



CRN#14097

I. Course Information

ELSE 4216– Special Education Internship-Elementary

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Textbook(s) Readings

A. Primary Text (Required): No Text Required

B. Must purchase College Livetext. <https://college.livetext.com/>

II. Purpose of the Course

- A. This course is a culmination of the Bachelor of Science in Special Education Degree program and will consist of 8 weeks in a K-4 special education classroom. The purpose of the course is to provide directed teaching under the supervision of a qualified teacher at the elementary school level. It requires application of knowledge, skills, and demonstration of appropriate dispositions for teaching. Prerequisite: Admission to the internship semester as specified by the Office of Professional Education Programs in the School of Teacher Education and Leadership; validation by faculty advisor and passage of the appropriate Praxis exam. Fall, Spring.

III. Course Objectives/Student Outcomes

Objectives are coded to State's Competencies for K-12 Special Education. These competencies are identical to the Council for Exceptional Children (CEC) Knowledge and Skills for Special Educators and coded as such. Also, the competencies are aligned to the Arkansas Teacher Standards (ATS) (INTASC) standards. These competencies provide the fundamental knowledge base for the development of course objectives. In addition, all objectives align with Praxis II (PR).

1. The intern will be able to design and teach lesson plans for students with exceptionalities in the elementary setting based upon learner development individual learning differences, and curricular content knowledge.
(CEC 1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3,3.4, 3.5, 3.6, 3.7, 5.1, 5.2, 5.3, 5.4, 5.6, 5.7, 5.8, ATS 1,2,3,4,5,7,8; PR 2,3; TESS 1a-f, 2 a-e, 3a-e)
2. The intern will be able to monitor and adjust instruction and the learning environment based upon various types of assessment data and knowledge of various instructional strategies. (CEC 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 4.4, 4.5, 5.1, 5.2, 5.3; ATS 2,3,4,5,6,7,8; PR 2,3,4; TESS 1b, 1c,1e, 1f, 2a-e, 3a-3e)
3. The intern will be able to demonstrate knowledge of ethical principles and professional practice standards within the classroom and school setting.
(CEC 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 7.1, 7.2, 7.3; ATS 9, 10; PR 5; TESS 4a-4f)

IV. Standards Linkage

A. Council for Exceptional Children Professional Preparation Knowledge and Skills

Standard 1: Learner Development and Individual Learning Differences

Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

- 1.1 Beginning special education professionals understand how language, culture and family background influence the learning of individuals with exceptionalities.
- 1.2 Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities

Standard 2 Learning Environments

Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination

- 2.1 Beginning special education professionals through collaboration with general educators and other colleagues create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.
- 2.2 Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.
- 2.3 Beginning special education professionals know how to intervene safely and appropriately with individuals with exceptionalities in crisis.

Standard 3 Curricular Content Knowledge

Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.

- 3.1 Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities.
- 3.2 Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities.
- 3.3 Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities.

Standard 4 Assessment

Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions

- 4.1 Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias.
- 4.2 Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.

- 4.3 Beginning special education professionals in collaboration with colleagues and families use multiple types of assessment information in making decisions about individuals with exceptionalities.
- 4.4 Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.

Standard 5: Instructional Planning and Strategies

Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.

- 5.1 Beginning special education professionals consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with exceptionalities.
- 5.2 Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.
- 5.4 Beginning special education professionals strategies to enhance language development and communication skills of individuals with exceptionalities.
- 5.6 Beginning special education professionals teach to mastery and promote generalization of learning.
- 5.7 Beginning special education professionals teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.

Standard 6 Professional Learning and Ethical Practice

Beginning special education professionals use foundational knowledge of the field and the professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.

- 6.1 Beginning special education professionals use professional Ethical Principles and Professional Practice Standards to guide their practice.

- 6.2 Beginning special education professionals understand how foundational knowledge and current issues influence professional practice.
- 6.3 Beginning special education professionals understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.
- 6.4 Beginning special education professionals understand the significance of lifelong learning and participate in professional activities and learning communities.
- 6.5 Beginning special education professionals advance the profession by engaging in activities such as advocacy and mentoring.
- 6.6 Beginning special education professionals provide guidance and direction to paraeducators, tutors, and volunteers.

Standard 7 Collaboration

Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

- 7.1 Beginning special education professionals use the theory and elements of effective collaboration.
- 7.2 Beginning special education professionals serve as a collaborative resource to colleagues.
- 7.3 Beginning special education professionals use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.

B. Learning to Teach, Teaching to Learn (ASU Frameworks Linkage)

- 1. Communication Skills. The teacher candidate demonstrates effective communication skills.
- 2. Professionalism. The teacher candidate acts in a legal, professional, and compassionate manner.
- 3. Curriculum. The teacher candidate plans and implements best practices in the curriculum appropriate to students, grade level, content, and course.

4. Teaching Models. The teacher candidate demonstrates the knowledge of ability to apply an appropriate teaching model that is consistent with needs of student.
5. Classroom Management. The teacher candidate utilizes appropriate classroom management strategies.
6. Assessment. The teacher candidate utilizes a variety of assessment strategies to monitor student learning and to determine adjustments in learning activities.
7. Reflective Teaching. The teacher candidate reflects on teaching and learning.
8. Subject Matter. The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

C. Diversity Related CEC Standards

ISCI1K5. Candidates recognize cultural perspectives influencing the relationships among families, schools, and communities as related to instruction.

ISCI1K12. Candidates recognize differing ways of learning of individuals with exceptionalities, including those from culturally diverse backgrounds and strategies for addressing these differences.

ISCI2K7. Candidates recognize strategies for preparing individuals to live harmoniously and productively in a culturally diverse world.

ISCI2K8. Candidates understand ways to create learning environments that allow individuals to retain and appreciate their own and each other's respective language and cultural heritage.

ISCI2S13. Candidates organize, develop, and sustain learning environments that support positive intra-cultural and intercultural experiences.

ISCI4S6. Candidates use assessment information in making eligibility, program, and placement decisions for individuals with exceptionalities, including those from culturally and/or linguistically diverse backgrounds.

ISCI5S6. Candidates develop and select instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences.

ISCI6S6. Candidates demonstrate sensitivity for the culture, language, religion, gender, disability, socioeconomic status, and sexual orientation of individuals.

ISCI7S10. Candidates communicate effectively with families of individuals with exceptionalities from diverse backgrounds.

D. Linkage to Arkansas Teaching Standards:

Arkansas Teaching Standards Website:

http://www.arkansased.org/public/userfiles/HR_and_Educator_Effectiveness/Educator_Prep/Arkansas_Teaching_Standards_2012.pdf

Standard 1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. Standards: 1(b) through 1(j)

Standard 2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures/communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standards: 2(a), 2(b), 2(c), 2(f), 2(g), 2(h), 2(l), 2(m), 2(n), 2(o)

Standard 3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standards: 3(a), 3(c), 3(d), 3(e), 3(f), 3(j), 3(k), 3(l), 3(m), 3(n), 3(o), 3(r)

Standard 4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standards: 4(a) through 4(n)

Standard 5: Application of Content

The teacher understands how to connect concepts and use differing perspective to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standards: 5(c), 5(r), 5(s)

Standard 6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standards: 6(b), 6(e), 6(f), 6(h), 6(k), 6(p), 6(s), 6(u)

Standard 7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standards: 7(a) through 7(q)

Standard 8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standards: 8(a) through 8(s)

Standard 9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standards: 9(a), 9(d), 9(e), 9(g), 9(i), 9(j), 9(l), 9(n), 9(o)

Standard 10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Standards: 10(a), 10(b), 10(f), 10(g), 10(h), 10(j), 10(k), 10(l), 10(m), 10(n), 10(o), 10(r), 10(s), 10(t)

E. Linkage to Teacher Excellence Support System:

<http://www.ciu20.org/cms/lib07/PA01916263/Centricity/Domain/13/FFT%20SmartCard.jpg>

Domain 1: Planning and Preparation: 1a through 1f
Domain 2: The Classroom Environment : 2a through 2e
Domain 3: Instruction: 3a through 3e
Domain 4: Professional Responsibilities: 4a through 4f

F. Linkage to Special Education Praxis: Core Knowledge and Applications

Content Area 1: Development and Characteristics of Learners
Content Area 2: Planning and Learning Environment
Content Area 3: Instruction
Content Area 4: Assessment
Content Area 5: Foundations and Professional Responsibilities

V. Course Assessment and Performance Measures

Remember to keep all assignments in an electronic format in TWO safe locations (i.e., jump drive, home computers, iCloud) for the portfolio during your internship. All assignments and guidelines can be found in Blackboard Learn within the assignments section of the course. All assignments , with the exception of the Special Education Internship Portfolio, will be submitted to Blackboard Learn.

A. Evaluation Procedures: Eighty percent of the final grade will be based on the Summative Evaluation of Teaching Performance for Teacher Interns as outlined in the current Teacher Intern Handbook. Twenty percent of the final grade will be based on the points earned from the electronic Special Education Internship Portfolio created in Livetext. In addition, the intern must successfully complete all of the following requirements:

- 1. Parent Letter:** Interns will construct a letter of introduction to the parents of the students in the assigned classroom. The letter will be disseminated to parents upon approval of the cooperating teacher.
CEC Standards 6,7
- 2. Intern Daily Reflective Log:** Interns will make daily entries into an electronic log. Entries will consist of a description of the day's events followed by a reflection. Logs will be submitted at the end of each week via Blackboard Learn. CEC Standards 4,5,6
- 3. Learning Environment Assignment:** Interns will develop a power point presentation of the classroom. The power point will include a description of each area of the classroom as well as the classroom rules and management strategies that are utilized. CEC Standards 2,5,6
- 4. Learner Characteristic Assignment:** Interns will gain parental permission to access the special education files of the students in the assigned classroom. A written learning profile of each student will be completed. CEC Standards 1,4,5,7

- 5. Math Unit Plan and Unit Plan Report:** The intern will construct and teach a 5 day Math Unit Plan. A Unit Plan Report will also be completed and submitted. CEC Standards 1,2,3,4,5,6,7
- 6. Literacy Unit Plan and Unit Plan Report:** The intern will construct and teach a 5 day Literacy Unit Plan. A Unit Plan Report will also be completed and submitted. CEC Standards 1,2,3,4,5,6,7
- 7. Lesson Plans:** The Intern should teach a minimum of three full weeks (weeks 5,6, and 7) acting as the teacher-in-charge with responsibilities similar to those of the classroom teacher's: planning, implementing, and evaluating instruction using multiple appropriate and effective assessments for all children in accordance with the school curriculum and developmental appropriateness. The intern will satisfy this requirement by working closely with the clinical supervisor and the university supervisor. The intern will follow the lesson plan format used by the clinical supervisor or the one provided in the course in Blackboard Learn. The plans must correlate learning objectives to CEC, SLEs and ASU curriculum frameworks. The lesson plans must be linked to appropriate IEP objectives. Lesson plans are to be submitted to the clinical supervisor on a weekly basis. The university supervisor will expect to see that weekly lesson plans are being maintained when the supervisor visits. Within the three weeks (weeks 5,6,7) the intern will develop a minimum of one Unit Plan for math and one Unit Plan for literacy . A minimum of one lesson plan will be integrated. The intern should be prepared to make all lesson plans available to the supervisor when he/she visits. CEC Standards 1,2,3,4,5,6,7
- 8. Teaching Resources Assignment:** During the special education internship placement, the intern will identify the 15 most useful/successful teaching resources/materials found in the assigned special education setting. 5 resources should address literacy. 5 resources should address mathematics. The remaining 5 resources may address any subject area or topic. The intern will provide a brief summary of each resource including purchasing information. CEC Standards 1,3,4,5
- 9. Professional Development Meetings/Workshop Summaries:** Interns will be attend all local professional development meetings and or workshops that the cooperating teacher is expected to attend. The intern will write a summary and reflection of each meeting. A copy of the agenda and materials will also be submitted. CEC Standards 1,2,3,4,5,6,7
- 10. Collaborative Meetings Summaries:** The intern will attend as many of the following types of meetings as possible under the supervision of the cooperating teacher: IEP meetings, Evaluation conferences, RTI conferences, Referral conferences, Grade level team meetings. The intern will write a summary and reflection of each meeting. Student and teacher

names will not be used. CEC Standards 1,2,3,4,5,6,7

- 11. Special Education Classroom Observation:** Interns will observe another special education classroom within the building of the current special education placement. The observation will be for a minimum of two hours. The intern will write a summary and reflection about the activities observed. CEC Standards 1,2,3,4,5,6,7
- 12. Formative Evaluations:** The teacher intern will be evaluated twice by the clinical supervisor and twice by the university supervisor. Each supervisor will conduct one announced and one unannounced evaluation. The final grade is based on the Summative Evaluation in which the clinical supervisor, the university supervisor and the teacher intern take part. The lesson plans for the announced evaluations will be submitted to the supervisor three days before the evaluation. Reflections of each evaluation will be written. CEC Standards 1,2,3,4,5,6,7
- 13. Summative Evaluation:** One summative evaluation will be completed jointly by the university and clinical supervisors during the last week of the placement. CEC Standards 1,2,3,4,5,6,7
- 14. Final Reflection:** The intern will write a final reflection of the Special Education Internship experience. The reflection will address each of the seven CEC standards. CEC Standards 1,2,3,4,5,6,7
- 15. Portfolio:** Interns will complete and submit the Special Education Internship Portfolio and submit it to Livetext. The portfolio is a collection of various assignments completed by the intern throughout the teacher preparation program. CEC Standards 1,2,3,4,5,6,7
- 16. Questions to Guide Reflective Practice:** Interns will complete this form which is located in the Teacher Intern Handbook. It will be submitted by the end of the seventh week of placement. CEC Standards 6
- 17. Intern Reflective Assessment:** Interns will complete this form which is located in the Teacher Intern Handbook. It will be submitted on the fourth week of placement. CEC Standards 6

B. Grading Scale:

A = 90 – 100%

B = 80 – 89%

C = 70 – 79%

D = 60 – 69%

F = Below 60%

C. Late Submission Policy:

Except in cases of serious extenuating circumstances, late work will not be accepted. The university supervisor will determine if the excuse for late work rises to the level of being a “serious extenuating circumstance.”

VI. Course Outline

| Week | Assignments |
|------|--|
| 1 | Intern observes classroom; complete reflective log; constructs and disseminates Parent Letter; Learning Environment Power point |
| 2 | Learner Characteristics Assignment; reflective log; prepares for and teaches 2 hours of the day |
| 3 | Prepares for and teaches one half of day; reflective log; |
| 4 | Prepares for and teaches second half of day; reflective log |
| 5 | Prepares for and teaches all day; reflective log; |
| 6 | Prepares for and teaches all day; reflective log ; Teaches Math Unit Plan and Report |
| 7 | Prepares for and teaches all day; reflective log; Teaches Literacy Unit Plan and Report |
| 8 | Prepare for and teaches one half of day; transition back to clinical supervisor; observe in other special education settings; reflective log; Portfolio, Final Reflection; Teaching Resources Assignment |
| | Please note: In addition to the above activities, the intern will also be responsible for attending, summarizing and reflecting upon professional development meetings/workshops; Collaborative meetings (i.e. IEP Meetings, team meetings, parent conferences). At the end of the first 8 weeks, the student intern will transition into a secondary special education classroom placement. |

VII. Special Considerations and/or Features of the Class

A. Interns are required to comply with all rules, regulations, and guidelines established within the Teacher Intern Handbook provided by the Office of Professional Education Programs.

B. Flexibility Clause: Circumstances may arise which will prevent us from fulfilling each and every component of this syllabus. Therefore, the syllabus is

subject to change. However, you will be notified of any changes that occur prior to any due date for assignments.

C. Academic Conduct: All acts of dishonesty in any work constitute academic misconduct. The academic disciplinary policy will be followed, as indicated in the ASU Student Participant Handbook, in the event of academic misconduct. Students should familiarize themselves with the handbook, especially the policy pertaining to plagiarism.

D. The instructor reserves the right to modify or make changes in the course syllabus as needed during the course.

E. In ALL work, candidates must use people-first language to be consistent with IDEA.

VIII. Procedures to Accommodate Students with Disabilities

If you need course adaptations or accommodations because of a disability, have emergency medical information to share, or need special arrangements; please notify the ASU Officer of Disabilities and the professor ASAP. Disabilities office can be reached at: <http://www2.astate.edu/disability/> or call 870-972-3964.

IX. References

Council for Exceptional Children. (2012). CEC Initial Level Special Educator Preparation Standards (2012). <http://www.cec.sped.org/>

Arkansas State University. (2013). Teacher Intern Handbook (Arkansas State University, School of Teacher Education and Leadership, 2013-2014).