th	December 8th Classes end	December 9 th	
December 12th Final Exams	December 13th Final Exams	December 14th Final Exams	December 15th Final Exams	December 16th Final Exams	
December 19th Final Exams	December 20th Final Exams	December 21st Final Exams	December 22nd	December 23rd	

University Calendar:

Spring Semester 2017

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
January 16 th Spring 2016 classes begin	January 17 th	January 18 th	January 19 th	January 20 th	
January 23 rd	January 24 th	January 25 th	January 26 th	January 27 th	
January 30 th	January 31 st	February 1 st	February 2 nd	February 3 rd	
February 6 th	February 7 th	February 8 th	February 9th St. Maroun's Day	February 10 th	
February 13 th	February 14 th	February 15 th	February 16 th	February 17 th	
February 20 th	February 21 st	February 22 nd	February 23 rd	February 24 th	
February 27 th	February 28 th	March 1 st	March 2 nd	March 3 rd	
March 6 th	March 7 th	March 8 th	March 9 th	March 10 th	
March 13 th	March 14 th	March 15 th	March 16 th	March 17 th	
March 20 th	March 21 st	March 22 nd	March 23 rd	March 24 th	
March 27 th	March 28 th	March 29 th	March 30 th	March 31 st	
April 3 rd	April 4 th	April 5 th	April 6 th	April 7 th	
April 10 th	April 11 th	April 12 th	April 13 th	April 14th Easter Vacation	
April 17th Easter Vacation	April 18 th	April 19 th	April 20 th	April 21 st	
April 24 th	April 25 th	April 26th Spring classes end	April 27 th	April 28 th	
May 1st Labor Day	May 2nd Final Exams	May 3rd Final Exams	May 4th Final Exams	May 5th Final Exams	
May 8th Final Exams	May 9th Final Exams	May 10th Final Exams	May 11th Final Exams		

I. Attendance Register

Instructions to Cooperating Teachers

1. Please sign and date each completed Attendance Sheet to confirm student special education teacher s' attendance.
2. Return all Attendance Sheets at the end of the experience to the Field Placement Coordinator.

School Details

Student's Name:	School Name:
Field Experience Dates:	Cooperating Teacher's Name:

Month: _____

Number of hours completed per month: _____

	Week 1		Week 2		Week 3		Week 4		Week 5	
	Date	Time	Date	Time	Date	Time	Date	Time	Date	Time
Monday										
Tuesday										
Wednesday										
Thursday										
Friday/Saturday										
Teacher's signature										

Month: _____

Number of hours completed per month: _____

	Week 1		Week 2		Week 3		Week 4		Week 5	
	Date	Time	Date	Time	Date	Time	Date	Time	Date	Time
Monday										
Tuesday										
Wednesday										
Thursday										
Friday/Saturday										
Teacher's signature										

