



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

EDSE 790-6V1: *Internship in Special Education*

CRN: 81089, 1-6 - Credit(s)

Fall 2012

- GMU – EDSE 790 Internship in Special Education Vision Impairment
- JMU – EXED 635 Practicum in Visual Impairments
- RU – EDSP 771 & 772 Teaching Internship in Visual Impairments
- NSU – SPE 699 Internship in Visual Impairments
- ODU – SPED 586 Teacher Candidate Internship

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| Instructor: Dr. Holly Lawson | Meeting Dates: 08/27/12 - 12/19/12 |
| Phone: 703-993-5625 | Meeting Day(s): TBA |
| E-Mail: hlawson2@gmu.edu | Meeting Times: TBA |
| Office Hours: by appointment | Meeting Location: 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:

Learning activities include the following:

1. Class lecture and discussion
2. Application activities
3. Small group activities and assignments
4. Video and other media supports
5. Research and presentation activities

6. Electronic supplements and activities via Blackboard

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:

Not applicable

Recommended Textbooks:

Olmstead, J. E. (2005). *Itinerant Teaching: Tricks Of The Trade For Teachers Of Students With Visual Impairments*. American Foundation for the Blind.

Required Materials:

The following materials are needed for web-conferencing, which may be used during the semester for seminars:

- *High speed Internet access*
- *Headset with microphone*
- *Webcam*
- *Supported operating system and Java; you can check your computer by clicking this [link](#).*

Additional Readings:

Additional readings may be assigned to address student needs and interests during the semester and posted on Blackboard.

Course's Relationship to Program Goals and Professional Organizations:

This course is part of the Virginia Consortium for Teacher Preparation in Vision Impairment Program for teacher licensure in the Commonwealth of Virginia in the special education areas of Special Education: Visual Impairments PK-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):***Attendance Policy:***

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 through participating university.

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.

Late Work Policy:

All requirements must be completed and received by the instructor by the date agreed upon by course university supervisor and intern. At the end of the semester, you will be given a grade based on the grades you have received on each assignment.

1. Unless otherwise indicated, all formal written work must be word-processed. All assignments must be typed and free of grammatical and spelling errors.
2. Acceptance of late assignments is at the discretion of the instructor.
3. Remediation of assignments is possible; however additional work will be required. Such remediation should be discussed individually with the instructor. Typically, only one revision or resubmission per assignment will be accepted.
4. Please allow time after submitting your assignment, for grades and comments to be posted. Most grades will be posted as soon as possible; however, sometimes commitments to other class or duties interfere with grading time.

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. Participate in initial orientation meeting with the university supervisor and the cooperating teacher and the site principal, if applicable. 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 an internship portfolio that is always accessible to the university supervisor via Blackboard. The portfolio should contain:

- a. goals statement w/ planning guide
 - b. log of hours w/ anecdotal explanations as needed
 - c. ongoing observations forms
 - d. Clinical Evaluation form (NCATE assignment)
 - e. Questions or concerns in journal format so the US can respond in writing during visits
4. Maintain on-going contact, preferably bi-weekly, 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 portfolio elements. Be ready to discuss observed sessions.
 6. Attend and participate in group seminar, if offered.
 7. Complete all exit procedures, including a final meeting, and submission of necessary materials on time to university supervisor and the university as required by home university.

All information should be readily accessible to the supervisor before 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 and post information on Blackboard to share with fellow interns, CT and US. 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 documents on Blackboard and complete a draft of the Internship Planning Guide for discussion.

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.

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 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 at your home university.

Progress Reports:

Complete bi-weekly (every two weeks) progress reports *in conjunction with* the cooperating teacher. Use the form on Blackboard or 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. *Post progress reports, notes and reflections on discussion board on Blackboard bi-weekly.*

University Supervisor's Observations:

During observations you should:

1. Have available for review:
 - a) A lesson plan for the observed session
 - b) Completed weekly progress reports
 - c) Internship log with anecdotal explanations

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 using Blackboard Collaborate. 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.

Exit Procedures:

1. 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.
2. 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) Internship Checklist completed to show that all items have been addressed
 - c) All weekly Progress Reports on Interns. There should be one for each two-week period, including the first and last weeks.
 - d) Input completed by the cooperating teacher (CT) for Standards 9 and 10 on Clinical Evaluation Form (CT version)
 - e) Summary Observation Reports completed by the university supervisor (US)
 - f) Cumulative Clinical Evaluation Form for Standards 4-10 by US
 - g) Evaluations of all parties

Course Requirements:

All individuals enrolled in internship must demonstrate skills by completing the following assignments by the completion of their final semester of internship. Even if the agency or school does not require these components, the VI Consortium does require you to demonstrate mastery in what is considered minimum requirements of the job of a TVI. These assignments must be at the “S,” satisfactory level. Your VI Consortium supervisor may ask you to redo assignments to assure that you have the skills to complete them independently. *See the rubric for each requirement for evaluation detail.*

** In some districts or agencies the FVA and LMA are combined. If this is done in your placement and you would like to submit a combined report to meet the requirements of both assignments you must obtain prior approval from your VI Consortium University Supervisor. Submit an outline or district/agency form to your VI Consortium supervisor that shows what the combined report will include.*

| <i>Semester Completed</i> | <i>Supervisor's Initials</i> | <i>Requirement</i> |
|---------------------------|------------------------------|--|
| | | Lesson plans with data collection sheets for <u>each</u> observation, format on Blackboard or an agreed-upon alternative. |
| | | Functional Vision Assessment* - A minimum of one FVA must be completed during the internship. A report following procedures demonstrated in the Medical and Educational Implications of Visual Impairment must be completed. <i>Course-Medical and Educational Implications of Visual Impairments</i> |
| | | Learning Media Assessment* - A minimum of one LMA must be completed during the internship. A report following procedures demonstrated in the Curriculum and Assessment course must be completed. <i>Course-Curriculum and Assessment for Students with Visual Impairments</i> |
| | | Discrepancy Analysis - Using the Discrepancy Analysis form assess a specific task with a student. Identify steps to be taught or adapted, create a data collection form, teach the skill at least five times, and submit the original analysis and data form. <i>Course-Methods of Teaching Students with Visual Impairments</i> |
| | | Adapting Materials for a Blind Student - A teacher-made material for a blind student, a copy of the associated lesson plan, and a one page paper describing the adaptation and its effectiveness. <i>Course-Braille Code</i> |
| | | Adapting Materials for Student with Low Vision - A teacher- |

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| | | made material for a low vision student, a copy of the associated lesson plan, and a one-page paper describing the adaptation and its effectiveness. <i>Course-Medical and Educational Implications of Visual Impairments</i> |
| | | IEP - Write the present level of performance, goals, benchmarks/objectives and accommodations/modifications for one student's IEP. If you have prepared the actual IEP form for the district/agency submit the IEP removing personal information and highlighting the parts you specifically wrote. If you did not prepare the actual IEP, present the material in a Word file to the VI Consortium supervisor. <i>Course-Teaching Methods for Students with Visual Impairments</i> |
| | | Video Tape: Video tape yourself teaching a lesson which you have planned. Submit to the VI Consortium supervisor the video tape, your evaluation of the video tape, and the lesson plan that accompanies the lesson. <i>(See rubric for evaluation detail).</i> |

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:

Observation meetings, possible seminars, and evaluations will be scheduled between university supervisor, cooperating teacher and intern.

Performance-Based Assessment, 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 as demonstrated by completion of **course assignments**.
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, progress reports, observations by the university supervisor and cooperating teacher, and final paper.
4. Attendance and participation in seminar sessions (if required).
5. Timely completion of all requirements and submission of exit materials.

Consortium Course Policies**Honor Code**

Each university has its own honor code and it is important for you to review the honor code at your university. However, all students taking this course, regardless of the university they are enrolled in, are expected to follow this honor code and also to pledge all assignments and their exam to indicate that they have followed the honor code. A pledge means that you have not cheated or plagiarized, nor have you given or received assistance that violated the description of how assignments are to be completed for this course. The shortened version may be used: “Pledged” followed by the date and your full name (typed “signatures” will be OK for assignments/tests submitted electronically).

A complete copy of each university’s Honor System document is available through

- GMU: <http://academicintegrity.gmu.edu/honorcode/>
- Radford: <http://www.radford.edu/dos-web/honorcode.html>
- NSU: <http://www.nsu.edu/studentjudicial/>
- ODU: http://orgs.odu.edu/hc/pages/Honor_Code.shtml
- JMU: <http://www.jmu.edu/honor/code.shtml#TheHonorCode>

Accommodations for Disability

Students with disabilities who seek accommodations in a course must be registered with the disability service center at their participating university and inform their instructor, in writing, at the beginning of the semester. University specific information regarding eligibility, services and accommodations can be found at:

- GMU: <http://ods.gmu.edu/>
- Radford: <http://www.radford.edu/~dro/>
- NSU: <http://www.nsu.edu/disabilityservices/index.html>
- ODU: <http://studentaffairs.odu.edu/educationalaccessibility/>
- JMU: <http://www.jmu.edu/ods/>

Course Materials

During seminars, you may have access to PowerPoint files, class lecture notes, handouts, and copyrighted articles. For the articles (available on Blackboard), copyright laws must be followed: print only one copy per student. The PowerPoint presentations, notes, and handouts are provided on Blackboard for your convenience and to facilitate your mastery of concepts presented in this course; Outlines of PowerPoints will be available on Blackboard by noon of the class day or sooner.

Technology Proficiencies

All students participating in this course are expected to be proficient in several technology skills. Students are expected to be proficient in using the Internet and have reliable and consistent Internet access. Students are also expected to have an active email account and to check email regularly. This course requires students to use Blackboard, which is our online course management system located at <http://mymason.gmu.edu>

Key Points Blackboard. Our Blackboard server has been updated from version 8.0 to 9.1. For students this means:

- Students MUST access Blackboard through <http://mymason.gmu.edu>.
- Login
 - GMU Students: Enter your Mason NetID (the first portion of your e-mail address, before the @) then enter your Password (PatriotPass credentials).
 - NON-GMU Students:
 - Username: x_firstname.lastname
 - Password: bbcommunity
- Select the “Organizations” tab to access classes.

Students are expected to login to this system frequently and be proficient in using its features. Students are expected to be proficient in using the computer, which includes downloading and saving files, typing, and word processing skills. Students participating in this course are expected to use Microsoft Word for all written assignments. Furthermore, students are expected to use Microsoft PowerPoint and Adobe Acrobat Reader for class documents located on the Blackboard website.

Adobe Acrobat Reader is a free software program used to read PDF files and can be downloaded at: <http://www.adobe.com/support/downloads/product.jsp?product=10&platform=Windows>

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.*

