



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

Fall 2015

EDSE 790 007: Internship in Special Education: General Curriculum  
CRN: 82432, 1-6 Credits

<b>Instructor:</b> Patty Howick	<b>Meeting Dates:</b> 08/31/2015 – 12/21/2015
<b>Phone:</b> Phone appointments may be scheduled via e-mail.	<b>Meeting Day(s):</b> TBD
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<b>Office Hours:</b> by appointment	<b>Meeting Location:</b> TBD

**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

**Advising Tip**

Have you met with an advisor? All students should make an appointment to meet with an advisor to outline a plan for completing coursework and non-course requirements such as testing. To make an appointment by phone or in person, go to <http://gse.gmu.edu/special-education/advising/>.

**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.

### **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 be able to:

- 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,

**Comment [JS1]:** I think we should just delete the whole thing. I can put something in parentheses by the BB statement that says (formerly TaskStream Submission.)

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**

Effective summer 2015, the Division of Special Education and disAbility Research will discontinue the use of the Pearson Digital Library. No further registrations will be accepted. Students who hold current subscriptions will continue to have access to the library for the remainder of their subscription time. However, no further updates will be made to the digital library. During this time, should a textbook be revised or a new book is adopted for a class where the text is included in the digital library, Pearson will have options available to you and will provide you with an individual e-text or, if there is no e-text, a printed copy. Students, who have purchased a 3-year subscription directly through Pearson Education, will also have an option to obtain a prorated refund. However, 3-year subscription access cards purchased via the GMU bookstore will need to speak with a George Mason Bookstore Representative. Please be aware that the issuance of a refund, in this case, is at the discretion of the George Mason bookstore. Concerns or questions may be directed to Molly Haines at [Molly.Haines@pearson.com](mailto:Molly.Haines@pearson.com).

#### **Recommended Textbooks**

Discretion of supervisor

#### **Required Resources**

Discretion of supervisor

### **Additional Readings**

Discretion of supervisor

### **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 2: Learning environments; Standard 4: Assessment; Standard 5: Instructional planning and strategies; Standard 6: Professional learning and ethical practice; Standard 7: 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. 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 (CT) and the University Supervisor (US). 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 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 (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>

- 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 and responses to these emails should be made within 48 hours.

7. Submit one comprehensive reflective paper or two shorter reflective papers (see Reflective Papers section under assignments).

8. 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 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. Discuss the Clinical Evaluation Form (rubric) to prepare for evaluations.
4. Identify ways that the cooperating teacher and university supervisor can offer assistance and support.
5. Answer questions that arise regarding the internship placement and requirements.

### Blackboard Submission (formerly 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 Blackboard (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 Blackboard. Failure to submit the assessment to Blackboard will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Blackboard submission, the IN will convert to an F nine weeks into the following semester.

Note: Every student registered for any EDSE course as of the Fall 2007 semester is required to begin submitting signature/performance based assignments to Blackboard (regardless of whether a course is an elective or part of an undergraduate minor). Failure to submit the assignment to Blackboard 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 Blackboard.

### 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.

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Comment [KR3]: I moved this here and inserted language of Blackboard. ONCE we transition to TK20, this will need to be re-edited.

Comment [JS4]: Now that TaskStream is not an option, think we should delete any mention of TaskStream so not to confuse them.

## 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 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.

## Assignments

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

\*\*The Clinical Evaluation Form serves as the NCATE required assignment for this course and must be submitted to Blackboard 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 Blackboard.

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

#### PERSONAL GOALS STATEMENT:

The intern prepares a brief written goal statement with a timeline for accomplishing the goals and the strategies that will be used to achieve the goals and objectives. The goal is shared and discussed with the university supervisor within the first week of the experience.

#### REFLECTIVE PAPER(S):

A reflective paper/or two smaller papers (approximately 4-6 pages) 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. If assigned to complete two individual reflective papers - the first reflective paper can be written after the first formal observation and feedback session with the university supervisor, and the final reflective paper can be written after the last formal observation and feedback session with the supervisor. Each paper/the paper is due 3 days after the observation and feedback session with the supervisor. To write the paper(s) 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.

**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?

#### **Other Assignments.**

##### **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. Responses 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.

##### **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.

##### **EXIT PROCEDURES:**

1. Turn in the final reflective paper(s). 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 to the identified individuals:

<b>Form</b>	<b>How Form Should Be Used</b>
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 Supervisor)	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>
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>to TaskStream</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>to TaskStream</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>