**Special Education Internship Moderate/Intense**

**18 SPED 7017**

**Spring March 26– June 1, 2012**

**Field placement – internship, full time 10 weeks (most candidates will be unable to complete the full ten weeks due to spring breaks of districts that take place during spring quarter. Additionally, school districts may end the year prior to June 1. Candidates are not required to make up the dates that are missed to district scheduling. Please make every effort to attend your placement without absence or personal day use due to the limitations of our current school calendar.) All student teaching interns are excused from their placements for the Career Day Fair at Xavier University’s Cintas center on IF they are indeed attending the fair.**

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**Student Learning Objectives:**

1. Teacher Work Sample 1 - Ohio Teaching Standard 1: Students: 1.1, 1.4, 1.5, CEC standards: 2, 3, 4, 6, 7, & 8.
2. Teacher Work Sample 2: Ohio Teaching Standard Assessment 3: 3.5, CEC standards 4 & 5. Ohio Teaching Standard Instruction 4.3, CEC standard 3 & 5
3. Teacher Work Sample 3: Ohio Teaching Standard 3: Assessment: 3.1, 3.2, 3.3, and 3.4, CEC standards 1, 4, 8 & 10.
4. Teacher Work Sample 4: Ohio Teaching Standard 4: Instruction, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7. CEC standards 1, 2, 3, 4, 5, 6, 7, and 8. Ohio Teaching Standard 5: Learning Environment: 5.1, 5.2, 5.3, 5.4, & 5.5. CEC standards 2, 3, 4, 5, & 10.
5. Teacher Work Sample 5: Ohio Teaching Standard 4: Instruction, 4.2, CEC standards 4, 5, 7, & 8. Ohio Teaching Standard 3: Assessment, 3.2, CEC standard 1 & 8:
6. Teacher Work Sample 6: Ohio Teaching Standard 3: Assessment: 3.3, CEC standard 4 & 8.
7. Teacher Work Sample 7: Ohio Teaching Standard 7 Professional Responsibility & Growth: 7.3, CEC standard 1&9.
8. Collaborative Assessment Log - Ohio Teaching Standard 6: Collaboration and Communication: 6.1, 6.2, 6.3, & 6.4. CEC standards 1, 5 6, 9 & 10.
9. Pre-Service Teacher Goal Setting Agreement - Ohio Teaching Standard 7: Professional Responsibility and Growth: 7.1, 7.2, & 7.3. CEC standards: 1 & 9.

**Course Description:**

Special Education Internship Moderate/Intense is designed to give the pre-service teacher classroom experiences teaching children with moderate/intense disabilities. Often this type of setting is self-contained with the intervention specialist providing instruction in all subject areas. Most children with moderate/intense disabilities require major modifications to the general curriculum or require an alternate curriculum. Some children with moderate/intense disabilities may attend general education classrooms for part of the day, with their instruction being modified by either the general educator or the intervention specialist. At times classrooms will serve children with mild/moderate and moderate/intense disabilities in the same setting. The degree of inclusion in the general education setting will be different for each student. The Teacher Work Sample, Collaborative Assessment Log and the Pre-Service Goal Teacher Goal Setting Agreement are processes integral to the internship process.

**Course Rationale & Requirements:**

The mission of the College of Education, Criminal Justice, and Human Services is the preparation of committed, competent and caring educators.This seminar is designed to encourage Teacher Candidates’ development of critical thinking, problem solving, and performance skills.

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All interns are assigned a university supervisor. This supervisor will be expected to make 2 visits to the intern’s field placement during the quarter. Each visit will take place during the planning bell, with a brief informal observation of the teacher candidate working with students before or after. A Collaborative Assessment Log will be used as the communication tool during this visit. The university supervisor will meet with both the intern and the mentor teacher. The university supervisor will take notes during the conversation and will transfer the notes to the Collaborative Assessment Log. The purpose of this type of field supervision is to increase the ability of the intern, mentor teacher and university supervisor to talk about student progress, analyzing student work, intern dispositions, lesson planning, classroom management, differentiation, lesson modeling, problem solving, content standards and other issues, questions or concerns that arise.

An intern plan will be completed by the mentor teacher and intern and given to the university supervisor at the first visit. The purpose of this timeline is to allow the special education intern to assume the roles of the intervention specialist in a timely and planned manner over the course of the quarter.

Mentor teachers will complete at least two formal observations of their intern. It is the intern’s responsibility to assist in arranging the observations prior to supervisor visits. Mentor observation logs are available on blackboard.

Interns are responsible for completing electronic evaluations by the end of the quarter (evaluation of field placement & mentor, evaluation of university supervisor, classroom information, & educator impact rubric). The link is: [www.cech.uc.edu/oaci/](http://www.cech.uc.edu/oaci/)

**Course Objectives:**

Indicators:

1. Integrate the CED and INTASC performance standards, and incorporate, when necessary, the content area standards of your concentration
2. Apply knowledge of the Teacher Work Sample Methodology
3. Explore the domains of Praxis II
4. Address age appropriate issues, related to children with moderate/intense learning needs as they evolve in the internship process
5. Provide a professional structure of support, mentoring and formative assessment for interns as they begin to develop skills supporting learners with disabilities.
6. Provide a collaborative forum for reflection and discussion of professional goals.

**Course Documents: (posted on Blackboard)**

* **Intern Plan – Student Teaching plans**
* **Collaborative Assessment Log**
* **Pre Service Teacher Goal Setting Agreement**

**Evidence Based Practice addressed in this course**

* Interns ***complete*** lesson plans during the quarter that become part of their Teacher Performance Assessment. Through completion of the TPA during this capstone course, the interns synthesize their cumulative knowledge in content areas (literacy, etc.), behavior management, assessment, and instructional practices. The TPA is completed during internship and submitted for grading in **Seminar. Some interns with a previous teaching license enrolled in this internship are not required to complete a TPA if their internship is not connected to a seminar course.**
* Girod, G.R. (2002). *Connecting teaching and learning: A handbook for teacher educators on teacher work sample methodology.* Washington, DC: AACTE Publication.

**Pre-requisite:** Admission to Special Education Cohort & internship placement.

**Note:**

If you have any special needs related to your participation in this course, including identified visual impairment, hearing impairment, physical impairment, communication disorder, and/or specific learning disability that may influence your performance in this course, you should meet with the instructor to arrange for reasonable provisions to ensure an equitable opportunity to meet all the requirements of this course. At the discretion of the instructor, some accommodations may require prior approval by Disability Services.

**Person-First Language:**

Authors are encouraged to write using “person-first" language: the person precedes the disability, both figuratively and literally. This standard will result in terms such as "people with disabilities" rather than "the disabled" (Retrieved on August 15, 2004 from <http://www.cec.sped.org/bk/Author_Guidel.ines_TEC.pdf>). For example, people-first language puts the person before the disability and it describes what a person *has*, not what a person *is*. A parent does not say about her daughter, who wears glasses (diagnosis: myopia), "My daughter is myopic." We do not ask, are you "cancerous?" Are you "freckled" or do you have freckles? Is a person "disabled" or does he or she have a disability label?

# **Instructional Policies**

**Attendance**: Students are expected to attend their field placement daily, to actively participate in their role as an intern, and to complete all assignments in a timely manner. Inconsistent attendance, participation, and work completion will negatively influence the benefits that may be obtained from the course as well as evaluations of your performance (e.g., lead to a lower grade). If it is necessary for you to miss teaching due to extenuating circumstances, it is your responsibility to contact your mentor as soon as possible. You must also inform your university supervisor that day by email, unless it is the day of a planned visit. In this case, you must call your supervisor as soon as possible. **All absences** must be made up in a planned manner at the end of the quarter with the permission of the mentor teacher and university supervisor.

# **Policy on Academic Honesty**

The University Rules, including the Student Code of Conduct, and other documented policies of the department, college, and university related to academic integrity will be enforced. Any violation of these regulations, including acts of plagiarism, cheating, deception of effort, or unauthorized assistance, will be dealt with on an individual basis according to the severity of the misconduct. Academic dishonesty in any form is a serious office and cannot be tolerated in an academic community. Dishonesty in any form may result in a failing grade in a course and/or suspension or dismissal from a program (e.g., graduate or undergraduate

**Grading:**  Your course grade will be based on the total points you earn on the assignments as follows:

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| --- | --- |
| **Requirement** | **Points** |
| Collaborative Assessment Log preparation for supervisor visits – 2 supervisor visits | 20 |
| Collaboration with mentor to complete 2 formal observations of intern, information shared during supervisor visits. | 20 |
| Evidence of planning for lessons during quarter **– not necessary for submission, please share this with supervisor** | 20 |
| Intern – Student Teaching Plan – **not necessary to submit, please share with supervisor** | 15 |
| Responsiveness to supervisor contact | 10 |
| Professional attendance (no absences or absences managed in professional manner with plan for replacement days in writing) | 15 |
|  |  |
| **Total: 80 points required to pass course** | **100 points** |

**Incomplete Course (I):**

All course assignment must be completed to receive a passing grade.An “I” grade (incomplete) is an option only in the case that the individual has a signed or verified agreement in writing with the course instructor prior to the second to the last class of the quarter. Such an agreement will clearly designate a completion timeline of all incomplete course requirements; it is the individual’s responsibility to develop this agreement and not that of the instructor. Failure to reach such an agreement, prior to the conclusion of a course, and missing outstanding assignments will result in an “F” for the course. As per university policy, after one year an "I" grade turns into an "F" grade; there is no opportunity to change the grade. Furthermore, as per program policy, until converted into a satisfactory letter grade or Pass, students with an “I” in any course will be unable to participate in a program sponsored internship experience