



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

Fall 2016

EDSE 784 001: Internship: Adapted Curriculum

3-6 Credits

Section 001; CRN: 82616

Section 601; CRN 82674

Section 6U1; CRN 82673

Instructor: Dr. Melissa Ainsworth	Meeting Dates: 08/29/2016 – 12/20/2016
Phone: (703) 993-5469	Meeting Day(s): TBD
E-Mail: mainswor@gmu.edu	Meeting Time(s): TBD
Office Hours: By Appt	Meeting Location: Placement Location

Course Description

Applies, in supervised internships, university course work in Adapted Curriculum to instruction of children and their families in school settings.

Notes: Demonstration that VCLA, Praxis Entry, and other program-specific requirements have been met; application for internship on file by program deadline.

Prerequisite(s): None

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:

1. 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.
2. Demonstrate the integration of the theoretical methodology with the practical applications in the field.
3. 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.
4. 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.

5. 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.
6. 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.
7. 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).
8. 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.
9. Develop developmentally, educationally and functionally appropriate IEPs.
10. Select and utilize workable and useful data/record keeping strategies.
11. Monitor and analyze teaching performance.
12. Demonstrate additional competencies contained in personal goals statement or delineated by the cooperating teacher and/or university supervisor.

Required Textbooks

None Required

Recommended Textbooks

Discretion of supervisor

Required Resources

Access to Blackboard

IRIS Center Resources <http://iris.peabody.vanderbilt.edu>

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 teacher candidate; therefore, if an assignment cannot be completed as required, the teacher 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.

STUDENT CANDIDATE RESPONSIBILITIES:

***Be sure to download and review the Special Education Licensure Program Internship Manual Mild/Moderate Disabilities Handbook at this website:

<https://cehd.gmu.edu/teacher/internships-field-experience>

*** **NOTE: It is the responsibility of the student 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 student 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 student candidate is responsible for the following:

1. Schedule an on-site orientation meeting with the university supervisor and the mentor 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 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 (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 Continuum Rubric form (see selection below under assignments and review this form that is found in the on-line special education licensure program internship Manual Handbook dated 12/07/2015)
<https://cehd.gmu.edu/teacher/internships-field-experience>
 - 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 Mentor 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. The student candidate will video record his/her teaching to complete the (reflective) video analysis assessment paper (**NEW and REQUIRED as of Spring 2016**)
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 Mentor 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 Continuum 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.

Tk20 Performance-Based Assessment Submission Requirement

Every student registered for any Special Education course with a required performance-based assessment is required to submit the *completed Clinical Experience Continuum* (US has provided feedback on the form) AND Log of Hours (All Programs) to Tk20 (regardless of whether the student is taking the course as an elective, a onetime course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20. Failure to submit the assessment to Tk20 will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion

of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester.

As of Spring 2016, teacher candidates are also required to upload to Tk20 their completed reflection video analysis assessment. A description and the rubric for this assignment can be found in Appendix J of the SPED Internship handbook.

<https://cehd.gmu.edu/teacher/internships-field-experience>

Assignments

Performance-based Assessments (Tk20 submission required).

1. The **Clinical Evaluation Continuum** Form serves as the CAEP (university accreditation) required assignment for this course and must be submitted to Tk20 before a final grade for the course can be submitted.
2. 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 Tk20.
3. A **Video Analysis Assessment Task** is required as well. This will result in a reflective paper. Specifically, the teacher candidate will:
 - use knowledge of learning differences and assessment to develop an instructional plan including a plan for assessing the student progress.
 - implement this plan and video record his/her teaching,
 - use all three levels of critical reflection to analyze an instructional episode to make connections between situations they encounter and the broader social, political, and economic forces that influence those events.
 - review his/her teaching, and select and edit vignettes to use in critical reflection.
 - reflect upon a “critical incident” from a lesson and propose alternative ways of addressing the incident to impact future teaching.

For explicit directions and the rubric for this assignment, please see the SPED handbook.

<https://cehd.gmu.edu/teacher/internships-field-experience>

Performance-based Common Assignments (No Tk20 submission required).

1. **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.

2. 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.

3. 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.

4. 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 schedule is set in partnership among the student 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.

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:

Form	Submit to whom?
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 Tk20.
Appendix E-1 (Clinical Evaluation Continuum Rubric)	Submit final Clinical Evaluation Continuum Rubric to Tk20.

Appendix J (Reflection) Video Analysis Assessment Task	This assignment requires the candidate to reflect at all 3 levels of reflection. During the internship, the candidate will record him/herself teaching a lesson for which he/she has developed a lesson plan. Prior to recording, be sure to obtain appropriate permissions from school system, school, and families as needed in your specific context. A reflective video analysis will be uploaded to Tk20.
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Appendix

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

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