



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

EDSE 790-631: Internship in Special Education

CRN: 81103, 1-6 - Credit(s)

Fall 2012

Instructor of Record: Dr. Marci Kinas Jerome	Meeting Dates: 08/27/12 - 12/19/12
Phone: 703-993-8295	Meeting Day(s): TBA
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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

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:

None

Recommended Textbooks:

None

Required Materials:

Internship Handbook

Additional Readings:

None

Course's Relationship to Program Goals and Professional Organizations:

This course is part of The Virginia Consortium for Teacher Preparation in Severe Disabilities, a grant from the Virginia Department of Education that includes George Mason University, Virginia Commonwealth University, the University of Virginia, Radford University, and Norfolk State University. Through the completion of the SD Consortium program, students are eligible for teacher licensure in the Commonwealth of Virginia in the area of Special Education – Adapted 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 2: Characteristics of Learners, Standard 3: Individual Learning Differences, 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: Students are expected to be available for phone conferences and observations at times mutually agreed upon between student and professor.

Late Work Policy: Assignments are to be submitted on time or early. If there is need for deviation, the student will contact the professor *before* the due date or as soon as the student knows there will be a need to submit later than the assigned date/time.

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:

The Fall 2012 Semester begins on September 27th and all assignments must be submitted by midnight December 2nd 2012.

Student Intern Responsibilities:

In addition to on-site responsibilities delineated in *Special Education Internship Handbook*:

1. Complete a 3-5 page paper that reflects on your internship experience. Align comments regarding areas of growth and challenges with the CEC standards delineated in the Handbook as well as areas in need of strengthening noted in Appendix C (Internship Evaluation by the Intern). Submit to the professor at least 48 hours prior to the final observation/closing discussion.
2. Each student intern taking 3 or more credits is responsible for the following ONE time during internships required. The assignment may be substituted for ONE of the lesson plans.

Part I: Brief Teaching Guide

1. Identify a student and target two or more objectives to teach.
 - PLOP
 - Goal
 - Objectives
 - Assessment (baseline and probe)
 - Teaching procedures (antecedent methods and consequent methods).
2. Write up the teaching and assessment procedures clearly in a Brief Teaching Guide (attached)
 - 1-2 pages
 - Include at least one additional team member (paraprofessional, related services professional, general educator) who is also teaching the same student the target skill

- Revise the guide as needed so all users understand the guide and can implement it and gather data faithfully.
3. Implement the program gathering baseline data for at least two days (three is ideal).
 4. Implement your program while gathering weekly probe or daily training data for a minimum of two weeks of teaching (four weeks is ideal).
 5. Graph these data on an ongoing basis and use them as you teach to make needed changes in the program so that the student is learning the targeted skills.
 6. When you are close to the date for handing this assignment in, add comments to the 2nd page that address the following items.
 - List the team members who used the teaching guide and their evaluation of it (remarks/suggestions)
 - Describe any improvements you made in the program for easier team use
 - Describe any training or supervision that was needed so team members could teach as described in the program
 - Mention any problems you experienced in getting other team members to use the program and how they were resolved.
 7. Submit the final program with (a) comments (b) raw student performance data recorded on a task analysis form, in a dated table, or on a dated collection form and (c) graphed student data as well as Works Cited

Brief Teaching Guide

Student:	School:	Start Date:
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Teachers:	Aim Date:
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Objective:

Stage of Learning:	Grouping Arrangement:
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Teaching times:	Teaching Days:	Test Day:
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Setting:

Instructional Cue:

Prompt(s): Prompt system and latency:

Materials:

Reinforcers:

Summary of Teaching Procedures:

Antecedents	Detailed Responses	Consequences

Description of assessment procedure (attach data collection form, task analysis)

Part II: Teaching Skills to a Paraprofessional Staff Member

1. Proposal:
 - Identify one instructional strategy to teach your paraprofessional or one strategy that your paraprofessional would benefit from learning and willing to learn.
 - Develop a job improvement plan. Select **one** option from the following:
 - Create a job responsibilities list and teaching schedule
 - Plan for having daily communication with paraprofessionals
 - Plan for supervision and giving feedback to paraprofessional
 - Plan for including paraprofessionals in teaming sessions
 - Submit a proposal (not more than 1 page) that describes and justifies your selections and comment on the paraprofessional's willingness to be taught by you.
2. Develop a teaching plan to achieve goals.
3. Implement teaching plans.
4. Final Paper:
 - No more than 4-5 pages text (although you might have two additional pages, one for a table or figure and one for references) that address the following (use these as headings)
 1. Target instructional strategies and job improvement plan
 2. Comment on paraprofessional's willingness (may include general description of paraprofessional; age, years of experience, skills, needs etc)
 3. Justification of selections (cite references)
 4. Logistics: Students, target skills, and /or times of day and location for paraprofessional to use these skills.
 5. Teaching plan (method) for teaching paraprofessional (where, when, what you will do).
 6. Evidence of outcomes (results) may include procedural check date, rating of training by paraprofessional, interview with paraprofessional.
 7. Discussion of project outcomes (strengths, shortcomings, future plans)

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](http://cehd.gmu.edu/values/Revised%2006/25/12)

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.*