George Mason University
Graduate School of Education

EDSE 790: 006 STUDENT TEACHING IN SPECIAL EDUCATION

YEARLONG INSTRUCTIONAL ASSISTANT INTERNSHIP Fall 2004-Spring 2005 (4 credits)

SYLLABUS

Coordinator: Judith L. Fontana, Ph.D
Work Phone: 703-993-3670
Home Phone: 703-912-6141 (call before 7-8 AM and after 6PM)
Email: jfontan1@gmu.edu
Office Hours: By appointment: Office Krug 110 A Kellar Institute for Human disAbilities

Supervisor: Cynthia Gavin, M. Ed.
Phone: 703-455-2829 (call after 8am and before 9:30pm)
E-mail: cj_gavin@usa.net
Office Hours: By appointment

Supervisor: Veronica Minor, M.Ed.
Phone: 703-631-5805 (call after 8am and before 9pm)
Email: the.minors@erols.com
Office Hours: By appointment

Supervisor: Mary Ann Dzama
Phone: 703-993-2049 (GMU office)
Email: MDZAMA@gmu.edu
Office Hours: By appointment: Robinson- A 353 E

Required Text: Instructional Assistant (IA)Yearlong Internship Manual
Portfolio Requirements
Articles will be provided for review and discussion.

Seminar
Seminars will meet on scheduled Thursdays from 4:30-7:00 PM Burke Center, unless otherwise noted.
Each seminar will address Specific topics. The coordinator, supervisors and guest speakers will be conducting the sessions. Usually one meeting/semester is arranged with the University Supervisor in lieu of a seminar. (See schedule)

Course Purpose and Targeted Audience
This course is designed to provide graduate students enrolled in the Emotional Disturbance & Learning Disabilities Teacher Certification Program with supervised teaching experience.

Course Description
Supervised internships include the design and implementation of educational programming for children in a classroom of learning disabled and/or emotionally disabled students.

Course Objectives and Requirements: The objective of the seminar and internship is to provide a rich and multifaceted supervised teaching experience that will enable the student to become an effective special education teacher in accordance with CEC and NCATE guidelines.
1. **Student Teaching Notebook**: A three ring binder with dividing tabs for each section listed below. The organization and thoroughness of the notebook is important. Please consult the IA Intern Manual for details and due dates.

   A. **Goal Statement** - Student intern will identify what skills they want to target for improvement during the internship and note dates of when they will accomplish the goals. This will be placed on the front page of the notebook and be reviewed at each post-observation conference. The goal will be rewritten/updated for second semester.

   B. **Time Logs** - Time logs are to be kept on a daily basis to document the amount of time spent on internship requirements.

   C. **Working with IEP goals**. With the assistance of the Coordinator and Cooperating Teacher the intern will collect baseline data, plan instruction and monitor student progress.

   D. **Evaluations** - Observations by the cooperating teacher, principal, the university supervisor, and coordinator will all be placed in this section of the notebook. A copy of every observation needs to be in the notebook in chronological order. A clean blank copy needs to be placed in the plastic pocket in your notebook for supervisor to use. Make duplicates and store these in another location.

   E. **Lesson Plans** – Sample lesson plans written and used during the student teaching experience need to be included in the notebook. Several templates have been provided in the manual. An instructional unit (5 days) will go into the intern notebook (see manual)

   F. **Journal** - A reflective journal will be written daily to document personal/professional growth and concerns throughout the internship. The journal should be e-mailed to the university supervisor and cc’d to the coordinator weekly throughout the year. Questions for the university supervisor should also be written down in the journal. If your cooperating teacher is clinical faculty then your questions may be posed to them also. Your supervisor will read portions of your journal, provide feedback and meet with your CT on a regular basis.

      *A final journal entry will be written at the end of the internship. It should summarize your internship experience and discuss your progress towards your internship goals and reflect on your competencies and limitations as a professional. This final journal needs to be turned into the supervisor at your last observation meeting.*

   G. **Behavior Management Plan** – A written draft of a behavior management plan must be completed prior to the first observation. The plan should be typed on a sheet of paper and placed under the appropriate tab in the notebook. It will be a “work in progress” to be revised and edited during the year. Consequences for student behaviors need to be listed in the order they will be delivered. The cooperating teacher and university supervisor will review your plan at various times. Your plan may begin as a replica of your cooperating teacher’s. In the final product differences are expected, similarities are fine.
2. Teaching Experience.
   A. Teaching - Interns will begin by observing the class and learning their job as a FCPS Instructional Assistant. The intern should gradually begin assuming full responsibility for one class. During the second semester the intern will be totally responsible for one or more class periods, or content areas. The intern will work closely with the cooperating teacher during the entire internship and in many situations both the cooperating teacher and the intern will co-teach every period.
   B. Responsibilities - Interns will keep the same schedule as the classroom teacher. Teacher work days and inservice days are required days for the student teacher. Interns will follow the same school rules and guidelines as their cooperating teacher. If it is absolutely necessary that you miss a day of school first call the school and cooperating teacher, then call the university supervisor. Follow school procedures for requesting substitutes.
   C. Dress Code - Interns will dress professionally for each day of their internship.
   D. Observations - A minimum of six university observations will be completed. For each observation, interns may specify what teaching behaviors they want the supervisor to focus on for the observation. Each observation by the university supervisor must be followed by a conference with the intern. **IMPORTANT! It is the intern's responsibility to make sure there is time and a place for this conference.** During this post-observation conference at least three areas of strength and three areas for improvement will be identified. Each of the following items will be assessed according to expectations for a student teacher/beginning teacher: Planning & Preparation, Instruction & Assessment, Classroom Management & Student Behavior and Professional and Personal Development.

3. Video Tape: Interns are required to videotape themselves teaching a lesson during each semester. *(Due dates are in the manual)* The intern is responsible for locating the equipment and obtaining parent permission forms for each student involved in the videotaped lesson. It is suggested that the intern select the lesson of their choice and one that demonstrates their best teaching practice. The intern will complete a written evaluation of his or her own teaching while viewing the videotape. This self-evaluation will be turned into the university supervisor. Often the cooperating teacher will evaluate the same lesson and then a joint evaluation can take place. **The second video is due in the spring semester.**

4. Student Teaching Seminar with this IA Internship Program, EDSE 790, runs for two semesters. Attendance and participation at these meetings is important. A schedule is attached. It is subject to change as opportunities for professional growth become available.

5. Professional Portfolio: A portfolio will be organized and completed during the internship. Guidelines will be provided during the seminar. Interns will give a presentation of their portfolio at the last seminar. **This is not the same item as the GSE Program Portfolio**

6. Interns will spend alternate Mondays (Anticipated time October through Jan) at a second site at a different academic level. In general, interns in elementary settings will trade places with interns in secondary settings. Interns will keep a log of time spent at their second site and write a reflection that compares and contrasts the challenges and rewards for them at each level.
7. IEP: Each intern is required to attend two IEP conferences throughout the school year. The intern will also attend an IEP training session with FCPS or during a seminar. The intern will draft a minimum of one IEP with the assistance of the cooperating teacher. This IEP needs to be approved by the cooperating teacher and reported to the supervisor.

8. Class participation and completion of written assignments.

**Grading**
The university supervisor will determine the final grades for the internship with input from the cooperating teacher and program coordinator. Students will receive an S for satisfactory or a U for Unsatisfactory. An in progress or IP will be awarded for satisfactory performance in the fall semester. Criteria for grading is in the manual. No letter grades will be given. Final grades, a composite of fall and spring semester, will be based upon:

1. Ratings on evaluation forms completed by cooperating teacher, university supervisor and coordinator.
2. Completion of the monthly progress reports from the cooperating teacher (7 minimum), observations by university supervisors or the program coordinator (6 minimum), and your principal (1).
3. Thoroughness of notebook - Each section complete and organized with the final journal entry stating an accurate reflection of your professional growth and all information easy for supervisor to locate.
4. Timely completion of all requirements and submission of exit materials. An incomplete will be given if materials are not turned in at end of internship.
5. A summary of hours sheet in the manual needs to be completed before a grade will be turned in. Make sure the form has all totals from your log sheet and a final total.
6. Ability to reflect on your teaching during the post-observation conference.
7. Attendance and participation in seminar meetings.
8. Videotapes and evaluation completed.

Keep copies of all paperwork and assignments that are turned in at the final meeting.

**Letters of Recommendation**
Often a letter of recommendation from the University Supervisor, Cooperating Teacher and Principal is wanted and/or needed by the student intern. When you request a letter of recommendation please provide a self-addressed stamped envelope for the recommendation. Also make your request prior to the end of the internship if possible.