



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 641 Advanced Internship in Special Education (Mentally Disabled; Behaviorally-Emotionally Disabled; Specific Learning Disabled)

Course Location & Meeting Time

Course Location & Meeting Time TBA (Field Experience)

Office Hours TBA, By Appointments

Instructor Dr. Virginia J. Dickens

Office Location 248 Butler

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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

The Advanced Internship in Special Education (Mentally Disabled; Behaviorally-Emotionally Disabled; Specific Learning Disabled) provides an intensive supervised experience in Special Education (MD or BED or SLD). It is designed to be most appropriate for the student's qualifications, experience and future educational goals. The course requires a minimum of 150 hours per semester [in a special

education related setting emphasizing the specialty area]. 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 course is also designed to allow students to complete the first phase of the culminating product of learning requirement (portfolio, action research project or thesis), 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. TEXTBOOKS

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

CORE

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

MASTER'S DEGREE STANDARDS

Standards Used in Course	North Carolina Master's Standards; CEC Standards; NCATE Standards	Assessments
X	A. Instructional Expertise The candidate demonstrates instructional expertise by applying the theoretical, philosophical, and research bases for educational practice in P-12 settings to improve student learning. # 1 Foundations #4 Instructional Strategies #7 Instructional Planning <i># 1 Knowledge, Skills, Dispositions</i>	Field Observations Portfolio Self-Assessments
X	B. Knowledge of Learners The candidate incorporates knowledge of the nature of the learner, learning processes, variations in learning abilities and learning styles, and strategies for evaluating learning into the planning, delivery, and evaluation of instruction. # 2 Development and Characteristics of Learners #3 Individual Learning Differences #4 Instructional Strategies #7 Instructional Planning # 8 Assessment <i># 1 Knowledge, Skills, Dispositions</i>	Field Observations Portfolio Self-Assessments

	<i>#4 Diversity</i>	
X	C. Research The candidate uses research to examine and improve instructional effectiveness and student achievement. #7 Instructional Planning # 9 Professional and Ethical Practice <i># 1 Knowledge, Skills, Dispositions</i>	Field Observations Portfolio Self-Assessments
X	D. Content Knowledge The candidate demonstrates advanced depth and breadth of knowledge and skills in the academic discipline and in education. # 1 Foundations #4 Instructional Strategies #7 Instructional Planning <i># 1 Knowledge, Skills, Dispositions</i>	Field Observations Portfolio Self-Assessments
X	E. Professional Development and Leadership The candidate engages in continued professional development and provides leadership at the classroom, school, and community levels, and within the profession. # 6 Communications # 10 Collaboration # 9 Professional and Ethical Practice <i># 1 Knowledge, Skills, Dispositions</i>	Field Observations Portfolio Self-Assessments

SPECIALTY AREA STANDARDS*

Standards Used in Course	NC SPED Specialty Area Standards (SLD)	CEC Standards NCATE Standards	Assessments
x	Standard 1: Teachers have an extended knowledge of the structure and concepts of language arts and mathematics.	# 1 Foundations #7 Instructional Planning; # 1 Knowledge, Skills, Dispositions	Field Observations Portfolio Self-Assessments
x	Standard 2: Teachers have an extended knowledge of research-based learning strategies and their relationship to the learning of individual students	# 1 Foundations #7 Instructional Planning # 1 Knowledge, Skills, Dispositions	Field Observations Portfolio Self-Assessments
x	Standard 3: Teachers use clinical teaching (diagnostic-prescriptive) procedures involving curriculum-based language, and cognitive assessments, to guide instructional planning and the selection of teaching techniques for individual students.	#3 Individual Learning Differences #7 Instructional Planning; # 8 Assessment # 1 Knowledge, Skills, Dispositions	Field Observations Portfolio Self-Assessments
x	Standard 4: Teachers use knowledge about cultural, socio-economic and family dynamics to guide instructional and/or management planning and selection of teaching techniques.	#3 Individual Learning Differences #4 Instructional Strategies # 5 Learning Environments and Social Interactions #7 Instructional Planning; # 1 Knowledge, Skills, Dispositions #4 Diversity	Field Observations Portfolio Self-Assessments
x	Standard 5: Teachers know the legal, historical, and medical	# 1 Foundations # 1 Knowledge, Skills,	Field Observations Portfolio

	foundations and the major milestones and contributions in the field of learning disabilities.	Dispositions	Self-Assessments
x	Standard 6: Teachers know the research, theories and issues related to the causes and the identification and instruction of individuals with learning disabilities	# 1 Foundations # 2 Development and Characteristics of Learners #3 Individual Learning Differences # 1 Knowledge, Skills, Dispositions #4 Diversity	Field Observations Portfolio Self-Assessments
x	Standard 7: Teachers use research findings and conduct informed classroom research on the instruction and management of students with learning disabilities to improve their instruction.	#4 Instructional Strategies #7 Instructional Planning; # 1 Knowledge, Skills, Dispositions	Field Observations Portfolio Self-Assessments
x	Standard 8: Teachers practice their profession with ethical commitment to the use of validated practices, confidentiality, and advancing the lives of individuals with learning disabilities.	#7 Instructional Planning # 9 Professional and Ethical Practice # 1 Knowledge, Skills, Dispositions	Field Observations Portfolio Self-Assessments
x	Standard 9: Teachers know and advocate for supportive resources and information to assist students, parents, and other professionals in providing services for students with learning disabilities	# 1 Foundations # 6 Communications # 10 Collaboration # 1 Knowledge, Skills, Dispositions #4 Diversity	Field Observations Portfolio Self-Assessments
x	Standard 10: Teachers know early intervention research, curriculum and advocate for early intervention for students who, without intervention, may be inaccurately identified as Learning Disabled.	# 1 Foundations # 2 Development and Characteristics of Learners # 1 Knowledge, Skills, Dispositions	Field Observations Portfolio Self-Assessments

Standards Used in Course	NC SPED Specialty Area Standards (MD)	CEC Standards NCATE Standards	Assessments
x	Standard 1: Teachers have an extended knowledge of the structure and concepts of language arts and mathematics as required for independent living.	# 1 Foundations #7 Instructional Planning; # 1 Knowledge, Skills, Dispositions	Field Observations Portfolio Self-Assessments
x	Standard 2: Teachers have an extended knowledge of research-based learning strategies, accommodations, and assistive technology and their relationship to the learning of students with mental disabilities.	# 1 Foundations #7 Instructional Planning; # 1 Knowledge, Skills, Dispositions	Field Observations Portfolio Self-Assessments
x	Standard 3: Teachers have an extended knowledge base of the functional academic areas addressed in the North Carolina Standard Course of Study (SCS) and its extensions.	# 1 Foundations #7 Instructional Planning; # 1 Knowledge, Skills, Dispositions	Field Observations Portfolio Self-Assessments
x	Standard 4: Teachers have an extended knowledge of concepts, requirements, laws, and philosophy	# 1 Foundations # 1 Knowledge, Skills, Dispositions	Field Observations Portfolio Self-Assessments

	that guide the development of an appropriate occupational preparation program for high school students with disabilities.		
x	Standard 5: Teachers employ clinical teaching procedures involving formal and informal assessments to guide instructional planning and teaching techniques for individual students.	#3 Individual Learning Differences #4 Instructional Strategies; # 8 Assessment # 1 Knowledge, Skills, Dispositions	Field Observations Portfolio Self-Assessments
x	Standard 6: Teachers create an environment that models, teaches, and practices equal and equitable treatment of all learners and staff.	#3 Individual Learning Differences # 5 Learning Environments and Social Interactions; # 1 Knowledge, Skills, Dispositions	Field Observations Portfolio Self-Assessments
x	Standard 7: Teachers apply a wide variety of instructional strategies and methods that result in meaningful student learning outcomes across a variety of curricula, environments, and people.	#3 Individual Learning Differences #4 Instructional Strategies; #7 Instructional Planning; # 1 Knowledge, Skills, Dispositions	Field Observations Portfolio Self-Assessments
x	Standard 8: Teachers use knowledge about cultural, socio-economic and family dynamics to guide instructional and/or management planning and selection of teaching techniques.	# 2 Development and Characteristics of Learners # 5 Learning Environments and Social Interactions; #7 Instructional Planning; # 1 Knowledge, Skills, Dispositions #4 Diversity	Field Observations Portfolio Self-Assessments
x	Standard 9: Teachers know the legal, historical, and philosophical foundations and the major milestones and contributions in the field of mental disabilities.	# 1 Foundations; # 1 Knowledge, Skills, Dispositions	Field Observations Portfolio Self-Assessments
x	Standard 10: Teachers know the research, theories, and issues related to the causes, identification, and instruction of individuals with mental disabilities.	# 1 Foundations # 2 Development and Characteristics of Learners #7 Instructional Planning; # 1 Knowledge, Skills, Dispositions #4 Diversity	Field Observations Portfolio Self-Assessments
x	Standard 11: Teachers use research knowledge and conduct educational research to improve their instruction and support of students with mental disabilities.	#7 Instructional Planning; # 1 Knowledge, Skills, Dispositions	Field Observations Portfolio Self-Assessments
x	Standard 12: Teachers practice their profession with ethical commitments to students with mental disabilities.	# 9 Professional and Ethical Practice # 1 Knowledge, Skills, Dispositions	Field Observations Portfolio Self-Assessments
x	Standard 13: Teachers know and provide supportive resources and information to students, parents, and other professionals that	# 1 Foundations # 6 Communications # 10 Collaboration # 1 Knowledge, Skills,	Field Observations Portfolio Self-Assessments

	maximize student learning experiences and educational outcomes.	Dispositions	
x	Standard 14: Teachers pursue in-depth professional development and learning to improve schools and advance knowledge in the field of mental disabilities.	# 9 Professional and Ethical Practice # 1 Knowledge, Skills, Dispositions	Field Observations Portfolio Self-Assessments

Standards Used in Course	NC SPED Specialty Area Standards (BED)	CEC Standards NCATE Standards	Assessments
x	Standard 1: Teachers have an extended knowledge of the structure and concepts of language arts and mathematics.	# 1 Foundations #7 Instructional Planning; # 1 Knowledge, Skills, Dispositions	Field Observations Portfolio Self-Assessments
x	Standard 2: Teachers have an extended knowledge of research-based learning strategies and their relationship to the learning of students with BED.	# 1 Foundations #7 Instructional Planning; # 1 Knowledge, Skills, Dispositions	Field Observations Portfolio Self-Assessments
x	Standard 3: Teachers have extended knowledge of the scope of social/emotional skill content across age levels.	# 1 Foundations # 2 Development and Characteristics of Learners # 5 Learning Environments and Social Interactions; # 1 Knowledge, Skills, Dispositions	Field Observations Portfolio Self-Assessments
x	Standard 4: Teachers employ systematic screening and evaluation procedures specific to the identification of students with BED.	# 8 Assessment # 1 Knowledge, Skills, Dispositions	Field Observations Portfolio Self-Assessments
x	Standard 5: Teachers employ procedures involving curriculum-based, strength- based and functional assessments to guide instructional planning and teaching techniques for individual students with BED.	#3 Individual Learning Differences #4 Instructional Strategies; #7 Instructional Planning # 8 Assessment # 1 Knowledge, Skills, Dispositions	Field Observations Portfolio Self-Assessments
x	Standard 6: Teachers develop highly structured classroom designs and management systems for students with BED.	# 5 Learning Environments and Social Interactions; #7 Instructional Planning; # 1 Knowledge, Skills, Dispositions	Field Observations Portfolio Self-Assessments
x	Standard 7: Teachers employ crisis management techniques for management and instruction for students in crisis.	# 5 Learning Environments and Social Interactions; #7 Instructional Planning; # 1 Knowledge, Skills, Dispositions	Field Observations Portfolio Self-Assessments
x	Standard 8: Teachers employ instructional strategies for addressing disruptive, aggressive, school survival, withdrawal,	#4 Instructional Strategies #7 Instructional Planning;	Field Observations Portfolio Self-Assessments

	self-stimulatory and injurious behavior.	# 1 Knowledge, Skills, Dispositions	
x	Standard 9: Teachers use knowledge about cultural, socio-economic and family dynamics to guide instructional and/or management planning and selection of teaching techniques.	# 2 Development and Characteristics of Learners #7 Instructional Planning; # 1 Knowledge, Skills, Dispositions #4 Diversity	Field Observations Portfolio Self-Assessments
x	Standard 10: Teachers know the legal/medical/historical and philosophical foundations and the major milestones in the field of emotional behavioral disorders.	# 1 Foundations # 1 Knowledge, Skills, Dispositions	Field Observations Portfolio Self-Assessments
x	Standard 11: Teachers know the research, theories and issues related to the causes, identification and instruction of students with BED.	# 1 Foundations # 2 Development and Characteristics of Learners # 1 Knowledge, Skills, Dispositions #4 Diversity	Field Observations Portfolio Self-Assessments
x	Standard 12: Teachers use research knowledge and conduct informed classroom research on the instruction and management of students with BED.	#7 Instructional Planning; # 1 Knowledge, Skills, Dispositions	Field Observations Portfolio Self-Assessments
x	Standard 13: Teachers practice their profession with ethical commitments to confidentiality and to advocacy for appropriate services for students with BED.	# 9 Professional and Ethical Practice # 1 Knowledge, Skills, Dispositions	Field Observations Portfolio Self-Assessments
x	Standard 14: Teachers know and provide support for resources and information to assist students, parents and other professions in providing services for students with BED.	# 1 Foundations # 6 Communications # 10 Collaboration # 1 Knowledge, Skills, Dispositions	Field Observations Portfolio Self-Assessments
x	Standard 15: Teachers know early intervention research, curriculum and advocate for early intervention for students who, without intervention, may be inaccurately identified as BED.	# 1 Foundations # 2 Development and Characteristics of Learners # 1 Knowledge, Skills, Dispositions	Field Observations Portfolio Self-Assessments

*Students select 1-2 specialty areas

8. COURSE REQUIREMENTS

A. Field Placement

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

Students are expected to complete a 100 hour supervised field placement in a special education setting related to the area of licensure being pursued 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.

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

B. Best Practices Advanced Portfolio

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

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) (see Best Practices Portfolio Guidelines document in SPED 698 folder in SPED Field Experience Blackboard site)

Portfolio Contents

Section A

1. Cover Page/Committee ID Form*
2. Table of Contents*
3. Professional Resume*
4. Self-Introductory/Purpose Statement*
5. Organizational Framework*
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 (*SPED 641 students will produce 1 full Showcase (#1) and a draft of Showcase #2)

Section C

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

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

NOTES:

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

SPED 641 students will complete approximately ½ of portfolio requirements, including the content items with an * above; [SPED 641 students will complete at

**least 1 Showcase Area narrative and an approved draft of a second area in addition to the other areas with an *]
SPED 698 students will complete all portfolio requirements**

9. 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.

10. COURSE OUTLINE: SEMINAR TOPICS

Date (Dates of Seminars available in Blackboard site/ Course Documents each semester)	Topic
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Seminar 1: _____	The Portfolio: Purposes & Contents
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Seminar 2: _____	The Portfolio: Continued
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Seminar 3: _____	The Portfolio: Continued
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Seminar 4: _____	The Portfolio: Continued
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Seminar 5: _____	The Portfolio: Continued
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11. METHODS OF INSTRUCTION

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

12. 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/>