

Reimagining Preservice Special Education Teacher Field Experiences

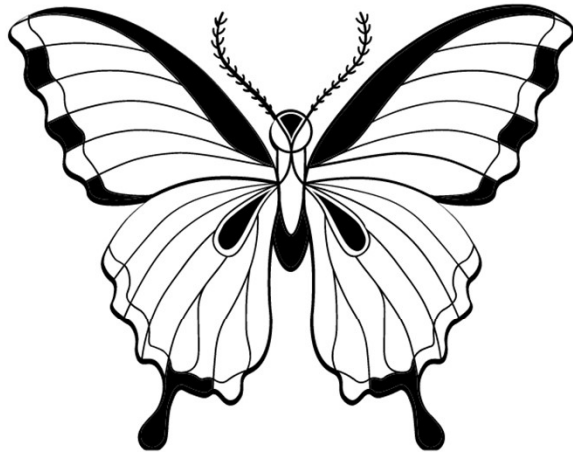
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PAC-TE Teacher Education Assembly

October 22, 2022

TEACHER EDUCATION ASSEMBLY
2022



BREAKING THROUGH
To

Transform

NIKKO POOLE

PAC-TE welcomes
you and encourages
you to:

1. Cast your vote for the open seats on PAC-TE's Board of Directors before you leave the conference, if possible.
2. Register for the Spring Conference, March 22 today and receive a \$10 discount.

Presentation Purpose

- ❖ To share a work-in-progress project as an alternative to in-person field experiences for preservice special education teachers (PSET) in the form of virtual tutoring
- ❖ Provide guidance for executing a successful virtual tutoring experience for preservice teachers and students with disabilities



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Introduction

- Preparing high quality future teachers and special education teachers is complex and the goal of teacher preparation programs
- Teacher education programs provide pedagogical knowledge, skills, and effective practices to prepare preservice teachers to educate students across a range of ages and settings
- Field experiences are an essential component for developing and applying skills learned in university coursework and apply them in authentic settings
- Meaningful, supervised field experiences are essential for preservice teachers to practice their skills of meeting the needs of students with a range of academic and behavioral needs (e.g., Brownell, Ross, Colon, & McCallum, 2005; Nagro & deBettencourt, 2017)

Field Experiences

- Range of experiences and roles
- Benefits of field experiences
- COVID-19 severely impacted traditional field experiences
- We had to reimagine field experiences



Our Study

This presentation describes how we created
a valuable alternative to in-person field experiences in the
form of virtual tutoring

Participants



PRESERVICE TEACHERS (TUTORS)

- Undergrad students in a course focusing on curriculum and instructional planning for students with mild disabilities
- Semester 1: 2 PST
- Semester 2: 6 PSET
- Semester 3 1 PST



MS STUDENTS (TUTEES)

- Students in a middle school autism support classroom
- Semester 1: 2 students
- Semester 2: 6 students
- Semester 3: 1 student



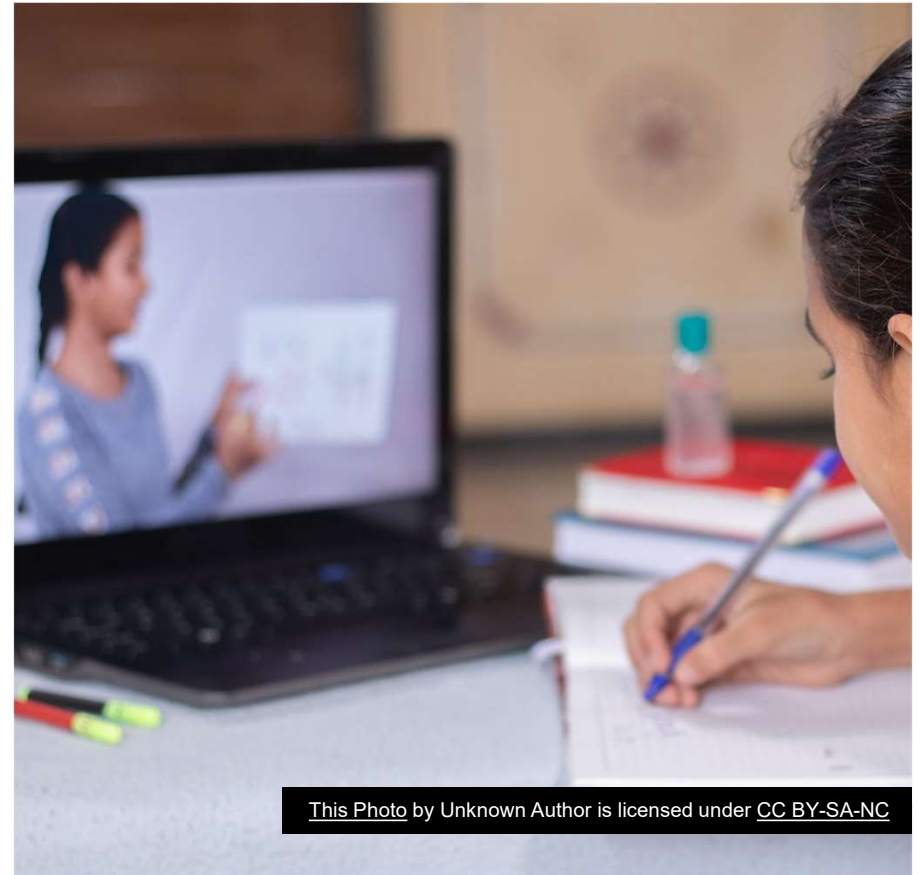
SUPPORTING MEMBERS

- Special education teacher
- Classroom paraprofessional
- University professor

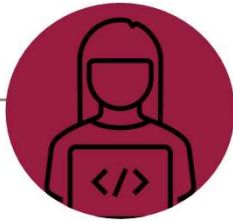
PST = preservice teacher; PSET – preservice special education teacher

Setting

- ❖ Virtual - zoom
- ❖ MS autism support classroom (students)
- ❖ During the school day
- ❖ Tutoring: Individual or pairs
- ❖ Topic: math
- ❖ Duration: 30 minutes/session for approximately 10-12 weeks



Preparation



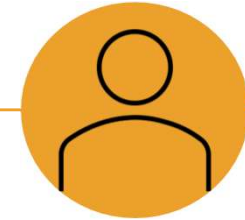
Preservice Teachers

- ☐ Virtual tutoring training
- ☐ University coursework
- ☐ Meeting with teacher
- ☐ Expectations for tutoring sessions
- ☐ “Get to know you” initial meeting with students
- ☐ Survey



MS Students

- ☐ Parental consent
- ☐ Familiarize with technology (laptop) and zoom format
- ☐ “Get to know you” initial meeting with students



Supporting Members

- ☐ Establish relationships
- ☐ Determine roles
- ☐ Regular collaboration
- ☐ Match tutors/tutees
- ☐ Establish tutoring guidelines for PST
- ☐ Establish goals for students
- ☐ Set timeline

Expectations

Set goals:

- ❑ MS students - IEP math goal
- ❑ PSET - apply course content and EBPs

Adhere to tutoring guidelines (PSET):

- ❑ Time frame (30 minutes/session)
- ❑ Prompt
- ❑ Plan prior to tutoring sessions
- ❑ Consistency
- ❑ Wait time
- ❑ Multiple opportunities to practice
- ❑ Assess progress
- ❑ Reflect after each tutoring session



A Glimpse into Virtual Tutoring



- ❖ Get to know You session
- ❖ During tutoring sessions, tutors:
 - model the skill, provide guided practice, build in brain breaks
 - provide interactive activities (digital whiteboard, manipulatives, worksheets)
 - complete weekly reflections using an online journal
 - collaborate regularly with classroom teacher
 - share tutoring experiences weekly during class
 - created progress note to parents at the end of tutoring

Lessons Learned

- ❖ Beneficial to all

- MS students
- PSET
- Teacher
- Professor



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- ❖ Next steps

- ✓ Increased progress monitoring (tutors)
- ✓ Broaden tutoring within other courses
- ✓ Analyze surveys and interview

Preliminary Perceptions

- ❖ Teacher
- ❖ MS Students
- ❖ Paraprofessional
- ❖ PSET
- ❖ Professor



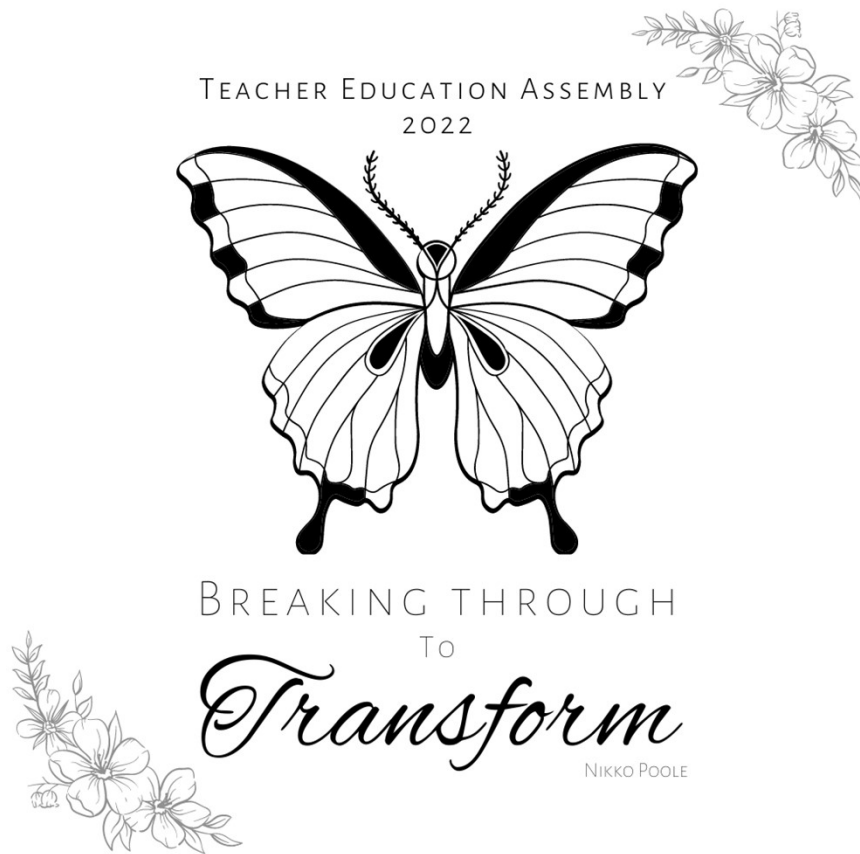
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Questions



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