

EDP 695
Supervised Public School Experience for School Psychology Students
Fall, 1997

EDP 695.A	Monday	4:00-4:50	462 McGuffey
EDP 695.C	Monday	6:00-6:50	462 McGuffey

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Course Description: Thirty clock hours of on-site observation/participation per credit hour in public schools at a variety of grade levels, including various cultural/ethnic settings and special education classes. Prerequisite: permission of instructor.

Objectives:

Students will be able to:

- 1) Identify teaching objectives in various grade level classrooms.
- 2) Identify teaching methodology in various grade level classrooms.
- 3) Identify classroom management procedures e.g. reinforcements, structures, organization, communication, teacher-pupil interactions and pupil-pupil interactions.
- 4) Identify cognitive and academic performance behaviors of pupils (positive and negative) e.g. language, memory, concentration, attention, responsiveness, reasoning, and comprehension and how these behaviors effect learning.
- 5) Identify adaptive behaviors of pupils (positive and negative) e.g. self management, awareness, perceptiveness, information processing, adjustment skills, self care skills, independence, responsibility, and assertiveness and how these behaviors effect learning.
- 6) Identify social/emotional characteristics of pupils (positive and negative) e.g. rationality, social-interpersonal skills, appropriate affect, self control, expressive behavior, self concept, frustration levels, and personal security and how these characteristics effect learning.
- 7) Identify contrasting physical/motor characteristics of pupils e.g. fine motor, visual, auditory, coordination, and energy level and how these characteristics effect learning.

8) Identify special characteristics and needs of exceptional pupils e.g. severe behavior handicapped, developmental handicapped, learning disability, physically handicapped, multi-handicapped, and culturally different pupils.

9) Identify the administrative organization and function of the school.

10) Identify the support staff organization and function of the school.

Procedures:

Students in the School Psychology Program who do not have an Ohio Teacher's Certification need to complete an additional series of courses that provide an introduction to the education profession. This includes "public school experience" and courses dealing with curriculum and administration.

Regarding "public school experience" all students in the School Psychology Program without teaching certification need to do the following:

1) Register for EDP 695 (for one to four semester hours credit) in any semester which can best accommodate these extra hours on your schedule. If you do register, you need to complete all of your public school observations by the end of the semester in which you have registered. At the end of the program (2 years) you need to have completed four hours of EDP 695 to meet this requirement.

2) There must be thirty clock hours of participation for each semester hour of credit. There are two ways in which you may arrange for public school participation:

a) Contact the Office of Field Experiences, 200 McGuffey, and secure "Field Experience Request" forms. Complete the field experience request forms and submit them at least four weeks prior to the requested observation dates. You will need to complete a separate request for each school that you plan to visit. You may list several dates and times on the same form for each school when planning to return for multiple visits. The Office of Field Experiences will help you to select a school to visit if you wish. Ask about this when you take in your request form. Explain what type of class you wish to observe, on what days and times.

b) With the instructor's approval, you may contact a school psychologist from a list of those who have indicated an interest in providing you with a field experience (from a list provided by the instructor) and arrange with them to visit from a day. Details of this type of visitation will be discussed in class.

c) Make copies of the attached introduction/verification letter, complete the lower part, and have the letter signed by the teacher, school psychologist, or principal.

Courses:

Suggested Grade Level Participation by Course

695.A (1 semester - 30 clock hours) participation at preschool, kindergarten, first, second, and third grade levels in a variety of cultural and ethnic settings.

695.B (1 semester - 30 clock hours) participation at fourth through seventh grade levels in a variety of cultural and ethnic settings.

695.C (1 semester - 30 clock hours) participation at eighth through twelfth grade levels in a variety of cultural and ethnic settings.

695.D (1 semester - 30 clock hours) participation in a variety of special education classes and resource rooms across all age levels from pre-school through adulthood (including vocational training programs).

Course Content and Requirements:

1. **Copies of your observation/verification letters** which will indicate the date, time, school, classroom level and verification signature for every visit you make. Turn in your letters to the course instructor at the end of the semester. Your visitation hours must total 30 clock hours.

2. A comprehensive **typed log of your visitation experiences** will be due to the course instructor on the first day of final examination week. This report should outline your activities in addition to personal reflections on your visit. See the Suggested Activities List for ideas about activities. It is this instructor's expectation that you will get the opportunity to do all of these things over the course of your 120 clock hours.

3. **Completed grid** listing schools, dates, and hours for each semesters participation experiences.

4. Class discussion sessions will be held on the following dates:

Section A

September 2

September 8

October 13

November 10

December 8

Section C

September 2

September 22

October 6

November 3

December 1

Discussion topics for **Section A**, first year students, might include classroom observation, child development, interviewing skills, cumulative folders, writing objectives, planning lessons, conducting presentations, talking with parents, as well as sharing experiences, concerns, and solutions.

Discussion topics for **Section C**, second year students, might include: Survival skills; self-defense, conflict management, crisis intervention, stress

management, as well as sharing experiences, current trends and concerns in education. Other topics which might be covered include developing a portfolio, resume, and interviewing for a position.

Student Evaluation:

Seminar discussion contributions	40%
Final comprehensive grid, visit verification letters, and log	60%

Important: Your visitation grid, observation verification letters and log of activities and personal reflections will be returned to you at the end of the semester. Please **keep copies of this information in a safe place** for the two years that you are here because 1) at the end of two years you may be asked to produce proof of your total hours, as well as the variety and kind of experiences you have had, and 2) additionally you may find this material useful as you plan a portfolio for a future job search. It is a documentation of your experiences.

Suggested Activities List:

1. Attendance at a PTA meeting or its equivalent.
2. Sitting in on a parent-teacher conference.
3. Attendance at a school board meeting.
4. Attendance at an intervention assistance team (IAT) meeting.
5. Attendance at a multifaceted team evaluation (MFE) meeting where an individual educational plan (IEP) is written.
6. Teaching a lesson to a class or a small group.
7. Observation of one child - do a formal time frequency observation.
8. Develop, design, and implement a behavioral management strategy for a group and/or an individual student
9. Provide several hours of individual tutorial help of one child in one problem subject area
10. Write a lesson plan with the guidance of your cooperating teacher
11. Write an IEP on a student of your choice on the district's form.
12. Read and critique the building or district's teacher's manual.