

Arkansas State University
 College of Education and Behavioral Science
 Department of Educational Leadership, Curriculum, and Special Education
 ELSE 4226 Special Education Internship-Secondary
 Spring 2021

Instructor: Mrs. Cindy Nichols, Ed.S.
 Course: ELSE 4226 Special Education Internship-Secondary.
 Placement in area special education classrooms
 Office: Education and Leadership Studies, 231
 Office hours: Tuesday and Wednesday 9:30 a.m. - 3:30 p.m.
 Office phone: 870-972-2916
 Email: cmnichols@astate.edu

Textbook(s)/Readings

Primary Texts: None

Supplemental Text: NA

Assigned Readings: PEP Intern Handbook located at
<http://www.astate.edu/a/prof-ed-programs-office/index.dot>

Teacher Education Program Required Purchase:

College Livetext :

<https://c1.livetext.com/> Select Purchase/Register, Purchase Membership “LiveText by Watermark (including Field Experience Management)” license. The cost is \$139 on the LiveText website.

Course Description

This course is a culmination of the Bachelor of Science in Special Education Degree program and will consist of 8 weeks in a 7-12 grade special education classroom. The purpose of the course is to provide directed teaching under the supervision of a qualified teacher at the secondary 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.

Program Outcomes

Council for Exceptional Children (CEC)

1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 4.4, 5.1, 5.2, 5.4, 5.6, 5.7, 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 7.1, 7.2, 7.3. Learner Development and Individual Learning Differences; Learning Environments; Curricular Content Knowledge; Assessment; Instructional Planning Strategies; Professional Learning and Ethical Practice; Collaboration.

Course Level Student Learning Outcomes

| | TESS Linkage | ATS linkage | CEC Linkage |
|---|--------------|---------------|----------------------|
| Design and teach lesson plans for students with | 1a-f; 2a-e; | 1,2,3,4,5,7,8 | 1.1,1.2,2.1,2.2,2.3, |

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| exceptionalities in the secondary setting based upon learner development, individual learning differences, and curricular content knowledge. | 3a-e | | 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 |
| Monitor and adjust instruction and the learning environment based upon the knowledge of various types of assessment data and instructional strategies. | 1b, 1c, 1e, 1f; 2a-e; 3a-e | 2,3,4,5,6,7,8 | 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, |
| Demonstrate knowledge of ethical principles and professional practice standards within the classroom and school setting. | 4a-f | 9, 10 | 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 7.1, 7.2, 7.3 |

Course Requirements and Grading

| Course Assessment and Performance Measures | CEC/SPA Linkage | Percentages |
|---|-----------------|-------------|
| Eighty percent of the final grade will be based on the Summative Evaluation of Teaching Performance for Teacher Interns Rubric which is completed by the University and Clinical Supervisors during the last week of placement. | 1,2,3,4,5,6,7 | 80 |
| Twenty percent of the final grade will be based on the points earned from the electronic Special Education Internship Portfolio. The portfolio is a collection of various assignments completed by the intern throughout the teacher preparation program. | 1,2,3,4,5,6,7 | 20 |
| Students will also be required to successfully complete the following assignments within the 8 week placement. Grades are on a pass/fail basis: | | |
| Formative Evaluations: The teacher intern will be evaluated twice by the clinical supervisor and twice by the university supervisor. Each supervisor will conduct a minimum of one announced and one unannounced evaluation. The lesson plans for the announced evaluations will be submitted to the supervisor 48 hours before the evaluation. Reflections of each evaluation will be written. | 1,2,3,4,5,6,7 | Pass/Fail |
| 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. | 6,7 | Pass/Fail |
| 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. | 4,5,6 | Pass/Fail |
| 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. | 2,5,6 | Pass/Fail |
| 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 | 1,4,5,7 | Pass/Fail |

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| student will be completed. | | |
| The intern will do ONE of the following Unit Plans and Reports | | |
| 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. (To be done in either the elementary or secondary placement) | 1,2,3,4,5,6,7 | Pass/Fail |
| 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. (To be done in either the elementary or secondary placement) | 1,2,3,4,5,6,7 | Pass/Fail |
| 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 link 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 or 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. | 1,2,3,4,5,6,7 | Pass/Fail |
| Teaching Resources Assignment: During the special education internship placement, the intern will identify the 10 most useful/successful teaching resources/materials found in the assigned special education setting. 5 resources should address literacy. 5 resources should address mathematics. The intern will provide a brief summary of each resource including purchasing information. | 1,3,4,5 | Pass/Fail |
| Professional Development Meetings/Workshop Summaries: Interns will attend all local professional development meetings and or workshops that the Clinical Supervisor 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. | 1,2,3,4,5,6,7 | Pass/Fail |
| Collaborative Meetings Summaries: The intern will attend as many of the following types of meetings as possible under the supervision of the Clinical Supervisor: 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. | 1,2,3,4,5,6,7 | Pass/Fail |
| Special Education Classroom Observation: Interns will observe | 1,2,3,4,5,6,7 | Pass/Fail |

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| 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. | | |
| Transition Plan Assignment: Interns will identify one target student who is at least 16 years old with an IEP. The intern will write a report discussing the process that the school district follows when assessing a student for transition goals. The report will also discuss the goals and objectives written for the target student. The intern will develop and teach a minimum of one lesson that addresses at least one of the transition goals. The lesson plan and reflection will be included in the report. | 1,2,3,4,5,6,7 | Pass/Fail |
| Final Reflection: The intern will write a final reflection of the Special Internship experience. The reflection will address each of the seven CEC standards. | 1,2,3,4,5,6,7 | Pass/Fail |
| Intern Reflective Assessment: Interns will complete this form which is located in the <u>Teacher Intern Handbook</u> . It will be submitted on the fourth week of placement. | 6 | Pass/Fail |
| EdTPA Tasks- To Be Determined | | |

Grading Scale

100 – 90=A; 89 – 80 = B; 79 – 70 = C; 69 – 60= D; 59 and below = F

Diversity

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.

Technology Teacher Candidates will use Microsoft Office tools for creating and submitting assignments.

Special Considerations and/or features of the Course

- 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.

University and Course Policies

Procedures to Accommodate Students with Disabilities

“Students who require academic adjustments in the classroom or by way of the web due to a disability must first register with ASU Disability Services. Following registration and within the first two weeks of class, please contact me to discuss appropriate academic accommodations, technology requirements, software and hardware specifics and requirements. Appropriate arrangements can be made to ensure equal access to this course.” (Disability Services website.) Disabilities office can be reached at: <http://www2.astate.edu/disability/> or call 870-972-3964.

Inclement Weather Policy

The University’s Inclement Weather Policy from the *Student Handbook*:

The university remains open for academic classes and all other services during inclement weather except in extreme circumstances determined solely by the Chancellor of the University. Regional and local news media will publicize the closing. Commuter students are encouraged to use good judgment in deciding whether to drive to campus during inclement weather. In those cases where the decision is made not to travel to campus under this policy, it is the responsibility of the student to immediately contact each of his/her professors upon return to explain the circumstances and to determine the need to complete any missed assignments. The student is responsible for all missed assignments during inclement weather within a time frame to be determined by the professor. The student intern will follow the inclement weather policy of the school district in which he/she is placed.

Academic Misconduct Policy:

The following statements are from the Academic Misconduct Policy stated in the *Student Handbook*:

Arkansas State University enthusiastically promotes academic integrity and professional ethics among all members of the A-State academic community. Violations of this policy are considered as serious misconduct and may result in severe penalties.

According to the *Student Handbook*:

Plagiarism is the act of taking and/or using the ideas, work, and/or writings of another person as one's own.

Cheating is an act of dishonesty with the intention of obtaining and/or using information in a fraudulent manner.

The following sanctions may be imposed for Academic Misconduct:

- A failing grade on the paper or project;
- Rewriting or repeat performance of course work;
- A failing grade for the class;
- Dismissal from the class;
- Dismissal from a particular program;
- Suspension or Expulsion from the university;
- Other appropriate sanctions as warranted by the specific acts of the student.

The entire ASU's Academic Integrity Policy in the Student Handbook at

<http://www.astate.edu/a/student-conduct/student-standards/handbook-home.dot>

If you need additional assistance in understanding what plagiarism is and how to avoid it, the following resources may be helpful in addition to the *A-State Student Handbook*:

<http://www.plagiarism.org/>

<https://owl.english.purdue.edu/owl/resource/589/01/> **Purdue University Online Writing Lab, Avoiding Plagiarism**

Attendance Policy

Student Interns will be required to follow the attendance policy found in the Student Intern Handbook located on PEP website.

Make-Up and Late Work:

Permission to make up late/missed/returned assignments is granted at the discretion of the instructor. Only assignments that are made up within one week of the due date will be accepted. The instructor reserves the right to issue a 0 for late work. It is your responsibility as a student to inform the instructor of any missed assignments immediately. You are responsible for completing the work without reminders. Neglecting to make up any missing work will result in a grade of zero (0) for that assignment.

Other Course/Instructor Policies

Professionalism:

This is a senior level course comprised of adult students. Adult behavior and professionalism is expected. Student Interns are required to follow guidelines addressing professional behaviors located in the Teacher Intern Handbook at

<http://www.astate.edu/a/prof-ed-programs-office/files/fall-2017/Teacher%20Intern%20Handbook%202017-2018.pdf>

Flexibility:

All requirements, assignments, policies, etc., are subject to change. Assignment due dates may be altered due to unforeseen events and in the best interest of student learning.

Course Outline

| WEEK | CONTENT |
|------|--|
| 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 or Literacy Unit Plan and Report |
| 7 | Prepares for and teaches all day; reflective log; |
| 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 8 weeks, the student intern will transition into an elementary special education classroom placement. |