

## LEAP Action Summary Special Fielders

**LEAP Workshop Year: 2016-2017**

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**Action Dates: January 2016-May 2017**

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**General Goal:** The main focus of this project is to align the three field placements that students are required to take prior to student teaching. The main component of this alignment will be developing a common assessment tool (i.e., rubric) to assess student's dispositional skills across field placements.

1. Create one rubric that evaluates teacher candidate professional dispositions. This rubric will be completed by the instructor of each of the three field experiences leading to Directed Teaching.
2. Solicit feedback on the rubric's content and utility from stakeholders, including faculty, Cooperating Teachers and teacher candidates.
3. Align three field experiences so that dispositional expectations are the same and skills are scaffolded.

### **Planned Actions and Timeline:**

#### **Goal 1**

LEAP team meetings to work on the rubric will be scheduled biweekly starting 2/2/16.

The team will use these meetings to create a draft of the rubric by March 1, 2016.

**Resources Needed:** Collaboration Time

**Barriers/Difficulties:** coordinating schedules to set meeting dates

**LEAP Elements:** **High-Impact Educational Practice** of Service Learning, Community –Based Learning and **The Principal of Excellence**, Assess Students' Ability to Apply Learning to Complex Problems

#### **Goal 2**

Distribute to faculty in the department via email by March 1, 2016.

Discuss faculty insights, revisions, and concerns with rubric at faculty meeting on March 16, 2016.

Cooperating teacher's feedback – during cooperating teacher meeting held on campus

Create a Qualtrics survey to distribute to current field students. The survey will be distributed via email by March 22nd, 2016.  
Revise rubric based on feedback, date TBD.

**Resources Needed:** Collaboration Time

**Barriers/Difficulties:** Getting cooperating teachers to come to campus

**LEAP Elements: High-Impact Educational Practice** of Service Learning, Community –Based Learning and **The Principal of Excellence**, Assess Students' Ability to Apply Learning to Complex Problems

### **Goal 3**

Create a one-page handout describing three field experiences. Complete by February 23, 2016.

Create one checklist of experiences students should seek before student teaching. Complete by March 1, 2016.

Plan one orientation meeting for all three of the field experiences. The agenda and associated handouts (e.g., description of fields, checklist, and rubric) will be completed by May 2016.

**Resources Needed:** Collaboration Time

**Barriers/Difficulties:** strict deadlines due to preexisting meeting dates and semester dates. Three course and several participating schools are a part of this process

**LEAP Elements: High-Impact Educational Practice** of Service Learning, Community –Based Learning and **The Principal of Excellence**, Assess Students' Ability to Apply Learning to Complex Problems

### **Measures:**

#### **Goal 1**

Draft of rubric.

#### **Goal 2**

Notes from department meeting

Cooperating Teacher feedback (not sure of how we get this yet)

Qualtrics results

Revised rubric based on feedback

#### **Goal 3**

Syllabi and schedule of courses reflecting common meeting time

One page handout describing field experiences

Checklist of experiences

## **Deliverables, Completed Actions:**

**Develop common assessment tool:** The department of special education field committee developed a common assessment tool to assess student's development of disposition skills as they move from one field to the next. This tool will allow the faculty members to give effective feedback and guidance as students develop critical skills needed for educational settings.

**Get cooperating teacher feedback on assessment tool:** It's important to get feedback from teachers who are actually working with our students in the school. This feedback will be used to make necessary changes to the tool before implementing it in fall 2016

**Create one page handout describing all of our field placements:** This will be a resource for students, teachers, administrators and faculty. The handout will include a description of the field, the type of setting and assignment requirements. It will help all stakeholder understand the expectations and parameters of each fieldwork experience.

**Develop student survey:** As we develop the tool we want to consider what skills students feel are important to assess. This information will also be used in content course to support student's learning.

**Align fieldwork syllabi among the three fields:** The committee believes the alignment the three field courses will provide consistency for students and aid in the assessment of student's growth. We will revise syllabi to have common language and dispositional expectations, while scaffolding skill development.

**Create checklist of experiences students should seek before student teaching:** The committee wants students to advocate for their professional needs. We will develop a checklist of experiences a student should seek out while placed in a school setting (e.g., attending an IEP meeting, attending a field trip, interviewing an administrator, etc.)

**Create combined orientation for all three field placements:** Once developed this orientation will take place every semester prior to students going into the field. The committee will share similarities of the field experience and provide time for students to talk with students who just complete the field they are about to take. There will also be time for each coordinator to meet with their specific field students.

## **Notes:**

**Sustainability:** The assessment tool created will be used by all field coordinators in the department. The field committee will evaluate the effectiveness of the tool on a semester basis and make adjustments as needed.