



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

Fall 2015

EDSE 790 601: Internship in Special Education: General Curriculum  
CRN: TBA, 1-6 Credits

<b>Instructor:</b> Margaret Weiss	<b>Meeting Dates:</b> 08/31/2015 – 12/21/2015
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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):** Completion of all program testing and CPR requirements.

**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, candidates 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, 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**

Archer, A. L., & Hughes, C. A. (2010). *Explicit instruction: Effective and efficient teaching*. New York: Guilford Press.

### **Required Resources**

Access to Blackboard

## **Additional Readings**

On Blackboard

### **Policies and Procedures**

#### **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/>]

## **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.

## **Course Policies and Expectations**

### **Attendance**

Attendance is clearly essential. Absenteeism requires advance notification per school policy. In addition, the Mentor 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 Candidate; therefore, if an assignment cannot be completed as required, the Candidate 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.

### **Grading Scale**

There are only two grades available for this course:

Satisfactory – Candidate has successfully completed course requirements and received acceptable ratings on the Clinical Evaluation Continuum.

No Credit – Candidate has not provided sufficient work to evaluate progress toward meeting requirements and/or does not have acceptable ratings on the Clinical Evaluation Continuum. Online support course materials are available at George Mason's Blackboard site (<http://blackboard.gmu.edu>).

The team of the University Supervisor, the Mentor teacher, and the candidate will determine a final grade for the internship. Grades will be based upon the candidate's:

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 Mentor 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**

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.

### **Candidate 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 Candidate to provide evidence for the specific competencies that will be evaluated by the University Supervisor and/or the Mentor Teacher. Showing written documentation and/or an observable demonstration of competencies is the responsibility of the Candidate. Please thoroughly review Appendix B (internship checklist) and E-1 (Clinical Evaluation Continuum Rubric) in the handbook.*

In addition to on-site responsibilities, each Candidate must do the following:

1. Schedule an on-site orientation meeting with the University Supervisor, the Mentor Teacher, and the site principal (if the administrator requests to be present or the Candidate 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 Mentor Teacher (MT) and the University Supervisor (US). Select times when you can meet with MT 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 for observed sessions (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. completed 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>), and
  - 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 MT and develop weekly progress reports together. A copy should be available for the US to review in notebook.
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. Respond to US emails within 48 hours.
7. Complete all exit procedures (see below), including submission of necessary materials on time to US and the university as listed in the guidelines.

*The complete notebook should be readily accessible to the US during on-site visits.*

## **Course Requirements**

### **On-site Orientation Meeting**

Schedule an orientation meeting for you, your MT, program administrator (if desired) and the US as close to the beginning of the internship as possible, preferably within the first week. 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 Mentor Teacher and University Supervisor can offer assistance and support.
5. Answer questions that arise regarding the internship placement and requirements

## **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.**

#### **Personal Goal Statement**

Prepare a brief one to two-page written goal statement for the internship. The goal statement should include specific change(s) for the University Supervisor to observe and support. The goal statement should include a timeline for accomplishing the goals and the strategies that will be used to achieve the goal(s), including how the US and MT can support the candidate. The goal statement should be submitted to the Blackboard Journal section BEFORE the first meeting with the US.

#### **Coaching Sessions and Reflective Paper(s)**

Participate in at least three coaching sessions with the University Supervisor. The coaching sessions will focus on the goals outlined in the Candidate's goal statement. Following each coaching session, the Candidate will write a one page reflection that includes:

1. a statement of your goal and what you incorporated into the lesson to address the goal,
2. a general report of the coaching received,
3. how the coaching had an impact on the lesson (and you—general comments), and
4. how you will incorporate the coaching suggestions into future lessons.

#### **Completed Internship Log of Hours (Appendix A of handbook) and Summary of Hours (Appendix F of handbook)**

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. Once this log is complete, the Summary Log of Hours (Appendix F) must be completed and submitted to Blackboard.

### **Progress Reports**

Complete weekly (every week) progress reports in conjunction with the Mentor 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. It is advisable to set a regular meeting time to discuss progress and complete the report.

### **Three (minimum) Observations by University Supervisor**

Submit a lesson plan for the observed session at least 24 hours in advance (contact US if you cannot meet 24 hour requirement). Have the following available for review at each observation:

- b) Completed weekly progress report
- c) Internship log with anecdotal explanations
- d) Journal entries of questions or comments

Be prepared to verbally analyze and critique the observed session either face-to-face or through distance means within 24 hours, 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?

### **Schedule**

The specific schedule is set in partnership with the Candidate, the Mentor 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. A general schedule is provided at the end of this syllabus.

### **Internship Completion Procedures**

1. Complete all course assignments and submit as directed.
2. Schedule an exit meeting with the University Supervisor and Mentor 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>Submit to whom?</b>
Appendix A (Log of Hours)	Forms must be submitted to the University Supervisor. Intern also keeps a copy for records and for notebooks.
Appendix B (Intern Checklist)	Candidate keeps this form in the notebook.
Appendix C (Internship Evaluation by the Intern)	Submit to University Supervisor in signed, sealed envelope. Forms must be submitted to the CPS (Clinical Placement Specialist).
Appendix D-1 (Intern Planning Guide)	Candidate keeps this form in the notebook.
Appendix D-2 (Lesson Plan format)	Candidate keeps lesson plans in notebook.
Appendix I (Intern Evaluations of Mentor Teacher/University Supervisor)	Submit to the University Supervisor in a signed, sealed envelope. Forms must be submitted to the CPS (Clinical Placement Specialist).
Notebook	Submit the notebook to the University Supervisor.
Appendix F (Summary of Placement, Supervisors, Hours, and Final Grade)	Submit final Appendix F to Blackboard.
Appendix E-1 (Clinical Evaluation Continuum Rubric)	Submit final Clinical Evaluation Continuum Rubric to Blackboard.

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>

**Guideline Schedule**

<b>Week</b>	<b>Dates</b>	<b>To complete</b>
1	8/31-9/4	<b>Goal statement to BB; Initial meeting and observation</b>
2	9/8-9/11	Coaching sessions/reflective paper
3	9/14-9/18	Coaching sessions/reflective paper
4	9/21-9/25	<b>Midpoint observation</b>
5	9/28-10/2	Coaching sessions/reflective paper

6	10/5-10/9	Coaching sessions/reflective paper
7	10/12-10/16	Coaching sessions/reflective paper
8	10/19-10/23	<b>Final meeting and observation</b>

Items in BOLD are requirements. Items in regular font may be scheduled at varying times during the semester. Three coaching sessions and reflective papers are required over the eight-week period.