



THE UNIVERSITY *of*
NEW ORLEANS

**College of Education and
Human Development**

FIELD EXPERIENCE HANDBOOK

2015 - 2016



Purpose:

Teacher candidates enrolled in the College of Education and Human Development (COEHD) are expected to complete 180 clock hours of field experiences, prior to enrollment in student teaching or capstone internship. The purpose of field experiences is to provide opportunities for teacher candidates to understand and reflect on the roles, themes and issues in education.

Mission Statement:

The mission of the College of Education and Human Development is to improve teaching and leadership, advance lifelong learning, and promote health and wellness through enhanced community partnerships.

Conceptual Framework:

The college's Conceptual Framework, the theory-practice-research interaction model, permeates the programs preparing candidates for professional roles in school settings. As candidates progress through their professional studies, they are introduced to formal theories and concepts that are validated by research, which along with their personally held beliefs and assumptions, inform their professional practice. The roles and responsibilities set out the broad domains for developing competence of teacher candidates viewed through the lens of the theory-practice-research interaction model. As candidates engage in various clinical and field experiences included in their program of study, observation and study of professional practices inform and refine the educational theories and concepts they construct. The goal is to have candidates internalize the theory-practice-research interaction model, as they develop into reflective practitioners constantly reassessing the educational theories, beliefs, and assumptions they embrace.

STATE COMPASS STANDARDS:

- 1c. Setting Instructional Outcomes
- 2c. Managing Classroom Procedures
- 3b. Using Questioning and Discussion Techniques
- 3c. Engaging Students in Learning
- 3d. Using Assessment in Instruction

UNIT STANDARDS – ROLES AND RESPONSIBILITIES:**I. EFFECTIVE TEACHERS MANAGE CLASSROOM CONTEXTS AND ENVIRONMENTS**

- A. They establish a culture for learning by:
 1. Managing classroom procedures (COMPASS 2c)
 2. Managing student behavior
 3. Organizing physical space
 4. Organizing classrooms to integrate technology
 5. Maintaining accurate records using available technology
- B. They create an environment of respect and rapport by:
 1. Using cultural contexts in the classroom
 2. Demonstrating knowledge of diversity among students
 3. Presenting rationales for change to meet students' needs

II. EFFECTIVE TEACHERS *DESIGN CURRICULUM AND INSTRUCTION*

- A. They understand and use curriculum and instruction by:
 - 1. Knowing content
 - 2. Knowing pedagogy
 - 3. Setting instructional outcomes (COMPASS 1c)
 - 4. Designing coherent instruction
 - 5. Designing student assessments
 - 6. Incorporating knowledge of diversity in the classroom
 - 7. Planning for the use of technologies in curriculum and instruction
 - 8. Demonstrating knowledge of resources, including technologies
 - 9. Planning for the use of collaborative group practices in the classroom
- B. They communicate effectively by:
 - 1. Incorporating effective written communication in the classroom
 - 2. Incorporating effective oral communication in the classroom

III. EFFECTIVE TEACHERS *DELIVER INSTRUCTION AND ASSESS LEARNING*

- A. They engage students in active learning (COMPASS 3c) by:
 - 1. Interacting effectively with students
 - 2. Demonstrating flexibility and responsiveness
 - 3. Integrating technology and other resources
- B. They integrate disciplines into instruction by:
 - 1. Applying connections to multiple disciplines
 - 2. Demonstrating connections to real life
- C. They use assessment in instruction by:
 - 1. Incorporating performance tasks in the classroom
 - 2. Using questioning and discussion techniques (COMPASS 3b)
 - 3. Using pre-assessment, formative assessment, and summative assessment appropriately (COMPASS 3d)
- D. They embed diversity in decision-making by:
 - 1. Selecting resources
 - 2. Delivering instruction
 - 3. Assessing learning

IV. EFFECTIVE TEACHERS *PARTICIPATE IN PROFESSIONAL RESPONSIBILITIES*

- A. They advocate for children, in terms of services and supports by:
 - 1. Communicating with families
 - 2. Demonstrating knowledge of resources in school and the community
- B. They collaborate to improve professional practice by:
 - 1. Engaging in a professional community
 - 2. Participating in professional development
 - 3. Collaborating with teachers and mentors
 - 4. Developing goals for social justice
 - 5. Using research-based practices that include current available technology
- C. They reflect on teaching and learning by:
 - 1. Focusing on cultural contexts and social justice
 - 2. Collecting and analyzing data to improve practice

What is a field experience?

The National Council for Accreditation of Teacher Education (NCATE) defines the term field experience as, “A variety of early and ongoing field-based opportunities in which candidates may observe, assist, tutor, instruct, and/or conduct research. Field experiences may occur in off-campus settings such as schools, community centers, or homeless shelters.” Field experiences may be either onsite or virtual (e.g. Teaching Channel, ATLAS, INVEST). Teacher candidates are expected to engage in early field experience in diverse settings and in varied grade levels and content areas. Once fully admitted in the Teacher Education Program, the majority of field experiences should take place in public school settings and in the grade levels or content areas in which the candidate is seeking certification. All onsite field experiences must be supervised by certified educators or college instructors.

What activities are considered field experiences?

The College of Education and Human Development’s Teacher Education Program requires teacher candidates to visit sites in order to examine and apply theory in practice. Examples of field experiences may include: observations, interviews, one-on-one tutoring, small group and whole group instruction, and service related projects. In addition, virtual field experiences that are approved by a college instructor can satisfy the requirement provided that no more than 60 hours are obtained in this manner.

Are all teacher candidates required to complete field experiences?

All teacher candidates seeking initial certification are required to complete and document field experiences. Field experiences are identified in course requirements for both the undergraduate and master of arts in teaching (MAT) programs.

Do I earn academic credit for field experiences?

1. Field experiences may be embedded within a course (Appendices A - C). In this case, an instructor provides criterion for specific activities conducted in school settings. These activities are a part of the course requirements. The candidate does not receive additional academic credit but must complete specific assignments and record actual field experience hours.
2. Teacher candidates enrolled in the undergraduate integrated/merged program enroll in 2 practica for which they earn academic credit (6 credit hours).

How many field experience hours are recommended?

The state of Louisiana recommends that all teacher candidates accumulate 180 clock hours of field experiences prior to student teaching and/or capstone internship.

How do I get enough field experience hours?

Some programs include course work that provide enough field experience hours. In some cases, additional field experiences must be scheduled and conducted by the teacher candidate in order to meet the required 180 hours. Please refer to Appendix D for a listing of Supplemental Field Experiences.

How do I document my field experiences?

In addition to completing and submitting assignments required by the instructor, all field experiences must be documented in LiveText, the electronic portfolio system. A student may choose to submit an entry in LiveText after each field experience occurs or may use the Field Experience Record Form (Appendix E) to document activities throughout the semester and then submit multiple entries at the end of the semester. Supplemental field experiences must be documented on the Field Experience Record Form. Each semester, the assessment coordinator emails a link to the LiveText form to all teacher candidates, along with an identified due date for submission (Appendix F).

How do teacher candidates in the MAT Program who are employed in school settings complete field experiences?

Teacher candidates in the MAT program who are employed in a state approved school and teaching in the area in which they are pursuing licensure may conduct field experiences at that school site. When a candidate applies strategies, theories, and practices learned through coursework within his or her classroom setting, field experience requirements may be satisfied. Field experiences may also be completed in the classrooms of other certified teachers employed at the school. In addition, virtual field experiences may satisfy the requirement as long as no more than 60 hours are obtained through this manner.

How do I find locations for field experiences?

Field experiences must be diverse and involve multiple schools settings, certified educators, and age groups. All field experiences must be scheduled in advance of reporting to the school site. There are several ways to identify sites for field experiences.

1. Settings may be assigned by the course instructor.
2. Candidates who are employed in a state recognized school may complete field experiences at that site, provided that access is available to the appropriate content/age group/disability area.
3. In some cases, candidates are allowed to self-select a site, based on experiences, location and type of assignment.
4. Other opportunities may include volunteering in after school programs and tutorials, as well as virtual field experiences (e.g., ATLAS, INVEST).

What do I do when I get to the school?

The teacher candidate should:

1. Dress professionally.
2. Arrive at the school 30 minutes before the assigned time.
3. Turn off cellphones and other electronic devices.
4. Introduce himself/herself to the office staff.
5. Present a UNO ID.
6. Sign the visitor's book.
7. Bring a copy of the course assignment, if applicable.
8. Pay attention and take notes.
9. Interact in a positive and professional manner with all faculty, staff, and students.
10. Avoid criticisms of the school, staff, or students.
11. Adhere to Universal Precautions.
12. If an emergency arises, contact the school to inform the teacher and make arrangements to reschedule.

What should I know about safety?

During field experiences, teacher candidates are required to visit various school sites. There are a number of precautions that should be taken before and during these visits. Candidates are required to be aware of these issues.

1. Every candidate is responsible for becoming familiar with policies, procedures, and safety guidelines of the school.
2. If candidates are not familiar with the location of the school, they should arrive early to find a safe parking spot.
3. Candidates must remember to secure their vehicles while performing field work. Neither the district nor the university will take responsibility for damage to property or for items stolen from a vehicle. Anything of value must be left at home.
4. Candidates must be supervised during field work, and should never be left alone in a room with a child. Candidates are required to act in a professional manner at all times.
5. If candidates encounter a situation in which they feel unsafe, they are to immediately seek assistance from a school employee or administrator.

APPENDIX A: UNO COEHD Field Experience Hours by Program

Program	Field Experience Hours Earned through Course Work	Field Experience Hours Needed - Refer to Supplemental Field Experience List
UNDERGRADUATE PROGRAMS		
Elementary Education (1-5)	221	0
Integrated-Merged (1-5)	316	0
Secondary English (6-12)	170	10
Secondary Math (6-12)	180	0
Secondary Sciences (6-12) {Earth, Chemistry, Biology, Physics}	180	0
Secondary Social Studies (6-12)	180	0
MASTER OF ARTS PROGRAMS		
Early Intervention (Birth-5)	175	5
Elementary Education (1-5)	160	20
Integrated-Merged (1-5)	123	57
Integrated-Merged (6-12)	143	37
Secondary English (6-12)	125	55
Secondary Math (6-12)	145	35
Secondary Sciences (6-12) {Earth, Chemistry, Biology, Physics}	145	35
Secondary Social Studies (6-12)	145	35

APPENDIX B: UNO COEHD Undergraduate Field Experiences by Course

Course	Name	Number of Field Experience Hours
EDCI 3140	Materials and Methods in Elementary School Mathematics	20
EDCI 3150	Materials and Methods in Elementary School Science	15
EDCI 3160	Materials and Methods in Elementary School Social Studies	15
EDCI 3310/ 3311	Developmentally Responsive Curriculum and Instruction for Adolescents	25
EDCI 3340	Methods for Developing Algebraic and Geometric Thinking	20
EDCI 3400	Foundations of Literacy	15
EDCI 3410	Instruction for Early Literacy Development	10
EDCI 3425	Literacy Instruction for Content Learning	15
EDCI 3440	Practicum in Corrective Reading	20
EDCI 3540	The Development of Logico-Mathematical Knowledge in PreK-3	20
EDCI 4201	Field Experience in Secondary Subject Areas	30
EDCI 4220	Materials and Methods in Secondary English	20
EDCI 4221	Materials and Methods in Secondary English II	0
EDCI 4240	Secondary Math Methods	20
EDCI 4241	Secondary Math Methods II	20
EDCI 4250	Materials and Methods in Secondary School Science	20
EDCI 4251	Materials and Methods in Secondary School Science II	20
EDCI 4260	Methods and Materials of Secondary Social Studies	20
EDCI 4261	Methods and Materials in Secondary Social Studies II	20
EDCI 4432	Teaching reading in Content Areas	10
EDCI	Curriculum and Instruction for Multicultural Education	20

4620		
EDHP 2320	Methods of Physical Education and Coordinated School Health in the Elementary Schools	6
EDHS 1110	Personal Health and Wellness	0
EDLS 3100	Introduction to Children's Literature	2
EDLS 4200	Introduction to Adolescent Literature	20
EDSP 3610	Introduction to Students with Mild Moderate Disabilities	20
EDSP 3620	Methods of Instruction for Students with Mild Moderate Disabilities	20
EDSP 3640	Effective Instruction of Students for Transition of Students with Disabilities	8
EDSP 3650	Practicum in Positive Behavior Intervention and Support	45
EDSP 3660	Practicum in Inclusive Practices	45
EDUC 1010	Introduction to Teaching as a Career	25
EDUC 2100	Children and Adolescent Development for Teachers	5
EDUC 2200	Principles of Teaching, Learning, and Assessment	5
EDUC 2204	Introduction to Secondary Education	14
EDUC 3000	Meeting the Needs of All Learners II	3
EDUC 3002	Tier III Assessment - Elementary	0
EDUC 3003	Tier III Assessment - IM Approach for 1-5	0
EDUC 3006	Tier III Performance Assessment - Mathematics	0
EDUC 3007	Tier III Performance Assessment - Science	0
EDUC 3008	Tier III Performance Assessment - Social Studies	0
EDUC 3100	Differentiated Curriculum and Instruction	5
EDUC 3110	Behavior Support and Classroom Management	3
EDUC 4000	Meeting the Needs of All Learners III	0
	Teacher Talk	2
	Special Topics Colloquium	2

APPENDIX C: UNO COEHD MAT Field Experiences by Course

Course	Name	Number of Field Experience Hours
EDCI 5140	Strategies in the Teaching of Elementary School Mathematics	20
EDCI 5220	Materials and Methods in Secondary English	20
EDCI 5240	Materials and Methods in Secondary Math	20
EDCI 5250	Materials and Methods in Secondary Science	20
EDCI 5260	Materials and Methods in Secondary Social Studies	20
EDCI 5400	Foundations of Literacy	20
EDCI 5432	Teaching Reading in the Content Area	10
EDCI 5540	Managing the Early Childhood Classroom	20
EDCI 5620	Curriculum and Instruction for Multicultural Education	20
EDCI 6220	Studies in the Teaching of English in Secondary Schools	0
EDCI 6240	Studies in the Teaching of Math in Secondary Schools	20
EDCI 6250	Studies in the Teaching of Science in Secondary Schools	0
EDCI 6260	Studies in the Teaching of Social Studies in Secondary Schools	20
EDCI 6410	Early Literacy	10
EDCI 6430	Information Literacy Instruction for Content Learning	15
EDCI 6436	Diagnostic and Remedial Reading	25
EDCI 6500	Foundations of Child Development	20
EDCI 6530	Survey of Measurement in Early Childhood and Upper Elementary Education	20
EDCI 6610	Elementary School Curriculum	15
EDCI 6620	Secondary School Curriculum	10
EDCI 6755	Content Application and Instructional Strategies	20

EDCI 6800	Principles and Practices of Instruction and Assessment	20
EDFR 6700	Educational Research	0
EDLS 6710	Nonfiction Across the Curriculum	20
EDSP 5775	Tests and Measurements for Exceptional Individuals	25
EDSP 6010	Strategies for Managing Group Behaviors of Exceptional Populations	20
EDSP 6030	Health and Physical Considerations for Individuals with Significant Disabilities	20
EDSP 6085	Foundations in Early Childhood and Early Intervention	15
EDSP 6090	Strengthening Family and Community Partnerships	20
EDSP 6555	Educational Provisions and Classroom Management of Children with Disabilities in Early Intervention	25
EDSP 6560	Communication and Literacy	20
EDSP 6610	Advanced Methods of Teaching Students with Learning and Behavior Problems	20
EDSP 6625	Advanced Transition Planning for Students with Disabilities	8
EDUC 5100	Differentiated Curriculum and Instruction	5
EDUC 6002	MAT Performance Assessment - Elementary	0
EDUC 6003	MAT Performance Assessment - IM Approach for 1-5, 4-8, 6-12	0
EDUC 6005	MAT Performance Assessment - English	0
EDUC 6006	MAT Performance Assessment Math	0
EDUC 6007	MAT Performance Assessment - Science	0
EDUC 6008	MAT Performance Assessment - Social Studies	0
EDUC 6210	Human Development for Teachers	5
	Teacher Talk	2
	Special Topics Colloquium	2

APPENDIX D: Supplemental Field Experience List

One of the purposes of field experiences is to expose teacher candidates to a variety of practices. Some teacher candidates enrolled in secondary education programs may fall short of the 180 hours required before the capstone experience. Provided is a list of proposed activities to supplement field experiences that are assigned as a part of course work. Participation in each activity must be verified by completing the field experience form in LiveText and by securing the signature of a contact person at the site. To ensure a range of experiences, it is recommended that a maximum of 10 hours are reported for each suggested supplemental activity.

A. Manage Classroom Contexts and Environments

1. Engage in virtual field experiences through ATLAS (<http://www.nbpts.org/atlas>) or INVEST (<http://www.lipscomb.edu/ayers/invest>)
2. Volunteer in a classroom.
3. Volunteer to be a chaperone on a class field trip.
4. Observe classroom management strategies in a variety of classrooms.
5. Observe the interaction between faculty /staff and parents/visitors in a school office.
6. Examine, draw and reflect on the physical arrangement of a classroom.

B. Design Curriculum and Instruction

1. Engage in virtual field experiences through ATLAS (<http://www.nbpts.org/atlas>) or INVEST (<http://www.lipscomb.edu/ayers/invest>)
2. Volunteer in a classroom.
3. Analyze a textbook, or other instructional materials, for alignment with Common Core State Standards, accommodations for individual differences, and the incorporation of technology.
4. Volunteer to teach a Junior Achievement (JA) module to a class of students, either alone or with a partner. Evaluate the materials used for the lesson.
5. Observe a lesson that includes technology integration. Reflect on how technology enhances the students' understanding of the concepts being taught. Address recommendations that could be included in future lessons, related to technology usage.
6. Observe in a variety of classrooms.

C. Deliver Instruction and Assess Learning

1. Tutor a child.
2. Volunteer to teach a Junior Achievement (JA) module to a class of students, either alone or with a partner.
3. Teach in an afterschool program (e.g., STAIR, Upward Bound).
4. Tutor an adult with a disability focusing on skills related to functional math and reading.
5. Volunteer to be trained and administer the Fountas and Pinnell reading assessment in a school.

D. Participate in Professional Responsibilities

1. Participate in an activity sponsored by a professional organization.
2. Participate in local conferences.
3. Visit the office of a teachers' union and discuss the benefits of joining.
4. Attend professional development workshops.
5. Visit a community, state, or federal agency related to one the following challenges: mental health, substance abuse, sexual relationships, poverty, homelessness, bullying. Investigate the types of services the agency offers to schools.
6. Attend a School Board Meeting.
7. Attend community based meetings reviewing changes in education programs (e.g., Town Hall Meetings).
8. Interview school administrators regarding current issues (e.g., COMPASS, Common Core State Standards).

APPENDIX F: UNO COEHD Sample Live Text Form

1 Enter your UNO student ID number

2 Last Name

3 First Name

4 In which program are you enrolled?

- Early Childhood Education - Grades PK-3 (B.S.)
- Elementary Education - Grades 1-5 (B.S.)
- Elementary Education - Integrated/Merged option (B.S.)
- Secondary Education: English - Grades 6-12 (B.S.)
- Secondary Education: Mathematics - Grades 6-12 (B.S.)
- Secondary Education: Biology - Grades 6-12 (B.S.)
- Secondary Education: Chemistry - Grades 6-12 (B.S.)
- Secondary Education: Earth Sciences - Grades 6-12 (B.S.)
- Secondary Education: Physics - Grades 6-12 (B.S.)
- Secondary Education: Social Studies - Grades 6-12 (B.S.)
- Early Childhood - Grades PK-3 (M.A.T.)
- Elementary Education - Grades 1-5 (M.A.T.)
- Middle School Education: English/Language Arts - Grades 4-8 (M.A.T.)
- Middle School Education: Mathematics - Grades 4-8 (M.A.T.)
- Middle School Education: Science - Grades 4-8 (M.A.T.)
- Middle School Education: Social Studies - Grades 4-8 (M.A.T.)
- Secondary Education: English - Grades 6-12 (M.A.T.)
- Secondary Education: Mathematics - Grades 6-12 (M.A.T.)
- Secondary Education: Biology - Grades 6-12 (M.A.T.)
- Secondary Education: Chemistry - Grades 6-12 (M.A.T.)
- Secondary Education: Earth Sciences - Grades 6-12 (M.A.T.)
- Secondary Education: General Science - Grades 6-12 (M.A.T.)
- Secondary Education: Physics - Grades 6-12 (M.A.T.)
- Secondary Education: Social Studies - Grades 6-12 (M.A.T.)
- Special Education Mild/Moderate Integrated to Merged: Grades 1-5 (M.A.T.)
- Special Education Mild/Moderate Integrated to Merged: English/Language Arts - Grades 4-8 (M.A.T.)
- Special Education Mild/Moderate Integrated to Merged: Mathematics - Grades 4-8 (M.A.T.)
- Special Education Mild/Moderate Integrated to Merged: Science - Grades 4-8 (M.A.T.)
- Special Education Mild/Moderate Integrated to Merged: Social Studies - Grades 4-8 (M.A.T.)
- Special Education Mild/Moderate Integrated to Merged: English/Language Arts - Grades 6-12 (M.A.T.)
- Special Education Mild/Moderate Integrated to Merged: Mathematics - Grades 6-12 (M.A.T.)
- Special Education Mild/Moderate Integrated to Merged: Biology - Grades 6-12 (M.A.T.)
- Special Education Mild/Moderate Integrated to Merged: Chemistry - Grades 6-12 (M.A.T.)
- Special Education Mild/Moderate Integrated to Merged: Earth Science - Grades 6-12 (M.A.T.)
- Special Education Mild/Moderate Integrated to Merged: General Science - Grades 6-12 (M.A.T.)
- Special Education Mild/Moderate Integrated to Merged: Physics - Grades 6-12 (M.A.T.)
- Special Education Mild/Moderate Integrated to Merged: Social Studies - Grades 6-12 (M.A.T.)
- Special Education Early Intervention - Birth through age 5 (M.A.T.)
- Special Education Hearing Impaired - Grades 1-12 (M.A.T.)
- M.Ed. in Curriculum and Instruction
- M.Ed. in Educational Leadership
- M.Ed. in Special Education
- Ph.D. in Curriculum and Instruction
- Ph.D. in Educational Leadership

- Ph.D. in Special Education
- Alternate Certification in Early Childhood Education - Grades PreK-3
- Alternate Certification in Elementary Education - Grades 1-5
- Alternate Certification in Middle School Education: English - Grades 4-8
- Alternate Certification in Middle School Education: Science - Grades 4-8
- Alternate Certification in Middle School Education: Mathematics - Grades 4-8
- Alternate Certification in Secondary Education: Biology - Grades 6-12
- Alternate Certification in Secondary Education: English - Grades 6-12
- Alternate Certification in Secondary Education: Earth Science - Grades 6-12
- Add-on Certification: Early Intervention
- Special Education: Significant Disabilities
- Music Education

5The next two questions are about the course with which this field experience is involved. Here, choose the course prefix.

Choose one. If this experience is NOT involved with a specific course, choose "N/A."

- EDAD
- EDCI
- EDFR
- EDGC
- EDHP
- EDHS
- EDLS
- EDSP
- EDUC
- ENGL
- MUS
- Other
- N/A

6Enter the four-digit course number.

7What is the name of this field experience assignment?

8On what date did this experience occur?

(MM/DD/YYYY)

9 What is the name of the site where this field experience occurred?

Please type the full, official name of the school or site.*

10Type of site where the field experience occurred

- Public School
- Charter School
- Parochial School
- Private School
- Community Agency/Organization
- Other
- NA

11Site Contact: Last name, First Name

12Experience Level

This experience involved:

- n/a
- observation or interview only
- an individual
- a small group
- large group/whole class

13 Number of Hours

Use numerals and decimals only (ex. 1.5)

14 Approximate Number of Female Participants

15 Approximate Number of Male Participants

16 This experience involved the following age/grade level(s).

You may choose more than one answer.

- Pre-K to Kindergarten
- 1st grade
- 2nd
- 3rd
- 4th
- 5th
- 6th
- 7th
- 8th
- 9th
- 10th
- 11th
- 12th
- Observation of a teacher only
- Special Ed, self-contained
- n/a

17 This experience involved the following subjects:

- Art
- English
- Foreign Language
- Health
- Language Arts/Literacy
- Math
- Music
- Philosophy
- Physical Education
- Science
- Social Studies
- Special Education
- Other

18 Indicate the exceptionalities of persons involved in this experience.

- Autism
- Deaf/Blind
- Developmental Delay
- Emotional Disturbance
- Gifted/Talented
- Hearing Impairment
- Infants & Toddlers with Disabilities
- Mental Disability
- Multiple Disabilities
- Orthopedic Impairment
- Other Health Impairment (may include ADD)
- Specific Learning Disability
- Speech/Language Impairment
- Traumatic Brain Injury

Visual Impairment

N/A

19 **Indicate the ethnicities of persons involved in this experience.**

African American

Latin American

Asian American

Native American

European American

Other

20 **Were there English Language Learners (ELL) involved in this experience?**

Yes

No