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### **EDES 4006: *Service Learning Guide***

The purpose of field experiences is that students can learn in a real scenario about the different exceptionalities, different educational models, and strategies used to meet the needs of students with disabilities and meet the challenges of special education in Puerto Rico. It is expected that all students can 1) demonstrate the knowledge and skills necessary to work with people with different exceptionalities, 2) show attitudes of respect and appreciation to work with students who have some reasonable accommodation or disability, 3) recognize, estimate and value differences, needs, and strengths of people with disabilities and 4) apply learning to integrate, modify or appropriately use models and inclusive strategies in the classroom. During the semester students will share their learning experiences, talking about educational placement, strategies, reasonable accommodations, and observed practices, among others.

#### **Directions**

- \_\_\_\_\_ Complete 15 hours of field experience (7-8 hours in an inclusive setting and special education classroom).
- \_\_\_\_\_ Interview the teacher or teachers about their experiences teaching children with exceptionalities, best strategies used to teach students with disabilities, their experiences working with exceptional students, and challenges they experienced.
- \_\_\_\_\_ Make a presentation about your experiences, using audiovisual resources.
- \_\_\_\_\_ Provide summary of the interview and presentation.

#### **Steps you should follow:**

1. You should ask to speak with the school principal, introduce yourself, give the presentation letter, discuss your hours available and your expectations, and, finally, ask about school rules.
2. Go to the assigned classroom, introduce yourself, and schedule a date for the initial interview. You should interview the teacher; ask about their teaching experiences with children with exceptionalities, best strategies implemented, their learning experiences and challenges. This interview will help you become more familiar with the school setting you will be observing. During the initial interview should discuss the dynamics or classroom routine and tasks you can perform in the classroom.
3. Attend the classroom following the established schedule with the teacher and perform the tasks assigned by teacher. You must carry a small notebook to write your observations on important aspects, however, when you leave school, you should analyze and write a reflection paragraph on what happened. In addition, you must add the following in your summary and

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analysis: total number of students, number of students with exceptionalities, materials or resources used, description of the classroom and activities (teacher and students), are activities effective, how is the interaction of the teacher and students with exceptional students, duration of activities, educational placement, how the teacher works behavioral problems, how the teacher motivates the students, special educational needs you noticed, how teachers meet students' needs (educational strategies or techniques), and what reasonable accommodations were offered by the teacher. You will publish in your electronic portfolio (in the area of field experience) the summary and analysis of your observations every time you go to school. (Remember that everything is confidential so we cannot disclose the name of the teacher, students or school.)

4. Presentation: You must present a summary of your field experiences in the classroom. This presentation should include school information (such as facilities), summary of your experiences in the field, special educational needs you noticed, how teacher addressed the diversity in the classroom (reasonable accommodations, adaptations, modifications, behavior problems, strategies), and so on. You should read the rubric before preparing your presentation, as it will help to create a presentation that meets the requirements of this evaluation.

### **Conclusion or final thought**

You should think about:

- How do you connect your field experiences with the content of this course?
- What did you learn from your field experiences (observations, work with students and interview)?
- Do students receive a FAPE?
- Reflect on effective educational strategies.
- What teaching strategies were effective (best practices) for working with exceptional students?
- How the teacher could create more opportunities or more effective teaching strategies for students with exceptionalities?

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RUBRIC: FIELD OR SERVICE LEARNING EXPERIENCE PROJECT

<b>Criterion</b>	<b>Inadequate</b>	<b>Needs to improve</b>	<b>Good: Meets Expectations</b>	<b>Exceptional: Exceeds Expectations</b>
<b>Effective introduction (5 points)</b> InTASC 3, UPRM TPP 6, PRDES 5	Do not speak about the school or the educational placement for students with exceptionalities.	Omit the description of the school or the educational placement for students with exceptionalities.	Speaks briefly about the school and the educational placement for students with exceptionalities.	Adequately describes the school and educational placement for students with exceptionalities.
<b>The presentation is neat, coherent and can easily follow. (5 points)</b> InTASC 10, UPRM TPP 5, PRDES 11	It lacks two of the following elements: 1) an introduction, 2) a conclusion, 3) orderly development of his ideas is observed.	It lacks one of the following elements: 1) an introduction, 2) a conclusion, 3) orderly development of his ideas is observed.	The presentation has 1) an introduction and 2) a conclusion. In addition 3) orderly development of his ideas is observed.	The presentation has 1) an effective introduction (establishing the topics to be discussed) and 2) a conclusion (showing deep analysis of the topics presented. In addition 3) orderly development of his ideas is observed.
<b>Use of audiovisual resource properly. (15 points)</b> InTASC 10, UPRM TPP 5, PRDES 11	It lacks three of the following: relevant illustrations or images, adequate size and color font, appropriate amount of text in each slide.	It lacks two of the following: relevant illustrations or images, adequate size and color font, appropriate amount of text in each slide.	It lacks one of the following: relevant illustrations or images, adequate size and color font, appropriate amount of text in each slide.	All the elements are present: relevant illustrations or images, adequate size and color font, appropriate amount of text in each slide.

<p><b>Clearly shows how the topics discussed in this course are related with field experiences. (10 points)</b>          InTASC 2, UPRM TPP 9, PRDES 5</p>	<p>Analyzes and clearly mentions one example of how the topics discussed in this course are related with field experiences.</p>	<p>Analyzes and clearly mentions two examples of how the topics discussed in this course are related with field experiences.</p>	<p>Analyzes and clearly mentions three examples of how the topics discussed in this course are related with field experiences.</p>	<p>Analyzes and clearly mentions four examples of how the topics discussed in this course are related with field experiences.</p>
<p><b>Understand and knows how use effective strategies to meet students with exceptionalities needs. (15 points)</b>          InTASC 2, UPRM TPP 9, PRDES 5</p>	<p>Present and explain three effective strategies to meet the needs of students with exceptionalities.</p>	<p>Present and explain four effective strategies to meet the needs of students with exceptionalities.</p>	<p>Present and explain five effective strategies to meet the needs of students with exceptionalities.</p>	<p>Present and clearly explain or demonstrate five effective strategies to meet the needs of students with exceptionalities.</p>
<p><b>Language, understanding, and knowledge of different exceptionalities to promote learning (use appropriate language when speaking, for example: people-first language, intellectual disabilities, reasonable accommodations,</b></p>	<p>Use inappropriate language on five occasions to talk about exceptionalities and appropriate educational strategies to address student diversity.</p>	<p>Use inappropriate language on four occasions to talk about exceptionalities and appropriate educational strategies to address student diversity.</p>	<p>Use inappropriate language twice to talk about exceptionalities and appropriate educational strategies to address student diversity.</p>	<p>Use of appropriate language to talk about exceptionalities and appropriate educational strategies to address student diversity.</p>

<b>exceptionalities, and observed educational strategies) (10 points)*</b> InTASC 2, UPRM TPP 9, PRDES 5				
<b>Completed 15 hours of field experience. (10 points)</b> InTASC 10, UPRM TPP 5, PRDES 11	Student did not complete 15 hours of field experience.			Completed 15 hours of field experience.
<b>Evidence of hours of observations. (5 points)</b> InTASC 10, UPRM TPP 5, PRDES 11	Student shows evidence of hours of observations three or more days after the due date.	Student shows evidence of hours of observations two days after the due date.	Student shows evidence of hours of observations a day after the due date.	Student shows evidence of hours of observations on the due date.
<b>Evidence of the teacher interview (questions guides and interview notes or summary of interview). (5 points)</b> InTASC 10, UPRM TPP 5, PRDES 11	Student shows evidence three or more days after the due date.	Student shows evidence of the teacher interview (questions guides and interview notes or summary of interview) two days after the due date.	Student shows evidence of the teacher interview (questions guides and interview notes or summary of interview) a day after the due date.	Student shows evidence of the teacher interview (questions guides and interview notes or summary of interview) on the due date.
<b>Reflective thought, critical and creative thinking:</b>	Clearly shows reflective thoughts and critical thinking about	Clearly shows reflective thoughts and critical thinking about	Clearly shows reflective thoughts and critical thinking about	Clearly shows reflective thoughts and critical thinking about

<p><b>Appropriate instruction for exceptional students (10 points)</b>        *InTASC 2, UPRM TPP 9, PRDES 5</p>	<p>the strategies used by educators and mentions 2 or less additional creative strategies to adapt teaching for students with exceptionalities in different educational placement (mainstreaming and Special education classroom).</p>	<p>the strategies used by educators and mentions at least 3 additional creative strategies to adapt teaching for students with exceptionalities in different educational placement (mainstreaming and Special education classroom).</p>	<p>the strategies used by educators and mentions at least 4 additional creative strategies to adapt teaching for students with exceptionalities in different educational placement (mainstreaming and Special education classroom).</p>	<p>the strategies used by educators and mentions at least 5 additional creative strategies to adapt teaching for students with exceptionalities in different educational placement (mainstreaming and Special education classroom).</p>
<p><b>Verbal communication skills and professionalism (10 points)</b>        InTASC 10, UPRM TPP 5, PRDES 11</p>	<p>Lacks three or more of the following: appropriate tone, volume is appropriate, use of professional terminology, do not speak too fast or too slow, and avoid slang terms. Use professional attire and expressions.</p>	<p>Lacks two of the following: appropriate tone, volume is appropriate, use of professional terminology, do not speak too fast or too slow, and avoid slang terms. Use professional attire and expressions.</p>	<p>The following elements are present: appropriate tone, volume is appropriate, use of professional terminology, do not speak too fast or too slow, and avoid slang terms. Use professional attire and expressions.</p>	<p>The following elements are present: pauses are purposeful, appropriate tone, volume is appropriate, use of professional terminology, do not speak too fast or too slow, and avoid slang terms. Use professional attire and expressions.</p>

\* This section is used to evaluate the presentations of field or service learning experiences. The dates on which students will present their experiences are scheduled in the syllabus.