

**AUGUSTA STATE UNIVERSITY**  
College of Education  
Department of Educational Leadership, Counseling, and Special Education  
**SPECIAL EDUCATION PROGRAM**  
Fall 2009

**SPED 6013 A**  
**M.Ed. Graduate Course**  
Internship in Special Education  
3 Semester Hours

Professor: Carolyn E. Stephens, MSW, Ph.D.  
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Office: 307 University Hall  
Office Phone: 706-729-2397  
Office Hours: Monday, Tuesday, Wednesday 2:00 — 5:00 p.m. and by on-line and office appointment

Class Meets: Thursday 5:00-7:00 p.m.  
Room Number: 219 UH

### **Course Description**

M.Ed. candidates in SPED 6013 will gain advanced knowledge about general and special education pedagogy, will demonstrate use of research-based professional teaching strategies, and will link their instructional decisions to data based on individual student assessment. Candidates will demonstrate their advanced skills through independent lesson planning, instruction, and self-reflection. Candidates will demonstrate their motivation to progress in their teaching skills over the course of the internship semester in three lessons observed by their ASU supervisor. They will use self-reflection to evaluate their own effectiveness and share the results of their experiences with oral presentations to their peers at the end of the semester. The internship semester is designed for professionals to demonstrate their acceptance of responsibility for the effectiveness of their work and their commitment to the best interest of their students. Prerequisites: SPED 6009 and SPED 6010. All candidates will document at least 150 hours of field experience over the course of at least 75 consecutive days.

### **Textbook/Required Reading**

Chandler, L. K., & Dahlquist, C. M. (2010). *Functional assessment: Strategies to prevent and remediate challenging behaviors in school settings*. Upper Saddle River, NJ: Merrill.  
Selected readings on Web CT.

Orlich, D. C., Harder, R. J., Callahan, R. C., Trevisan, M. S., & Brown, A. H. (2007). *Teaching strategies. A guide to effective instruction*. Boston: Houghton Mifflin Company.

Curriculum based assessment readings as assigned

American Psychological Association (2001). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: American Psychological Association.

**LiveText Requirement**

All students admitted to degree programs in the College of Education are required to purchase *LiveText* software through the ASU bookstore. *LiveText* is an electronic, web-based data management service that allows students and faculty to create, store, and publish documents online using a word-processing format. All students will upload assignments, their portfolio, and other required documents into *LiveText*. *LiveText* works better with the Mozilla Firefox browser rather than Internet Explorer. Students may Google Mozilla Firefox and download it to their computers.

During SPED 6013 A, M.Ed. candidates will meet COE Unit requirements for uploading their reflections on Impact of Student Learning (ISL) template in LiveText.

**Course Objectives**

Upon successful completion of SPED 6013, students will use a common core of knowledge to demonstrate competence in skills essential for special educators through the following objectives:

1. Utilize research supported instructional methodologies, techniques, and strategies to establish a positive and supportive learning environment for working with students in special education [NCATE/PSC-1, 3, 4, CEC-CC 1, 3, 4, 5; BoR-IA, ID, IIB (1, 3)]

2. Demonstrate the ability to plan and implement individualized and small group instructional activities for students in special education. [NCATE/PSC-1, 3,; CEC-CC 4, 5, 7; BoR-IA, ID, IH, IIB (3)]

3. Demonstrate the ability to assess and manage classroom activities and behaviors of diverse learners in special education. [NCATE/PSC-1, 2, 3, 4; CEC-CC 1, 2, 4, 5, 7; BoR-IIB (3), IIIA]

4. Integrate appropriate technologies in classroom planning, instruction, and assessment. [NCATE/PSC-1, 2, 3; CEC-CC 7; BoR-IIB (6)]

5. Plan for and teach skills necessary for transitions to different academic environments and post-school settings. [NCATE/PSC-1, 3; CEC-CC 4, 5; BoR-IIB (3, 5)]

6. Demonstrate the ability to appropriately assess acquisition of daily instructional information and perform annual assessment for students in special education. [NCATE/PSC-2; CEC-CC 8; BoR-IIB 5)]

7. Collaborate with families, general educators, and other community personnel to plan and implement programs to meet diverse academic and social needs of students in special education. [NCATE/PSC-1, 3, 4; CEC-CC 3, 10; BoR-IA, IIA (6)]

8. Demonstrate a high level of professionalism and integrity in verbal, nonverbal, and written communication. [NCATE/PSC-1, 3, 4; CEC-CC 9; BoR-IIA (6)].

**College of Education Conceptual Framework**

Understanding for Teaching, Teaching for Understanding

The preparation of educators is the most critical of all professions, without educators there are no other professions. The professional educator is the key element in the learning

process. Building on the key elements of the professional educator, the Conceptual Framework of the unit of Augusta State University consists of a vision and mission with an overarching theme to produce **prepared, able, and responsive** professionals to teach diverse learners.

This vision and mission is a shared responsibility between campus colleagues, public school practitioners, and involved community agencies requiring the partnership of the entire education unit including the College of Education, the College of Arts and Sciences, and the local community educational system and the Partner School Network.

*For each of the three sections below, include the elements that are addressed in your particular course and delete those that are not applicable. When complete, delete this italicized text.*

**Element: Prepared (PD)**

P1: Demonstrate strong content and pedagogical preparation in their respective subject area or professional field.

P2: Use self assessment and analysis to form the basis for collaboration with colleagues and the development of a desire to be a lifelong learner.

P3: Participate in graduate study to extend and refine the knowledge base of educators to build expertise.

P4: Possess an understanding of the central concepts, tools of inquiry, and structures of the discipline(s) or their professional field of study and be able to create learning experiences that enable all students to learn.

P5: Understand how students learn and develop (intellectually, socially, and individually) and be able to provide developmentally appropriate learning opportunities and support for these opportunities.

P6: Demonstrate knowledge of how to implement effective verbal and nonverbal information and technology techniques to foster active inquiry, collaboration, and supportive interaction in educational settings.

**Element: Able (AD)**

A1: Understand, use, and support a variety of instructional strategies to encourage the learner's development of critical and creative thinking, problem solving, and performance skills.

A2: Create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation for all learners.

A3: Plan, guide, and support instruction based upon knowledge of subject matter, the learners, the community, and curriculum goals.

A4: Understand and use authentic assessment to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

A5: Ability to teach and work in authentic settings with diverse populations of learners

**Element: Responsive (RD)**

R1: A respect for the dignity of all persons. All children can learn and have the right to an opportunity to do so.

R2: Preparation in the subject area(s) to be taught or the professional field of study must be accompanied by the skill and dispositions to translate knowledge into creating and supporting meaningful experiences for diverse learners

R3: Understanding of how students differ in their approaches to learning and demonstrate the commitment for meeting their educational needs in fair, caring, nondiscriminatory, and equitable manners.

R4: Ability to be a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and actively seeks the opportunity to grow professionally

R5: Fostering of relationships with school colleagues, parents, and agencies in the larger community to support the learning and well-being of all students.

**Program Specific Standards Addressed in This Course**

The internship in special education requires that master's level candidates combine knowledge gained in graduate coursework with teaching experience to demonstrate their skills in applying knowledge, evaluating results, and sharing professional expertise with colleagues. Emphasis is placed on candidates organizing for independent completion of course requirements in a responsible manner and in their demonstrating use of course content to improve their teaching performance.

**Method of Instruction**

SPED 6013 is designed to enable interns to demonstrate a high level of functioning based on previous learning and experience in the M.Ed. program. Interns will meet requirements to demonstrate factual knowledge about planning, implementing, and evaluating instruction. The beginning of the course is focused on reviewing previous learning and organizing to use knowledge in classroom applications. Interns will demonstrate their skills during the required 150 hours of direct contact with students with disabilities. **If an intern has not done so previously**, the form requesting a criminal background check (see Page 12) must be completed and returned to Julie Gray (COE) immediately. Interns may **NOT** begin placements until they are notified that background checks have cleared. If an intern is not employed fulltime in a classroom, the lab placement form (Page 12) must be completed and returned to Dr. Pollingue (apolling@aug.edu) before classes begin.

For the direct contact hours, interns will write and implement lesson plans, demonstrate competence in applying those lessons with students, and evaluate the effectiveness of their teaching efforts. Interns' lessons will demonstrate their ability to use research-based classroom management and teaching strategies, integrate technology in instruction, and teach transition skills to students in special education. In all assignments, interns will be required to demonstrate written and oral communication skills at a graduate level.

Written assignments will be graded on content, organization, and when applicable, style according to APA Publication Manual (at least 6<sup>th</sup> ed.) guidelines. Grammatical, spelling, and style errors will be penalized.

Interns will receive written instructions and forms for each assignment when introduced in class. References to journal articles, books, and websites should be cited in APA format within the body of the paper. Special educators must use person-first language and other appropriate non-biased terms in all communications.

### Course Schedule

Seminar Number and Date	Topics	Assignments
Seminar I August 20	Course Overview (outline and ppt)  Syllabus use LiveText Unit requirements for Portfolio and Impacting Student Learning (ISL)  Teaching as art and science  Phases of learning (acquisition, fluency, maintenance, generalization)  Research-based pedagogy  Professional ethics and responsibility  Major theories about learning  Use SETOF (Special Education Teaching Observation Form) to structure teaching and observation assessment	<b>Write a letter</b> to caregivers, teachers, and students about the use of collaborative portfolio assessments This must demonstrate your best level of professional writing. No errors. (Due August 27 for peer review)  <b>Enter LiveText</b> and find Impacting Student Learning.  <b>Enter WebCT</b> and look at SPED 6013 Homepage. Navigate through organizers
Seminar II August 27	Lesson plan for observation  Teach content (topics) and process (procedures)  Write behavioral objectives  Bloom's taxonomy (levels of learning)  Schedule intern observations  Peer review of interns' letters	<b>Bring completed teaching schedule to class for lesson observation planning</b>  Read Orlich, pp 14—23 and 31—42  Read Orlich Chapters 3, 4, 5 and complete on-line quizzes by 5:00 p.m. on August 27  <b>Letters due August 27 for peer review</b> —content, structure, grammar, spelling

Seminar III September 10	Use standardized and informal assessments  Link assessment to instruction CBM formative evaluation and planning  Match questioning strategies to instructional goals	Read Orlich Chapters 7 and 10 and Complete on-line quizzes by 5:00 p.m. on September 10  Read Curriculum-based Assessment, Jones, Southern, & Brigham (1998) Due by September 10
Seminar IV September 17	Classroom management  Assistive Technology to benefit instruction  Transition planning  Teach for critical thinking, problem solving, self-regulation  Use of cooperative groups	Read Orlich, Chapters 6 and complete on-line quizzes by 5:00 p.m. on September 17  Read Orlich Chapters 8 & 9 and complete on-line quizzes by 5:00 p.m. on September 17  Read Chandler & Dahlquist (2010) pp 223—244 on Web CT due by September 17
September 24 Teaching Observation	Intern observation (content emphasized)	<b>Submit in writing</b> immediately before observation: Emergency lesson plans (reviewed in class); Pre-assessment method and results (check for prior knowledge); Behavioral objectives for lesson; Rationale for and use of whole or part group work; SETOF components checked that will be demonstrated in the lesson; Copy of lesson plan.
October 22 Teaching Observation	Intern observation (transition skills emphasized)	<b>Submit in writing</b> immediately before observation: Pre-assessment method and results; Behavioral objectives for lesson; Rationale for and use of whole or part group work; SETOF components checked that will be demonstrated in the lesson (all SETOF must be demonstrated in at least one of the school observations); Copy of lesson plan
November 12 Teaching Observation	Taped observation of intern teaching (assistive technology use demonstrated)	<b>Submit:</b> CD copy of entire taped lesson; Pre-assessment method and results; Behavioral objectives for lesson; Rationale for and use of whole or part group work; SETOF components checked that will be demonstrated in at least one of the school observations); Copy of lesson plan (due by December 3)

Impacting Student Learning November 16	Impacting Student Learning	Upload your Impacting Student Learning reflections in LiveText
December 3	PowerPoint Presentations of taped lessons demonstrating SETOF competencies	

Dr. Stephens may change assignments, due dates, or other planned activities described in this syllabus if necessary to meet the academic needs of students in SPED 6013.

## Performance Assessment

### General Requirements for Internship

- 150 student contact hours for 75 consecutive days (documented)
- Letter for communicating with student(s), caregivers, and teachers.
- Responsible preparation and scheduling for ASU observations visits
- On-time completion of 3, 30-minute lesson plans, SETOF checklists, and demonstration of teaching skills targeted during on-site observations by ASU advisor
- Pre- and post-assessment linked to 3 lesson plans with measurable objectives, methods of data collection, and results submitted to CES
- Video observation of lesson (student is responsible for written permission from parents and for preparing a CD/DVD of entire lesson viewable on computers at UH)
- Emergency lesson plan
- All seminars (attend and participate)
- Assigned readings (on-line quizzes for chapters in Orlich et al., 2007 due before seminar class discussion)
- PowerPoint presentation, targeted videotape demonstration, and oral reflection for one lesson
- Acceptable performance on intern evaluation form (Special Education Teacher Observation Form (SETOF))
- Completion of Impact of Student Learning (ISL) on LiveText

**Grade Scale** 100-90 A                      89-80 B                      79-70 C

A grade of Incomplete for the course will only be given under documented extraordinary circumstances or events not due to a student's own negligence that prevent completion of specific assignments. Students should read syllabus information frequently and plan fall schedules carefully. The way interns participate during their internship semester demonstrates important teaching and professional qualities that include the ability to plan, organize, and work independently to meet varied requirements effectively and efficiently.

A grade of Incomplete for the course will only be given under documented extraordinary circumstances or events not due to a student's own negligence that prevent completion of specific assignments. Students should read syllabus information frequently and plan fall schedules carefully. The way interns participate during their internship semester demonstrates important teaching and professional qualities that include the ability to plan, organize, and work independently to meet varied requirements effectively and efficiently.

Evaluation for	Final Grade	Date Received	Points Possible	Points Received
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Seminar attendance and active participation			10	
Seminar I August 20				
Seminar II August 27				
Seminar III September 10				
Seminar IV September 17				
Seminar V October 15				
Lesson planning and implementation for observation (completed lesson plan due before observation for each class)				
30 minute Observation 1 (Week of September 24) Lesson plan demonstrating effective instruction for content acquisition			10	
30 minute Observation 2 (Week of October 22) Complete lesson plan demonstrating instruction for transition skills			10	
30 minute Observation 3 (taped Week of November 12) Complete lesson plan using assistive technology targeting specific teaching objectives			10	
On-time and responsible communication to schedule observations (Return signed intern hours or evidence of employment, permission for videotaping from parents)			10	
Generic emergency lesson plan (show to CES on first scheduled school observation)			10	
Demonstration of SETOF competencies during school observations by CES (at least average overall score)			10	
Accurate SETOF self-assessment of lessons planned for observation (accuracy defined as observed by CES)			10	
On-line quizzes for readings from Orlich et al., 2007			10	
Presentation to seminar class of segments from taped lesson documenting use of SETCOF competencies. Includes unit topic, lesson plan, and self-evaluation for observed lesson.			10	

### Attendance, Punctuality, and Participation

Regular and punctual attendance is required for all seminars and individual meetings. Class attendance is important for successful completion of course requirements. If absences are unavoidable, the intern is responsible for getting all class notes and handouts from another class member. PowerPoint slides will be posted on WebCT. Interns should check WEB CT and Pipeline for additional information regularly. Due dates for assignments remain in effect even if the student is unable to attend a class. In-class assignments **may not** be completed after a class ends. Dr. Stephens will not be flexible if someone fails to complete an assignment when it is due.

Interns must inform Dr. Stephens immediately if an emergency prevents a planned observation or meeting. Submission of assignments (on-line or in person) is due by 5:00 p.m. on a due date. Interns are expected to read assigned material and come prepared to raise and respond to questions about each assigned topic. The quality of participation in discussions and activities will be assessed subjectively throughout the semester. Attendance will be taken. Interns should keep all copies of written work, e-mails, and written comments provided as feedback from Dr. Stephens.

### **Academic Honesty**

Students are expected to read and strictly adhere to the entire Academic Honesty policy found on page 42–43 of the 2009–10 *Augusta State University Catalog*. In part, the policy reads:

“Academic honesty requires the presentation for evaluation and credit of one’s own work, not the work of others...Plagiarism is the failure to acknowledge indebtedness. It is always assumed that the written work offered for evaluation and credit is the student’s own unless otherwise acknowledged. Such acknowledgement should occur whenever one quotes another person’s actual works, whenever one appropriates another person’s ideas, opinions, or theories, even if they are paraphrased, and whenever one borrows facts, statistics, or other illustrative materials unless the information is common knowledge.”

Copying more than 3 words in the same order from another source is plagiarism unless you quote and reference the source. Avoid quoting others in papers less than 20 pages long. The intern’s knowledge and conclusions about topics in original words are of interest, not those of other writers.

### **Pipeline Account**

Students are encouraged to check their Pipeline account daily. Students are responsible for any assignments or deadlines sent to them via Pipeline. If you have trouble accessing your Pipeline account, you should contact Information Technology Services at 737-1676. Computers and printers are available free of charge in computer labs throughout campus as well as the library and campus Internet cafes for students who do not have access from a home computer.

Dr. Stephens will check e-mail and telephone messages Tuesday through Friday mornings **most** weeks during the semester. In general, communication through e-mail is preferred. Occasionally there will be a delay in communication through the Internet. If you need an immediate response, call the office until you reach Dr. Stephens directly.

### **Department of Educational Leadership, Counseling and Special Education**

#### **Website**

Students are invited to visit the departmental website at: <http://www.aug.edu/clinical>. A variety of forms, some interactive, may be downloaded from the website. There are also newsletters, registration information and announcements which students will find useful. Most forms are in Adobe Acrobat. All campus computers have Adobe Acrobat Reader installed and students can download Adobe Acrobat Reader for their home computer at no charge from: <http://www.adobe.com/products/acrobat/>. Dr. Stephens will demonstrate how to access our class homepage on WebCt in the first class. If you need further help please contact the IT helpdesk.

**Writing Center and Written Assignment Requirements**

You may contact the ASU Writing Center (737-1402) for help with developing and improving composition skills. If you would like additional help with writing or with learning APA style, inform the class instructor.

The professor will make every effort to grade, comment, and return assignments to students within a week of the due date. Please remember that recognizing when help is needed and seeking help in a timely manner is a measure of maturity. Dr. Stephens will work with students who find that they need extra help in understanding information or completing assignments. To make best use of limited time available, students should schedule office visits and write questions or topics of concern to bring to the meeting.

Students completing graduate work in education must demonstrate their abilities to meet responsibilities. Because ASU students tend to have multiple commitments outside of school, students should plan to complete assignments the week before they are due in order to make sure they are able to receive credit for their efforts. Emergencies and unexpected events can occur. Please note that written assignments must be submitted on time or not at all.

**Students with Disabilities**

Students with disabilities who are registered with the Office of Disability Services should schedule an appointment with the instructor before the third week of class to discuss academic accommodations. If the student does not initiate this meeting, it is assumed no special accommodations or modifications will be necessary to meet the requirements of this course. You may make an appointment by calling the Counseling and Testing Center (706) 737-1471 or visit their office located in the Quadrangle, next to Fanning Hall (Business Office).

**Student Safety**

Student safety is of primary importance. Students leaving classes late in the evening are encouraged to stay in groups of two or more and to report all suspicious behavior or persons to the ASU Office of Public Safety (emergency number 706-729-2911; non-emergency 706-737-1401). Emergency telephones are located in the University Hall parking lot and various other locations on campus.

**Cell Phones**

The use of cell phones for calls, text messaging, or other tasks is prohibited in class.

**Bibliography**

American Psychological Association (2001). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

Jones, E. D., Southern, W. T., & Brigham, F. J. (1998). Curriculum-based assessment: Testing what is taught and teaching what is tested. *Intervention in School and Clinic, 33*(4), 239-249.

Marino, M. T., Marino, E. C., & Shaw, S. F. (2006). Making informed assistive technology decisions for students with high incidence disabilities. *Teaching exceptional children, 38* (6), 18-25.

## Scheduling Observations

Complete and bring two copies to Seminar II

Teacher Full Name:

Local Phones Work:

Home:

Cell:

Other:

Email :

Academic

Advisor:

Name of Cooperating Teacher (if applicable):

Name of School:

Name of Principal:

School Phone Number:

School Fax Number:

**Directions to school from ASU and approximate time needed:**

Address of School:

Scheduled School Break this Semester:

Dates of School-wide Standardized Testing:

Schedule for Observations:

Week of September 21 — September 25: Date:

Day of Week:

Time:

Type of Class:

Content:

Week of October 19— October 23: Date:

Day of Week:

Time:

Type of Class:

Content:

Week of November 9— November 13: Date:

Day of Week:

Time:

Type of Class:

Content:

Individual comments and needs if any:

## LAB PLACEMENT REQUEST FORM

Name: ID number: 927

Number of courses for which placement is needed:

Number of lab hours needed

(25 hours per course with exceptions for SPED 6013 which requires 150 hours for 75 consecutive days and no hours are required for EDTD 6011)

County Preference:

Richmond

Columbia

Burke

McDuffie

Aiken

School / Grade Preferred:

Your email:

Phone:

Other comments:

If you are not currently teaching, you will need a school lab placement in a special education classroom. You must have a criminal background check before entering a school. The form for this is on-line at [www.aug.edu/clinical/forms/BackgroundCheck\\_EDUC\\_students.doc](http://www.aug.edu/clinical/forms/BackgroundCheck_EDUC_students.doc). This must be completed immediately and returned to Julie Gray.

Dr. Pollingue will request a placement for you through the school administrator. When the placement is official, you will be contacted. Do NOT begin your lab until you have official notice. Thank you. Questions?

Contact: Dr. Pollingue  
apolling@aug.edu  
706-667-4493