

**EDSP 269 - FIELD EXPERIENCE IN THE PUBLIC SCHOOLS**  
**Fall Semester 2009**

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**Office Hours and Office:**    **Mrs. Jackson:** Tuesdays and Thursdays 2:00 PM-4:00 PM  
**SH118-D**

**Dr. Langdon:** Tuesdays 2:00 PM –5:00 PM and  
Thursdays: 2:00-3:30 PM  
**SH 118-B**

**COURSE DESCRIPTION:** This course is designed to provide the student the opportunity to experience the delivery of clinical services in a public school setting. The student will be supervised by a licensed, certified speech-language pathologist in an itinerant and/or classroom setting with infants, toddlers, children or youth. The student will participate in school related activities, assist a master clinician in the diagnosis and treatment of communication disorders, attend meetings, participate in family and student counseling, complete documentation, assist with planning and experience all activities related to the effective management of a clinical caseload in a public school setting. The duration of the practicum is one semester (8/31/09 – 12/8), five days per week to obtain 10 semester units.

**COMPETENCIES:**

Students will demonstrate:

1. Appropriate personal and ethical professional conduct.
2. The ability to plan, conduct and evaluate diagnostic procedures for speech-language disorders.
3. The ability to plan, conduct and evaluate group and individual intervention procedures for speech-language disorders.
4. The ability to plan, conduct and evaluate family and teacher conferences.
5. The knowledge and understanding of educational philosophy, structure, regulations, laws and

responsibilities.

6. The ability to administer and manage a speech-language program in a public school setting.

**PROCEDURES:**

1. The student will arrange a schedule with the master clinician in the assigned setting. A copy of the Student Information form completed needs to be returned to your University Supervisor by **September 4, 2009**

2. The student will inform university supervisor of the schedule by the end of the first week of school, and will notify the university supervisor of all schedule changes during the semester.

3. The student will acquire a minimum of 200 contact hours and 100 management hours during the semester. Examples of contact hours include:

- a. Observing clients, testing, treating, and meeting to discuss clients.
- b. Attending IEP meetings

Activities NOT considered contact hours:

- a. Writing lesson plans or reports.
- b. Making phone calls to set up appointments
- c. Observing supervisor who is testing or treating clients

4. The student will submit written reports and plans to the master clinician as required by the master clinician.

5. The student will notify the master clinician and university supervisor to report absences before 8:00 AM by e-mail.

6. The student will review performance with the university supervisor during the visit when time permits. If not, comments will be discussed with the on-site supervisor.

7. On the day of your supervisor's visit, the student must provide the supervisor a **WRITTEN LESSON PLANS** for each group scheduled during the visit. Lesson plans must be presented when I enter the therapy room and must include the objectives for each child for each lesson taught during the visit.

8. Each student teacher must have a documented TB test less than 12 months old. Submit to university supervisors.

9. Each student must pay for malpractice insurance.

## PROPOSED DISPOSITIONS FOR THE COLLEGE OF EDUCATION:

Graduates from SJSU College of Education will evidence a professional and personal commitment to ethical conduct, equity and social justice, reflective practice, and the “unconscious expectation of academic excellence.” Professional Dispositions are evidenced as follows:

- Commitment to ethical conduct: candidates demonstrate professional presentation of self, honesty, fairness, responsibility, compassion, collaboration, and collegiality.
- Commitment to equity and social justice: candidates recognize and oppose social injustice in themselves, their institutions and professional environment.
- Commitment to reflective practice: candidates systematically and regularly reflect on their practice with an aim to continuous improvement.
- Commitment to the belief that every person can learn to use his/her mind well: candidates value diversity and accept responsibility to facilitate learning for all students.

### REQUIREMENTS

Book: (Requirement).

Schraeder, R. (2008). *A guide to school services in speech-language pathology*.  
San Diego: Plural Publishing.

1. Daily attendance at assigned schools. Excessive absence may result in the award of NC for the practicum.

2. Attendance at seminars in Sweeney Hall Room TBA. Please arrive to begin promptly at the designated times listed below. The sessions are packed with important information and activities. Attendance is MANDATORY and impact grade.

**Tuesday, August 25--2:30 PM-3: 30 PM – Introduction-Scope of Practice in the Schools**

**Thursday, October 1—5:30 PM-7: 30 PM-**

- Review of placements
- Discussion-Evidence Based Practice (p.79-120)-Write a one page summary and bring to class (typed please). How is it implemented in your work setting?
- Visits

**October or Nov. TBD (Day and time) ( 2 hours)**

- Contracting with various agencies.
- Finding a job
- the interview;
- contracts
- Resume/ vita writing.

**Wednesday, December 9- 9:00AM – 12:00 PM**

- Certifications
- Complete paperwork. Please bring a copy of your mid term and final evaluations and signed clock hours.
- CFY requirements. License, certification, credential

- **PORTFOLIO DUE** (submitted in an indexed binder) that includes the following:
  - a. Resume/Vita
  - b. Sample lesson plans – Please remove names of clients.
  - c. Sample IEP
  - d. Sample reports (2)
  - e. Sample activities and/or materials (3 total)
  - f. Letters of recommendation (3)

## **GRADING CRITERIA**

The evaluation for grading is based on:

1. Observation by the master clinician.
2. Observation by the university supervisor.
2. Reports from other school personnel (principal, teachers, etc.).
3. Written reports and plans submitted.

**If you experience problems:** Contact your student teaching supervisor (Henriette Langdon) immediately.

### **Procedure for solving problems:**

Step 1: Try to work it out with your on-site supervisor

Step 2: Notify university supervisor if the two of you cannot solve the problem.

Step 3: University supervisor will contact on-site supervisor to discuss issues and negotiate solutions.

Step 4: Both supervisors and student teacher will develop plans to modify the situation.

Step 5: I will make follow-up visits to evaluate progress.

Step 6: If all attempts fail, or if the situation is unchangeable, the student teacher is reassigned.