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

Spring 2013
EDSE 790 007: Internship in Special Education
CRN: 15074, 1 - Credit(s)

Instructor: Dr. Sheri Berkeley	**Meeting Dates:** 03/18/13 - 05/13/13
Phone: 703-993-9689	**Meeting Day(s): n/a**
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Office Hours: by appointment	**Meeting Location:** Off-campus/Other, OCL OCL

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.*

Course Description
Supervised internships that apply university course work to instruction of children and their families in school and community settings.

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

Co-requisite(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. Mason M.Ed. and Certificate students should contact the Special Education Advising Office at (703)993-3145 for assistance. All other students should refer to their faculty advisor.

Nature of Course Delivery
[Instructors, please revise in accordance with your specific course format]
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
MATERIALS:

No texts are required for this course. Download the Special Education Internship Manual from
http://cehd.gmu.edu/teacher/intpract/applications_manuals__handbooks/

Loose-leaf notebook with dividers

Course 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.

GMU POLICIES AND RESOURES 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. [See http://cehd.gmu.edu/values/]

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

Campus Resources

- 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/].

- 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/].

  o Students are expected to use APA Guidelines for written work and provide credit when using the work of others. http://apastyle.org/ is the official web site for the most recent edition of the APA manual. Be cautious when using websites or resources other than the APA manual because some may have erroneous information on them. Note that the most recent edition of the APA manual is listed as a required text for this course.

Course Policies & Expectations
　　Attendance.
George Mason Blackboard

1. To access Courses in 9.1 go to the myMason portal, http://myMason.gmu.edu

2. Enter your Mason Net ID into the user name field & Strong Password (Patriot　　　　Pass credentials) into the Password field
3. Click the log in button ore press Enter
4. Select the Courses Tab
5. Select this course from the 9.1 course list

George Mason Patriot Web: https://patriotweb.gmu.edu/

> This is a self-service website for students, faculty, and staff of George Mason University. There is a wealth of useful links, information, and online forms on this website including program of studies details, application for graduation, request for transfer of credit, and internship application.

Evidence-Based Practices (EBPs)

> This experience will help interns apply evidence-based practices (EBPs) that can be used in their teaching to improve outcomes for students with disabilities.

Late Work.

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. **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.

2. **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. Internship planning guide with first 5 weeks completed
   - 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 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. The university supervisor will send emails to touch base on progress throughout the internship experience, responses to these emails should be made within 48 hours.

7. Submit **two reflective papers** (see Reflective Papers section).

8. Complete all exit procedures, including 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

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 **internship expectations and the internship 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. At least 75 of these hours should incorporate direct contact with students (i.e. assisting the cooperating teacher with students in the classroom, working in small groups or one-on-one with students, or leading whole group instruction). **A copy of this log must be submitted to the Field Placement Office before a final grade can be submitted.**

PROGRESS REPORTS:
Complete weekly (every week) 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. 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 **weekly progress report**
        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?

EMAIL DIALOGUES:
During the course of the internship students *will be expected to engage in email dialogues with the university supervisor about progress in the internship experience*. The university supervisor will email questions to the intern both general and specific about how their experience is going and interns will be asked to respond within 48 hours. Reponses should be specific, succinct, and timely, being approximately a paragraph in length and utilizing appropriate syntax and grammar. These emails will be forums for sharing, problem solving and questions.

REFLECTIVE PAPERS:
Two reflective papers (approximately 2-3 pages each) will require that you reflect upon the internship experience in the context of the CEC Standards and your own goals for professional development. Use the Clinical Evaluation form to guide your reflection giving particular attention to Standard Nine: Professional and Ethical Practice. The first reflective paper will be written after the first formal observation and feedback session with the university supervisor, and the final reflective paper will be written after the last formal observation and feedback session with the supervisor. **Each paper is due 3 days after the observation and feedback session with the supervisor.** To write each paper you should:
    1. Summarize **your internship experience** up to that point using your notebook entries, summary observation forms, videotape/analysis and biweekly progress reports as resources.
    2. Discuss your **progress toward the goals you have set for yourself in your internship planning guide**.
    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 reflective paper.** 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 **AND the student uploads this completed document to Taskstream**)

c) **Internship Checklist** completed to show that all items have been addressed

d) All **Weekly Progress Reports** on Interns. There should be one for each two-week period, including the first and last weeks.

e) Input completed by the cooperating teacher (CT) for Standards 9 and 10 on **Clinical Evaluation Form (CT version)**

f) **Summary Observation Reports** completed by the university supervisor (US)

g) Cumulative **Clinical Evaluation Form** for Standards 4-10 **by US**

h) **Evaluations** of all parties (Appendix I)

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 CEC Standards as noted in the Clinical Evaluation Form.
3. **Quality** of weekly progress reports, observations by the university supervisor and cooperating teacher, and reflective papers.
4. Content and organization of the notebook.
5. Attendance and participation in email dialogues.
6. Timely completion of all requirements and submission of exit materials.

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:

1 credit hour —75 contact hours -- 3 weeks full-time or its equivalent

2 credit hours —150 contact hours – 5-6 weeks full-time or its equivalent

3 credit hours—225 contact hours -- 6-8 weeks full-time or its equivalent

4 credit hours—300 contact hours -- 9-11 weeks full-time or its equivalent

Checklist for **Required Forms**

(found in the appendices of the Special Education Internship Handbook)

Must Be Submitted at the End of the Internship
(please arrange them in following order for submission)

Appendix	Name of Form	Submitted	Comments
A	Log of Hours		
B	Internship Checklist		
C	Internship Evaluation by the Intern		
D-1	Internship Planning Guide		
D-2	Lesson Plan Format or example of lesson plan observed by supervisor		
E	Clinical Evaluation Form (CT and US versions)		
F	Summary of Placement, Supervisors, Hours, & Final Grade		
G - #1	Summary Observation Report #1 (signed)		
G - #2	Summary Observation Report #2 (signed)		
H	Weekly Progress Reports on Intern		
I	Evaluations of University Supervisor & Clinical Faculty (can be mailed to Lauren Clark) or put in a sealed envelope (then signed across the seal) and given to University Supervisor with rest of forms		

In order to receive a final grade for the course, the summary of hours form (F) in the handbook, must be submitted to the Field Placement Office and the US's Clinical Evaluation Form (E) must be submitted to TaskStream.

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 portfolio requirements cooperative learning, application activities, and presentation of portfolios. Online support course materials are available at George Mason's Blackboard site (http://blackboard.gmu.edu).

Assignments

NCATE/TaskStream Assignments.

**The Clinical Evaluation Form serves as the NCATE required 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. The Summary of Placement Form should also be submitted to Taskstream.

Common Assignments.

See STUDENT INTERN RESPONSIBILITIES

Other Assignments.

See STUDENT INTERN RESPONSIBILITIES

Schedule

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.

Appendix