



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

Summer 2019

EDSE 783 003: Internship: Special Education in General Curriculum

CRN: 41892, 3 – 6 Credits

Instructor: Dr. Nancy Morrison	Meeting Dates: 5/20/2019 – 8/10/2019
Phone: 571-212-0392	Meeting Day(s): TBD
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Office Hours: By request	Meeting Location: TBD
Office Location: Off campus	Other Phone: NA

****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): Passing scores on Praxis I prior to final internship and any program requirements.

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. Offered by Graduate School of Education. May be repeated within the term for a maximum 6 credits.

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

Are you planning to waive one of the two internship requirements for your teacher licensure program? The waiver is not automatic. Be sure to send the waiver documentation (http://cehd.gmu.edu/assets/docs/forms/InternshipWaiv_forms.pdf) to your advisor.

Course Delivery Method

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, 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 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.

Professional Standards

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).

This course contains at least one Common Assessment developed by the College of Education and Human Development to assess our candidates' performance on nationally accepted standards for beginning teachers (InTASC) and our programs' performance on national accreditation standards (CAEP).

Evidence-Based Practices

This experience will help interns apply evidence-based practices (EBPs) that can be used in their teaching to improve outcomes for students with disabilities.

Required Textbooks

Special Education Internship Handbook 2018-19 (Updated 7/2018)

Recommended Textbooks

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

Required Resources

Blackboard is a required tool to use for EDSE 783. You will be submitting assignments to Blackboard and this is where you will be provided course information and communication.

Course Performance Evaluation

Students 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/student registered for an EDSE course with a required Performance-based Assessment (PBA) is required to 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 Internship Rubric. 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 Critical Incident Analysis and the Technology Standards Evidence Table to Tk20. A description and the rubric for this assignment can be found in the SPED Internship handbook.

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

Assignments and/or Examinations

Performance-based Assessment (Tk20 submission required)

Internship Rubric

College Wide Common Assessment (TK20 submission required)

Critical Incident Analysis

Technology Standards Evidence Table

Performance-based Common Assignments (No Tk20 submission required)

Summary of Placement, Supervisors, Hours, and Final Grade. This is to be completed, signed, and uploaded to Blackboard.

Course Policies and Expectations

Please refer to the *Special Education Internship Handbook 2018-19*

Attendance/Participation

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 the Teacher Candidate Dispositions Rating in the Internship Handbook).

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. The Teacher Candidate Dispositions Rating (see Internship Handbook) 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 the Internship Handbook)

Grades for the internship are:

- S Satisfactory: Teacher Candidate successfully meets the clinical internship requirements and can be recommended for teacher licensure.
- NC No Credit: Teacher 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 Teacher 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 <https://catalog.gmu.edu/policies/honor-code-system/>).

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See <https://cehd.gmu.edu/students/polices-procedures/>. In the College of Education and Human Development, dispositions are formally and separately evaluated in at least three points in each student's program – a self-evaluation at the start of their program, an instructor's evaluation in the middle of their program, and a university supervisor's evaluation during internship. When dispositions are assessed, it is important that for areas where a positive disposition is 'occasionally evident' or 'rarely evident,' the student takes steps to grow as an educator. See <https://cehd.gmu.edu/epo/candidate-dispositions>. In special education licensure programs, the mid-point evaluation is completed by instructors in EDSE 628, EDSE 661, and EDSE 616, and the internship evaluation is completed by instructors in EDSE 783, EDSE 784, and EDSE 785.

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 <https://catalog.gmu.edu/policies/honor-code-system/>).

- 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 silence all sound emitting devices 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/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

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

Appendix

Assessment Rubric(s)

Please see the Internship Handbook for all assessment rubrics. One of the College Wide Assessments, the Critical Incident Analysis assignment is briefly described below followed by the rubric for this assignment.

Critical Incident Analysis: Impact on Student Learning Assessment Task

Assessment Information:

In the Special Education licensure programs, the Critical Incident Analysis Assessment Task is assessed by the University Supervisor. The candidate must achieve a score of 3 to be successful on this assignment. If a candidate does not earn a 3 on the assignment, they must meet with the University Supervisor prior to resubmitting. The data from this assessment are used to identify gaps the candidate's ability to meet learning differences and to critically analyze and reflect upon an instructional episode and connections between situations they encounter and the broader social, political, and economic forces that can impact on student learning.

Standards addressed in this assessment:

InTASC Standards: 2 & 9

CAEP Standards: 1.1, 1.2, 1.3, 1.5

VDOE Standards: 2, 3, 4, 5

Assessment Objectives

- The candidate will use knowledge of learning differences and assessment to develop an instructional plan including a plan for assessing the learner progress.
- The candidate will use all three levels of critical reflection (technical, practical, and critical) to analyze an instructional episode to make connections between situations they encounter and the broader social, political, and economic forces that influence those events.
- The candidate will critically reflect upon a “critical incident” from a lesson and propose alternative ways of addressing the incident to affect future teaching.

Directions: Critical Incident Analysis: Impact on Student Learning Assessment Task

This assignment requires you to reflect at all three levels of reflection. During field experience or your internship, you will record yourself teaching a lesson for which you have developed a detailed lesson plan. **Prior to recording, be sure to obtain appropriate permissions from school system, school, and families as needed in your specific context.**

This assignment consists of two parts: (a) **the holistic reflection**, and (b) **critical incident analysis**. **To complete this assignment you must develop a lesson plan and record the lesson* while teaching it. The lesson and the video will not be scored but will provide context during scoring the assessment.** *(A videotape of the lesson will help identify the critical incident; however, if you are unable to videotape for any reason, completing this assessment for a lesson observed and transcribed or scripted by a mentor or supervisor so an incident can be identified, is an acceptable option.)

Section 1: Holistic Reflection

Following the lesson presentation, write a reflective statement that includes technical, practical, and critical reflections related to your lesson. (See above for additional information.)

Section 2: Identify, Analyze, and Critically Reflect on a Critical Incident

From your recorded lesson, select a segment (~5-10 minutes in length) that contains a critical incident, an incident that did not go as you anticipated, causing you to adjust and/or rethink your instruction. Use the following to guide your description of and reflection on the critical incident captured that occurred during your lesson.

- a. Provide a brief description of what is happening in the selected clip. (A review of a videotape of the lesson will help identify the critical incident; however, if you are unable to videotape for any reason, completing this assessment for a lesson

observed and transcribed or scripted by a mentor or supervisor where an incident can be identified, is an acceptable option.)

b. Explain why this particular segment was selected.

c. Analyze the critical incident using critical reflection strategies.

-Propose alternative ways of handling the critical incident. You should draw upon your readings, knowledge of best practice, observations, and course work for support.

-Summarize what was learned and how it will impact your future teaching.

Critical Incident Analysis: Impact on Student Learning Assessment Task Rubric

(rubric completed by University Supervisor in Tk20 ONLY)

Scoring Guidelines

4-Exceeds Standard: Candidates receive a score of 4 if they perform beyond the expectations of candidates at this point in their programs. There is evidence that candidates have done additional research, identified additional resources, and/or demonstrate exceptional understanding and application of the standard.

3-Meets Standard: This is the TARGET score. This score reflects that candidates have met the standard at the level expected at this point in their program. Candidates who receive a 3 have successfully met the standard.

2-Approaching Standard: Candidates receive this score when their understanding and effort does not meet the Target but shows basic understanding of the content being assessed.

1-Does not meet standard: Candidates who do not submit work, and/or who submit work that is clearly below the expectations for a candidate at this point in their program.

CRITERIA	Does Not Meet Standard 1	Approaching Standard 2	Meets Standard 3	Exceeds Standard 4
Part 1 – Holistic Reflection				
The candidate uses a variety of data to evaluate the outcomes of teaching and learning to adapt planning and practice. <i>InTASC 9 VDOE 6</i>	The candidate uses either a single data point to evaluate the outcomes of teaching and/or does not address their analysis and insights to adapt planning and practice for	The candidate uses limited data points to evaluate the outcomes of the learning experience, and/or provides limited strategies and insights to adapt planning	The candidate uses a variety of data points to evaluate the outcomes the learning experience and also a variety of learning strategies and insights to	The candidate uses a variety of data points to evaluate the outcomes the learning experience. The candidate selects a variety of learning

	subsequent learning.	and practice for subsequent learning experiences.	adapt planning and practice for subsequent learning experiences.	strategies and insights to adapt planning and practice for subsequent learning experiences. The candidate provides detailed rationale for the selection of strategies and the adaptation of instructional practice.
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<p>The candidate uses ongoing analysis and reflection to improve planning and practice.</p> <p><i>InTASC 9</i> <i>VDOE 6</i></p>	There was no evidence that the candidate used ongoing all three levels of analysis and/or reflection to improve planning and practice.	The candidate used all three levels of analysis. However, the analysis is superficial and reflection is not at a critical level to improve planning and practice.	The candidate uses all three levels of analysis and critical reflection in an in depth manner, to improve planning and practice.	The candidate effectively used all three levels of analysis and critical reflection to improve planning and practice. Additionally, the candidate analyzed and anticipated/predicted the impact that changes in strategies and practice would have on learners in subsequent experiences.
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Part 2-- Critical Incident Analysis and Critical Reflection

The candidate critically reflects on a critical incident based on the cause and effect relationship between	The candidate does reflects at a technical or practical level.	The candidate makes an inaccurate or incomplete critical reflection of the critical incident by	The candidate makes a complete critical reflection of the critical incident based on the cause and effect	The candidate makes a complete critical reflection of the critical incident based on the cause and effect
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<p>underlying issues and motivators that impact learning.</p> <p><i>InTASC 9 VDOE 6</i></p>		<p>identifying poorly matched underlying issues and motivators impacting learners.</p>	<p>relationship between underlying issues and motivators impacting learners.</p>	<p>relationship between underlying issues and motivators and includes reflection, and problem-solving strategies to improve instruction.</p>
<p>The candidate engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences.</p> <p><i>InTASC 9 VDOE 6</i></p>	<p>There was no evidence that the candidate engages in ongoing learning opportunities to plan to improve teaching and learning.</p>	<p>There was minimal evidence that the candidate engages in ongoing learning opportunities to plan to improve teaching and learning.</p>	<p>The candidate identifies examples of possible options to effectively engage in ongoing learning opportunities to plan to improve teaching and learning.</p>	<p>The candidate identifies specific evidence of strategies to effectively engage in ongoing learning opportunities to plan to improve teaching and learning that directly relate to the critical incident.</p>
<p>The candidate reflects on his/her personal biases and accesses resources to deepen his/her own understanding of instruction.</p> <p><i>InTASC 9 VDOE 6</i></p>	<p>There is no evidence that the candidate reflects on his/her personal biases. The candidate did not access resources to deepen his/her own understanding of individual differences.</p>	<p>The candidate provides evidence that he/she reflects at the technical level on his/her personal biases and accesses resources to deepen his/her own understanding of limited individual differences.</p>	<p>The candidate provides evidence that he/she critically reflects on personal biases and accesses appropriate resources to deepen his/her own understanding of a variety of individual differences.</p>	<p>The candidate provides evidence that he/she critically reflects on personal biases and accesses multiple resources to deepen his/her own understanding of a variety of specific individual differences.</p>

<p>The candidate uses knowledge of individual Differences to build relationships to create more relevant learning experiences.</p> <p><i>InTASC 2 VDOE 1</i></p>	<p>The candidate does not build relationships and does not create relevant learning experiences for learners.</p>	<p>The candidate builds relationships and creates relevant learning experiences for some learners.</p>	<p>The candidate builds relationships and creates relevant learning experiences based upon the knowledge of individual learner differences.</p>	<p>The candidate builds relationships and creates relevant and authentic learning experiences based upon the knowledge of specific individual learner differences.</p>
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