



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

Summer 2020

EDSE 783 601: Internship: Special Education in General Curriculum

CRN: 43199, 3 - 6 – Credits

Instructor Contact Information	Course Time and Location
Instructor of Record: University Supervisor and Mentor Teacher	Meeting Dates: 05/18/20 – 08/08/20
Phone: varies by University Supervisor	Meeting Day(s): N/A
E-Mail: varies by University Supervisor	Meeting Time(s): N/A
Office Hours: By appointment	Meeting Location: Placement Site
Office Location: varies by University Supervisor	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.

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

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. Individual demonstration
2. Classroom observations
3. Discussions and consultation
4. Reflection activities
5. 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

(Council for Exceptional Children (CEC), Interstate Teacher Assessment and Support Consortium (InTASC). Upon completion of this course, students will have met the following professional standards: 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).

Required Textbooks

Special Education Internship Handbook 2019-20 (Updated 7/2019)

Recommended Textbooks

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.).

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

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.

Assignments and/or Examinations

Performance-based Assessment (Tk20 submission required)

- Internship Rubric (Assessment A; see Internship Handbook)

College Wide Common Assessment (TK20 submission required)

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 nationally accepted standards for beginning teachers (InTASC) and our programs' performance on national accreditation standards (CAEP).

- Teacher Candidate Dispositions Rating (Assessment B; see Internship Handbook)
- Technology Standards Evidence Table (Assessment C; see Internship Handbook)

Performance-based Common Assignments (No Tk20 submission required)

- Log of Hours (Form 1 in Internship Handbook; all completed/signed pages uploaded to the Forms page of Blackboard)
- Internship Summary and Final Grade (Form 2 in Internship Handbook; all completed/signed pages uploaded to the Forms page of Blackboard)
- Observation Summary Report (Form 4 in Internship Handbook; all completed reports [at least 3 completed by the University Supervisor] uploaded to the Forms page in Blackboard)
- Video-Based Reflection Assignment (Assignment A in Internship Handbook; uploaded to the Assignments page in Blackboard)
- End-of-Internship Evaluation (CEHD-wide evaluation completed online prior to internship completion)

Other Assignments

- Lesson plans, observations, and pre- and/or post-observation conferences (see Internship Handbook)
- Any other assignments may be assigned at the University Supervisor's discretion

Course Policies and Expectations

Please refer to the *Special Education Internship Handbook 2019-20* for internship policies and expectations.

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 on-the-job (OTJ) internships are expected to adhere to their regular work schedule and responsibilities.

Late Work

All internship activities and assignments are scheduled between the University Supervisor, Mentor Teacher, and Teacher Candidate. If an assignment cannot be completed as required, the Teacher Candidate must notify the University Supervisor and Mentor Teacher in advance and must work with the University Supervisor and Mentor Teacher to reschedule or adjust the deadline accordingly. Note that submission of all assignments in accordance with the agreed upon schedule increases the likelihood of on-time completion of internship requirements.

Other Requirements

- **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.
- **Accommodations in Internships:** Students must be able to perform the essential functions of the internship site assigned with or without an accommodation. Contact Disability Services (ods@gmu.edu) for questions related to accommodations.

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 (see [Academic Integrity Site \[https://oai.gmu.edu/\]](https://oai.gmu.edu/) and [Honor Code and System \[https://catalog.gmu.edu/policies/honor-code-system/\]](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 [Policies and Procedures \(https://cehd.gmu.edu/students/policies-procedures/\)](https://cehd.gmu.edu/students/policies-procedures/). Students are expected to exhibit professional behaviors and dispositions at all times. In the College of Education and Human Development, dispositions are formally and separately evaluated in at least two points in each student’s program – a self-evaluation at the start of their program, and a university supervisor’s evaluation during internship. In special education licensure programs, the self-evaluation is an online survey distributed via email upon program entry for graduate students and within initial courses (EDSE 241, EDSE 361, and EDSE 311) for undergraduate students. 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>.

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: See [Core Values \(http://cehd.gmu.edu/values/\)](http://cehd.gmu.edu/values/)

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see [Honor Code and System \[https://catalog.gmu.edu/policies/honor-code-system/ \]](https://catalog.gmu.edu/policies/honor-code-system/)).
- Students must follow the university policy for Responsible Use of Computing (see [Responsible Use of Computing \[http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/\]](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 [Disability](#)

[Services](https://ds.gmu.edu/) [<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 [Tk20 Help](mailto:tk20help@gmu.edu) (tk20help@gmu.edu) or CEHD's [Online Assessment System](https://cehd.gmu.edu/aero/tk20) (<https://cehd.gmu.edu/aero/tk20>). Questions or concerns regarding use of Blackboard should be directed to [Blackboard Instructional Technology Support for Students](https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/) (<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 the [Title IX Coordinator](mailto:titleix@gmu.edu) (titleix@gmu.edu).
- For information on student support resources on campus, see [Student Support Resources on Campus](https://ctfe.gmu.edu/teaching/student-support-resources-on-campus) (<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 [College of Education and Human Development](http://cehd.gmu.edu/) (<http://cehd.gmu.edu/>).

Appendix
Assessment Rubric(s)



Assessment B

Teacher Candidate Dispositions Rating

*Note: The disposition rubric should be completed on paper collaboratively by the University Supervisor and Mentor Teacher for the Candidate. The University Supervisor will then enter the rubric ratings online in Tk20.

Candidate Name and G#: _____
Assessor: _____

Course with Section: _____
Date Assessed: _____

Directions for assessors:

For each of the dimensions below, please rate the degree to which you observe the candidate behaving in a fashion consistent with each disposition, 4 being the highest as “Consistently Evident,” 1 being the lowest as “Rarely Evident.” Assessors will base ratings upon multiple data points, observations, and/or incidents.

NOTE: A score of 4-Consistently Evident is a rating for candidates who exhibit behaviors beyond the expectations of candidates at this point in their programs. A score of 3 (Often Evident) is the *target* score. If the candidate receives a score of 2-Occasionally Evident or 1-Rarely Evident from either the Mentor Teacher or the University Supervisor on any item, please contact your Academic Program Coordinator (Kelley Regan, kregan@gmu.edu).

Rating Guidelines:

4-Consistently Evident- Consistently Evident is a rating for candidates who exhibit behaviors beyond the expectations of candidates at this point in their programs. Observers see candidates demonstrate behaviors consistent with professional dispositions in multiple situations/data points.

3-Often Evident-is the TARGET score. This score reflects that candidates have met the standard at the level expected at this point in their program. Behaviors are observed that align with expectations for this specific dimension of the dispositions. Candidates who receive a 3 have successfully met the disposition.

2-Occasionally Evident- Candidates receive this score when their understanding and effort does not meet the Target but they exhibit some of the behaviors associate with the disposition. A score of 2 requires a conversation with the candidate to clarify or educate him/her on the appropriate behaviors associate with the disposition.

1-Rarely Evident- Candidates receive a 1 when his/her understanding and behaviors related to a disposition is not evident or rarely exhibited. A score of 1 requires a specific action plan to educate and/or remediate behaviors associate with the disposition.

Descriptions of behaviors are provided for each dispositional dimension and are meant to be representative examples of observable behaviors. The examples may pertain to your specific setting, but should not be viewed as encompassing all observable behaviors related to the disposition:

	Consistently Evident	Often Evident	Occasionally Evident	Rarely Evident	Not Applicable
Openness to Feedback <ul style="list-style-type: none"> - <i>Is receptive to constructive criticism/growth-producing feedback</i> - <i>Self-regulates and modifies professional behavior based on feedback</i> - <i>Seeks opportunities for professional growth to improve practice</i> - <i>Acts on feedback toward improvement</i> 	4	3	2	1	<input type="checkbox"/>
Continuous Improvement/ Change Orientation <ul style="list-style-type: none"> - <i>Takes initiative appropriately</i> - <i>Seeks opportunities for continual improvement and change</i> - <i>Seeks evidence for use in decision making</i> - <i>Is willing to take appropriate risks/try new things</i> 	4	3	2	1	<input type="checkbox"/>
High Expectations for Learning <ul style="list-style-type: none"> - <i>Takes appropriate responsibility for student learning</i> - <i>Holds high expectations for all learners</i> - <i>Monitors and assesses student learning to provide feedback and alter instruction to improve learning</i> 	4	3	2	1	<input type="checkbox"/>
Advocacy <ul style="list-style-type: none"> - <i>Advocates on behalf of students and families</i> - <i>Seeks to understand and address student issues and challenges</i> - <i>Shows a genuine interest in others' well-being</i> - <i>Seeks to direct students and/or families to needed resources</i> 	4	3	2	1	<input type="checkbox"/>
Professionalism <ul style="list-style-type: none"> - <i>Is punctual and well prepared</i> - <i>Exhibits professional demeanor (dress & appearance)</i> - <i>Is reliable, responsible</i> - <i>Demonstrates respect for students, families, colleagues, and/or property</i> - <i>Uses technology & social media appropriately</i> 	4	3	2	1	<input type="checkbox"/>

Legal and Ethical Conduct

4

3

2

1



- *Exhibits integrity and ethical behavior*
- *Maintains privacy and confidentiality of sensitive information*
- *Demonstrates fairness and consistency in applying and enforcing rules, policies, and regulations*

Is there a score of 2 on the assessment? Have you contacted the Academic Program Coordinator?

Is there a score of 1 on the assessment? Have you contacted the Academic Program Coordinator?

Please add any relevant comments to the ratings above: