



FAYETTEVILLE STATE UNIVERSITY
SCHOOL OF EDUCATION

Department of Middle Grades, Secondary and Special Education

1. LOCATOR INFORMATION

Semester Fall Year 2009

Credit Hours 3

Course Number and Name SPED 640--Master's Internship in Special Education

Course Location & Meeting Time Field Experience--TBA

Office Hours TBA By Appointment

Instructor Dr. Cathy B. Kosterman

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2. FSU POLICY ON ELECTRONIC MAIL

Fayetteville State University provides to each student, free of charge, an electronic mail account (username@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail. Rules and regulations governing the use of FSU email may be found at <http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf>

3. COURSE DESCRIPTION

A supervised experience in basic and advanced teaching skills in special education.

The Master's Internship in Special Education provides an intensive supervised experience with students with mild to moderate disabilities in inclusive settings, resource rooms, separate settings, or other appropriate placements. The internship requires a minimum of 150 hours per semester. This is a practical application of the knowledge base of the educational professional as a facilitator of learning. Depending upon the student's qualifications, skill and experiences, the intern will be supervised in one of two (2) of the following options:

- 1) In-service or Classroom Internship
- 2) Special Placement Internship

The in-service classroom internship option is primarily for currently employed teachers who were in regular or special classroom settings and serve the populations for which they are seeking licensure.

The special placement internship option is an advanced field teaching arrangement. The student will provide direct service to students with mild to moderate disabilities. Students will receive on site supervision from both master teacher/site supervisor and a University instructor.

The course is also designed to allow students to complete a portion of the Advanced Research Product of Learning: Portfolio requirement, which will be completed in SPED 698.

4. DISABLED STUDENTS' SERVICES

In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910 672 – 1203.

5. TEXTBOOK

Kinnard, J. (2006) *From Crayons to Cyberspace: Creating a Professional Teaching Portfolio*. Wadsworth. ISBN 9780495189299

Lengel, J.G., & Lengel, K. (2005) *Integrating Technology: A Practical Guide* Allyn & Bacon. ISBN 0-205-45939-0

Other readings as assigned

6. SCHOOL OF EDUCATION'S CONCEPTUAL FRAMEWORK

The conceptual framework of the School of Education is reflected in this course and establishes a shared vision of its efforts in preparing educators to work effectively in P-12 schools. It defines the educator as a *Facilitator of Learning*, one who seeks to make the learning process accessible and one who enables learning to take place successfully. This presupposes that the educator is reflective and serves as a catalyst, stimulator, and motivator of the teaching for learning process. The conceptual framework defines the unit's vision which underscores the school's purpose for preparing its candidates for teaching and leadership roles in a global society. The unit prepares candidates who support student learning, within the context of family and community participation, for a diverse, technological, and global society. We achieve this vision through teaching, research, and service. Our conceptual framework serves as a lens through which we view our education professionals in the music program. The themes of our conceptual framework are: (1) caring dispositions and ethical responsibility; (2) communication; (3) knowledgeable and reflective educators; (4) research and leadership; (5) respect for diversity and individual worth; (6) technological competence and educational applications; and (7) working with families and communities.

7. STANDARDS

Professional

Standards Used in Course	NC Core Standards	CEC Common Core Standards; NCATE Standards	Assessments
X	1. Teachers demonstrate leadership.	# 9 Professional and Ethical Practice; # 10 Collaboration # 1 Knowledge, Skills, Dispositions	Teaching/Learning Project/Portfolio Classroom Observations
X	2. Teachers establish a respectful environment for a diverse population of students.	# 5 Learning Environments and Social Interactions; # 1 Knowledge, Skills, Dispositions	Teaching/Learning Project/Portfolio Classroom Observations
X	3. Teachers know the content they teach.	#3 Individual Learning Differences #4 Instructional Strategies; # 1 Knowledge, Skills, Dispositions	Teaching/Learning Project/Portfolio Classroom Observations
X	4. Teachers facilitate learning for their students.	# 6 Communications #1 Foundations; # 1 Knowledge, Skills, Dispositions; #4 Diversity	Teaching/Learning Project/Portfolio Classroom Observations

X	5. Teachers reflect on their practice.	# 9 Professional and Ethical Practice # 1 Knowledge, Skills, Dispositions	Teaching/Learning Project/Portfolio Classroom Observations Peer Discussion Self-Reflections
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SPECIAL EDUCATION: GENERAL CURRICULUM STANDARDS

Standard 1: Special Education: General Curriculum teacher candidates know the policies, process and procedures for providing special education services.

<p>Special Education: General Curriculum teacher candidates have a thorough understanding of the <u>Policies Governing Services for Children with Disabilities</u>. Through this knowledge of the process of referral, evaluation, and development of the individualized education program (IEP), teachers provide appropriate individualized education in the least restrictive environment.</p>
<ul style="list-style-type: none"> • Know the <u>Policies Governing Services for Children with Disabilities</u>
<ul style="list-style-type: none"> • Understand the placement process from referral to delivery of services
<ul style="list-style-type: none"> • Know the typical characteristics of students in each disability category.
<ul style="list-style-type: none"> • Understand and facilitate effective planning for transitions (preschool, school, postsecondary/adult).

Standard 2: Special Education: General Curriculum teacher candidates have the knowledge and skills to use a variety of assessment techniques to plan and implement instruction, monitor student progress, and document learning.

<p>Special Education: General Curriculum teacher candidates use a variety of assessment strategies and sources to determine students’ prior knowledge, skills, interests and learning styles. They plan appropriate instruction, evaluate progress toward learning goals and inform families and professional service providers. Teacher candidates view assessment as an integral part of the teaching/learning cycle, in which assessment drives instruction, and evaluation of learner outcomes informs further instruction. Teacher candidates use regular, frequent, valid, and reliable outcome measures to evaluate and respond to the progress of individual students toward annual goals and to differentiate instruction in a tiered model.</p>
<ul style="list-style-type: none"> • Evaluate reliability, validity, and the technical soundness to select measures used in assessing students for eligibility, instructional decisions, and progress monitoring.
<ul style="list-style-type: none"> • Demonstrate instructional decisions using grade-level benchmarks, CBM, and progress monitoring data in a tiered model for differentiation of instruction.
<ul style="list-style-type: none"> • Assess students’ reading performance by obtaining measures of phonemic awareness, letter-sound association skills, word identification skills, fluency, vocabulary and comprehension.
<ul style="list-style-type: none"> • Assess students’ written language performance by gaining measures of fine motor skills, mechanics of writing, writing fluency and written expression.
<ul style="list-style-type: none"> • Assess students’ mathematics performance through analysis of error patterns and an understanding of the components of number sense (quantity/magnitude, form of a number, base ten, equality, numeration, algebraic and geometric equation and proportional reasoning).

- Use age appropriate transition assessments for students ages 14 and above.

Standard 3: Special Education: General Curriculum teacher candidates have a broad working knowledge of research-validated instructional and behavioral strategies to facilitate learning across the curriculum for K-12 students.

Special Education: General Curriculum teacher candidates utilize research-validated instructional and behavioral strategies to facilitate learning across the various disciplines. Cognitive and behavioral techniques support the use of best practices for all students. Research-validated techniques support innovative integration of standards-based content with appropriate use of technology.

- Demonstrate how to teach social skills using explicit and systematic instruction.
- Demonstrate competency to design a self-management program and instruct students on implementation of program.
- Know research-validated cognitive learning strategies.
- Know research-validated meta-cognitive learning strategies.
- Demonstrate the principles of Universal Design for Learning through the use of multiple means of representation, expression, and engagement across the curriculum.
- Plan and facilitate comprehensive transition services.

Standard 4: Special Education: General Curriculum teacher candidates have the knowledge and skills to use systematic, explicit, multi-sensory methods to teach communication skills, reading, written expression, and mathematics.

Special Education: General Curriculum teacher candidates provide a comprehensive series of daily instructional lessons in communication skills, reading, written language and math that are systemic, explicit and multi-sensory.

- Understand the essential components of the English language (phonetics and phonology, sound production, morphology and orthography, semantics and syntax and pragmatics) and the impact of language on learning.
- Understand the critical components of comprehensive reading instruction (phonemic awareness, letter-sound associations, word identification, spelling, reading fluency, vocabulary, reading comprehension).
- Understand and provide instruction in the essential components of math instruction (quantity/magnitude, form of a number, base ten, equality, numeration, algebraic and geometric application and proportional reasoning).
- Understand and provide instruction in the essential components of written language instruction (composition and conventions).

Standard 5: Special Education: General Curriculum teacher candidates have the knowledge and skills to teach students to use behaviors that promote success in the learning environment, which include the development of social competence.

Special Education: General Curriculum teacher candidates use effective strategies that promote a positive

learning environment. They also use small-group and individualized strategies that enable students with behavior problems to develop academic and social competence. Teacher candidates use individualized behavior management strategies for those with more severe behavior problems.
<ul style="list-style-type: none"> • Know how to establish rules and procedures that convey behavioral expectations. • Demonstrate how to teach social skills using explicit and systematic instruction. • Demonstrate competency to conduct and analyze a functional behavior assessment. • Demonstrate competency to use functional behavioral assessment results to develop a positive behavior support plan based on research-validated interventions. • Know how to implement individualized positive behavior support strategies based on functional behavior assessment results for students with significant behavior problems.

Standard 6: Special Education: General Curriculum teacher candidates collaborate and consult with families, general education teachers and other professionals to further the academic and social development of students.

Special Education: General Curriculum teacher candidates recognize how accessing resources and collaborating with families, schools, and the community can impact student success. Communicating and building trusting partnerships with families, including those from culturally and linguistically diverse backgrounds, are essential elements that must be implemented. Teacher candidates partner with families to gather critical information to assess student progress and design instruction. Inclusive education and other collaborative teaching models assist with providing access to the general curriculum.
<ul style="list-style-type: none"> • Demonstrate effective communication strategies • Establish effective interagency collaboration with adult service providers • Model evidence based variations of co-teaching • Collaborate and consult with interpreters, transliterators and other related / adult service providers. • Maintain confidentiality • Provide effective paraeducator supervision

Graduate

Standard 1: Teacher Leadership
Teacher leaders assume the roles and responsibilities of collaborative leaders in schools and communities. Teachers demonstrate leadership in their classrooms, schools and professional organizations; they advocate for students and effective educational practices and policies; and they are role models for ethical leadership.
Teacher leaders will know and be able to:
<ul style="list-style-type: none"> • Demonstrate effective ongoing communication, collaboration, and team-building among colleagues. • Facilitate mentoring and coaching with novice teachers. • Set goals and establish priorities while promoting educational initiatives that positively affect student learning. • Participate in professional learning communities.

Standard 2: Respectful Educational Environments

Teacher leaders model leadership by establishing a positive and productive environment for a diverse population of students, their families, and the community. Teachers are knowledgeable about cultures and global issues and how they are contextualized locally. Teachers help colleagues develop effective strategies for students with special needs. They encourage positive, constructive relations among colleagues and students.

Teacher leaders:

- Facilitate the development of inviting, respectful, supportive, inclusive, and flexible educational communities.
- Create collaborative partnerships with families, schools, and communities to promote a positive school culture.
- Facilitate and model caring and respectful treatment of individuals within the learning community.
- Demonstrate knowledge and understanding of diverse world cultures and global issues.
- Encourage high expectations for all students.
- Collaboratively design and implement curriculum and instruction that is responsive to learner differences.

Standard 3: Content and Curriculum Expertise

Teacher leaders have a deep knowledge of the subjects they teach and understanding of curriculum theory and development. They value collaboration and the interconnectedness of disciplines. They understand the importance of curriculum relevance in engaging students in content.

Teacher leaders:

- Demonstrate in-depth knowledge of curriculum, instruction, and assessment.
- Model the integration of 21st century content and skills into educational practices.
- Develop relevant, rigorous curriculum.

Standard 4: Student Learning

Teacher leaders facilitate student learning through evidence-based practice informed by research. They understand and apply research in child and adolescent development, cognitive development, and general and specialized pedagogy. They encourage critical reading, writing and thinking in the learning process. They foster instructional and evaluation methods that embrace variety and authenticity. They promote student reflection and self-assessment. They encourage colleagues and students to take on leadership roles and work in teams.

Teacher leaders:

- Seek out and use existing research to inform school practices.
- Design action research to investigate and improve student learning and school policies and practices.
- Model technology integration that supports student learning.
- Critically analyze student and school performance data to determine needs and plan instruction that is rigorous, coherent, and substantiated within a theoretical and philosophical base.

Standard 5: Reflection

Teacher leaders contribute to systematic, critical analysis of learning in their classrooms and beyond. They are lifelong learners who model and support ongoing professional development. Teachers embrace critical thinking, problem solving, and innovation.
Teacher leaders:
• Promote an educational culture that values reflective practice.
• Model the development of meaningful professional goals.
• Model personal and professional reflection to extend student learning and school improvement.

8. GENERAL REQUIREMENTS

Field Placement & Seminars

Requirements: Instructional Expertise, Knowledge of Learners, Research, Content Knowledge, Professional Development/Leadership

Students are expected to complete a 150 hour supervised field placement in a special education setting related to mild to moderate students with disabilities in inclusion settings as the basis for the development of the culminating product (portfolio, action research, or thesis). In addition, students are expected to attend 5 related seminars and engage in seminar activities as assigned, including participation in an online Blackboard Discussion board with self-evaluations.

Additional information related to the field experience is located on the accompanying Blackboard web enhanced course site for SPED Field Experiences

Best Practices Advanced Portfolio

Requirements: Instructional Expertise, Knowledge of Learners, Research, Content Knowledge, Professional Development, Leadership

Students are expected to produce approximately ½ of the requirements of a Culminating Project (Portfolio, Action Research, or Thesis). In most cases students select a Best Practices Advanced Portfolio (an electronically produced product consisting of a collection of three [3] product showcase narratives, reflections and evidences/documentation that will serve to affirm selected areas of your professional practice related to research validated best practice standards and research). For SPED 640 students, the

Initial Teaching/Learning Project will serve as Showcase Area # 1, which will be required in this course as well as a draft of Showcase Area # 2 and additional components cited in the Timelines and Developing Scoring Rubric sheets available at the course site.

[See also other materials including the Advanced Portfolio Requirements Guidelines and Initial Teaching/Learning Project Showcase 1 Guidelines documents at Blackboard course site.]

Portfolio Contents (* indicates what must be completed by SPED 640 students)

Section A

1. Committee ID Form*
2. Table of Contents* (draft)
3. Professional Resume*
4. Self-Introductory/Purpose Statement*
5. Organizational Framework* (draft)
6. Self-Evaluations & Reflections*
7. Instructor & Site Supervisor Evaluations (minimum 2 of each)*
8. Summative Reflective Evaluation
9. Product Sharing Report
10. Plan for Continued Professional Growth

Section B

11. Three (3) Product Showcase Area Narratives with Supporting Artifacts, Reflections (*The Initial Teaching/Learning Project must be completed by SPED 640 students as Showcase Area # 1 as well as a *draft of the Showcase Area # 2 narrative must be completed)

Section C

12. Technology Text Chapter Summaries*
13. Other Evidences of Professional Growth (Optional/Selected)

Additional information related to the Portfolio is located on the accompanying Blackboard site for SPED Field Experiences.

NOTE:

The Portfolio is designed to be completed across two field experiences (depending upon the student's program plan requirements (SPED 600/640/641 and SPED 698)

SPED 600/640/641 students will complete approximately ½ of portfolio requirements and will complete them in SPED 698 taken at the end of the graduate program.

7. EVALUATION

- A. Performance in special education related field setting with emphasis on the specialty area in accordance with professional standards/indicators = 50% of Final Grade (as measured by performance observations and seminar participation)
- B. Performance toward completion of required sections of Best Practices Advanced Portfolio, (or Action Research Project or Thesis) = 50% of Final Grade (as measured by use of product scoring rubric)

Final Grades will be assigned according to the FSU catalog grading guidelines and the new grading policy, which appears at the end of this syllabus.

[Final grades are assigned as follows: A= 92-100% of points, B= 83-91% of points, C= 73-82% of points; F=Below 73% of points; FN=Failing due to failure to withdraw]

Incomplete grades are not normally issued in this course.

8. COURSE OUTLINE: SEMINAR TOPIC

Date (Dates of Seminars TBA/ Topic

Seminar 1: _____ The Portfolio: Purposes & Contents

Seminar 2: _____ The Portfolio: Continued

Seminar 3: _____ The Portfolio: Continued

Seminar 4: _____ The Portfolio: Continued

Seminar 5: _____ The Portfolio: Continued

9. METHODS OF INSTRUCTION

Instruction will take place by means of readings, seminar discussions, on-site setting visitations/feedback, Web enhanced resources, and student projects.

10. REFERENCES:

Students are expected to make efficient use of professional publications in the field of their particular licensure, such as:

Journal of Learning Disabilities

Journal of Special Education

Learning Disabilities Quarterly
Behavioral Disorders
Teaching Exceptional Children
Exceptional Children
Academic Therapy
American J. of Mental Deficiency
Intervention in School & Clinic

Web Resources:

A Teaching Portfolio Should Include...

<http://resumes-for-teachers.com/teaching-portfolio.htm>

Teacher Portfolios for Exhibit: A Great Idea or a Waste of Time?

<http://lanque.hyper.chubu.ac.jp/jalt/pub/tlt/97/jan/portfolios.html>

Learning for Lifetime

<http://fp.uni.edu/learning/portfolios/>

Building Teacher Portfolios

<http://www.region15.org/cia/teacherport.html>

Teacher Portfolios

http://www.mediaworkshop.org/ourwork/projects/k_8teacher_portfolios.html

What is a Teacher Portfolio?

<http://www.eyesoftime.com/teacher/pfolio.htm>

Center for Technology and Teacher Education

<http://curry.edschool.virginia.edu/curry/class/edlf/589-07/sample.html>

National Board for Professional Teaching Standards

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