



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

Spring 2015

EDSE 790 604: Internship in Special Education: General Curriculum  
CRN: 81846, 3 Credits

<b>Instructor:</b> Dr. Sharon Ray	<b>Meeting Dates:</b> 1/12-3/6/2015
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<b>Office Hours:</b> By appointment	<b>Meeting Location:</b> Your school

**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):** None

**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) 993-3670 for assistance. All other students should refer to their faculty advisor

**Nature of Course Delivery**

Learning activities include the following:

1. Individual Demonstration
2. Reflection
3. Discussion
4. Observation
5. Consultation

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.

TaskStream: [www.taskstream.com](http://www.taskstream.com)

This site serves two purposes. The first is to assist students with the development and display of their electronic portfolio. The second is to help GMU with national accreditations' process. Every student registered for any EDSE course as of the Fall 2007 semester has been required to begin submitting signature assignments with accompanying artifact entry forms to Task Stream (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/>

The NCATE required assignment for this course (Clinical Evaluation form) must be submitted electronically to Mason's NCATE management system, TaskStream: (<https://www.taskstream.com>) by 9:00 am the day after the final internship meeting or as advised by the supervisor.

Note: Every student registered for any EDSE course as of the Fall 2007 semester is required to begin submitting signature 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/>. Failure to submit the assignment to TaskStream will result in reporting the course grade as Incomplete (IN) which will turn into an F nine weeks into the following semester if not changed by the instructor. A grade change will be submitted only upon posting the Signature Assignment to TASKSTREAM.

### 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.

### 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 Required

### **Digital Library Option**

The Pearson textbook(s) for this course may be available as part of the **George Mason University Division of Special Education and disAbility Research Digital Library**. Please note that not all textbooks are available through this option. Visit the links below before purchasing the digital library to ensure that your course(s) text(s) are available in this format. The division and Pearson have partnered to bring you the Digital Library; a convenient, digital

solution that can save you money on your course materials. The Digital Library offers you access to a complete digital library of **all Pearson textbooks** and MyEducationLabs used across the Division of Special Education and disAbility Research curriculum at a low 1-year or 3-year subscription price. Access codes are available in the school bookstore. Please visit <http://gmu.bncollege.com> and search the ISBN. To register your access code or purchase the Digital Library, visit: <http://www.pearsoncustom.com/va/gmu/digitallibrary/education/index.html>

- 1 year subscription \$200 ISBN-13: 9781269541411
- 3 years subscription \$525 ISBN-13: 9781269541381
- Individual e-book(s) also available at the bookstore link above or at <http://www.pearsoncustom.com/va/gmu/digitallibrary/education/index.html>

### **Recommended Textbooks**

None

### **Required Readings**

On Blackboard

### **Additional Readings**

On Blackboard

### **Course Relationships 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 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 RESOURCES FOR STUDENTS:**

- a. Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/the-mason-honor-code/>].
- b. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].

- 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/>]

## **Course Policies & Expectations**

### **Attendance.**

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:

\*\*\*Be sure to download and review the Special Education Licensure Program Internship Manual Mild/Moderate Disabilities Handbook at this website: <http://cehd.gmu.edu/teacher/intpract/applications-manuals-handbooks>

**\*\*\* NOTE: It is the responsibility of the student intern to provide evidence for the specific competencies that will be evaluated by the University Supervisor and/or the Cooperating Teacher. Showing written documentation and/or an observable demonstration of competencies is the responsibility of the student intern. Please thoroughly review Appendix B (internship checklist) and E-1 (Clinical Evaluation Continuum Rubric) in the handbook.** In addition to on-site responsibilities, each student intern is responsible for the following:

1. Participate in a phone conference or in-person initial meeting with internship supervisor that serves as an orientation to the internship.
2. Schedule an on-site orientation meeting with the University Supervisor (US) and the Cooperating Teacher (CT). Invite the site principal, if necessary. Be prepared for an initial observation at this time or within the week. (Please inform the administrator of this meeting regardless of his/her ability to attend.)
3. Schedule on-going rotation of observations with both the CT and the US. Select times when you can meet with CT and US to discuss observations.
4. Maintain a loose-leaf notebook that is always accessible to the university supervisor. The notebook should contain:
  - the internship checklist
  - Internship planning guide with first 5 weeks completed
  - log of hours w/ anecdotal explanations as needed
  - lesson plans (format in handbook or an agreed-upon alternative)
  - information related to student learning (e.g., IEP goals, progress monitoring)
  - contacts with parents and other professionals (See "Responsibilities of Student Intern" section in Manual)
  - ongoing observations forms
  - Clinical Evaluation form (see selection below under assignments and review this form that is found in the on-line special education licensure program internship Manual Handbook) <http://cehd.gmu.edu/teacher/intpract/applications-manuals-handbooks>
  - Questions or concerns in journal format so the US can respond in writing during visits
4. Maintain on-going contact, preferably daily, with the CT and develop weekly progress reports together. A copy should be available for the US to review in notebook and keep.
5. Prepare for observations by the US, including the preparation of lesson plans and updating of all notebook elements. Be ready to discuss observed sessions.
6. Complete all exit procedures (see below), 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 CT, program administrator (if desired) and US as close to the beginning of the internship as possible, preferably within the first two weeks. Please make sure to introduce the US 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. Discuss the Clinical Evaluation Form (rubric) to prepare for evaluations.
4. Identify ways that the CT and US can offer assistance and support.
5. Answer questions that arise regarding the internship placement and requirements.
6. Schedule future observation sessions

### TaskStream Submission

Every student registered for any Special Education course with a required performance-based assessment is required to submit this assessment, *Clinical Experience Continuum AND Log of Hours (All Programs)* to TaskStream (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete(IN). Unless the IN grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

If you have never used TaskStream before, you **MUST** use the login and password information that has been created for you. This information is distributed to students through GMU email, so it is very important that you set up your GMU email. For more TaskStream information, go to <http://cehd.gmu.edu/api/taskstream>.

### Time Guidelines

A total of 150 hours is required for each 3-credit section of EDSE 790 (internship experience). This includes at least 75 hours of direct teaching and at least 75 hours for consultation/planning. Everyone enrolled in EDSE 790 has these same expectations.

## 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>).

The team of the US, the CT and the 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 US and CT, and coaching participation.
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.

## Assignments

### **Performance-based Assessment (TaskStream submission required).**

\*\*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 (Appendix F) should also be submitted to Taskstream

### **Performance-based Common Assignments (No TaskStream submission required)**

#### **NOTEBOOK**

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

- the internship checklist with progress reports from CT
- Internship planning guide with first 5 weeks completed
- log of hours w/ anecdotal explanations as needed (150 total hours; 75 hours direct student contact)
- lesson plans (format in handbook or an agreed-upon alternative)
- information related to student learning (e.g., IEP goals, progress monitoring)
- contacts with parents and other professionals (See "Responsibilities of Student Intern" section in Manual)
- ongoing observations forms



- Clinical Evaluation form (see selection below under assignments and review this form that is found in the on-line special education licensure program internship Manual Handbook) <http://cehd.gmu.edu/teacher/intpract/applications-manuals-handbooks>
- Questions or concerns in journal format so the US can respond in writing during visits

## 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?

### **Other Assignments.**

- a) Personal Goals Statement - The intern prepares a “personal goals statement” for the internship, with timelines for accomplishing goals and the strategies that will be used to help achieve the goals and objectives. **This should be turned in by the end of the 2<sup>nd</sup> week of internship.**
- b) Final Paper – The paper should be 3-5 pages in length and completed at the end of the internship experience. It is highly encouraged that the paper(s) be electronically written and maintained in the intern notebook with an electronic copy provided to the University Supervisor as well.

The intern completes a “final paper” as a reflection of the internship experience. Interns should use the Clinical Evaluation Continuum Rubric and their personal goal for professional development to guide this reflection. The reflections should speak to instructional strategies used, learning environment, communication and collaboration with others, use of data to plan instruction, assessment of student performance, etc. The intern should reflect on their development as a teacher practitioner in the context of the CEC standards as they are reflected in the Clinical Evaluation Continuum Rubric. To write the paper (or each paper), you need to:

1. Summarize your internship experience.

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 Continuum Rubric.
4. Analyze your competencies and areas for growth as a professional.

## EXIT PROCEDURES

1. Schedule an exit meeting with the US and CT. The building administrator may be invited (if that person indicates an interest in attending). This meeting should follow the final observation. 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.
2. Collect and submit the following to the identified individuals:

Form	How Form Should Be Used
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 records and for notebooks.</b>
Appendix B (Intern Checklist)	Intern uses this form to plan for the internship. <b>Intern keeps this form in the notebook.</b>
Appendix C (Internship Evaluation by the Intern)	Intern uses this form to self-reflect and self-evaluate the internship experience. <b>Interns should submit a copy of this form to the CPS (Clinical Placement Specialist).</b>
Appendix D-1 (Intern Planning Guide)	Intern uses this form to plan for internship. The intern should <b>closely review the Clinical Evaluation Continuum Rubric</b> (Appendix E-1) and the internship checklist to determine activities to demonstrate during the internship (in order to be evaluated). <b>Intern shares this 'plan' with his/her Cooperating Teacher within the first week of the internship. The intern keeps this form in the notebook.</b>

Appendix D-2 (Lesson Plan format)	During independent teaching, interns must provide weekly lesson plans for prior review by the Cooperating Teacher and for the University Supervisor. Without approved lesson plans, the intern 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 the University Supervisor.</b>
Appendix I (Intern Evaluations of Cooperating Teacher/University)	At the end of internship, complete a thorough evaluation of the cooperating teacher and university supervisor. <b>Submit to the University Supervisor in a signed, sealed envelope.</b>

Supervisor)	
Notebook	Lesson plans, informal observations and feedback, observation reports, and other documentation must be kept in a notebook for review by the Cooperating Teacher and the University Supervisor. Interns also must keep a log of hours and attendance in the notebook. <b>Intern submits the notebook to the University Supervisor and Cooperating Teacher.</b>
Appendix F (Summary of Placement, Supervisors, Hours, and Final Grade)	Check with your US and upload a completed Appendix F <b><u>to TaskStream</u></b> at the end of the internship.
Appendix E-1 (Clinical Evaluation Continuum Rubric)	At the end of the internship, upload a hard copy (PDF) of this rubric (with the final comments from the US) <b><u>to TaskStream</u></b>

## Appendix

Please review and refer to the Special Education Licensure Program Internship Manual Mild/Moderate Disabilities Handbook at this

website: <http://cehd.gmu.edu/teacher/intpract/applications-manuals-handbooks>