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| **Auburn University****Department of Rehabilitation and Special Education** |

**1.** **COURSE NUMBER: RSED 4920 (Special Education)**

 **Course Title:** Internship

 **Credit Hours:** 9

 **Prerequisites:** Senior standing

 **Corequisite:** RSED 5160

 **Term:** SPR 2012

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| **University Supervisor**Mrs. BrumbeloeOffice: Haley Center 1234B(334) 844-3588Cell: (334) 524-6493brumbka@auburn.eduOffice hours by appointment |   | **Graduate Teaching Assistant** Miss TaylorOffice: Haley Center 1234G (334) 844-2318Cell: (334) 233-5578slt0001@auburn.eduOffice hours by appointment |

**2.** **DATE SYLLABUS PREPARED**: Updated January 3, 2011

**3. TEXTS:** College of Education Internship Handbook

**4.** **COURSE DESCRIPTION**: Comprehensive on-the-job experiences with individuals with disabilities in a school, college or community-based social service setting. Intensive supervision of student’s application of cumulative learning from rehabilitation or special education preparation program.

1. **STUDENT LEARNING OUTCOMES:** This course is a semester-long field-based laboratory experience. The specific objectives are related to the specific needs and placements of individual students, as well as the specific programs.

Based upon ASLDE standards, the student will:

 1. Develop, select, administer, and interpret formal and informal assessments; 34(1)(b)1

 2. Translate assessment information into functional long-term goals and short-term benchmarks; 34(1)(b)2

 3. Implement or assist other teachers in implementing the student’s individualized education program, by selecting, developing, and using appropriate instructional techniques and methods, ongoing measurement techniques, media and materials, equipment, including assistive technology devices, technology devices, technological advances, and support personnel; 34(1)(b)3

 4. Continuously analyze the effectiveness of the individualized education program and make appropriate modifications; 34(1)(b)4

 5. Select and implement research-based curricula and practices related to the core components of reading such as explicit and direct instruction and appropriate grouping; 34(1)(b)5

 6. Utilize effective teaching strategies designed to promote learning and improve student achievement; 34(1)(b)6

 7. Modify methods, materials, and equipment to meet student needs; 34(1)(b)7

 8. Implement research-based behavior management techniques and practices that include school-wide, classroom, and individual proactive positive behavior supports; 34(1)(b)8

 9. Plan and facilitate transition programs within and outside the school setting; 34(1)(b)9

 10. Effectively communicate the goals of the instructional program to the student, the student’s primary caregivers, and appropriate professionals; 34(1)(b)10

 11. Design and implement programs that reflect knowledge, awareness, and responsiveness to diverse cultures, including cultural and socioeconomic factors; 34(1)(b)11

 12. Work effectively with members of the instructional team and professionals from related fields. 34(1)(b)12

* **Faculty.** A specialist with identifiable appropriate expertise is required in each special education teaching field. 34(2)
* In the **Early Childhood Special Education program,** the student will:

 1. Plan, implement, and evaluate programs designed to meet the special needs of children with disabilities from birth through age eight; 37(2)(b)1

 2. Provide developmentally appropriate programs for infants and young children with disabilities; 37(2)(b)2

 3. Consult with parents and other family members in their efforts to understand, accept, and provide care for the young child with special needs; 37(2)(b)3

 4. Work collaboratively with members of an interdisciplinary team in assessment and intervention efforts; 37(2)(b)4

 5. Adapt methods and materials to the needs of children with varying exceptionalities from birth through age eight; and 37(2)(b)5

 6. Use observational/assessment techniques and instruments appropriate for children with varying exceptionalities from birth through age eight. 37(2)(b)6

* In the **Collaborative Teacher (K-6) program**, the student will:

 1. Assess students’ needs in order to plan an individualized education program appropriate for classroom instruction; 35(1)(b)1

 2. Create an optimal learning environment by utilizing, evaluating, modifying and adapting the classroom setting, curricula, teaching strategies, materials and equipment; 35(1)(b)2

 3. Utilize practices to encourage family support in the student’s program; 35(1)(b)3

 4. Assist in the evaluation and implementation of assistive technology; 35(1)(b)4

 5. Collaboratively utilize and evaluate the effectiveness of a variety of instructional strategies to facilitate the student’s attainment of goals and objectives; 35(1)(b)5

 6. Implement appropriate behavioral interventions based on a functional analysis of behavior; 35(1)(b)6

 7. Build student’s communication abilities and social interaction skills through the development of appropriate language and conversational skills; 35(1)(b)7

 8. Plan and implement an instructional program for grades K-6 using the Alabama courses of study for mathematics, English language arts, social studies and science; 35(1)(b)8

 9. Develop and implement appropriate school healthcare plans and specialized instructional and therapeutic techniques including physical and behavior management; 35(1)(b)9

 10. Implement a variety of validated, research-based reading programs selected to meet the needs of students and including the strategies recommended in the Alabama Reading Initiative publications including Essential Skills of Teachers of Reading; 35(1)(b)10

 11. Teach developmental stages of writing and spelling including the writing process; the stages of prewriting, drafting, revising, editing, and publishing; and writing across the curriculum; 35(1)(b)11

 12. Use peer and teacher conferencing and rubric assessment to help students edit and revise their writing. 35(1)(b)

* In the **Collaborative Teacher (6-12) program**, the student will:

 1. Assess students’ needs and personal preferences in areas such as communication, cognition, motor, self-help/adaptive, social/emotional, functional life skills, and vocational skills in order to plan an individualized educational program for instruction. 36(1)(b)1

 2. Utilize practices for facilitating student self-determination and enlisting the support and participation of families in the student’s educational program. 36(1)(b)2

 3. Create an optimal learning environment by collaboratively utilizing, evaluating, modifying and adapting the classroom setting, curricula, teaching strategies, materials, and equipment. 36(1)(b)3

 4. Plan and implement an instructional program in the areas of general and functional academics, social, vocational, independent living, and leisure skills. 36(1)(b)4

 5. Plan and implement work-based learning programs (such as on-campus work experiences, community-based work experiences, and work place mentoring) to foster the development of work place competencies and career goals. 36(1)(b)5

 6. Participate in collaborative teaming approaches for the purpose of decision-making related to instruction, curriculum, social interactions, and interagency collaboration with school and agency staff, students, and family members. 36(1)(b)6

 7. Create effective linkages between students and post-secondary educational institutions and/or the business community to transition students to future environments. 36(1)(b)7

 8. Develop and implement appropriate school healthcare plans and specialized instructional and therapeutic techniques including physical and behavior management. 36(1)(b)8

 9. Implement appropriate behavioral interventions based on a functional analysis of behavior. 36(1)(b) 9

 10. Implement a variety of validated, research-based reading programs selected to meet the needs of students and including the strategies recommended in the Alabama Reading Initiative publications including Essential Skills of Teachers of Reading. 36(1)(b)10

 11. Teach developmental stages of writing and spelling including the writing process; the stages of prewriting, drafting, revising, editing, and publishing; and writing across the curriculum. 36(1)(b)11

 12. Use peer and teacher conferencing and rubric assessment to help students edit and revise their writing. 36(1)(b

1. **COURSE CONTENT:** Dates and times are subject to change.

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| Date | Description |
| **1/6/12 Friday**TBA  | **1st Meeting:** Welcome; Syllabus; Questions; Upcoming Assignments: Emerg. Contact Info, Wkly Sched., School Emerg. Info., Lab student responsibilities, & Data Collection**DUE: TB test verification**  |
| **Weekly Meetings****Wednesdays 4:30-5:30** | **DUE: Attendance Verification, Data Collection (data, graphs, and narrative)** |
| **Immediately following COE Exit meeting from 12:30-2** | Exit Meeting **DUE: Internship Verification; Final Attendance Verification, Evaluations, PWS, and Independent Teaching Lesson Plans & Reelections** |

1. **REQUIREMENTS**: Students are required to adhere to the negotiated requirements with their internship site.
* Students will be placed in both an either an early childhood special education school-based internship site or an elementary and a secondary school-based internship site (each for half of the semester). Students should follow the schedule of their cooperating teachers. The schedule should be worked out during the student’s first visit. **Students will follow the calendar of the school system, not the calendar of Auburn University**.
* Students will keep a log of clock hours and activities associated with the internship (form on Blackboard). The cooperating teacher must sign the log at the end of each placement. Copies of the attendance log are to be shown to the student’s university supervisor at each meeting. A final copy will be turned in at the end of the semester.
* All assignments should be submitted via Blackboard. A few assignments will be shown to the supervisor on a weekly basis in meetings.
	+ The intern should be allowed a certain amount of observation time (one week recommended) in order to familiarize himself or herself with the students and the setting. Then, he or she should be ready to assist the teacher for a short period utilizing the cooperating teacher’s lesson plans (one-two weeks recommended). Finally, the intern student should be ready to “take over”, e.g., write their own lesson plans as well as implement those plans. Use the *AU Lab Student Responsibilities* form to plan this with your teacher.
* Each student will be assigned a University Supervisor, who will make a *minimum* of three on-site visits during the semester. The intern must check tigermail and Blackboard accounts at least once daily. The intern must call his/her supervisor on the cell number provided on the day of scheduled observations if there is a change of location or situation that might impact the observation. If you have questions or concerns please contact Mrs. Brumbeloe.
* The assignments attached to this internship will either be checked off or turned in for review to the student’s university supervisor. If the cooperating teacher feels that the specific nature of the intern placement warrants adaptations or modifications of any of these assignments, he/she should contact the instructor or university supervisor and new requirements will be established according to the unique characteristics of that particular setting. See following Table.

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| **RSED 4920****Assignments and Evaluations** |
| ***Assignment*** | ***Description*** | ***Possible Points*** | ***Earned Points*** |
| **Emergency Contact Information***(Form in Internship Handbook)***RSCB DUE:** **Site 1: 1/18/12****Site 2: 3/28/12****RSEB DUE:****1/18/12** | Complete the entire form. Turn in as directed in the internship handbook. Give a copy to your school secretary, cooperating teacher, and University supervisor. Scan in and attach to the assignment link in blackboard. | *RSCB 2@50 pts each**RSEB 1@ 50 pts* |  /100 /50 |
| **Weekly Schedule***(Form on Blackboard)***RSCB DUE:** **Site 1: 1/18/12****Site 2: 3/28/12****RSEB DUE:****1/18/12** | List all of the times you will be at your internship site, what you will be doing (generally) during those times, and room numbers where you will be located. If, at any time, your schedule changes please email your new schedule to your supervisor ASAP via Blackboard.  | *RSCB 2@50 pts each* *RSEB 1@ 50 pts* |  /100 /50 |
| **School Emergency Information****RSCB DUE:** **Site 1: 1/18/12****Site 2: 3/28/12****RSEB DUE:****1/18/12** | For each site, make copies of the school’s emergency information (i.e. weather, fire, intruder, bomb, etc.) to keep in your portfolio. | *RSCB 2@50 pts each* *RSEB 1@ 50pts* |  /100  /50 |
| **Lab Student Responsibilities***(Form on Blackboard)***RSCB DUE:****Site 1: 1/25/12****Site 2: 3/28/12****RSEB DUE:****1/25/12** | Complete this form at each site with your teacher to designate what is expected of you throughout your placements. It is acceptable for revisions to be made by it. Each revision must be signed off on by you and your teacher.  | *RSCB2@100 pts each* RSEB 1 @ 100pts |  /200 /100 |
| **Special Education Paperwork****&****Data Collection***(Forms on Blackboard)****DUE:*****Part 1:Weekly****Parts 2 and 3: ongoing****Part 4: 4/25/12** | Part 1: Review special education paperwork including student goals and objectives. Collect data weekly on goals of your teacher’s choosing either using his/her current data collection system or develop a new one. Then graph data each week and analyze patterns. Include written narrative notes. **This assignment is to be completed weekly starting week 2 and shown to supervisor at meetings. You will bring graph, actual data, and written narrative notes.** Part 2: Participate in the development of Special Education Paperwork (i.e. meetings, writings, drafts, and trainings)Part 3: Enter information into WebSetsPart 4: Have teacher complete Assignment Documentation Form. Submit on BB. | *14 weeks @ 50 pts* *Each**Teacher documentation form:**500 points*  |   /1200 |
| **Effective Linkages****(RSCB Secondary Site Only)*****DUE:*****Site 1: 2/8/12****OR****Site 2: 4/11/12** | Discuss with your cooperating teacher how special educators at your internship site help students make linkages to *colleges, employment, and community agencies*. Write *one-page summary* of what is currently being done at your school. *Develop an activity* of your own to establish effective linkages. Describe the activity in a minimum of one typed page.  | *RSCB 1@ 50 pts* |  /50 |
| **Resume*****RSCB AND RSEB DUE:*****2/8/12** | Write a resume for the purpose of obtaining a teaching job. | *50 points* |  /50 |
| **Independent Teaching***(Forms on Blackboard)* | * Write lesson plans for ALL activities during your 20 days of independent teaching using the Alabama Course of Study, The Extended Standards, the Skills of Teachers of Reading, and/or curriculum-based assessments introduced to you in your courses. Lesson plans should be written on the lesson plan format provided on Blackboard. *Lesson plans must be approved by your cooperating teacher and* *hard copies must be turned in to your supervisor by the Friday before you teach the lesson.* An alternate format is available for inclusion and resource settings. Please see your supervisor for details.
* Reflect on each lesson, **using a journal format** (typed or handwritten), you teach during your 20 days of independent teaching. Reflections are due the Monday following independent teaching weeks. Ask your cooperating teacher to complete a PEPE for at least 1 lesson at each site.
* ***Lesson plans and reflections are to be submitted via tigermail***
 | *50 points a day* |  /1000 |
| **Reflection Reports***(Form on Blackboard)****DUE:*** **Every Wednesday** | Submit via Blackboard by 8:00 a.m. on Wednesdays. Each section should contain at least 3 sentences. The purpose is to REFLECT on your performance. If you do not have anything to say then you are not REFLECTING.  | *25 points each* |  /350 |
| **Attendance Verification*****DUE:******At each meeting*** | Complete the attendance verification form daily. Have your teacher initial it at regular intervals. You will show it to your supervisor at each meeting. Your teacher needs to sign the end of each page.  | *100 points* |  /100 |
| **Cooperating Teacher Evaluations***(ICP form in Internship Handbook. All other forms on Blackboard)****DUE:*****Quarterly/Midsite – 2/1/12****Midterm – 2/22/12****Quarterly/Midsite – 3/28/12****Final – 4/25/12** | * 4 Professional Standards – completed by special education cooperating teacher with input from general education teachers if appropriate
	+ Quarterly
	+ Midterm
	+ Final
* 4 PEPE and Inclusion/Resource Evals
	+ Independent teaching eval (one before midterm and one after midterm (think first site/second site)
	+ Midterm
	+ Final
* 2 Clinical Competencies (use same form for both ratings)
	+ Midterm
	+ Final
* 2 ICP (completed by Special Ed. Cooperating Teacher with input from the University Supervisor and Gen. Ed. Teacher if applicable)
	+ Midterm
	+ Final

Provide blank evaluations to your cooperating teacher(s) at least a week in advance. *If co-teaching, general education teachers should evaluate performance in the classroom also.*  | *Professional Standards 900 points total**PEPE/Inclusion 50 each (TOTAL: 200 points)**Clinical Competencies 25 points each (TOTAL: 50 points)**ICP 100 points each (TOTAL 200 points)**TOTAL: 1350 points* |  /900 /200 /50  /200 |
| **Self Evaluations***(Forms on Blackboard)****DUE:*****Quarterly/Midsite – 2/1/12****Midterm – 2/22/12****Quarterly/Midsite – 3/28/12****Final – 4/25/12** | * 4 PEPE Evals
	+ midsite (both sites)
	+ final site (both sites)

Complete self-evaluations prior to reading evaluations from your cooperating teacher.  | *15 points each**TOTAL:60*  |  /60 |
| **Supervisor Evaluations****Quarterly/Midsite – 2/1/12****Midterm – 2/22/12****Quarterly/Midsite – 3/28/12****Final – 4/25/12** | * 4 Professional Standards
	+ Midsite (both sites)
	+ Final site (both sites)
* 3 PEPE and Inclusion/Resource Evals
	+ In class observation (both sites) dates TBA
 | *Professional Standards points combined with teacher professional standard evaluations**PEPE/Inclusion 100 points each (TOTAL 300 points)**TOTAL: 200*  |  /300 |
| **PWS***(See Internship Handbook)***Due:****2/15/12****Or****4/4/12** | Students must complete a minimum of one PWS. Ideally, your supervisor will be present to observe the lesson. However, it is also acceptable for your cooperating teacher to observe one if necessary. Planning questions and lesson plan due day before observation. Reflection and Analysis sections due a week from implementation. Supervisors may require additional PWS to be completed. Note: The PWS is usually easier to complete in elementary special education settings than secondary special education settings.***PWS will be scored using the College of Education and Departmental Writing Rubric.*** | *No points – MUST have to pass**No PWS = No pass* |  |
| **Internship Verification Form***(Form in Internship Handbook)****4/25/12*** | Intern must complete ALL necessary demographic information for the intern, teachers, and supervisor. Intern must also keep track of all observations and dates of independent teaching. Cooperating teacher(s) will sign off at the end of the placement(s). The ORIGINAL document must be turned in with ALL ORIGINAL signatures.  | *No points – MUST have to pass**No form = No pass* |  |

**8. GRADING AND EVALUATION:** Grades will be either S (satisfactory) or U (unsatisfactory). Evaluation will occur based on observational ratings given by the course instructor and the on-site supervisor as well as the timeliness and quality of projects assigned by the course instructor. A standardized instrument is utilized for the evaluation of the student's performance during classroom observations. See the College of Education Internship handbook for specific College of Education criteria for completion of internship.

**Evaluation will occur based on the following:**

 **Collaborative Teacher (RSCB): 3968-4960 points = S (satisfactory)**

 **0- 3967 points = U (unsatisfactory)**

 **Early Childhood Special Education (RSEB): 3728-4660 points= S (satisfactory)**

 **0-3727 points= U (unsatisfactory)**

In addition to meeting the College of Education criteria for internship, Special Education Program requirements for receiving an S (satisfactory) for internship are as follows:

* **All** assignments must be turned in.
* Revisions must be made to assignments until they are considered satisfactory by the supervisor and/or cooperating teacher
* Student must demonstrate *professional standards* throughout the entire internship. Any concerns regarding the intern’s demonstration of professional standards will be shared with the Department Head and the College of Education’s Field Experience Director. Interns may be assigned a U (unsatisfactory) in the course for failure to demonstrate *professional standards* regardless of supervisor and cooperating teacher evaluations (PEPE and ICP).
* Final supervisor and cooperating teacher evaluations (PEPE, ICP, and PWS) of the student must have ratings that average 2.5 or higher
* Hard copies of attendance verification forms, evaluations, internship verification form, PWS,

 and independent teaching lesson plans must be turned in at last meeting.

**9. CLASS POLICY STATEMENTS:**

A. Attendance: See Internship Handbook. ANY absence must be excused. At the discretion of individual supervisors, verified absences may be excused under unusual circumstances (see Tiger Cub). In order for the absence to be considered excusable, however, the supervisor must be in receipt of the documentation within *seven days* from the day on which the absence occurred. For internship, all excused absences must be made up with approval from cooperating teacher and university supervisor. Attendance at all internship meetings is required.

B. Excused absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student’s immediate family, the death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the *Tiger Cub* for more information on excused absences.

C. Make-Up Policy: Arrangement to make up a missed major examination (e.g., hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absences(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, a make-up exam will take place within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstance, no make-up exams will be arranged during the last three days before the final exam period begins.

D. Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the *Tiger Cub* will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

E. Disability Accommodations: Students who need special accommodations in class, as provided by the Americans with Disabilities Act, should arrange for a confidential meeting with the instructor during office hours in the first week of classes (or as soon as possible if accommodations are needed immediately). The student must bring a copy of their Accommodations Letter and an Instructor Verification Form to the meeting. If the student does not have these forms, they should make an appointment with the Program for Students with Disabilities, 1288 Haley Center, 844-2096 (V/TT).

F. Course contingency : If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, and addendum to your syllabus and/or course assignments will replace the original materials.

G. Professionalism: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below: o Engage in responsible and ethical professional practices

* 1. o Contribute to collaborative learning communities
	2. o Demonstrate a commitment to diversity
	3. o Model and nurture intellectual vitality

H. Dress Code: Auburn students project the image of their own emerging professionalism and the overall program. Attire that could present a health or safety problem or could be disruptive is not appropriate. With this in mind, the following rules concerning dress and grooming are mandatory for all students participating in clinical experiences, practica, and internship. These regulations are based on those of schools and early intervention programs in which graduates of the program will be working.

1. Students keep their hair clean, groomed, and away from the eyes and face.
2. Students wear closed-toed shoes/foot garments.
3. Students are neat and clean at ALL times.
4. Clothing is clean and in a state of good repair.
5. Clothing and personal items are free of logos, words, draws, pictures, and other images. **Exceptions:** Auburn University related logos covering an area of less than 3 square inches.
6. Clothing covers the body in a professional manner.

*Positive Examples:* Clothing covers the body and conceals undergarments with standing upright, sitting on the floor, and bending over. Sleeveless shirts are permitted if they cover at least 2.5 inches of the shoulder, with undergarments concealed. (If in doubt, view the body in a mirror from all angles and positions. Think about what the people on the other side of a one-way mirror will see when bending over.)

*Negative Examples:* Clothing is tight, short, bare at the midriff, bare at the sides, low cut front or back, sheer, torn or transparent, etc.

I. Assignments: Written assignments are expected to be typewritten, grammatically accurate, free of spelling and typographical errors. Assignments are to be of a quality that would be expected of a professional.