

**George Mason University (GMU) - Graduate School of Education (GSE)  
Special Education Program  
Spring 2010**

**EDSE 790: Internship**

**Course Description:** The primary purpose of the internship in special education is to integrate, apply and refine student competencies necessary for independent functioning as a special educator in a variety of settings. Expected competencies will vary according to the specific area of study within special education, licensure requirements, and professional goals of individual students. Students in each setting will apply effective techniques and procedures and will engage in activities, which contribute to the smooth functioning of the specific internship experience. Depending on the internship experience, students will be expected to demonstrate competencies from among the following: human relations, organization and preparation, assessment, communication skills, classroom management, subject matter knowledge, individual and group instructional skills, and self-monitoring.

**Relationship of Course to Program Goals and Professional Organizations:** EDSE 790: Internship is the supervised field base teaching experience for the program. These courses are part of the George Mason University, Graduate School of Education, and Special Education Program requirements for teacher licensure in the Commonwealth of Virginia in Special Education and the Master's of Education Degree (M.Ed.). The program aligns with the standards for teacher licensure established by CEC, the major special education professional organizations in the United States and the National Council for the Accreditation of Teacher Education (NCATE). See the CEC standards on this web site <http://www.cec.sped.org>. This course addresses the following CEC standards:

- 1. Foundations**
- 2. Characteristics of learners**
- 3. Individual learning differences**
- 4. Instructional strategies**
- 5. Learning environments**
- 6. Language**
- 7. Instructional planning**
- 8. Assessment**
- 9. Ethics and professional practice**
- 10. Collaboration**

**Internship Requirements**

All students must complete two university-supervised internship experiences: one internship experience must be at the **elementary level** and the other at the secondary level which can be at either the **middle or high school** (4 credit hours total). For students pursuing licensure in MR they must complete both of their internships with students with

MR. In certain circumstances, students may qualify for a waiver. Please contact your advisor for more information.

## **BEFORE YOU PARTICIPATE IN YOUR INTERNSHIP**

### **Pre-Requisite Course/Curriculum Requirements**

- You must be enrolled or have completed *EDSE 628* before you are eligible to apply for the elementary internship. You must be enrolled or have completed *EDSE 629* before you are eligible to apply for the secondary internship.
- You must have a GPA of 3.0 or better in professional coursework and be in good standing according to CEHD criteria.
- Satisfactory evaluations in special education field experiences.
- If the student receives a grade of C in any licensure coursework, the CEHD cannot recommend the student for state licensure.
- You must have taken and passed the Praxis I, the Virginia Reading Assessment (VRA), and the Virginia Communication and Literacy Assessment (VCLA) *prior* to starting your internship experience.

## **INTERNSHIP APPLICATION/PLACEMENT/REGISTRATION PROCESS**

### **Applications Procedures**

- You must complete and submit an internship application and *all supporting documentation* to the Field Relations Support Specialist by the deadline. The application is available at

<http://gse.gmu.edu/forms/index.htm#internship>.

- Deadlines for internships are as follows:  
Placement by George Mason University (Mason):

**Summer/Fall—February 15**

**Spring—September 15**

On the Job:

**Summer/ Fall —May 1**

**Spring—December 1**

### **Placement**

- Once your application is received, it will be sent to the school division for placement if you have requested that GMU place you in an internship setting. The Field Relations Support Specialist will inform you of your placement in approximately two or three months via your **Mason email**, so please make sure you keep checking your Mason email account. Included in the same email will be instructions on how to proceed with your internship. If you have identified an on the job setting, confirmation will also be provided via your Mason email.

### **Assignment of University Supervisor**

- Once you have a placement, a university supervisor is assigned to each intern. Your university supervisor will contact you in approximately two or three months via your **Mason email**, so please make sure you keep checking your **Mason email** account.

### **Credit Registration**

- Once you have received your email indicating where you have been placed for your internship, *be sure to verify with your advisor the number of credits for which you must register your internship*. If you are not an Outreach cohort student, register via Patriotweb at <https://patriotweb.gmu.edu>. Special Education cohort students will register through the Outreach Program and will receive their registration and payment information via their GMU email account from the Outreach/Special Ed office.

## TYPES OF INTERNSHIPS, TIME REQUIREMENTS AND WAIVER PROCEDURES

### Types of Internships

Since internships vary across and within endorsement areas, students should check prerequisites for participation with their advisor.

1. *On-Campus Internship*

Students sometimes enroll in an “on-campus” internship taken toward the conclusion of their grade level specialization coursework. The term on-campus refers to a setting in which several interns work with small groups of pupils in a university-operated program such as CompuWrite.

2. *On-the-Job Internships*

Students fulfill their internship requirement at their job site. This internship is monitored by an on-site cooperating teacher appointed by the school’s principal. Students must contact the school principal to arrange this internship and cooperating teacher appointment.

3. *Field-Based Internships*

Field-based internships are conducted in approved clinics, private and public schools and institutions educating students with disabilities in the intern's area of specialization. Approval of the setting is based on professional accreditation and the availability of a qualified person to serve as the cooperating teacher.

### Time Requirements

Internships vary in length depending upon the number of credits to be earned, the type of internship, and the number of different settings required. The following guidelines are used to determine the length of licensure internships:

<b>1 credit hour</b> —75 contact hours weeks full-time or its equivalent	--	2.5-3
<b>2 credit hours</b> —150 contact hours its equivalent	--	4-5 weeks full-time or
<b>3 credit hours</b> —225 contact hours its equivalent	--	6-8 weeks full-time or
<b>4 credit hours</b> —300 contact hours or its equivalent	--	9-11 weeks full-time

## INTERNSHIP ADMINISTRATION PROCEDURES AND GUIDELINES

## Student Pre-Internship Responsibilities

1. Students must complete an internship application based on the type of internship they choose to complete. Students must submit both a **Special Education Application Form and an On-the-Job Application form if they are doing an on the job internship. If students are being placed in an internship, they must submit a Special Education Application form only.** All applications must be signed by their academic advisor before submission to the Field Relations Support Specialist. Applications are required for all on-campus and field-based placements. **Deadlines are as follows:**

**Placement**  
**February 15— Fall/Summer**  
**September 15—Spring**  
**On the Job**  
**May 1—Summer/Fall**  
**December 1— Spring**

**Note: For students completing an On-the-Job internship, TB tests are not necessary as they are already on file with the school division. For those students seeking an internship placement, a TB test is required. Results of a chest x-ray or TB skin test must be presented to the Office of Academic Affairs with the application for internship.** Skin tests, valid for one year, may be obtained through Health Services at GMU, public health departments, or private physicians.

2. Each student is to prepare a **resume** and a **separate goals statement**. The goals statement should be limited to two typewritten pages and be signed by the student's advisor. Four copies of the resume, goal statement and internship application must be submitted to the Office of Field Relations..

3. Interns are strongly encouraged to purchase professional liability insurance through membership in the Student Virginia Education Association, the Council for Exceptional Children, or through a private carrier in case of civil legal action.

**\*Interns employed by a school division are encouraged to purchase additional coverage to supplement what is provided.**

## ON-SITE INTERN EXPECTATIONS

NOTE: If Interns do not comply with the following on-site expectations, school divisions have the right to request an Intern be removed from his/her assigned location. There is no guarantee that an intern will be approved for an alternate assignment or location. Due process will be followed by the College of Education and Human Development.

**ATTENDANCE** – Interns/student teachers are required to follow the cooperating teacher's daily schedule. Interns/student

**HOLIDAYS AND VACATIONS** – Interns/student teachers must follow the school year calendar of their assigned

teachers must be punctual and arrive when the cooperating teacher arrives, and leave when the cooperating teacher leaves. When an absence is unavoidable, the intern must notify the school office personnel, cooperating teacher, and university supervisor as far in advance as possible. *If the intern is absent on a day when he/she is expected to teach, lesson plans and materials must be delivered to the cooperating teacher before class begins.*

#### **PERSONAL APPEARANCE AND PROFESSIONAL CONDUCT –**

*Interns/student teachers must dress professionally and exhibit professional behavior in their assigned school.*

Interns/student teachers must read their assigned school's faculty handbook and conform to the professional expectations of their host school.

*school. Mason may have days off that the school does not. If that is the case, student teachers must follow their assigned school's schedule.*

**SUBSTITUTE TEACHING** – *An intern may not act as a substitute teacher. When a student teacher is employed or designated as a paid substitute teacher, legal responsibilities change. A school division-designated substitute teacher is provided when a cooperating teacher is absent.*

#### **EXPLORATORY ACTIVITIES—**

*Interns/student teachers should participate in at least 3 to “exploratory” activities such as observing other classes, attending school functions, etc. to enhance their knowledge of the school environment. The intern should not have teaching responsibilities in the classroom when he/she engages in these activities.*

### **Responsibilities of Student Intern**

Specific responsibilities depend upon type of internship, the setting and the time commitment. Nonetheless, there are common responsibilities, which apply across settings. The following are responsibilities of all licensure internships:

Internship Notebook - Each intern should organize a three-ring notebook with tabbed sections for plans and other documentation.

1. Log of Hours - Each intern is to keep an on-going time log of his/her activities in the internship experience. Instructions and the form are provided in Appendix A (Make additional copies of the log form as needed.) The university supervisor also may request anecdotal records or other documentation
2. Lesson Plans - Lesson plans should be kept in the notebook and be readily accessible to the university supervisor and cooperating teacher. Use the format provided by the university supervisor.
3. Internship Evaluations - Evaluations or reports completed by the university supervisor and the clinical faculty/cooperating teacher should be kept in chronological order in this section.

4. Internship Checklist - The list in Appendix B should be kept in the internship notebook and used to record completion of responsibilities.

#### **Additional Requirements for Field-Based Internships**

1. As soon as placements are confirmed, students have responsibility for arranging an introductory conference with the cooperating teacher.
2. Interns will attend an initial orientation session on campus with the university supervisor.
3. Students are expected to maintain the same hours as cooperating teachers except for attendance at group meetings that are scheduled by the university supervisor.
4. Interns will assist with playground, bus, and other duties, which are a regular part of the school day.
5. During the first days of internship experiences, the student will be oriented to:
  - a. the school, to observe services provided to special education students in general and special education settings;
  - b. the classroom routines and management procedures through observation and discussion with the clinical faculty/cooperating teacher;
  - c. review student records to clearly understand student needs for planning purposes.
6. As soon as possible, the intern will assume individual and small group responsibilities and later will gradually assume responsibility for the entire group. The timeline for complete takeover of responsibilities is to be developed with the cooperating teacher and the university supervisor.
7. Participate in internship meetings as required.
8. Turn in biweekly reports to the university supervisors.
9. Assist in drafting an I.E.P. and attend an I.E.P. conference.
10. At the end of the internship, complete the evaluation forms in Appendix I-1 and I-2.

#### **Responsibilities of the Office of Field Relations**

1. Provides clarification for any questions that the student has at the time an application is presented.

2. Forwards the completed application for the internship to the appropriate school division office or agency for placement.
3. For field-based internships:
  - a. Informs students when placements are confirmed.
  - b. Provides internship orientation
  - b. Provides the local school or agency supervisor with a copy of the Internship Manual.
  - c. Employs adjunct faculty to serve as university supervisors.
  - d. Assists the student, the public school supervisor, and university supervisor as necessary.
4. Establishes and maintains communication and administrative procedures, including scheduling of orientation meetings.

#### **Responsibilities of the University Supervisor**

1. Serves as liaison between the Office of Field Relations, the Special Education Program, and the school/agency.
2. Provides intern with syllabus and lesson plan form.
3. Completes observations of direct teaching skills demonstrated by the intern and completes written interim summaries of such observations. (Use Appendix G.)
4. Observes the student intern a minimum of two times (2 credit hours) to four times (4 credit hours).
5. Maintains regular contact with the cooperating school, agency official and cooperating teacher.
6. Maintains contact with the intern throughout the internship.
7. Delineates particular requirements in conjunction with the cooperating teacher as appropriate.
8. Provides feedback to students and to the clinical faculty/cooperating teacher, usually in conjunction with observation visits.
9. Reports unsatisfactory student performance or other problems *as they occur* to the Office of Field Relations.
10. Provides a final evaluation of the intern's performance and determines the grade, in consultation with the cooperating teacher (use Appendix E-1). Provides the intern with a copy of the final evaluation form.



11. Completes the summary of placement (Appendix F), which is the official record of the internship.
12. Collects and returns all forms in the appendices to the Office of Academic Affairs at the end of the internship, including the evaluation of cooperating teacher and supervisor in sealed and signed envelopes (Appendix I).

#### **Responsibilities of Cooperating Teacher(s)**

1. Specifies, during the introductory conference, overall goals and specific objectives of the school system or agency and how they relate to the intern.
2. Develops an Internship Planning Guide using Appendix D-1 with intern and university supervisor.
3. Assists the intern in meeting school system, university, and classroom requirements.
4. Provides an effective role model of research-based teaching.
5. Provides bi-weekly written feedback to the intern, using the Progress Report (Appendix H).
6. Contacts the university supervisor as soon as any internship concerns arise so corrections can be implemented. Conducts telephone or in-person conferences with the university supervisor as needed to review the intern's progress.
7. Includes intern in most teaching duties, (e.g., I.E.P. conferences, parent conferences, phone calls, child study, staff meeting, professional development). On-the-Job interns will assume all duties per their contracts.
8. Supports intern through encouragement, guidance and professionalism.
9. Consults with supervisor and reaches consensus with the university supervisor concerning final evaluation of the intern's performance and grade.
10. Completes the evaluation of the university supervisor (Appendix I) and returns it to the Office of Student and Faculty Services.

## DOCUMENTATION

### Cooperating teachers

<b>Form</b>	<b>How Form Should Be Used</b>
Appendix E-1 (Profile for Evaluation of Special Ed Interns)	At the end of the internship, the Cooperating Teacher and the University Supervisor work collaboratively to provide an evaluation of the Intern. <b>The University Supervisor submits this form to the Office of Student and Faculty Services.</b>
Appendix F (Summary of Placement, Supervisors, Hours, and Final Grade)	At the end of the internship, the Cooperating Teacher and the University Supervisor determine the grade by reaching a consensus. <b>The University Supervisor submits this form to the Office of Student and Faculty Services.</b>
Appendix H (Biweekly Progress Reports)	<b>Provide these to the Interns/Student Teachers</b> every two weeks during the internship.
Appendix I-3 (Evaluations)	At the end of the internship, the Cooperating Teacher evaluates aspects of the internship program. <b>The Cooperating Teacher submits this form to the University Supervisor in a signed, sealed envelope.</b>

\*Honoraria for Cooperating teacher cannot be paid until pay forms or reimbursement forms have been returned to the Office of Student and Faculty Services.

### Interns

<b>Form</b>	<b>How Form Should Be Used</b>
Appendix A (Log of Hours)	Intern uses these forms to keep track of hours. <b>Forms must be submitted to the University Supervisor. Intern also keeps a copy for their records and in their notebook.</b>
Appendix B (Intern Checklist)	Intern uses this form to plan for internship. <b>Intern keeps this form in their notebook.</b>
Appendix D-1 (Intern Planning Guide)	Intern uses this form to plan for internship. <b>Intern keeps this form in their notebook.</b>
Appendix D-2 (Lesson Plan format)	During independent teaching, Interns/Student Teachers must provide weekly lesson plans for prior review by the Cooperating teacher and for the University Supervisor. Without approved lesson plans, the intern/student teacher will not be allowed to teach. On-the-Job interns will be expected to submit approved lesson plans as well. <b>Lesson plans must be turned into University Supervisor.</b>
Appendix I (Intern's Evaluations for Cooperating Teacher/University Supervisor)	At the end of intern's internship, complete a thorough evaluation of the Cooperating Teacher/University Supervisor. <b>Complete these forms and submit to the University Supervisor in a signed, sealed envelope.</b>
Notebook	Lesson plans, informal observations and feedback, observation reports, and other documentation must be kept in a notebook for review by Cooperating teacher and the University Supervisor. Interns also must keep a log of hours and attendance in the notebook. <b>Intern submits this to the University Supervisor and Cooperating teacher.</b>

The lesson plan format is designed to 1) help the students plan discipline-related content in their methods courses; 2) facilitate the Interns' thinking on all aspects of planning for meaningful learning experiences; 3) enable Interns and Cooperating teacher to discuss particular aspects of teaching; and 4) provide a framework for discussion about teaching practice by the Intern, University Supervisor, and Cooperating teacher.

**University Supervisors**

<b>Form</b>	<b>How Form Should Be Used</b>
Appendix E-1 (Profile for Evaluation of Special Ed Interns)	At the end of the internship, the Cooperating Teacher and the University Supervisor work collaboratively to provide an evaluation of the Intern. <b>Submit to the Office of Field Relations.</b>
Appendix F (Summary of Placement, Supervisors, Hours, and Final Grade)	At the end of the internship, the Cooperating Teacher and the University Supervisor determine the grade by reaching a consensus. <b>Submit to the Office of Field Relations.</b>
Appendix G (Summary Observation Reports)	University Supervisors should observe their Interns/Student Teachers at least 2 times during a 2 credit internship and 3 times during a 4 credit internship. University Supervisors provide their Interns/Student Teachers and the Cooperating Teacher with a written evaluation of each classroom observation. <b>Submit to the Office of Field Relations.</b>
Appendix I (Evaluations)	At the end of the internship, the Supervisor evaluates aspects of the internship program. <b>Submit to the Office of Field Relations.</b>

Travel vouchers for University Supervisors also should be submitted to the Office of Student and Faculty Services. Instructions and forms are provided at the beginning of the semester. Please submit all of the previously mentioned forms to the Office of Student and Faculty Services, via the University Supervisor, at the end of the internship period, unless there is additional documentation related to marginal or unsatisfactory performance.

### **EVALUATION**

One of the chief objectives of the internship is to help students become their own best critics and to teach a method of self-monitoring which will endure beyond the internship experience. For this reason, evaluation should be looked upon as a helping process so that the intern will develop and maintain a reflective attitude as a teacher of children with disabilities. By the same token, internship feedback is vital to the process of on going program evaluation and the development of excellence. Interns are provided with copies of all evaluation reports, which are kept in the notebook.

If there are questions regarding the intern's performance/evaluation or any other internship-related issues, please contact the intern's advisor, the Field Relations Support Specialist at 703-993-9777.

## GRADING POLICY

NOTE: All grades must be submitted in the folder University Supervisors receive from the Office of Student and Faculty Services. Grades are to be submitted using Appendix F within 2 days of the internship's completion.

Grade	Definition
S	<b>Satisfactory</b> —Intern successfully meets internship requirements and can be recommended for teacher licensure
NC	<b>No Credit</b> —Intern will not be recommended for teacher licensure unless he/she repeats all or part of the internship with satisfactory performance (This may require enrolling and paying tuition for additional credit hours in a subsequent semester, or paying a fee for extended supervision.)
IP	<b>In Progress</b> —Intern's performance cannot be evaluated at the end of the grading period. IP grade can be changed to S or NC for graduate students, upon completion of requirements

The final grade for the internship, (i.e. satisfactory (S), no credit (NC), or in progress (IP)), will be determined by the university supervisor and the cooperating teacher. Interns will be evaluated on the course objectives and requirements above and those listed on the Internship Observation forms. Grades will be determined by the following:

1. Ratings on evaluation forms completed by cooperating teacher/clinical faculty and the university supervisor.
2. Progress reports
3. Contents of notebook: each of the required sections completed and organized
4. Timely completion of all requirements and submission of exit materials. A grade of In Progress (IP) will be given if materials are not turned in at end of internship.
5. In some cases, a grade of No Credit (NC) may be accompanied by a recommendation that the student not be allowed to repeat the internship. In such cases, the student may be counseled out of the licensure program although not necessarily out of the degree program.

### SPECIAL ASSISTANCE FOR INTERNS

Occasionally interns need special assistance and extraordinary arrangements to successfully complete their licensure programs. In such cases, the university supervisor and the cooperating teacher will collaboratively develop an individualized plan. The Director of Field Relations who will involve the intern's advisor, and must approve the plan.

Some of the ways to provide special support for an intern are:

- Arranging for observation of another intern or a teacher who models the skills, which the intern lacks, followed by a conference.
- Changing a placement within the school on rare occasions to provide a better match of intern and cooperating teacher.
- Changing a placement to another school on rare occasions if a suitable alternative placement is not available in the same school.
- Modifying the schedule for independent teaching to begin more gradually and/or to add days.
- Providing special experiences during the period after independent teaching in order to address areas needing improvement.
- Sending the intern to the Mason Counseling Center for personal or therapeutic support.
- Sending the intern to the Mason Financial Planning and Assistance Office for advice on financial aid.
- Sending the intern to the Mason Student Health Center or other source of medical assistance.
- Facilitating conferences with the intern's academic advisor and/or course instructors.
- Assigning a grade of In Progress (IP) and extending the internship, possibly in a different placement. (This may require the students to pay additional tuition or for extended supervision.)
- Advising an intern that it is in their best interest to repeat all or part of an internship in the following year.