

Graduate Programs in Education and Special Education

Student Guide



SpEd 675 Field Experience Special Education Grades 7-12

Revised 2011



EdSE 675: Field Experience in Special Education Grades 7-12
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This guide book, additional information and forms are available at the website of Professor Jeffrey H. Dicker
jdicker.webhop.org



Dear Field Experience Student,

This course includes 50 hours of field experience in work with students with disabilities at the grade 7-9 level and 50 hours of field experience with students with disabilities at the grade 10-12 level. Certified teachers who are enrolled in this course are required to complete 50 hours of field experience in total, 25 hours at the grade 7-9 level and 25 hours at the grade 10-12 level. (Inclusion classes with strong special education components are acceptable.) Over the course of the two semesters of work in field/practicum courses, some hours must be completed in work with children from high need communities. The following pages constitute a student guide prepared to facilitate your work for the course. We are confident that if you follow the guidelines you will gain professionally from this course.

In order to help you get the most out of your observation time, we have included some forms for you to complete that will help focus your attention as you observe, assist, and perform various activities in the classroom or related setting.

Your assigned field instructor should be contacting you during the first two weeks of the semester. Feel free to contact us if there is any problem regarding contact with your assigned instructor. You and your assigned instructor will arrange for at least one visit at your school during which the instructor will gain an appreciation of the various contexts within which you work and the activities in which you participate. The instructor will also have the opportunity to meet and talk with your cooperating/supervising teacher and, if possible, administrators at the school.

Live group meetings with your field instructor will be held at the beginning, middle, and end of the semester. All field experience students are required to attend the meetings. Medically documented illness and other urgent matters that make attendance impossible should be discussed with your assigned faculty member.

If we can be of any assistance, feel free to contact us.

Ronald Lehrer, PhD
Associate Dean and Chair
Graduate Education and Special Education

Jeffrey Dicker, MA
Director, Student Teaching

TOURO COLLEGE

Graduate School of Education

SpEd 675: Field Experience in Special Education, Grades 7-12

Course Description: Students complete 50* hours of field experience in work with students with disabilities at the grade 7-9 level and 50 hours* of field experience with students with disabilities at the grade 10-12 level. Certified teachers who are enrolled in this course are required to complete 50 hours* of field experience in total, 25 hours at the grade 7-9 level and 25 hours at the grade 10-12 level. (Inclusion classes with strong special education components are acceptable.) All field experience is done in accredited schools with the involvement of appropriately certified supervising or cooperating teachers who submit student evaluation forms at the conclusion of the semester. Over the course of the field experience and practicum course, some work is done in a high-need school or a school serving a high-need community. Students keep time sheets of their hours, logs in which critical incidents are recorded and analyzed, respond to questions about grade 7-12 special education, and complete two term papers. The course includes scheduled group meetings. An assigned Touro College faculty member meets with students at their field experience sites and evaluates student work for the course. (Please note: This course must be taken within the first 18 credits of graduate studies.)

3 credits (*Note: Students may not register for SpED675 and SpED678 during the same semester.*)

*Time spent during preparation periods not used for student teaching purposes, lunch hours not spent with students, and other activities that do not involve work with teachers or students, may not be counted toward meeting field experience requirements.

Student Learning Outcomes:

- Students will document in a professional fashion, observations of various classroom and school related activities.
- Students will demonstrate sensitivity to the physical, emotional and intellectual needs of individual students within the framework of various classroom activities.
- Students will demonstrate the ability to relate respectfully and empathically to students on a one-to-one basis in group activities.
- Students will demonstrate a growing knowledge of the educational needs of students at middle and high school grades, including students with disabilities and an ability to apply that knowledge in their relationships with the children with whom they work.
- Students will demonstrate a growing knowledge of appropriate behavior on the part of teachers across a range of situations in and outside of the classroom.

Course Requirements:

- Attendance at class meetings. The only excused absences are with a doctor's note or with approval of the department chair.
- School administration certification form completed and submitted.
- Documentation of hours and days, signed by student and cooperating teacher or supervisor.
- Activities checklist submitted.
- Anecdotal logs submitted.
- Logs for observations of lesson presentations submitted.
- Submission of responses to questions on teaching children in grades 7 – 12.
- Visit by assigned field instructor. (Field experience verification form submitted by faculty member.)
- Cooperating teacher evaluation form submitted.
- Written assignments submitted.
- Students must take and pass a midterm and final examination.

Suggested text:

Learning to Teach, by Richard I. Arends (most recent edition), McGraw-Hill, ISBN 0-07-232164-4.

(Assigned faculty members may assign alternative texts and/or other readings.)



675

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To Whom It May Concern:

This letter is to introduce our field experience student. Students in our program complete the requirements for certification in teaching students with disabilities in middle school through high school.

Observing lessons modeled by master teachers and involved participation in the classroom with students, offer opportunities for theory to be applied in practice. An assigned Touro faculty member observes students at their placement locations to assist them with maximizing the benefits of their field experience course.

We suggest that the cooperating teacher provide different opportunities depending on the developmental level of the student's program. Some suggestions follow:

- During the field experience phase of training
 1. The opportunity to observe lessons and discuss strategies.
 2. The opportunity to plan lessons with the cooperating teacher and on his or her own.
 3. The opportunity to become familiar with the grade curriculum, texts, resources, and school policies.
 4. The opportunity to interact with students in a range of educational settings.

In order to focus students in their observations and to document time spent in class, students have a number of forms to complete for their work in the field experience course.

Please explain to your field experience student the daily routines you would like him or her to follow, absence policies, etc. Structure and guidance will maximize the effectiveness of this experience.

Touro's field experience instructor/advisor will observe the student at work in the classroom. After first conferring with the appropriate school staff members, the student teacher should arrange a mutually acceptable date and time with his or her instructor for the visit.

For any questions or concerns please contact Professor Jeffrey Dicker, Director of Student Teaching at 718-301-2031 or via email at jeffreyd@touro.edu

Ronald Lehrer, PhD
Associate Dean and Chair
Graduate Education and Special Education

Jeffrey Dicker, MA
Director, Student Teaching



Professor Jeffrey H. Dicker, *Director of Student Teaching* **Professor Eileene Leibowitz**, *Assistant Director of Student Teaching*

Dear Students:

The following summary lists the items that you are required to include when submitting your final project. This page will assist you throughout the term in completing your Field Experience course. Please refer to this page before spiral binding your final project.

1. **Cover Page** – A decorative cover will enhance your final project. Please do not take pictures or include pictures of your students. Please include on the cover:
 - your name
 - course number and section
 - professor's name
 - semester and year
 - a decorative graphic
2. **Table of Contents** – Create a table of contents listing different sections of your project.
3. **School Administrator's Certification** – to be signed by the principal and cooperating teacher(s).
4. **Student Time Sheet** – before entering information, make three copies in case you have multiple schools or assignments.
5. **Anecdotal Log for Field Experience** – A total of thirty (30) anecdotal logs is needed. These are analyses of classroom and school activities that you have observed. This document may be downloaded from <http://jdicker.webhop.org>
6. **Log for Observations of Lesson Presentations** – A total of fifteen (15) observations is needed. These forms are to be used for detailed analyses of lessons you have observed. This document may be downloaded from <http://jdicker.webhop.org>
7. **Some Issues of Particular Importance** -- complete all pages. This document may be downloaded from <http://jdicker.webhop.org>
8. **Cooperating Teacher Evaluation Form** – make copies for each cooperating teacher to complete for evaluation of your professional performance.
9. **Written Assignments** – follow instructions in the student guide.

Note: This is a professional work and should not have removable pages. Therefore, please be sure to spiral bind your project.

This guide book, additional information and forms are available at the website of Professor Jeffrey H. Dicker

jdicker.webhop.org



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Dear School Administrator:

We are pleased that a Touro College graduate student is completing his or her field experience or practicum in your school. Working with certified and licensed administrators and teachers in a professional environment is a key factor in our teacher education programs. Cooperating teachers are selected in accordance with established guidelines of The New York City Department of Education and New York State guidelines for other public or private school districts.

In order to document service in your school, we ask that this form be completed. Thank you in advance for your cooperation. Feel free to contact us if you would like additional information or have any questions about our field experience/practicum courses.

Sincerely,

Ronald Lehrer, PhD
Associate Dean and Chair
Graduate Education and Special Education

Jeffrey Dicker, MA
Director, Student Teaching

Date _____

Student Name

Touro ID #

Course Number

School name or number

Telephone Number

School address

Administrator's Name

Date

Administrator's signature attests to the fact that _____ is a NYS accredited school.
school name/number

Cooperating teacher's name Grade Type of Class Type of NYS teacher cert. Date

Cooperating teacher's name Grade Type of Class Type of NYS teacher cert. Date

Cooperating teacher's name Grade Type of Class Type of NYS teacher cert. Date

Cooperating teacher's name Grade Type of Class Type of NYS teacher cert. Date



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Professor Jeffrey H. Dicker, *Director of Student Teaching* **Professor Eileene Leibowitz**, *Assistant Director of Student Teaching*

Field Experience Activity Checklist for Cooperating Teacher

The following suggested activities are valuable parts of a field experience course. Different activities pertain to children at different developmental levels. A cooperating teacher may choose to check off each activity as it is completed. Activities should not be limited to those appearing on the list.

1. Instructional Responsibilities:

- Observe all the bulletin boards in and outside the classroom
- Be able to stand in front of the class and give a mini-lesson or administer a test
(A mini-lesson can be reading a story, giving an assignment)
- Demonstrate the ability to prepare a lesson plan with your cooperating teacher
- Observe student work, projects, papers, etc.
- Take class attendance
- Learn of classroom procedures: bathroom, raising hands, entering and dismissal

2. Student Assessment and Program Evaluation:

- Help grade papers for cooperating teacher
- Assist teacher (as directed) with formal and informal assessments (online and in print)
- Note the use of Evidence-Based Instruction, Data Driven Instruction, etc.
- Assist teacher (as directed) with IEP, SESIS and/or with the review of student goals
- Assist with the setup and use of technology (e.g. LCD projectors, Smartboard Technology)

3. Program Maintenance:

- Be aware of emergency procedures (fire drills, shelter drills, intruder alert, etc.)
- Have knowledge of the layout of the school (auditorium, principal's office, etc.) bathrooms, security desk, support staff, assistant principals, cafeteria.

4. Classroom Management:

- Observe how teacher handles behavior problems
- Help with emergency situations
- Participate in supervisory duties on the playground, in the cafeteria, bus duty, etc.
- Demonstrate knowledge of reporting procedures to parents
- Observe educational approaches (i.e. Differentiated Instruction, Response to Intervention - RTI)

5. Professional Responsibilities:

- Be knowledgeable of the school calendar and school events (parent-teacher conferences, special programs, etc.)
- Become knowledgeable of New York State Learning Standards and Common Core Standards used in the classroom
- Note the use of lesson plan formats (e.g. Universal Design for Learning - UDL)

6. Additional Teaching Experiences:

- Observe specialists in the school: PE Teacher Speech Clinician Art Teacher
 Reading Teacher Music Teacher Gifted/Talented Teacher Special Education Teacher
 English as a Second Language Teacher Technology Teacher



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Anecdotal Log for Field Experience and Practicum

Complete a minimum of 2 anecdotal logs each week, a total of 30.

IMPORTANT: A writeable Word form of this document can be found on <http://jdicker.webhop.org>

Gray areas will expand as you enter information.

Course: Semester: Field Experience/Practicum Instructor:

Name of Touro Student: School:

School Address

Class: Grade/Age: Cooperating Teacher:

Date: Day of the Week:

Time Started: Time Ended: Number of Hours:

Activities Observed:

Observations:

Critical Analysis of the Observed Activities with Comments

TOURO COLLEGE

Graduate Studies in Education and Special Education

Log for Observations of Lesson Presentations

~Students should also use this for student lesson presentations that will be observed by Touro faculty~
(The student should complete a minimum of one per week, a total of 15.)

Touro Student:	Cooperating Teacher:
School:	Date: Class: Grade:
Subject:	Type of Class:
Lesson Topic:	General or Special Education: Select one
Quick Links: NYS Learning Standards - Common Core Standards - CEC Standards - jdicker.webhop.org - Lehrer.webhop.org IMPORTANT: Right Click on the links above and select "Open". ~ The gray areas will expand as you type, but will not print. Download a Writeable Word document of this page on the website of Professor Jeffrey Dicker. jdicker.webhop.org	
Aim or Behavioral Objective:	
Applicable NYS and/or Common Core Learning Standard: (see Quick Links above)	
Motivation:	
Review and Link with Prior Knowledge:	
Key Vocabulary:	
Lesson Plan Procedures: (key questions)	
Medial Summary: (mid-lesson)	
Differentiated Instruction: (modification and enhancements, including use of technology)	
Opportunities for Practice:	
Final Summary:	
Assessment: (methods used to assess student understanding of this lesson's learning objectives)	
Classroom Management: (interaction with students)	
Attention to Multicultural Issues:	



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Professor Jeffrey H. Dicker, *Director of Student Teaching* **Professor Eileene Leibowitz**, *Assistant Director of Student Teaching*

SpEd 675: Field Experience in Special Education, Grades 7-12 **SOME ISSUES OF IMPORTANCE WHEN WORKING WITH SECONDARY SCHOOL STUDENTS** **WITH DISABILITIES**

Note: *The gray areas will expand as you enter text.*

1. Students entering and traversing adolescence often tend to evoke strong emotional responses in teachers. List some characteristics of students at this stage of development to which you respond positively:

- a.
- b.
- c.
- d.
- e.

Comments:

2. List some characteristics of students at this stage of development to which you sometimes respond negatively:

- a.
- b.
- c.
- d.
- e.

Comments:

3. List some approaches you have developed or are attempting to develop to work or manage constructively with your more negative responses:

- a.
- b.
- c.
- d.
- e.

Comments:

SpEd 675: Field Experience in Special Education, Grades 7-12 (page 2)
SOME ISSUES OF IMPORTANCE WHEN WORKING WITH SECONDARY SCHOOL STUDENTS
WITH DISABILITIES

Note: *The gray areas will expand as you enter text.*

4. It is sometimes said that adolescents know how to “push just the right buttons” of adults. List some of the ways teachers you have observed have had their buttons pushed and how they responded:

- a.
- b.
- c.
- d.
- e.

Comments:

5. Adolescents with reading problems are understandable sensitive about having to read literature that is written for much younger children. What reading material have you seen teachers provide that was high interest and appropriate developmentally while at the same time being at an appropriate reading level?

- a.
- b.
- c.
- d.
- e.

Comments:

6. Integrating content from areas such as social studies and the arts can often be useful in stimulating student motivation and maintaining student interest. What are some of the ways you have observed teachers integrating content areas in work with students in grades 7-12?

- a.
- b.
- c.
- d.
- e.

Comments:



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Professor Jeffrey H. Dicker, *Director of Student Teaching* **Professor Eileene Leibowitz**, *Assistant Director of Student Teaching*

**Master of Science in Education and Special Education
Cooperating Teacher Evaluation Form for Field Experience Students**

Dear Cooperating/Supervising Teacher:

Please use the five point scale below (1 = very poor, 5 = excellent) to evaluate the field experience student whom you have supervised. For each item, circle the numeral that best indicates the level of performance for the area in question. Please share and discuss your evaluation with your field experience student. Your evaluations will be used to help improve the student’s teaching performance and to determine the grade earned for this course as well as to improve our teacher preparation programs. Your cooperation and assistance are greatly appreciated.

Field Experience Student _____ Course _____
Cooperating Teacher _____
Field Experience Instructor _____
Semester _____ Date _____
School and Location _____
Class _____ Type of Class _____ Room # _____

- | | <u>Very Poor</u> | | | | <u>Excellent</u> |
|---|------------------|---|---|---|------------------|
| | 1 | 2 | 3 | 4 | 5 |
| 1) APPEARANCE
Does the field experience student dress and groom in a reasonably appropriate manner? | 1 | 2 | 3 | 4 | 5 |
| 2) PUNCTUALITY
Does the student arrive on time and remain for the agreed-upon time period? | 1 | 2 | 3 | 4 | 5 |
| 3) ATTENDANCE
Are absences minimal? Whenever possible, are you notified in advance of absences? | 1 | 2 | 3 | 4 | 5 |
| 4) INITIATIVE AND CREATIVITY
Does the student use opportunities to be helpful in the classroom? Does he or she generate enthusiasm and interest in classroom activities? | 1 | 2 | 3 | 4 | 5 |
| 5) JUDGMENT
Does the field experience student use good judgment in responding to students across a range of contexts and situations? | 1 | 2 | 3 | 4 | 5 |
| 6) RAPPORT
Does the field experience student develop positive relationships with students? Does he or she relate in positive and appropriate ways to parents, administrators, teachers and other school staff? | 1 | 2 | 3 | 4 | 5 |
| 7) RAPPORT WITH STUDENTS WITH DISABILITIES
Does the field experience student demonstrate understanding of and an ability to relate constructively to students with disabilities? | 1 | 2 | 3 | 4 | 5 |
| 8) VERBAL SKILLS
Does the student speak clearly and audibly? Is language usage grammatical and appropriate? | 1 | 2 | 3 | 4 | 5 |

Cooperating Teacher Evaluation Form for Field Experience Students (page 2)

Very Poor

Excellent

9) WRITTEN WORK

1 2 3 4 5

Does the student write legibly at the chalkboard and on charts? Is correct grammar and spelling consistently used?
Is written work on the chalkboard and charts presented in a clear, well-organized manner?

10) ORGANIZATION AND PREPARATION

1 2 3 4 5

Is the student well-organized and well-prepared in regard to material with which he or she is called to assist?

11) CLASSROOM MANAGEMENT

1 2 3 4 5

Does the student maintain a positive learning environment in the classroom? Does he or she demonstrate good group management skills in group activities in which he or she is involved?

12) PROFESSIONAL KNOWLEDGE

1 2 3 4 5

Does the student demonstrate acquaintance with literature, materials, and methods pertinent to the content areas in which he or she is working with you?

13) KNOWLEDGE OF NYS LEARNING STANDARDS

1 2 3 4 5

Does the student demonstrate knowledge of and appropriately refer to NYS learning standards?

14) KNOWLEDGE OF COMPUTER AND OTHER TECHNOLOGICAL APPLICATIONS

1 2 3 4 5

Does the student demonstrate ability to appropriately use educational technology applications?

15) USE OF SUPERVISION

1 2 3 4 5

Does the student carefully observe what goes on in the classroom? Does the student accept constructive criticism?
Does he or she appear to be motivated to learn and grow as a teacher?

Student's experience for the semester has included work with (check appropriate categories):

- _____ culturally diverse populations
- _____ children with special learning needs
- _____ English language learners
- _____ children from high need communities

Additional Comments:

Recommendations:

Cooperating Teacher's Signature _____ Date _____

Student Teacher's Signature _____ Date _____



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**Master of Science in Education & Special Education
Field Experience Verification Form**

(To be completed by Touro field experience professor.)

Field Experience Student _____ Course _____

Cooperating Teacher _____

Field Experience Instructor _____

Semester _____ Date _____

School and Location _____

Class _____ Type of Class _____ Room # _____

Comments on Appropriateness of Setting:

Comments on Student's Responsibilities and Activities:

Student work with children from high need community in this or other school:

School # or Name:

I am participating in field experience course _____, and I am documenting my activities as set forth in the student field experience guide. The course requirements have been reviewed by my instructor _____ and me.

Additional Comments:

Professor's Signature

Date

Student's Signature

Date

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Graduate Programs in Education and Special Education Field Experience - Instructions for Written Assignments

There are three written assignments in EdSE 682 (2 written assignments in EdSE 694, EdSE676 and SpEd675).

- 1- Students complete one paper in which they compare and contrast their prior impressions of teaching as a profession with the reality of their experiences in the classroom and school.
 - 2- Students complete a second paper in which they discuss critical incidents that have occurred between teacher and children or among children. Students discuss ways in which things went well or badly and what lessons can be learned for managing similar situations in the future.
 - 3- Students in 682 complete only one written assignment on Assessment. This is listed in the table of contents.
- Each paper should be approximately 1500 words in length. Pertinent literature, including literature from courses in the program, should be integrated into the papers.

Papers should be typed, have numbered pages, and title pages with all identifying information. Papers should follow APA format. (APA sheets are distributed with your field experience/student teaching material.) If you have problems with writing, format, references, etc., you should have your paper read by a classmate who can offer constructive criticism and assistance.

Some common writing problems:

- agreement between nouns and pronouns
- agreement in use of singular and plural forms
- agreement in tense used
- sentences inserted that do not follow logically from what preceded them or flow logically into what follows them
- improper use of the word, “however”
- passive sentence structure
- unchecked typos
- spelling and basic grammar
- not following instructions for the papers—such as failing to have an appropriate title page or failing to number pages

The following may be helpful:

(many locations) - <http://www.touro.edu>

[Touro Virtual Library](http://www.touro.edu/library/libindex.asp) - www.touro.edu/library/libindex.asp

[Touro - Ask a Librarian](http://www.touro.edu/library/email/asklibrarian.asp) - www.touro.edu/library/email/asklibrarian.asp

Contact the library to obtain a username and password to access materials online

Tel 212.463.0400, ext.321

American Psychological Association (APA) Style Format

APAStyle.org

[KnightCite](http://www.touro.edu/library/email/asklibrarian.asp) - <http://www.touro.edu/library/email/asklibrarian.asp>

Create citations (book, electronic, etc.) online in APA format

[Citation Machine](http://citationmachine.net/) - <http://citationmachine.net/>

Create citations (book, electronic, etc.) online in APA format

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Reference Guide – Model Citation of Reference

It is important to bear in mind that prosocial behavior takes place within particular social and cultural frameworks (Smith, Cowie & Blades, 1998, p.1). Research supports the idea that to foster prosocial behavior in students, teachers must not simply “teach” such behavior, but must “incorporate values of trust and co-operation into the whole school community” (Smith et al., p. 211). Brown, Grey, and Jones (1991) point out that in using positive reinforcement to reward prosocial behavior, the nature of the person providing the rewards is an important factor in the effectiveness of the intervention (as cited in Smith et al., p. 208).

There have been a number of studies indicating that certain kinds of prosocial behavior have or are associated with benefits for helpers as well as those who are helped (Brown et al., 1991, as cited in Smith et al., 1998, p. 1). One study (Rollins, Dylan, and Monk, 1994) found that kindergarten students who learned to share in their play activities were more likely to have a positive self concept in third grade than children who did not learn to share their playthings during their year of kindergarten (as cited in Smith et al., p. 389). Rollins et al. (1994) found the differences to be statistically significant (as cited in Smith et al., p 389). Grusec (1982) and Hartup (1996) came to similar conclusions.

References

- Grusec, J.E. (1982). The socialization of altruism. In Eisenberg, N. (ed.), *The development of prosocial behavior*. 135-57. New York: Academic Press.
- Hartup, W.W. (1996). The company they keep: Friendships and their developmental significance. *Child Development*, 67, 1-13.
- Smith, P. K.,; Cowie, H. & Blades, M. (1998). *Understanding children’s development*. Malden, MA: Blackwell Publishers.

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Assistance with APA citations, as well as a list of Suggested Readings for each course, can be found on the website of Professor Jeffrey Dicker, Director of Student Teaching:

[jdicker.webhop.org](http://jdicker.webhop.org)

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Online citations can be created using [Son Of Citation Machine](http://citationmachine.net) at: <http://citationmachine.net>

[Noodle Tools](http://noodletools.com/login.php) at: <http://noodletools.com/login.php>

Further help with APA citations can be located at:

- <http://www.tourolib.org/services/students>
- <http://library.ucf.edu>
- <https://owl.english.purdue.edu>
- <http://www.apastyle.org/>
- http://rdc.libguides.com/content.php?pid=51657&sid=379116&search_terms=apa

THE REFERENCE LIST AT THE END OF YOUR PAPER

The reference list at the end of your paper documents the articles used and provides the information necessary to identify and retrieve each source. Sources cited in text must appear in the reference list; conversely, each source referenced in the list must be cited in text. The reference list must be double-spaced, and entries should have a hanging indent. Your reference list should be in alphabetical order by author's last name. Only use authors' initials not first or middle names or any titles (e.g., Ph.D.). The publication year always appears in parentheses after the authors' names. Formats for a variety of types of citations are presented below.

Journal Article

Becker, L. J., & Seligman, C. (1981). Welcome to the energy crisis. *Journal of Social Issues*, 37(2), 1-7.

The authors' names appear in the order in which they appear in the article. The words in the article title are not capitalized (except the first and the first after a colon). Words in the journal name are capitalized and *the journal name is italicized*, the volume number is *italicized*, and the pages are not italicized. The words "volume" and "pages" are not used. Also, note that if there are multiple authors (three or more), a semi-colon separates each name and an ampersand (&) precedes the last author.

Ackerman, P. T.; Anhalt, J. M., & Dykma N, K. A. (1986). Arithmetic automatization failure in children with attention and reading disorders: Associations and sequelae. *Journal of Learning Disabilities*, 19(2), 222-232.

Book

Wadsworth, B. I. (1978). *Piaget in the classroom*. New York: Longman.
Note again that the author's initials are used (not first or middle names), followed by publication year in parentheses. The book title is italicized with only the first word capitalized. The publication location is followed (after a colon) by the publisher.

Chapter in a book

Ashcraft, M. H. (1987). Children's knowledge of simple arithmetic: A developmental model and simulation. In J. Besanz, C. Brainerd, & R. Kail (Eds.), *Formal methods in developmental psychology*. pp. 302-338. New York: Springer-Verlag.

Note that after the author and publication year, the chapter title (with only the first word and the first word after a colon capitalized) is presented. Then the editors are listed, followed by the book title (italicized with only first word capitalized), and pages or volume (with the pp. or Vol. included). This is followed by the publication location and publisher.

AMERICAN PSYCHOLOGICAL ASSOCIATION (APA) STYLE

The term “APA style” refers to a standard way of citing references in your text and in the reference list at the end of your paper. For each journal article, text, electronic information source, etc, cited in your written work, there should be a listing on the reference page(s). No written work should be listed on the reference page that is not cited within the text of your writing and vice versa. Refer to the Publication Manual of the American Psychological Association (2009 edition or newer updates) for examples of other types of citations not described here.

CITING REFERENCES IN YOUR TEXT

There are two ways to cite references in the body of your text (footnotes being unnecessary).

(1) The author’s name will be part of your sentence, as in the following examples:

A typical finding about the families of mildly retarded children was reported by Richardson (1981), who gave group IQ test to all youngsters ages 7 to 9 in a major city in Scotland.

Scott and Caran (1987) described three levels of prevention of mental retardation: primary, secondary, and tertiary.

When referring to particular passages in a text, paraphrasing a text, or quoting from a text, include the page number, e.g., (1987, pp. 23-24).

Note that the date of publication appears in parentheses and all the authors of a given study are listed in the order in which their names appear on the publication.

(2) The author’s name will not be part of the sentence but you wish to cite a given article to support a point you are making. Here are two examples:

Executive function is another key factor in the poor performance of children who are mentally retarded (Baumeister & Brooks, 1981; Borkowski & Day, 1987; Steinberg, 1982).

At one time, many children with LQ scores of 75 who were adapting poorly to school would have been placed in special programs for youngsters with mental retardation; they are not being placed there today (Reschly, 1981).

The first time a reference with multiple authors (three or more) is cited, you must list all the names. Thereafter, you may use *et al.* after the first author’s name (within the same paragraph). With six or more authors, always use *et al.* Use only authors’ last names. Here is an example:

First mention of the reference:

Learning-disabled youngsters are substantially less proficient than their nondisabled peers in computing basic number facts (Fleischner, Garnett, & Shepard, 1982).

Second mention of the reference:

Fleischner et al. (1982) reported a lower incidence of counting strategies among third and sixth-grade LD children than among normally achieving math students.

ERIC Document

Mead, J.V. (1992). Looking at old photographs: Investigating the teacher tales that novice teachers bring with them (Report No. NCRTL-RR-92-4). East Lansing, MI: National Center for research on Teacher Learning. (ERIC Document Reproduction Services No. ED 346082).

Note that after author, year and title, the location and affiliation of the author appears, followed by the ERIC Document Number in parentheses.

Citing a Work Discussed in a Secondary Source

When referring to an author, article, etc. that was cited within a second text, journal, etc., list only secondary source (where **you** found it) in the reference list. However, cite the original work with the secondary source within the text of your writing. For example, if a study by Margold (1981) was cited in Tournaki (1990), in your text you would write:

Margold's (1981) study (cited in Tournaki, 1990) reported that underachieving students typically feel frustrated and dislike school learning.

In your reference list at the end of the paper, you would only list the Tournaki (1990) article, not the article by Margold.

ELECTRONIC REFERENCES

Citations in Text of Electronic Material

To cite a specific part of a source, indicate the page, chapter, paragraph, figure or table where the information is located. Always give page numbers for quotations. The words *page*, *chapter* and *figure* are abbreviated in such text citations:

(Cheek & Buss, 1981, p. 332)

(Shimamura, 1989, chap. 3)

(Smith, 2009, p. 18, fig.4.1)

When an internet-only source is used and no established page number exists, use the paragraph number (if available) preceded by the abbreviation *para*. If neither paragraph nor page numbers are visible, cite the heading and then count to determine the number of the paragraph.

(Myers, 2000, para. 5)

(Beutler, 2000, Conclusion section, para. 1)

Referencing Electronic Source Materials

Internet articles based on a print source

At present, the majority of the articles retrieved from online publications in psychology and the behavioral sciences are exact duplicates of those in their print versions. The date the source was retrieved is no longer required. Material retrieved electronically should include the DOI number (when available). When no DOI number is available, include the URL to indicate where the source was located. Note that no “p.” or “pp.” is used. Follow the same basic primary journal reference:

Author, J.J.; Author, K.K. & Author, M.M. (year). Title of article. *Title of Periodical*, volume number(issue number), pages. doi: 10.0000/0000000000000000

Author, J.J.; Author, K.K. & Author, M.M. (year). Title of article. *Title of Periodical*, volume number(issue number), pages. Retrieved from (include URL here)

What is a DOI?

With the constant increase in the use of computer technology and the demand for fast and reliable access to information, the ability to catalogue and retrieve electronic sources has led to the creation of a stable permanent and unique alphanumeric, 19 character string. It always begins with 10. The prefix <http://dx.doi.org/> should be placed before the unique 19 digit DOI number. This changes the DOI number into a URL format so other people can retrieve the journal article more easily. This concept is similar in purpose to the ISBN number used for books. DOI numbers are only assigned to research and scholarly articles as well as some electronic books. It is not found on magazines, newspapers, newsletters, or trade publications. Electronically retrieved sources should use the DOI (where available) or the URL. The following fictitious examples will assist you:

VandenBos, G., Knapp, S., & Doe, J. (2001). Role of reference elements in the selection of resources by psychology undergraduates. *Journal of Bibliographic Research*, 5(2), 117-123. doi: <http://dx.doi.org/10.1111/0000111100001111> (use no period)

VandenBos, G., Knapp, S., & Doe, J. (2001). Role of reference elements in the selection of resources by psychology undergraduates. *Journal of Bibliographic Research*, 5(2), 117-123. Retrieved from <http://jbr.org/articles.html>

Article in an Internet-only Journal

(DOI assigned)

Brownlie, D. (2007). Toward effective poster presentations: An annotated bibliography. *European Journal of Marketing*, 41(11/12), 1245-1283. doi: <http://dx.doi.org/10.1108/03090560710821161>

(DOI not assigned, use URL)

Fedrickson, B. L. (2000, March 7). Cultivating positive emotions to optimize health and well-being. *Prevention & Treatment*, 3, Article 0001a. Retrieved from <http://journals.apa.org/prevention/volume3/pre0030001a.html>

Stand-alone document, no author identified, no date

- If the author of a document is not identified, begin the reference with the title of the document.

GVU's 8th WWW user survey. (n.d.). Retrieved from <http://www.cc.gatech.edu/gvu/usersurveys/survey1997-10/>

Document Available on University Program or Department Web site

Chou, L., McClintock, R., Moretti, F & Nix, D. H. (1993). *Technology and education: New wine in new bottles: Choosing pasts and imagining educational futures*. Retrieved from Columbia University, Institute for Learning Technologies at: <http://www.ilt.columbia.edu/publications/papers/newwine1.html>

If a document is contained within a large and complex Web site (such as that for a university or a government agency), identify the host organization and the relevant program or department before giving the URL for the document itself. Precede the URL with a colon.

Electronic Books

For electronic books or Google books, the publisher's name or location of printing will not always be available. In this case, the reference will follow the following format:

Author, A.A. (date) Name of text (edition). Retrieved from the home page URL of the book or Databas Title database.

Jagels, M.,G. (2004). *Hospitality management accounting* (8th ed.)
Retrieved from <http://books.google.com/books>

Ransley, J. & Ingram, H, (Eds). (2004). *Develkoping hospitality properties and facilities* (2nd ed.). Retrieved from the NetLibrary database.

TOURO COLLEGE

SpEd 675: Field Experience in Special Education, Grades 7 - 12 Suggested Readings

The Office of Student Teaching has posted online Active Suggested Reading Lists, which have additional books, online book previews and complete e-books. There are links to the Touro Library for research, data bases of articles, and scholarly works, as well as online citation generators for APA standards and more. These additional resources may prove helpful for your written assignments Visit the website of Professor Jeffrey Dicker, Director, jdicker.webhop.org.

Available through Touro College

Bernstein, Neil (1996). *Treating the Unmanageable Adolescent: A Guide to Oppositional Defiant and Conduct Disorders*. Northvale, NJ: Jason Aronson.

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Rutter, Michael (ed.) (1995). *Psychosocial Disturbances in Young People: Challenges for Prevention*. NY: Cambridge University Press.

Salend, Spencer J. (1998). *Effective Mainstreaming: Creating Inclusive Classes*. Upper Saddle River, NJ: Merrill-Prentice Hall.

Simpson, R.L. (2005). *Autism Spectrum Disorders: Interventions and Treatments for Children and Youth*. Thousand Oaks, CA: Corwin Press.

Wood, Mary M., & Nicholas Long (1991). *Life Space Intervention*. Austin, TX: Pro-Ed.

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Graduate School of Education
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 946 Kings Highway, Brooklyn, NY 11223
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Anecdotal Logs (30%)	Writing: (5 pts) 0 Appropriateness of incident (5 pts) 0 Depth and extent of analysis: (10 pts) ... 0 Learning from incident: (10 pts) 0	
Analysis of Log for Observations of Lesson Presentations (15%)	Writing: (5 pts) 0 Depth and extent of analysis: (10 pts) .. 0	
“Issues of Importance” Questions (10%)	Writing: (3 pts)0 Depth and extent of analysis: (7pts).... 0	
Cooperating Teacher Evaluations (10%)	Overall average: (10 pts) 0	
Written Assignment #1, with articles, citations and sources (10%)	Writing: (3 pts) 0 Depth and extent of analysis: (7pts).... 0	
Written Assignment #2, with articles, citations and sources (10%)	Writing: (3 pts) 0 Depth and extent of analysis: (7pts) ... 0	
Group Meetings and Exams (10%)	Average of test scores: (10 pts) 0	
Portfolio Presentation (5%)	Overall organization and attractiveness of presentation: (5 pts) 0	
Total Points: 97-100=A+; 93-96=A; 90-92= A-; 87-89=B+; 83-86=B; 80-82=B-; 77-79=C+; 73-76=C; 70-72=C- 68-69=D+; 66-67=D; 65=D-; Below 65=F	General Comments:	