

**SPECIAL EDUCATION BLOCK—SPRING 2025**  
**FIELD EXPERIENCE ASSIGNMENTS-AT A GLANCE**

**Descriptions of Field Assignments by Course**

|  | <b>EDUC 431<br/>Applied Behavior<br/>Analysis</b>  | <b>EDUC 432<br/>Curriculum and<br/>Instruction for<br/>Exceptional Children</b>   | <b>EDUC 435<br/>Educational<br/>Evaluation for<br/>Exceptional<br/>Learners</b>                   | <b>EDUC 437<br/>Diagnosis and<br/>Instruction for<br/>Literacy Problems</b>  | <b>EDUC428<br/>Critical Reflection<br/>of Teacher<br/>Decision Making</b>  |
|--|--|---|---|--|--|
| <b>Week 4:<br/>Tuesday/Thursday<br/>February 25 and 27</b> | In consultation with your clinical educator, <u>select a student</u> who exhibits an <u>interfering behavior</u> that you and the teacher would like to assess more closely to determine if an intervention - or a change in intervention is needed.   | Get to know your students and CE; start familiarizing yourself with class routines, curriculum, students' needs, etc.<br><br>Small Group Explicit Instruction (SGEI) Lesson: <ul style="list-style-type: none"> <li>In collaboration with your CE, select 3-5 learners (small group) and the lesson topic, reading or math.</li> <li>Start planning your SGEI lesson.</li> </ul>  | Select student for CBM Case Project<br><br>Research progress monitoring program used at placement | Observation Protocol 1: observation of student learning<br><br><b>Decoding Intervention:</b> <ul style="list-style-type: none"> <li>Administer and score the Informal Decoding Inventory (IDI).</li> <li>Administer and score the Test of Letter Names and Test of Letter Sounds</li> <li>Administer and score the Test of Fry Instant Words.</li> <li>Bring these data to class.</li> </ul> | With permission, make copies of <b>video permission slip</b> . Distribute to students for return by week 5.<br><br><b>Noticing Assignment 1</b><br>Candidates will engage in observations focused on the learning environment. |
| <b>Week 5:<br/>Tuesday/Thursday<br/>March 4 and 6</b>      | In partnership with your clinical educator, gather information about your student. Draft a description of the student you are supporting (refine this description as you get to know the student better)<br><br>Develop an operational definition of your target behavior<br><br>See Steps A-C on FBA/BIP Template | Continue to get to know your students and CE<br><br>Observe instruction for principles of explicit instruction<br><br>Continue/Finish planning your Small Group Explicit Instruction Lesson. <ol style="list-style-type: none"> <li>A draft that is approved by your CE will be submitted (at least 3 days before teaching your lesson) for feedback/approval from the course instructor. You must collect pre-lesson assessment data before teaching your SGEI lesson. Collection can be done</li> </ol> | Collect CBM Progress Monitoring Data<br><br>Select professional interview and set up interview    | Observation Protocol 1: observation of student learning<br><br>Collect RTI/MTSS and Tier 3 Intervention information  | <b>Noticing Assignment 2</b><br>Candidates' observations focused on engagement of learning and maximizing learning.<br><br>Collect permission slips for video recording.   |

|   |  |   |                                      |  |  |
|---|--|---|--------------------------------------|--|--|
|   |  | Tuesday/Thursday of Week 5 or during Week 6 BEFORE you teach your lesson. Pre-lesson assessment data can't be collected during your SGEI lesson.  |                                      |  |  |
| <b>Week 6:<br/>Tuesday/Thursday<br/>March 11 and 13</b> | In partnership with your CE, develop your data collection plan (see step D on FBA/BIP template). Make sure to get your CE's signature. | If you have not yet collected pre-lesson assessment data for your SGEI lesson you should do so this week. You must collect pre-lesson assessment data before teaching your SGEI lesson.<br><br>Finalizing and preparing to teach your Small Group Explicit Instruction lesson. You must video record this lesson. | Collect CBM Progress Monitoring Data | Collect RTI/MTSS and Tier 3 Intervention Information if needed |  |

| <b>Descriptions of Field Assignments by Course for FULL WEEK 1</b> |   |
|--|---|
| <b>Week 7:<br/>Five full days<br/>March 17-21</b>                  | <p><b>EDUC 431: Applied Behavior Analysis</b></p> <ul style="list-style-type: none"> <li>Conduct classroom environment, ABC and baseline data recordings of the target behavior using the data collection plan you developed. Complete sections E-G on the FBA/BIP template</li> </ul> <p><b>EDUC432: Curriculum and Instruction for Exceptional Children</b></p> <ul style="list-style-type: none"> <li>Teach and Video Record Small Group Explicit Instruction Lesson</li> </ul> <p><b>EDUC435: Educational Evaluation for Exceptional Learners</b></p> <ul style="list-style-type: none"> <li>Collect CBM Progress Monitoring Data</li> <li>Complete record review (if not done sooner)</li> <li>Conduct classroom observation</li> <li>Complete professional interview</li> </ul> <p><b>EDUC437: Diagnosis and Instruction for Literacy Problems</b></p> <ul style="list-style-type: none"> <li>Teach Decoding Intervention and conduct assessment</li> </ul> <p><b>EDUC428: Critical Reflection of Teacher Decision Making</b></p> <ul style="list-style-type: none"> <li>Video Assignment 1-Record 2 lessons</li> <li>Noticing Assignment extra time if needed</li> </ul> |

**\*\*Week 8: UD Spring Break: March 24-28**

**Descriptions of Field Assignments by Course**

|   | <b>EDUC 431<br/>Applied Behavior<br/>Analysis</b>  | <b>EDUC 432<br/>Curriculum and<br/>Instruction for<br/>Exceptional Children</b>   | <b>EDUC 435<br/>Educational<br/>Evaluation for<br/>Exceptional<br/>Learners</b> | <b>EDUC 437<br/>Diagnosis and Instruction<br/>for Literacy Problems</b>  | <b>EDUC428<br/>Critical<br/>Reflection of<br/>Teacher Decision<br/>Making</b> |
|---|--|---|---|--|---|
| <b>Week 9<br/>Tuesday/Thursday<br/>April 1 and 3</b>    | Use your data that was collected during field week to complete steps H-I on the FBA/BIP Template   | Explicit Instruction Unit Plan Project: Start discussing/planning with your CE (identify Unit topic, students, gather student info and curriculum materials)  | Collect CBM Progress Monitoring Data  | Administer writing prompt and collect writing samples<br><br>Confer with teacher to determine writing instruction (lessons) based on data (prompt plus samples): <ul style="list-style-type: none"> <li>• Sentence composing</li> <li>• Informative Text</li> <li>• Persuasive Text</li> <li>• Narrative Text</li> </ul> |   |
| <b>Week 10<br/>Tuesday/Thursday<br/>April 8 and 10</b>  | Use your data that was collected during field week and the information you gathered about the student to complete steps J-K (writing a progress monitoring goal, and conducting a literature review)                           | Explicit Instruction Unit Plan Project:<br>1. Continue working on and preparing for Unit Plan Project (identify topic, students, gather student info and curriculum materials)<br>Begin collecting pre-test data for your Unit (aligned to your unit goal).<br>If applicable, review student IEPs/Section 504 plans for relevant adaptations. | Collect CBM Progress Monitoring Data  |  | <b>Video Analysis 1</b>   |
| <b>Week 11<br/>Tuesday/Thursday<br/>April 15 and 17</b> | Use your hypothesis, literature review, collected data, and your CE's expertise to begin developing a BIP for your case study student (you are not expected to implement this plan).<br><br>See step L on the FBA/BIP template | Continue to work on your Instructional Unit Plan:<br>Draft submission of Lesson #1 of your unit plan is required.<br><br>Review your Instructional Unit Plan with CE, make revisions if needed, and get CE final approval before you teach your unit.   | Collect CBM Progress Monitoring Data  |  |   |

**\*\*Week 12: District/School Spring Break: April 21-25**

| <b>Descriptions of Field Assignments by Course for FULL WEEK 2</b>               |  |
|--|--|
| <p><b>Week 13:</b></p> <p><b>Five full days</b></p> <p><b>April 28-May 2</b></p> | <p><b>EDUC 431: Applied Behavior Analysis</b></p> <ul style="list-style-type: none"> <li>• Complete your BIP (see Step L) and share your final ideas with your CE</li> </ul> <p><b>EDUC432: Curriculum and Instruction for Exceptional Children</b></p> <ul style="list-style-type: none"> <li>• Teach your Explicit Instruction Unit Plan [must record at least (1) lesson]</li> </ul> <p><b>EDUC435: Educational Evaluation for Exceptional Learners</b></p> <ul style="list-style-type: none"> <li>• Collect CBM Progress Monitoring Data (if needed)</li> </ul> <p><b>EDUC437: Diagnosis and Instruction for Literacy Problems</b></p> <ul style="list-style-type: none"> <li>• Teach 5 writing intervention lessons and collect graphic organizers</li> </ul> <p><b>EDUC428: Critical Reflection of Teacher Decision Making</b></p> <ul style="list-style-type: none"> <li>• Record 2 lessons for Video Assignment 2</li> </ul> |