



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

Summer 2017

EDSE 783: Internship: Special Education in General Curriculum

3-6 Credits

Section 001; CRN: 44425

Section 601; CRN: 44569

Instructor: Dr. Kristen O'Brien	Meeting Dates: 5/22/2017 – 8/12/2017
Phone: 703-993-3917 (Office phone)	Meeting Day(s): TBD
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Office Hours: By appointment	Meeting Location: Placement Site
Office Location: Finley 208-B	Other Phone: N/A

*Note: This syllabus may change according to class needs. Teacher Candidates/Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.

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

Co-requisite(s): None

Course Description

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

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

Schedule Type: INT

Hours of Lecture or Seminar per week: 3-6

Hours of Lab or Studio per week: 0

Grading: Satisfactory/No Credit

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 teacher candidates/students should contact the Special Education Advising Office at (703) 993-3670 for assistance. All other teacher candidates/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/>.

Course Delivery Method

Learning activities include the following:

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

Learner Outcomes

Upon completion of the course, teacher candidates/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 teacher candidates/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 teacher candidates/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.

Course Relationship 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, as well as those established by the Interstate Teacher Assessment and Support consortium (InTASC). The standards addressed in this class include CEC Standard 2: Learning environments (InTASC 3); CEC Standard 4: Assessment (InTASC 6); CEC Standard 5: Instructional planning and strategies (InTASC 7, 8); CEC Standard 6: Professional learning and ethical practice (InTASC 9) & CEC Standard 7: Collaboration (InTASC 10).

Required Textbooks

Special Education Internship Handbook: Students with Disabilities who Access the General Curriculum—2017 (Updated 12-2016)

Recommended Textbooks

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Required Resources

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

Additional Readings

Discretion of supervisor.

Course Performance Evaluation

Teacher candidates are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

Tk20 Performance-Based Assessment Submission Requirement

It is critical for the special education program to collect data on how our students are meeting accreditation standards. Every teacher candidate registered for an EDSE course with a required Performance-based Assessment (PBA) must upload the PBA to Tk20 (regardless of whether a course is an elective, a one-time course or part of an undergraduate minor). A PBA is a specific assignment, presentation, or project that best demonstrates one or more CEC, InTASC or other standard connected to the course. A PBA is evaluated in two ways. The first is for a grade, based on the instructor's grading rubric. The second is for program accreditation purposes. Your instructor will provide directions as to how to upload the PBA to Tk20.

For EDSE 783, the required PBA is the Clinical Experience Continuum Rubric (Assessment A in the Internship Handbook). Failure to submit the assignment to Tk20 will result in reporting the course grade as Incomplete (IN). Teacher candidates have until five days prior to the University-stated grade change deadline to upload the required PBA in order to change the course grade. When the PBA is uploaded, the teacher candidate is required to notify the instructor so that the "IN" can be changed to a grade. If the required PBA is not uploaded five days prior to the University-stated grade change deadline and, therefore, the grade not changed, it will become an F. Please check to verify your ability to upload items to Tk20 before the PBA due date.

As of Spring 2016, teacher candidates are also required to upload to Tk20 their completed Video Analysis Assessment Task. A description and the rubric for this assignment can be found as Assessment B in the General Curriculum Special Education Internship Handbook. <https://cehd.gmu.edu/teacher/internships-field-experience>.

Assignments and/or Examinations

Performance-based Assessment (Tk20 submission required)

Clinical Evaluation Continuum Rubric (Assessment A in Internship Handbook).

College Wide Common Assessment (Tk20 submission required)

Video Analysis Assessment Task (Assessment B in Internship Handbook)

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

None.

Other Assignments/Fieldwork Experience

1. **Observations with University Supervisor:** The University Supervisor will conduct at least three observations (in person) during the internship. Teacher Candidates will provide the University Supervisor with a lesson plan (in the agreed upon lesson plan format) at least 48 hours prior to the observation and will participate in a post-observation conference (in person or through a conferencing app, such as Skype or FaceTime) within 24 hours of the lesson observation.

2. **Observations with Mentor Teacher:** The Mentor Teacher will conduct at least two observations during the internship. Teacher Candidates will provide the Mentor Teacher with a lesson plan (in the agreed upon lesson plan format used for all observations) at least 48 hours prior to the observation and will participate in a post-observation conference with the Mentor Teacher to discuss the observation. The lesson plan and Summary Observation Form will be submitted to the University Supervisor via Blackboard upon completion of each observation.
3. **Internship Reflections:** Teacher Candidates will complete brief written reflections on CEC Standards throughout the internship. More information will be provided on Blackboard.
4. **Other Internship Requirements:** Refer to the Special Education Internship Handbook for other Teacher Candidate requirements (e.g., completing Internship planning guides, holding weekly meetings with the Mentor Teacher and documenting the meetings using Form 6, maintaining the log of hours). Details about requirements will be provided on the course Blackboard site and through individual meetings with the University Supervisor.
5. **Rubric Evaluations:** University Supervisors will evaluate teacher candidates on two College wide rubrics at the completion of the internship. The Teacher Candidate Dispositions Rating (Assessment C) and InTASC Internship Evaluation (Assessment D) can be found in the Internship Handbook.
6. **Blackboard Uploads:** Upon completion of the internship, teacher candidates are required to upload the signed and completed Summary of Placement, Supervisors, Hours, and Final Grade form (Form 2 in Internship Handbook) to the course Blackboard site. The supervisor will provide more details about where this document should be uploaded. In addition to Form 2, candidates must upload the signed/completed CEC rubric and Video Analysis Assessment Task, as described in the PBA section above.

Course Policies and Expectations (from General Internship Information in Internship Handbook)

Attendance

Teacher Candidates completing Traditional internships are required to follow the Mentor Teacher's daily schedule. Candidates must be punctual, arrive when the Mentor Teacher arrives, and leave when the Mentor Teacher leaves. When an absence is unavoidable, the Candidate must notify the school office personnel, Mentor Teacher, and University Supervisor as far in advance as possible. If the Teacher Candidate is absent on a day when he/she is expected to teach, lesson plans and materials must be delivered to the Mentor Teacher before class begins. Candidates who are completing OTJ internships are expected to adhere to their regular work schedule and responsibilities.

Personal Appearance and Professional Conduct

Candidates must dress professionally and exhibit professional behavior in their assigned school at all times. Candidates must read their assigned school's faculty handbook and conform to the professional expectations of that school. If a Candidate cannot find a copy of the faculty handbook, he/she should contact the Mentor Teacher. Candidates should also note that Mentor Teachers and University Supervisors evaluate a Candidate's teaching dispositions and professionalism during the internship. See Assessment C.

Holidays and Vacations

Candidates must follow the calendar of their assigned school for their internship. The school's calendar may be different from George Mason's calendar during the semester of internship. The Teacher Candidate always follows the calendar of the assigned school during internship. This applies to Thanksgiving and spring break holidays as well.

Teacher Candidates and Substitute Teachers

Traditional Internship Candidates may NOT act as substitute teachers under any circumstance. A school division-designated substitute teacher must be provided when a Mentor Teacher is absent.

Important Considerations

If Candidates do not comply with on-site school expectations, school divisions have the right to request the Candidate be removed from the assigned school. There is no guarantee that a Teacher Candidate will be approved for an alternate assignment or location. Candidates who do not uphold the professional behaviors and dispositions promoted by CEHD may be removed from internship and/or referred to the Office of Student and Academic Affairs as needed. On-site school expectations include the social media presence of Teacher Candidates. Assessment C includes the expectations for teaching dispositions. Each school site has faculty expectations outlined in a faculty handbook.

Candidates are strongly encouraged to purchase professional liability insurance through membership in the Student Virginia Education Association, the Council for Exceptional Children, or through a private carrier in case of civil legal action. Candidates employed by a school division are encouraged to purchase additional coverage to supplement what is provided.

Grading Scale (from Internship Handbook)

Grades for the internship are:

- **S Satisfactory:** Candidate successfully meets internship requirements and can be recommended for teacher licensure.
- **NC No Credit:** Candidate will not be recommended for teacher licensure unless he/she repeats all or part of the internship with satisfactory performance. This may require enrolling and paying tuition for additional credit hours in a subsequent semester or paying a fee for extended supervision. In some cases, a grade of NC may be accompanied by a recommendation that the Teacher Candidate not be allowed to repeat the

internship. In such cases, the Candidate may be counseled out of the licensure program although not necessarily out of the degree program.

IP In Progress: The Candidate's performance cannot be evaluated at the end of the grading period. IP grade can be changed to S or NC upon completion of requirements.

*Note: The George Mason University Honor Code will be strictly enforced. Students are responsible for reading and understanding the Code. "To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work." Work submitted must be your own or with proper citations (see <http://oai.gmu.edu/the-mason-honor-code/>).

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times.

Class Schedule

*Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

The teacher candidate, mentor teacher, and university supervisor work together to determine the schedule of observations and activities. Therefore, the Triad should agree upon the basic schedule during the initial meeting of the internship.

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason 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.

- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- The 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/>).
- The 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/>.) to enhance students' personal experience and academic performance (see <http://caps.gmu.edu/>).
- The Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see <http://ssac.gmu.edu/>). Students in need of these services may contact the office by phone at 703-993-3686. Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://ssac.gmu.edu/make-a-referral/>.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.

Assessment Rubric(s)

See Internship Handbook for assessment rubric.