



**College of Education and Human Development**  
**Division of Special Education and disAbility Research**

**EDSE 790-6N1: *Internship in Special Education***

**CRN: 80904, 1-6 - Credit(s)**

**Fall 2012**

<b>Instructor:</b> Dr. Pamela Baker	<b>Meeting Dates:</b> As scheduled by Field Office
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<b>Office Hours:</b> By appointment	<b>Meeting Location:</b> OCL

**Course Description:**

Supervised internships that apply university course work to instruction of children and their families in school and community settings. Notes: Students enroll in two separate internships appropriate to the area of study for a total of 6 credits.

**Prerequisite(s):** Passing scores on Praxis I prior to final internship, and permission of advisor.

**Advising Contact Information:**

Please make sure that you are being advised on a regular basis as to your status and progress through your program. For assistance contact the Special Education Advising Office at (703)993-3145.

**Nature of Course Delivery:**

Individual demonstration, reflection, discussion, observation, and consultation

**Learner Outcomes:**

Upon completion of the course, students will:

- Demonstrate understanding of development and the ability to plan and execute curriculum appropriate to the chronological ages, developmental and functional levels of the students being taught.

- Demonstrate the integration of the theoretical methodology with the practical applications in the field.
- Demonstrate positive and appropriate interactions with students, families and other professionals. This includes the ability to manage the classroom/resource room, co-teach in a general education setting, develop and enforce classroom expectations, develop strategies to anticipate behaviors and deal with them, and work through transitions during the day. This also includes demonstration of confidentiality when communicating about students with disabilities.
- Develop and implement developmentally and functionally appropriate intervention activities within a variety of settings, including those that enhance and support integration and/or inclusion as well as those activities that are therapeutically based. This includes demonstration of a positive learning environment geared to the individual as well as the group. This may also be demonstrated in the general classroom environment as well as special education settings.
- Demonstrate the ability to work collaboratively as part of a team including but not limited to general and special educators and therapists, parents and other related/support staff.
- Demonstrate the ability to be lead teacher by overseeing the entire classroom while also meeting the individual needs of students, directing/teaming with assistants, and monitoring the ongoing activities and tone of the class. If working with students on an individual basis, demonstrate the ability to plan for that child based on goals and objectives and provide on-going assessment for both the child and the intervention sessions.
- Demonstrate support within an integrated environment, as appropriate. This includes knowledge of general curriculum specific to the ages and grades of students, ability to modify the general education curriculum as needed, ability to work with general education staff in a manner which enhances the education of the student(s) with disabilities by providing direct or indirect support and the knowledge of how to work with groups of students demonstrating mixed abilities and needs (whether identified as disabled or not).
- Select and utilize assessment and/or monitoring tools and strategies, including but not limited to county-wide assessments, SOLs, VAAP (as assessed for individual students), etc.
- Develop developmentally, educationally and functionally appropriate IEPs.
- Select and utilize workable and useful data/record keeping strategies.
- Monitor and analyze teaching performance.
- Demonstrate additional competencies contained in personal goals statement or delineated by the cooperating teacher and/or university supervisor.

### **Required Textbooks:**

No texts are required for this course. Download the Special Education Internship Manual from [http://cehd.gmu.edu/teacher/intpract/applications\\_manuals\\_handbooks/](http://cehd.gmu.edu/teacher/intpract/applications_manuals_handbooks/)  
 Loose-leaf notebook with dividers  
 Materials related to portfolio development

### **Recommended Textbooks:**

None

**Required Materials:**

None

**Additional Readings:**

None

**Course's Relationship to Program Goals and Professional Organizations:**

This course is part of the George Mason University, Graduate School of Education (GSE), Special Education Program for teacher licensure in the Commonwealth of Virginia in the special education areas of Special Education: Students with Disabilities who Access the General Curriculum K-12. This program complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC), the major special education professional organization. The CEC Standards are listed on the following website:

<http://www.cec.sped.org/Content/NavigationMenu/ProfessionalDevelopment/ProfessionalStandards/> The CEC standards that will be addressed in this class include Standard 4: Instructional Strategies, Standard 5: Learning Environments and Social Interactions, Standard 6: Language, Standard 7: Instructional Planning, Standard 8: Assessment, Standard 9: Professional and Ethical Practice, and Standard 10: Collaboration. \*NOTE: NCATE Assessments (in many but not all courses) may address additional CEC standards.

**Policies (Attendance and Late Work Policies):****COURSE REQUIREMENTS:**

Attendance is clearly essential. Absenteeism requires advance notification per school policy. In addition, the cooperating teacher should be notified individually as should the university supervisor if a scheduled meeting or observation will be missed. Excessive absenteeism can result in an extended placement or change of placement in partnership with the Field Placement Office.

Assignment deadlines are negotiated between the university supervisor and the intern; therefore, if an assignment cannot be completed as required, the intern needs to reschedule the appointment or renegotiate the deadline. Submission of all assignments in accordance with the agreed upon schedule increases the likelihood of on-time completion of placement requirements.

**STUDENT INTERN RESPONSIBILITIES:**

In addition to on-site responsibilities, each student intern is responsible for the following:

1. Prepare a **personal goals statement** for the internship, with timelines for accomplishing goals (see Goals Statement section in syllabus and Intern Planning Guide in handbook). Bring this information to the orientation meeting. The team of intern/cooperating teacher/university supervisor may provide input upon review.

2. **Schedule an on-site orientation** meeting with the university supervisor and the cooperating teacher and the site principal (if the administrator requests to be present or the student would like that person to attend). Please inform the administrator of this meeting regardless of his/her ability to attend.

3. **Schedule** on-going rotation of **observations** with both the Cooperating Teacher and the University Supervisor. Select times when you can meet with CT and US to discuss observations.

3. Maintain a **loose-leaf notebook** that is **always accessible** to the university supervisor. The notebook should contain:

- a. the internship checklist
- b. goals statement w/ planning guide
- c. log of hours w/ anecdotal explanations as needed
- d. lesson plans (format in handbook or an agreed-upon alternative)
- e. information related to the student learning (e.g., IEP goals, progress monitoring)
- f. contacts with parents and other professionals (See "Responsibilities of Student Intern" section in Manual)
- g. ongoing observations forms
- h. Clinical Evaluation form
- i. Questions or concerns in journal format so the US can respond in writing during visits

4. Maintain on-going contact, preferably daily, with the cooperating teacher and develop bi-weekly progress reports **together**. A **copy** should be available for the university supervisor to review in notebook and keep.

5. Prepare for observations by the university supervisor, including the preparation of lesson plans and updating of all notebook elements. Be ready to discuss observed sessions.

6. Attend and participate in group seminar, if offered.

7. Submit a **final reflective paper** (see Final Paper section).

8. Complete all exit procedures, including a **final meeting**, and submission of necessary materials **on time** to university supervisor and the university as listed in the guidelines.

**All information should be readily accessible to the supervisor during on-site visits.**

*The remainder of this syllabus provides detailed information about each of the above outlined responsibilities*

### **GOALS STATEMENT:**

Prepare a written set of **personal goals and objectives for the internship experience**. This statement should address the **skills and abilities you want to develop or improve** during the internship. You should also include the **strategies you plan to use** to help you achieve your goals and objectives, as well as a timeline for each step. Review the student teaching handbook and complete a draft of the Internship Planning Guide for discussion at the orientation meeting.

Example: Goal: To improve data keeping for group intervention sessions.

Strategies & Timelines:

1. Review literature for examples of data keeping systems by Month/Day.
2. Interview experienced teachers regarding data keeping strategies by Month/Day.
3. Select 1-2 strategies for trial implementation by Month/Day.
4. Implement trial strategies (give dates and duration).
5. Discuss strategies with cooperating teacher and university supervisor (ongoing).
6. Analyze effectiveness of data keeping trials and make necessary modifications by Month/Day.

### **ON-SITE ORIENTATION MEETING:**

**Schedule an orientation meeting for you, your cooperating teacher, program administrator** (if desired) and university supervisor as close to the beginning of the internship as possible, preferably within the first two weeks. Please make sure **to introduce the university supervisor** to the building administrator if he/she does not attend the orientation meeting.

The purpose of the **orientation meeting** is to:

1. Discuss your **goals statement and planning guide**.
2. Discuss **internship requirements with the on-site professionals**.
3. Identify ways that the cooperating teacher and university supervisor can offer assistance and support.
4. Answer questions that arise regarding the internship placement and requirements

### **INTERNSHIP LOG:**

Maintain a Special Education Log of Hours (**Appendix A of the Internship Guidelines**). The log must be completed daily and should be available to the university supervisor during observation visits. Interns are responsible for maintaining correct totals on each page of the log sheets. **A copy of this log must be submitted to the Field Placement Office before a final grade can be submitted.**

### **PROGRESS REPORTS:**

Complete bi-weekly (every two weeks) progress reports *in conjunction with* the cooperating teacher. Use the form included in the appendix section of the guidelines, or a comparable form that includes the same information. Keep the progress reports in the notebook and have them available for the university supervisor's review during observation visits and/or seminar. A copy should be available for the university supervisor to keep. ***It is advisable to set a regular meeting time to discuss progress and complete the report.***

### **UNIVERSITY SUPERVISOR'S OBSERVATIONS:**

During observations you should:

1. Have available for review:

- a) A **lesson plan** for the **observed session**
  - b) Completed **bi-weekly progress reports**
  - c) **Internship log with anecdotal explanations**
  - d) **Journal entries of questions or comments**
2. Be prepared to verbally analyze and critique the observed session, addressing the following type of thoughts:
- a) Did the session go as planned?
  - b) What were the **facilitating** and **inhibiting** factors?
  - c) Did anything **unexpected** happen? How did you handle it?
  - d) What **modifications** did you make in implementing your plan and why?
  - e) What are your **follow-up** strategies?
  - f) What else would you like to share about the visit?
3. Be prepared to discuss **your progress toward the goals outlined in your goals statement** within the context of the CEC Standards and to present any modifications to that plan.

#### **SEMINAR:**

During the course of the internship students **may be expected to participate in seminar**. Topics and meeting dates and times will be decided by the group to best meet everyone's schedules. Students will be expected to attend seminar and participate in discussions. Opportunities will be given for sharing, problem solving and questions. In addition, whenever possible, portfolios will be discussed.

#### **FINAL REFLECTIVE PAPER:**

The final paper (3-5 pages) will require that you reflect upon the internship experience in the context of the CEC Standards and your own goals. Use the Clinical Evaluation form to guide your reflection giving particular attention to Standard Nine: Professional and Ethical Practice. Review your Goals Statement as you reflect upon the progress you made (or still need to make) towards your stated goals. **The paper is due before the final meeting with the university supervisor, cooperating teacher and intern unless alternate arrangements have been made.** You should:

1. Summarize **your internship experience** using your notebook entries, summary observation forms, videotape/analysis and biweekly progress reports as resources.
2. Discuss your **progress toward the goals and objectives** from your goals statement.
3. Discuss your **progress relative to CEC Standards 4-10** as delineated in the Clinical Evaluation Form.
3. Analyze your **competencies and areas for growth** as a professional.

#### **EXIT PROCEDURES:**

1. Turn in the final paper (**due before the exit meeting**). This can be emailed.
2. **Schedule an exit meeting** with the **university supervisor** and **cooperating teacher**. The building administrator may be invited (if that person indicates an interest in attending). The purpose of this meeting is to provide **feedback** about the overall internship experience and **determine a grade** for the course/internship experience.

The **notebook** will also be discussed at this time, if this meeting indicates the end of the full internship.

3. Collect and submit the following (see list at the end of the syllabus):
  - a) Special Education **Log of Hours\*\*** signed by the cooperating teacher and university supervisor (a summary of this sheet must be submitted to the Field Placement Office before a final grade can be submitted)
  - b) **Summary of Placement**. Please fill in all information except the final grade and please spelling all names correctly (this is submitted to the Field Placement Office to initiate grade)
  - c) **Internship Checklist** completed to show that all items have been addressed
  - d) All **Bi-weekly Progress Reports** completed by the cooperating teacher (CT). There should be one for each two-week period, including the first and last weeks.
  - e) **Summary Observation Reports** completed by the university supervisor (US)
  - f) Cumulative **Clinical Evaluation Form\*\*** completed by the US (scan iterative version to submit to TaskStream).
  - g) **Evaluations** of all parties (Appendix I)

**\*\*The Clinical Evaluation Form** serves as the “signature assignment” for this course and must be submitted to TaskStream before a final grade for the course can be submitted. In addition, the Log and Summary of Hours forms must be submitted to the Field Placement Office before a grade can be submitted.

### **PERFORMANCE-BASED ASSESSMENTS AND EVALUATION CRITERIA:**

The team of the university supervisor, the cooperating teacher and intern, will determine a final grade for the internship. Grades will be based upon:

1. Ability to demonstrate course competencies and analyze intervention sessions.
2. **Progress toward the goals** identified at the beginning of the internship and the CEC Standards as noted in the Clinical Evaluation Form.
3. **Quality** of goals statement, videotape analysis, bi-weekly progress reports, observations by the university supervisor and cooperating teacher, and final paper.
4. Content and organization of the notebook.
5. Attendance and participation in seminar sessions (if required).
6. Timely completion of all requirements and submission of exit materials.

### **TaskStream Submission:**

For student evaluation, program evaluation, and accreditation purposes, all students are required to submit an NCATE assignment from selected Special Education courses to TaskStream. The NCATE assignment required for this course must be submitted electronically to Mason’s NCATE management system, TaskStream: (<https://www.taskstream.com>).

Note: Every student registered for any EDSE course as of the Fall 2007 semester is required to submit NCATE assignments to TaskStream (regardless of whether a course is an elective or part of an undergraduate minor). TaskStream information is available at

<http://gse.gmu.edu/programs/sped/>. Students who do not submit the required NCATE assignment to TaskStream will receive a grade of Incomplete (IN) in the course. The Incomplete (IN) will change to a grade of (F) if the required signature assignment has not been posted to TaskStream by the incomplete work due date listed in the current semester's Schedule of Classes.

### **Grading Scale:**

There are only two grades available for this course:

*Satisfactory* – student has successfully completed course requirements and successfully presented portfolio.

*No Credit* – student has not provided sufficient work to evaluate progress toward meeting por

### **Schedule:**

#### **Time Guidelines**

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:

**3 credit hours**—150 hours (at least 75 direct contact hours, up to 75 planning/consultation hours) for 5-6 weeks full-time or its equivalent

**6 credit hours**—300 hours (at least 150 direct contact hours, up to 150 planning/consultation hours) for 10-12 weeks full-time or its equivalent; must address both elementary and secondary levels

### **SCHEDULE/CALENDAR**

The schedule is set in partnership among the intern, the cooperating teacher, and the university supervisor. Therefore, the basic schedule should be agreed upon in the orientation meeting with specific calendar items established in accordance with the required products noted in the syllabus and the handbook.

### **GMU POLICIES AND RESOURCES FOR STUDENTS:**

- a.* Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- b.* Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- c.* Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.



- d.* The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- e.* Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- f.* Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g.* The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

## **PROFESSIONAL DISPOSITIONS**

Students are expected to exhibit professional behaviors and dispositions at all times.

## **CORE VALUES COMMITMENT**

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. <http://cehd.gmu.edu/values/Revised> 06/25/12

*For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].*

**Note:** This syllabus may change according to class needs. Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.