

### Form: "Field Verification Form (b)"



Response is required



**Complete this form after you finish the field experience for this course/internship but before the last day of the semester.**

	If you satisfied your field experience in multiple sites, list at most three of those sites. List the site where you spent the most time first, etc.
	Name the first site - school building, agency, institution - and give the city in which the site is located.  Struthers Elementary School; Struthers, Ohio
	Name the second site - school building, agency, institution - and give the city in which the site is located.  Boardman High School; Boardman, Ohio
	Name the third site - school building, agency, institution - and give the city in which the site is located.  N/A
	Type of site: Check all that apply.  Grades 1-3 Grades 9-12 Self-contained Classroom Resource Room
	Total field hours:  25 to 29

#### Field Diversity

	Students/adults with whom I was in contact at this site are diverse based on the following: Check all that apply.  Race Socioeconomic Status Exceptionality
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What adjustment(s) in your behavior did/or will you make based on your experience with the diverse students and/or adults at this site?

While growing up, I don't recall ever being exposed to individuals of different race or with special needs until the later years of my life. When deciding to pursue a degree in Special Education, I became quite familiar with a variety of individuals. When completing this field work throughout the semester, I was able to experience life as a teacher or what it would be like in both the Self Contained Classroom and the Resource Room Setting. Although I had not been given the opportunity to assume the role of a teacher, I was able to see first hand the responsibilities and characteristics of each individual. From visiting these two environments, I now see the type of behavior that must be displayed both in and out of the classroom. When you are teacher, you become a role model. It is important that at all times you display the role correctly.

Having these experiences has familiarized myself with what the role of a teacher should be. When assuming the role of the teacher, it is important that at all times professionalism and communication be displayed in an acceptable manner. Not only must your appearance be acceptable on a daily basis but your attitude and dedication to your students. When displaying these characteristics, it will drive your students to success. If you succeed, your students will too.

### Field Activities

List your four major activities during this experience. Ex. observation, tutoring, assisting in instruction, participating in non-instructional activities, developing instructional materials, micro-teaching, counseling, planning lessons, evaluating instruction, interviewing teaches, contacting parents, etc.



1.

Observed Teacher/Student Lesson in Resource Room



2.

Tutored One on One with Student placed in the Resource Room Setting



3.

Observed Teacher/Student Interaction in Self Contained Classroom (9-12)



4.

Conducted Interviews with Instructors: Resource Room (1-3) & Self Contained Classroom (9-12)

## Reflection in Action



Reflect on your experience. Using the activities as your basis, specifically describe how you developed as pre-service teacher.

In starting this project, I decided to search diversity within classrooms today. Since inclusion has been implemented and debated, I figured as a student pursuing a degree in Special Education this would prove to be a timely and most importantly personal experience. To begin this project, I contacted both the Boardman and Struthers School Districts in Mahoning County. From these contacts, I was placed into a Resource Room Setting in Grades K-4 at Struthers Elementary and a Self Contained Classroom in Grades 9-12 at Boardman High School. While visiting these classrooms, I intended to extend my knowledge of inclusion and how it's implemented.

As a teacher candidate pursuing a degree in Special Education, I decided to better educate myself on an issue that is strongly advocated and implemented in many schools today. While spending my time in the Resource Room setting at Struthers Elementary School, I was able to learn how instruction and inclusion is implemented. The Instructor, who holds a Bachelor degree in Special Education, is currently enrolled to obtain her Masters Degree. While observing, I noticed how dedicated and compassionate she is toward her students. In the resource room, the instructor works with a range of disabilities. Most prevalent being autism. When working with her students, she keeps the environment and her students' attitudes positive. Every day can be a challenge for these students that attend this resource room, and it is up to the instructor to keep these students engaged in learning and positive to get through each day.

From observing the interaction in the Resource Room between the instructor and the students, I have better educated myself with how the environment and materials should be presented to students. When ever a student would enter the room, a smile would appear on their face. It was very inspiring to see the dedication of the instructor and the desire to learn from the students. From interviewing the Resource Room instructor, I have learned that the Struthers School District is a strong advocate to inclusion and have implemented it for years. I had been given the opportunity to sit down and work one on one with a Student with special needs with my time spent at the school. From the students outstanding performance throughout my time spent, it is clear that the implementation of inclusion in this school district has been nothing but beneficial to the students who require Special Accommodations for learning.

While working with this student, I would have never guessed that she received "pull-out" for Language Arts. Her performances on the activities presented to her were nothing short of outstanding. She displayed a positive attitude throughout our meetings, and enjoyed learning new things. Later finding out from the instructor that the School's inclusion program had transformed this student. Everyone in the Elementary school was seen as an individual. Disability or not. It had been very inspiring to see such a diverse school district act as one. While walking through the halls, students with special needs would be approached by their peers with a simple hello and sometimes followed by a hug. She continued to explain that when first entering Struthers for Kindergarten, she had been no way ready to learn. Working with this particular student has most definitely extended my knowledge of the role of a Special Educator. This experience has made me realize even more that this is where I want my career to be.

Struthers inclusion program is "Full Inclusion," however, students are provided with the resource room for intervention which is referred to as "Pull- Out." Having the chance to see the implementation of inclusion and the role of the instructor in the Resource Room Setting has broadened my knowledge of the Special Education Field. More over, it has opened my eyes to my life in the near future.

Along with visiting Struthers Elementary, I was also given the opportunity to visit Boardman High School, where I spent time observing in a Self Contained Classroom for grades 9-12. Having this opportunity familiarized myself with how a Self Contained Classroom is setup and instructed. Because it is Self Contained, inclusion is not seen for these students. To find out more about inclusion, I decided to conduct an interview with the instructor on her beliefs. Even though an instructor in a Self Contained Classroom, she too is an advocate for the implementation for inclusion. She continued on with stating that inclusion is a great program. However, for some individuals, like those who are instructed daily by her, need the reinforcement daily and consistency of surroundings to engage in any type of learning.

After interviewing the instructor, I was asked to sit and observe the classroom. Instruction was very different to that of Struthers. In a Self Contained Classroom, a large range of disabilities are apparent, and each student presents a different level of performance. Despite the range of disabilities, students were still capable of acquiring knowledge. Along with the instruction of academics, these students are provided with life skills. One day a week, these students are taken out into the community to perform "jobs."

Given these opportunities are ways to show their peers that they too are individuals, who deserve to be respected and accepted by all. Even though inclusion is not directly implemented through education, it is implemented when teaching life skills. Given the responsibility of a job in the community and performing weekly has displayed their position among society as an individual with responsibilities and ambition to succeed.

After assuming the role of a "student" for more than 15 years, it was an experience to act and observe the role of the "teacher." It is even more thrilling to know that it will become reality. Spending time in these two environments over the semester has familiarized myself with the responsibilities and characteristics I will soon hold as a teacher.

Coming away from this experience, I feel like I am better educated about inclusion and the individuals of whom I will teach in the near future, but will never be able to truly understand the struggle, on a daily basis that these students must face. But as the teacher, be able to help them somehow overcome their disabilities and achieve to the greatest extent possible. Moreover be accepted and seen as an equal individual with interests and aspirations as well.