



**College of Education and Human Development
Division of Special Education and disAbility Research**

Summer 2017
EDSE 784: Internship: Adapted Curriculum
3 Credits
Section 001; CRN: 44427
Section 601; CRN: 44609

Instructor: Marie Sobers	Meeting Dates: 5/22/2017 – 8/12/2017
Phone: 703-298-2499	Meeting Day(s): TBD
E-Mail: msobers@gmu.edu	Meeting Time(s): TBD
Office Hours: TBD	Meeting Location: Placement Site
Office Location: TBD	Other Phone: N/S

*Note: This syllabus may change according to class needs. Teacher Candidates/Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.

Prerequisite(s): Passing scores on Praxis I prior to final internship and any program requirements.

Co-requisite(s): None

Course Description

Applies, in supervised internships, university course work in Adapted Curriculum to instruction of children and their families in school settings.

Notes: Demonstration that VCLA, Praxis Entry, and other program-specific requirements have been met; application for internship on file by program deadline.

Schedule Type: INT

Hours of Lecture or Seminar per week: 3-6

Hours of Lab or Studio per week: 0

Grading: Satisfactory/No Credit

Advising Contact Information

Please make sure that you are being advised on a regular basis as to your status and progress through your program. Mason M.Ed. and Certificate teacher candidates/students should contact the Special Education Advising Office at (703) 993-3670 for assistance. All other teacher candidates/students should refer to their faculty advisor.

Advising Tip

Have you met with an advisor? All students should make an appointment to meet with an advisor to outline a plan for completing coursework and non-course requirements such as testing. To make an appointment by phone or in person, go to <http://gse.gmu.edu/special-education/advising/>.

Course Delivery Method

Learning activities include the following:

1. Classroom observations
2. Follow up discussions

Learner Outcomes

Upon completion of the course, teacher candidates/students will be able to:

1. Demonstrate understanding of development and the ability to plan and execute curriculum appropriate to the chronological ages, developmental and functional levels of the teacher candidates/students being taught.
2. Demonstrate the integration of the theoretical methodology with the practical applications in the field.
3. Demonstrate positive and appropriate interactions with teacher candidates/students, families and other professionals. This includes the ability to manage the classroom/resource room, co-teach in a general education setting, develop and enforce classroom expectations, develop strategies to anticipate behaviors and deal with them, and work through transitions during the day. This also includes demonstration of confidentiality when communicating about teacher candidates/students with disabilities.
4. Develop and implement developmentally and functionally appropriate intervention activities within a variety of settings, including those that enhance and support integration and/or inclusion as well as those activities that are therapeutically based. This includes demonstration of a positive learning environment geared to the individual as well as the group. This may also be demonstrated in the general classroom environment as well as special education settings.
5. Demonstrate the ability to work collaboratively as part of a team including but not limited to general and special educators and therapists, parents and other related/support staff.
6. Demonstrate the ability to be lead teacher by overseeing the entire classroom while also meeting the individual needs of teacher candidates/students, directing/teaming with assistants, and monitoring the ongoing activities and tone of the class. If working with teacher candidates/students on an individual basis, demonstrate the ability to plan for that child based on goals and objectives and provide on-going assessment for both the child and the intervention sessions.
7. Demonstrate support within an integrated environment, as appropriate. This includes knowledge of general curriculum specific to the ages and grades of teacher candidates/students, ability to modify the general education curriculum as needed, ability to work with general education staff in a manner which enhances the education of the student(s) with disabilities by providing direct or indirect support and the

- knowledge of how to work with groups of teacher candidates/students demonstrating mixed abilities and needs (whether identified as disabled or not).
8. Select and utilize assessment and/or monitoring tools and strategies, including but not limited to county-wide assessments, SOLs, VAAP (as assessed for individual teacher candidates/students), etc.
 9. Develop developmentally, educationally and functionally appropriate IEPs.
 10. Select and utilize workable and useful data/record keeping strategies.
 11. Monitor and analyze teaching performance.
 12. Demonstrate additional competencies contained in personal goals statement or delineated by the cooperating teacher and/or university supervisor.

Course Relationship to Program Goals and Professional Organizations

This course is part of the George Mason University, Graduate School of Education (GSE), Special Education Program for teacher licensure in the Commonwealth of Virginia in the special education areas of Special Education: Students with Disabilities who Access the Adapted Curriculum K-12. This program complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC), the major special education professional organization, as well as those established by the Interstate Teacher Assessment and Support consortium (InTASC). The standards addressed in this class include CEC Standard 2: Learning environments (InTASC 3); CEC Standard 4: Assessment (InTASC 6); CEC Standard 5: Instructional planning and strategies (InTASC 7, 8); CEC Standard 6: Professional learning and ethical practice (InTASC 9) & CEC Standard 7: Collaboration (InTASC 10).

Evidence-Based Practices (EBPs)

This experience will help interns apply evidence-based practices (EBPs) that can be used in their teaching to improve outcomes for teacher candidates/students with disabilities.

Required Textbooks

None.

Recommended Textbooks

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Required Resources

Access to Blackboard

Additional Readings

As assigned and posted on Blackboard.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

Tk20 Performance-Based Assessment Submission Requirement

It is critical for the special education program to collect data on how our students are meeting accreditation standards. Every teacher candidate/student registered for an EDSE course with a required Performance-based Assessment (PBA) is required to upload the PBA to Tk20 (regardless of whether a course is an elective, a one-time course or part of an undergraduate minor). A PBA is a specific assignment, presentation, or project that best demonstrates one or more CEC, InTASC or other standard connected to the course. A PBA is evaluated in two ways. The first is for a grade, based on the instructor's grading rubric. The second is for program accreditation purposes. Your instructor will provide directions as to how to upload the PBA to Tk20.

For EDSE 784, the required PBA Clinical Experience Continuum AND Log of Hours (All Programs). Failure to submit the assignment to Tk20 will result in reporting the course grade as Incomplete (IN). Teacher candidates/students have until five days prior to the University-stated grade change deadline to upload the required PBA in order to change the course grade. When the PBA is uploaded, the teacher candidate/student is required to notify the instructor so that the "IN" can be changed to a grade. If the required PBA is not uploaded five days prior to the University-stated grade change deadline and, therefore, the grade not changed, it will become an F. Please check to verify your ability to upload items to Tk20 before the PBA due date.

As of Spring 2016, teacher candidates are also required to upload to Tk20 their completed reflection video analysis assessment. A description and the rubric for this assignment can be found in Appendix J of the SPED Internship handbook.
<https://cehd.gmu.edu/teacher/internships-field-experience>

Assignments and/or Examinations

Performance-based Assessment (Tk20 submission required)

Clinical Evaluation Continuum RUBRIC

Every student registered for any Special Education course with a required performance-based assessment is required to submit the completed Clinical Experience Continuum (US has provided feedback on the form) AND Log of Hours (All Programs) to Tk20 (regardless of whether the student is taking the course as an elective, a onetime course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20. Failure to submit the assessment to Tk20 will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester.

As of Spring 2016, teacher candidates are also required to upload to Tk20 their completed reflection video analysis assessment. A description and the rubric for this assignment can be found in Appendix J of the SPED Internship handbook.
<https://cehd.gmu.edu/teacher/internships-field-experience>

College Wide Common Assessment (Tk20 submission required)

None.

Performance-based Assessments (Tk20 submission required).

Reflective Video Analysis Task

The **Video Analysis Assessment Task** will result in a reflective paper. Specifically, the teacher candidate will:

- use knowledge of learning differences and assessment to develop an instructional plan including a plan for assessing the student progress.
- implement this plan and video record his/her teaching,
- use all three levels of critical reflection to analyze an instructional episode to make connections between situations they encounter and the broader social, political, and economic forces that influence those events.
- review his/her teaching, and select and edit vignettes to use in critical reflection.
- reflect upon a “critical incident” from a lesson and propose alternative ways of addressing the incident to impact future teaching.

For explicit directions and the rubric for this assignment, please see the SPED handbook. <https://cehd.gmu.edu/teacher/internships-field-experience>.

College Wide Common Assessment (Tk20 submission required)

Video Analysis Assessment Task (Assessment B in Internship Handbook)

Performance-based Common Assignments (No Tk20 submission required.)

Summary of Placement--Appendix F-

Log and Summary of Hours forms must be submitted to the Field Placement Office before a grade can be submitted. **The Summary of Placement Form** (Appendix F) should also be submitted to Blackboard under the *Assessment* tab.

Other Assignments

1. PROGRESS REPORTS:

Complete weekly (every week) progress reports in conjunction with the mentor teacher. Use the form included in the appendix section of the guidelines, or a comparable form that includes the same information. Keep the progress reports and have them available for the university supervisor's review during observation visits. It is advisable to set a regular meeting time to discuss progress and complete the report.

2. THREE (minimum) OBSERVATIONS by University Supervisor

Submit a lesson plan for each observed session at least 24 hours in advance (contact US if you cannot meet 24-hour requirement). These should be uploaded to Blackboard under the *Assignment tab* 24 hours prior to the scheduled observation

3. TWO (minimum) OBSERVATIONS by Mentor Teacher

You will need to provide your university supervisor with two observations summaries and corresponding lesson plans from two formal observations done by your mentor teacher.

Other Assignments/Fieldwork Experience

University Supervisors will evaluate teacher candidates on two College wide rubrics at the completion of the internship. The Teacher Candidate Dispositions Rating (Assessment C) and InTASC Internship Evaluation (Assessment D) can be found in the Internship Handbook.

Course Policies and Expectations

Attendance/Participation

Please let your instructor know 24 hours in advance if you need to reschedule a planned observation. If you need to be absent the day of a planned observation, please contact your instructor via TEXT as soon as possible.

Late Work

Assignment deadlines are negotiated between the university supervisor and the teacher candidate; therefore, if an assignment cannot be completed as required, the teacher candidate needs to reschedule the appointment or renegotiate the deadline. Submission of all assignments in accordance with the agreed upon schedule increases the likelihood of on-time completion of placement requirements.

Grading Scale

There are only two grades available for this course:

Satisfactory – Candidate has successfully completed course requirements and received acceptable ratings on the Clinical Evaluation Continuum.

No Credit – Candidate has not provided sufficient work to evaluate progress toward meeting requirements and/or does not have acceptable ratings on the Clinical Evaluation Continuum. Online support course materials are available at George Mason's Blackboard site (<http://blackboard.gmu.edu>).

The team of the University Supervisor, the Mentor teacher, and the candidate will determine a final grade for the internship. Grades will be based upon the candidate's:

1. Ability to demonstrate course competencies and analyze intervention sessions.
2. Progress toward the CEC Standards as noted in the Clinical Evaluation Form.

3. Quality of weekly progress reports, observations by the University Supervisor and Mentor Teacher, and reflective papers.
4. Content and organization of the notebook.
5. Attendance and participation in email dialogues.
6. Timely completion of all requirements and submission of exit materials.

*Note: The George Mason University Honor Code will be strictly enforced. Students are responsible for reading and understanding the Code. “To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.” Work submitted must be your own or with proper citations (see <http://oai.gmu.edu/the-mason-honor-code/>).

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times.

Class Schedule

*Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

TBD

The schedule is set in partnership among the student candidate, the mentor teacher, and the university supervisor. Therefore, the basic schedule should be agreed upon in the orientation meeting with specific calendar items established in accordance with the required products noted in the syllabus and the handbook

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All

communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.

- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- The Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing (see <http://writingcenter.gmu.edu/>).
- The Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance (see <http://caps.gmu.edu/>.) to enhance students' personal experience and academic performance (see <http://caps.gmu.edu/>).
- The Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see <http://ssac.gmu.edu/>). Students in need of these services may contact the office by phone at 703-993-3686. Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://ssac.gmu.edu/make-a-referral/>.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.

Assessment Rubric(s)

See Internship Handbook or Blackboard for Assessment Rubric.