

AUGUSTA STATE UNIVERSITY
College of Education
Department of Educational Leadership, Counseling, and Special Education
Special Education Program

SPED 6013A
M.Ed. Graduate Course
Internship in Special Education - Spring 2010
3 Semester Hours

Instructor: Jamie Sadenwasser, M.Ed.
Office: Meetings may be arranged.
Office Hours: Meetings may be arranged.
Pipeline E-mail: jsadenwa@aug.edu (Email is checked often. Please use email as primary method of communication.)
Class Meets: Monday 5:00-7:45 p.m.
Room Number: 353 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

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.

American Psychological Association (2001). *Publication manual of the American Psychological Association* (6th 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 portfolios, and other required documents into *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

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.

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 9) 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 10) must be completed and returned to Dr. Pollingue (apolling@aug.edu) before the end of the first week of classes.

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 6th 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.

Performance Assessment

General Requirements for Internship

- 150 student contact hours for 75 consecutive days (documented)
- 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
- Video observation of lesson (student is responsible for written permission from parents and for preparing a 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 - Pre- and post-assessment linked to 3 lesson plans with measurable objectives, methods of data collection, and results submitted to JLS

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 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.

Academic Honesty

Students are expected to read and strictly adhere to the entire Academic Honesty policy found in the 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.”

GeorgiaVIEW Vista (a.k.a. ASUVista, a.k.a. WebCT Vista)

I will demonstrate how to access our class homepage on GeorgiaVIEW Vista in the first class. If you need further help please contact the Information Technology Services helpdesk: <http://www.aug.edu/its/>

Pipeline Accounts

I will check e-mail messages often. Students are encouraged to check their Pipeline and GeorgiaVIEW Vista accounts daily. Students are responsible for any assignments or deadlines sent to them via Internet. If a student has trouble accessing an Internet account, he/she should contact Information Technology Services at 706-737-1676. 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 or whose access stops functioning from a home computer.

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.

Cell Phone & Pager Policy

Students are asked to mute or turn off cell phones and/or pagers during class time. Violations will be addressed on an individual basis.

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).

Attendance, Punctuality, and Participation

Regular and punctual attendance is required for all seminars and individual meetings. If absences are unavoidable, the student is responsible for getting all class notes and hand-outs from a class member. Students should check GeorgiaVIEW Vista 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.

On-line submission of assignments are due by 5:00 p.m. on due dates. Students 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. Keep all copies of written work, e-mails, and written comments.

Written Assignment Requirements

Written assignments will be graded on content, organization, and when applicable, style according to APA Publication Manual (5th ed.) guidelines. Grammatical, spelling, and style errors will be penalized. Students cannot adequately demonstrate the quality of their work unless they write effectively at the graduate level. If a student is instructed to get help from the Writing Center before submitting an assignment, written documentation of compliance before submitting the next assignment is required. Failure to comply with this will result in a deduction of 1 point for each day the assignment is not submitted with Writing Center documentation.

The instructor will give written directions and forms for each assignment when introduced in class. Unless otherwise indicated, final assignments should be double spaced, with 12-point typed font, Times New Roman, and 1" margins using APA guidelines. References to journal articles, books, and websites should be cited in APA format within the body of the paper. Professional writing in special education includes person-first language and other appropriate non-biased terms. Include a separate APA-style Reference section when appropriate.

Each typed assignment should have a running header with the student's name, course number, assignment title, and page number on each page. I will give written directions and forms for each assignment when introduced in class.

Written assignments will be submitted on time or not at all. I will make every effort to grade, comment, and return assignments to students within a week of the due date. Because ASU students have multiple commitments and responsibilities, many 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.

Seminar Number and Date	Topics	Assignments
Seminar I January 11	Syllabus review Course requirements SETOF (Special Education Teaching Observation Form) ISL (Impact on Student Learning) Complete schedule form Scheduling intern observations Emergency lesson plans Metacognition Intern packet	Read Orlich, Chapters 1 and 2. Complete on-line quizzes for Chapters 1 and 2 by 5:00 p.m. on January 25. Complete "School Directions" assignment for January 25th
Seminar II January 25		
Seminar III February 8		
Seminar IV March 15		
Seminar V March 29		
Seminar VI April 19		
Seminar VII April 26		

The instructor will provide the syllabus.

Individual Student Evaluation - Spring 2010 -SPED 6013A

Evaluation for _____	Final Grade:	Date Received Date Graded	Points Possible/ Points Earned	Total Points Grade
Seminar attendance and active oral participation			21	
Seminar I January 11				
Seminar II January 25				
Seminar III February 8				
Seminar IV March 15				
Seminar V March 29				
Seminar VI April 12				
Seminar VII April 19				
Lesson planning				
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On-time and res for observations employment, pe internship post-				
Generic emerge school observat				
Acceptable perf				
10 On-line quiz				
Presentation to : documenting us lesson plan, and				
Totals:				

LAB PLACEMENT REQUEST FORM

Name: _____ ID number: 927 _____

Number of courses for which placement is needed: _____

Number of lab hours needed: _____
(20 hours per course with exceptions for SPED 6013 which requires 150 hours and no hours are required for EDTD 6011)

County Preference:

- _____ Richmond
- _____ Columbia
- _____ Burke
- _____ McDuffie
- _____ Jefferson
- _____ Washington-Wilkes
- _____ 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. 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