



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

Spring 2015

EDSE 790 6V1: Internship in Special Education: Visual Impairment

CRN: 22339, 1-6 Credits

<b>Instructor:</b> Karen Walker	<b>Meeting Dates:</b> To be scheduled
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<b>Office Hours:</b> By appointment	<b>Meeting Location:</b> To be scheduled

***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. Notes: Students enroll in two separate internships appropriate to the area of study for a total of 6 credits. Applications for field internships are due on February 15 for fall; September 15 for spring; and March 1 for summer. Hours of Lecture or Seminar per week: 3 Hours of Lab or Studio per week: 0 Grading: Satisfactory/No Credit

**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. 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**

None

### **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**

Olmstead, J. E. (2005). *Itinerant Teaching: Tricks of the trade for teachers of students with visual impairments*. New York, NY: American Foundation for the Blind.

### **Required Resources**

Available through course materials

## **Additional Readings**

Available through course materials

### **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 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.**

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. 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.

## **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) Functional Behavior Assessment and Behavior Intervention Plan (Adapted Only) 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>.

## **Grading Scale**

There are only two grades for this course:

*Satisfactory*: student has successfully completed requirements and completed assignments.

*No credit*: student has not provided sufficient work to evaluate progress toward meeting course requirements.

## **Assignments**

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

The NCATE assignment(s) for this class is: **Clinical Evaluation Continuum**  
**This document needs to be posted onto Taskstream after the final internship evaluation.**

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

**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. *Course-Methods of Teaching Students with Visual Impairments*

### **Other Assignments.**

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 details.*

<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>
		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-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 that you have planned. Submit to the VI Consortium

		supervisor the videotape, your evaluation of the videotape, and the lesson plan that accompanies the lesson. (See rubric for evaluation detail).
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## Schedule

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

## 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 on Blackboard under Intern forms). 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.
4. 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
5. 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.
6. 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.
7. Attend and participate in-group seminar, if offered.
8. 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, online observations or viewing of prerecorded lessons.



**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