



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

Spring 2020

EDCI 790 651: Internship in Special Education

CRN: 21884, 1 – 6 – Credits

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| Instructor: Dr. Kelley Regan/Dr. Margaret Weiss | Meeting Dates: 1/9/2020 – 5/13/2020 |
| Phone: 703.993. 9858; 703.993.5732 | Meeting Day(s): TBD |
| E-Mail: kregan@gmu.edu ; mweiss9@gmu.edu | Meeting Time(s): TBD |
| Office Hours: By appointment | Meeting Location: Off Campus |
| Office Location: Finley Building | 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): None

Co-requisite(s): None

Course Description

Intensive, supervised clinical experience for full semester in accredited school. Students must register for appropriate section.

Advising Contact Information

Please make sure that you are being advised on a regular basis as to your status and progress in your program. Students in Special Education and Assistive Technology programs can contact the Special Education Advising Office at 703-993-3670 or speced@gmu.edu for assistance. All other students should refer to their assigned program advisor or the Mason Care Network (703-993-2470).

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 Instructional Method

Virtual and face-to-face observations

Course Delivery Method

Learning activities include the following:

1. Electronic supplements and activities via Blackboard

Learner Outcomes

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 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.
4. Monitor and analyze teaching performance.
5. Demonstrate additional competencies contained in personal goals statement or delineated by instructor.

Professional Standards

This course is part of the George Mason University, School of Education (SOED), 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) and CEC Standard 6: Professional learning and ethical practice (InTASC 9).

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 course will incorporate the evidence-based practices (EBPs) relevant to characteristics of students with mild disabilities, etiology of mild disabilities, inclusionary practices. Evidence for the selected research-based practices is informed by meta-analysis, literature reviews/synthesis, the technical assistance networks which provide web-based resources, and the national

organizations whose mission is to support students with disabilities. We address both promising and emerging practices in the field of special education. This course will provide opportunities for teacher candidates/students to take an active, decision-making role to thoughtfully select, modify, apply, and evaluate EBPs in order to improve outcomes for students with disabilities.

Required Textbooks

None

Recommended Textbooks

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Author.

Required Resources

Access to Blackboard

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

All students in the Students with Disabilities who Access the General Curriculum program must complete several performance-based assessments across the 3 one-credit hour internships. In this course, students will complete activities to show evidence of CEC Standards 2 (InTASC 3) and 6 (InTASC 9) of the Internship rubric.

Assignments and/or Examinations

Performance-based Assessment (Tk20 submission required)

All students in the Students with Disabilities who Access the General Curriculum program must complete several performance-based assessments across the 3 one-credit hour internships. In this course, students will complete activities to show evidence of InTASC 4 (Content Knowledge), InTASC 5 (Content Application), InTASC 7 (Planning for Instruction), InTASC 8 (Instructional Strategies), and InTASC 10 (Leadership and Collaboration) of the Internship rubric.

College Wide Common Assessment (TK20 submission required)

Technology Portfolio

Dispositions Assessment (Completed by Mentor Teacher)

Both are available on Blackboard.

Performance-based Common Assignments (No Tk20 submission required)

None

Other Assignments

Log of hours

Course Policies and Expectations

Attendance/Participation

This one-credit internship course is an opportunity for teacher candidates to use the information they are learning in their EDSE 502 course in their classrooms with feedback and support. The expectation is that the teacher candidate will complete all assignments in the course by the end of the semester. Two of the learning modules on Blackboard require the teacher candidate to schedule virtual or face-to-face coaching sessions with the instructor. All teacher candidates are expected to (1) provide information related to those appointments (e.g., lesson plans) 24 hours before the appointment, (2) keep the appointment, and (3) connect with the instructor for a debrief session within 48 hours after the appointment. This may be via email, phone call, or other means. Cancellation of an appointment must occur 24 hours in advance unless it is due to an emergency. If school is cancelled for some reason, the appointment is automatically cancelled.

Late Work

All assignments for this course must be satisfactorily completed by the end of the semester (May 15) in order to earn a Satisfactory grade. Please see the schedule on page 5/6 for guidelines. Please do not hesitate to contact me if you need additional information or time to complete your assignments. Do not wait until the last minute to do this! We will check in frequently during the semester—this course is meant to support your learning in your first year of teaching, not add to the stress.

Other Requirements

Teacher candidates must have completed the first of the three one-credit internships for the “651” cohort. Teacher candidates must complete their first aid, VCLA, and Praxis testing requirements before a grade can be assigned. If these requirements are not met, the teacher candidate will receive an IP (in progress) until testing requirements are met.

Grading Scale

Grades for the internship are:

- **S** Satisfactory: Teacher Candidate successfully completes all assignments of the one-credit internship.
- **NC** No Credit: Teacher Candidate does not successfully complete all assignments of the one-credit internship. This may require the teacher candidate to repeat the internship.

- **IP In Progress:** The Teacher Candidate’s performance cannot be evaluated at the end of the grading period due to extenuating circumstances (medical or family emergency, etc.) or incomplete testing requirements. IP grade can be changed to S or NC upon completion of requirements.

***Note:** The George Mason University Honor Code will be strictly enforced (see <https://oai.gmu.edu/> and <https://catalog.gmu.edu/policies/honor-code-system/>). 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 new, original work for this course or with proper citations.

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See <https://cehd.gmu.edu/students/polices-procedures/>.

Class Schedule

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

| Week | Activity | Assignment due by end date |
|-------------------|---|---|
| January 9-16 | Initial meeting at end of class | Send schedule to Dr. Regan or Weiss; schedule initial face to face with MT and Dr. Regan or Weiss |
| January 16-30 | Face to face meeting with Mentor Teacher and Dr. Regan or Weiss | Schedule for first eCoaching |
| January 30-Feb 27 | eCoaching 1 | Debrief |
| Feb 27-March 12 | eCoaching 2 | Debrief |
| March 12-April 2 | eCoaching 3 | Debrief |
| April 16-April 30 | Formal observation | Debrief |
| April 30-May 14 | Final meeting with Mentor Teacher and Dr. Regan or Weiss | Technology portfolio Dispositions (Mentor Teacher) Final internship rubric |

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 <https://ds.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 <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

- As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at [703-380-1434](tel:703-380-1434) or Counseling and Psychological Services (CAPS) at [703-993-2380](tel:703-993-2380). You may also seek assistance from Mason’s Title IX Coordinator by calling [703-993-8730](tel:703-993-8730), or emailing titleix@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 <http://cehd.gmu.edu/>.

Appendix

Assessment Rubric(s)

See Internship Rubric on Blackboard