

EST 576/577/578 Intervention Specialist Internship I: Professionalism and Practice

Fall, 2021 – 3 Credits

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Office:		Meeting times:	Friday, 1:00-4:00
Office hours:	Times to be scheduled as needed	Location:	Julka Hall 338

For any group or individual meetings, the following Zoom link will be used throughout the semester:

<https://csuohio.zoom.us/j/85283713924>

meeting ID: 852 8371 3924

COVID Statement

The COVID-19 pandemic is still present and serious, especially with the Delta variant. While you are in class on campus, you are required to have a properly worn mask regardless of vaccination status, always cough or sneeze into your elbow or tissue, and adhere to other public safety protocols and directives for your specific classroom/lab/studio. Students who do not follow these health and safety requirements will be instructed to leave class immediately. If you violate this protocol, you will need to leave the classroom and MAY be marked absent. Repeated violations of these health-saving protocols may lead to sanctions under the Student Code of Conduct (3344-83-04 [E] and [Z]) up to and including suspension or expulsion. Students with medical conditions that prevent them from wearing a mask should register with the Office of Disability Services to explore reasonable accommodation options as soon as possible. To register with the office, please visit their webpage at: <https://www.csuohio.edu/disability/register>. The CSU community thanks you for your cooperation!

Course Description

Prerequisite(s): Must be enrolled as a graduate student in the College of Education, have completed all prerequisite and/or corequisite courses, have a cumulative GPA of 3.00. Prior application and approval of the Office of Field Services. University-supervised Internship One experience in one of three settings: early intervention, preschool programs for children with disabilities, or primary grade special education programs; 180 hours over a prescribed number of weeks, observing and teaching or providing intervention services under the direction of a mentor teacher. Required for licensure as an Intervention Specialist.

Relationship to the Concurrent Field Experience

Students enrolled in this course must also be concurrently enrolled in ESE 576/577/578 the field experience companion to this seminar. This seminar will require assignments that must be completed in the students' field placements (e.g., lessons taught, student behavior observed). Students must pass both Internship 1 components in the same semester to be eligible to move forward into Internship 2. Students who do not receive a passing score in either the field or seminar course, must repeat both concurrent courses in order to progress to Internship 2.

Course Goals and Objectives

As a result of attending this seminar, participating in the accompany field placement, and completing course assignments, students will demonstrate a knowledge of items stated below; will demonstrate an ability to perform skills stated below; and, will present attitudes and values reflective of those stated below.

Course Objectives

- 0.1 - I can identify the Resident Educator Licensure Program.
- 0.2 - I can identify the Value-added Progress Dimension.
- 1.1 - I can provide evidence that shows my knowledge of how students with mild/moderate disabilities learn and of the developmental characteristics of the age groups with which I am working. (Knowledge)
- 1.2 - I can identify students' prior knowledge and abilities and use this knowledge to meet the needs of students. (Knowledge, Skills)
- 1.3 - I can prepare lessons that reflect the expectations that all students will achieve to their full potential. (Disposition)
- 1.4 - I can model respect for students' diverse cultures, language skills, and experiences through the cognitive, social and Emotional and physical environment I create. (Disposition)
- 1.5 - I can identify characteristics of gifted students, students with disabilities and at risk students in order to assist in appropriate instruction. (Knowledge, Skills)
- 2.1 - I can demonstrate the need for knowledge of content area in other to plan instruction. (Knowledge, Skills)
- 2.2 - I can articulate content -specific instructional strategies used to reflectively teach the central concepts and skills of the discipline. (Knowledge, Skills)
- 2.3 - I can determine school and district curriculum priorities and the Ohio Academic Content Standards. (Knowledge)
- 2.4 - I can connect knowledge with in the discipline to other content areas. (Skills)
- 2.5 - I can connect content to relevant life experiences and career opportunities for students. (Skills)
- 3.1 - I can identify assessment types their purpose and the data they generate. (Knowledge)
- 3.2 - I can select and use a variety of diagnostic, formative and summative assessments. (Skills)
- 3.3 - I can with support analyze data to monitor student progress and learning to plan instruction. (Skills)
- 3.4 - I can communicate student progress with students and mentor teachers. (Skills)
- 3.5 - I can involve learners in self-assessment and goal setting. (Skills)

- 4.1 - (A) I can create developmentally appropriate instructional goals evidenced through isolated lessons/units aligned with school/district priorities and Ohio's academic standards.
- 4.1 - (B) I can create developmentally appropriate learning activities that align with the instructional goals and school/district priorities and Ohio academic content standards. (Knowledge, Skills)
- 4.2 - (A) I can identify and record students' learning and performance information to plan and deliver effective instruction. (Knowledge, Skills)
- 4.3 - (A) I can state and post clear learning goals/objectives and provide opportunities for students to explain learning goals/objectives throughout lesson.
- 4.3 - (B) I can provide evidence that learning activities are linked to defined goals. (Knowledge, Skills)
- 4.4 - I can plan and deliver effective instruction using task analysis and other relevant tools to include a range of behavioral and academic strategies that keep students motivated, engaged, focused in isolated lessons. (Knowledge, Skills)
- 4.5 - I can demonstrate differentiated instructional techniques to support learning needs of all students when teaching small group lessons. (Knowledge, Skills)
- 4.6 - I can create and utilize multiple teaching and learning strategies that engage students in active learning opportunities that promote:
 - a. independent learning
 - b. individual choice
 - c. successful inclusion of children with mild/moderate educational needs.(Knowledge, Skills)
- 4.7 - I can use available resources to promote student growth and performance by incorporating:
 - a. variety of instructional strategies and materials
 - b. technology tools
 - c. valid assessment measures (Knowledge, Skills)
- 5.1 - I can treat all students equally by establishing a respectful, supportive and caring environment by:
 - a. establishing and maintaining routines, procedures and expectations
 - b. providing equity of response opportunities for students
 - c. promoting positive relationships and supportive interactions with students
 - d. collecting and using information on the cultural backgrounds and values of the students to prepare culturally responsive learning activities (Knowledge, Skills, Disposition)
- 5.2 - I can create a physically and emotionally safe environment by providing:
 - a. modeling of positive interactions amongst students and adults
 - b. validating student contributions and thinking
 - c. proactive, and consistent responses to student behavior. (Knowledge, Skills, Disposition)
- 5.3 - I can motivate students to work productively and assume responsibility for their own learning by:
 - a. utilizing positive public praise and private correction techniques
 - b. implementing cooperative and collaborative learning activities that involve choice
 - c. providing relevant, real-world application to learning

- d. providing self-monitoring tools (Knowledge, Skills)
- 5.4 - I can create positive learning situations by organizing, preparing, and monitoring independent and group work allowing for full and varied participation of all individuals. (Knowledge, Skills)
- 5.5 - I can take responsibility for establishing and maintaining a positive classroom climate by:
 - a. demonstrating effective classroom management strategies promoting positive relationships
 - b. providing organization and consistent management of time, space, activities, and resources
 - c. providing active and equitable engagement of all students (Knowledge, Skills, Disposition)
- 6.1 - I can use effective verbal, non-verbal and media communication techniques to communicate clearly and effectively. (Skills)
- 6.2 - I can with support, practice positive relationships and supportive interactions as the foundation of my work with children and families. (Skills)
- 6.3 - I can collaborate effectively with mentor teachers and supervisors. (Disposition)
- 6.4 - I can identify community agencies to promote a positive environment for student learning. (Knowledge, Skills)
- 7.1 - I can act professional at all times by following the professional ethics, policies and legal codes of professional conduct, including the need for confidentiality, as informed by the Council for Exceptional Children Standards. (Disposition)
- 7.2 - I can use self-reflection as a professional development tool and identify professional development opportunities that will enhance my skills and knowledge (Disposition)
- 7.3 - I can advocate for students needs and differentiate lessons for student learning in the least restrictive environment. (Skills)

Course Policies

Office of Field Services

Special education program internships are supported by Cleveland State University's Office of Field Services (OFS). Thus, this experience is subject to the policies described in the OFS Handbook. The current handbook and additional OFS forms used during the internship are available at <https://www.csuohio.edu/cehs/office-of-field-services/forms-handbook>

Below are the most pertinent OFS policies regarding the field placement.

Field Placement Attendance: Pre-service teachers are required to attend their assigned field placement for at least 3 hours a day for four days every week through the entire 15 week semester. Thus, start times and end times of each day will vary by placement. Pre-service teachers are required to sign in and out of their field placement using the school's designated system. Pre-service teachers are also required to track their hours using the attendance form provided by OFS, which includes a mentor's signature. Unexcused absences are not permitted for any reason and are grounds for withdrawal of placement.

With proper communication to university supervisor and mentor teacher, pre-service teachers are allowed up to three excused absences for extenuating circumstances. The full attendance policy can be found on page 15 of the OFS Handbook.

Classroom Observations: Pre-service teachers will be formally observed in the field at least six times throughout the semester. A mentor teacher will informally observe the pre-service teacher and offer feedback daily, however, the mentor will also do a formal observation with written evaluation and feedback once in the first eight weeks of the semester and once in the second eight weeks. Once the mentor completes a formal observation, the observation form will be given to the supervisor to upload. A university supervisor will observe the pre-service teacher at least four times in the field and/or through video recordings of teaching submitted into Blackboard/Go React. Additional observations may be required depending on the pre-service teacher's progress. For each observation, the pre-service teacher will upload a lesson plan to Blackboard/Go React 48 hours in advance of the observation. Supervisor will provide feedback and corrections to lesson plans may be required before teaching. After the observation (in-person or recorded), the pre-service teacher will meet with their supervisor to discuss the observation. The supervisor will provide written feedback in either Blackboard/Go React or on an observation form). These observations are scored but do not affect the pre-service teacher's grade for the internship. Rather, the score for observations is used to inform the students score on the CPAST rubric. A full description of field observation is provided on pages 36–37 in the OFS Handbook. The intern is also required to complete a post lesson/observation reflection which is to be submitted to Go React within 48 hours of the lesson.

Concerns with Interns and Intercession: Pre-service teachers that are concerned about anything in their placement (e.g., support offered by mentor/supervisor) should first address the concern directly with the relevant party. If the concern persists, pre-service teachers should discuss the issue with the seminar leader. Mentors and university supervisors with concerns about a pre-service teacher (e.g., goodness of fit with mentor/placement/supervisor, the progress of the pre-service teacher) are encouraged to first address their concerns directly with the preservice teacher. If the concerns persist, mentors/supervisors should first discuss the issue with the seminar leader. If the concerns continue to persist, the pre-service teachers will be referred to the office of field services to begin the intercession process. Intercession involves meetings between mentors, supervisors, and OFS faculty and can result in withdrawal of a placement or removal from the course. A full description of the intercession process is provided on pages 45–49 in the OFS Handbook.

Technology

Students will be exposed to technology in a variety of ways, including accessing a web-based course management system (i.e., Blackboard) for course communications and materials, along with Go React for field video recordings, lesson plan submissions and post lesson reflections. Seminar assignments (i.e., the IEP key, individual lesson plan, and employment portfolio) will be turned in through the Blackboard site. Students are

also required to maintain a subscription to Taskstream. Assignments used for a student's licensure portfolio (i.e., edTPA, CPAST and special education addendum) will be submitted through Taskstream. Access to high-speed Internet is required (access is available on campus). In addition, candidates will learn about web-based resources to assist them in improving outcomes for individuals with disabilities and assistive technology available to support the needs of all students. Access to Zoom may be required for virtual meetings.

Revisions to Grading

If a student believes an error has been made in grading, a written request for reconsideration of the item(s) in question may be submitted within one week of receipt of the graded material. The written request should specify the item(s) in question, and identify the reason the student believes the given answer was correct. Relevant sources must be cited in the request (e.g., page number from reading on which answer was based). Please note that requests do not guarantee a change in grade.

Late Assignments in Seminar

Any seminar assignment that is turned in late for any reason will be subject to a 25% deduction from the final score. For example, a pre-service teacher who is late turning in a single lesson plan that normally would be scored as a 3.0, will have twenty-five percent or 0.75 points deducted from the score. If it met all of the rubric criteria, that assignment would earn a 2.25 instead of 3.0.

Assignments

Pre-service teachers will complete assignments associated with their field placements. These assignments can be grouped into the core competencies necessary for success as a special education teacher: professional dispositions, self-reflection, lesson planning, and IEP writing. Rubrics for all assignments are available on Blackboard. The specific assignments are as follows:

Seminar attendance and participation (15 points or 20%): Each pre-service teacher will earn up to three points per seminar session. Each seminar, pre-service teachers can lose points for coming late or leaving earlier (unless pre-approved), or not participating in the seminar. Any pre-service teacher who misses any seminar session (unless pre-approved) will receive a 0.0 for that session. Pre-service teachers may be excused from a seminar for school events taking place at their placements (e.g., parent-teacher conferences) or for an illness that prevents them from attending their placement if approved ahead of time.

Context for learning project (3 points or 4%): Each pre-service teacher will choose a single focus learner in the classroom to focus on for this project. Then the pre-service teacher will collect information about the child, the child's support plans, and the child's environment at home and at school..

Individualized Education Program (IEP) assignment: Throughout the semester, pre-service teachers will complete different assignments focusing on the IEPs of the students in the classroom or the pre-service teacher's specific focus learner. Each pre-service teacher will choose one child to focus as a way to look in depth at how IEPs are created and used in the classroom. Each IEP assignment will have a separate rubric available on Blackboard.

IEP Key (3 points or 4%): The pre-service teacher will collect all of the IEP goals and objectives for each of the students on his or her cooperating teacher's caseload. These goals and objectives will be organized into a single IEP key that can be used in planning and progress monitoring.

IEP cheat sheet (3 points or 2%): For this assignment, the pre-service teacher will choose one student as their focus student that they will refer to throughout their field experience. The pre-service teacher will organize a summary of their focus student's IEP, focusing on goals, services, accommodations, and modifications. This is a common tool used by teachers in the field, sometimes referred to as an "IEP at a glance.")

IEP progress monitoring plan (3 points or 2%): This assignment requires the pre-service teacher to develop a plan to monitor the focus learner's progress on his or her IEP goals to collect the data necessary to write an IEP progress report for the student.

IEP progress report (3 points or 10%): The pre-service teacher will aggregate the data that they have collected on each of their focus learners IEP goals and write an IEP progress report for their focus learner using the ODE suggested template or a template provided by the field placement.

IEP document (3 points or 10%): The pre-service teacher will use to write an IEP for their focus student using the data gathered from their IEP progress report, a record review of the student, and whatever other assessment they deem necessary. The IEP will be written using the standard template available on Blackboard.

IEP meeting reflection (3 points or 2%): The preservice teacher will attend one IEP meeting with a special educator at their field placement. This meeting does not have to be with their mentor teacher for a student in their field placement classroom, but that is encouraged. After the meeting, the preservice teacher will respond to reflection questions about their experience.

Unit plan project: Each pre-service teacher will complete a unit plan project consisting of three parts: planning, teaching, and assessing. This unit plan is an assessment and pre-service teachers must show satisfactory performance on this assignment to progress to Internship 2.

Unit plan outline (3 points or 4%): The pre-service teacher will create an outline of the topics, content, objectives, instructional strategies, and assessments for a 3–5 lesson plan unit to be taught the pre-service teacher's focus learner in an individual, small group, or whole group format depending on the placement.

3–5 Unit lesson plans (3 points or 8%): The pre-service teachers will write lesson plans for each of the lessons in their unit.

Unit plan video and commentary (3 points or 14%): The preservice teacher will record each of the lesson taught in the unit. The preservice teacher will choose the two clips that best represent their teaching and provide evidence to support their commentary. Combined the clips may not exceed 20 minutes. The pre-service teacher will answer a set of reflection questions about planning, teaching, and assessing their unit. Through this commentary, the pre-service teacher will make explicit reference to timestamps in their recording using the video as evidence for their answers.

Final CCAST Average (10%): Each pre-service teacher will participate in a triad conference with his or her cooperating teacher and university supervisor at the mid-term (around week 7) and again for a final (around week 15). For this conference, each person (including the pre-service teacher) will rate the pre-service teacher's performance on the CCAST rubric (available on Blackboard). For this assignment, the pre-service teacher's scores on all the rows for each assessor of the final CCAST will be averaged for a single grade between 0.0 and 3.0.

Final Special Education Addendum Average (10%): For the triad conferences each pre-service, cooperating teacher, and university supervisor will also rate the pre-service teacher's performance on the Special Education Addendum rubric (available on Blackboard). For this assignment, the pre-service teacher's scores on all the rows for each assessor of the final CCAST will be averaged for a single grade between 0.0 and 3.0.

University, College, and Department Policies

Equal Opportunity Statement

Cleveland State University is committed to the principle of equal opportunity in employment and education. No person at the university will be denied opportunity for employment or education or be subject to discrimination in any project, program, or activity because of race, color, religion, national origin, sex, age, genetic information, sexual orientation, disability, disabled veteran, Vietnam era veteran or other protected veteran status.

Students with Disabilities

Educational access is the provision of classroom accommodations, auxiliary aids and services to ensure equal educational opportunities for all students regardless of their disability. Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Disability Services at (216) 687-2015. The Office is located in MC 147. Accommodations need to be requested in advance and will not be granted retroactively.

Plagiarism/Academic Integrity.

The CSU Student Handbook describes plagiarism as stealing and/or using the ideas or writings of another in a paper or report and claiming them as your own. This includes but is not limited to the use, by paraphrase or direct quotation, of the work of another person without full and clear acknowledgment.

Minor infractions comprise those instances of cheating, plagiarism, and/or tampering, which affect the grade of an individual class assignment or project of lesser (<25% of grade) importance. Multiple instances of minor infractions within a course or across courses constitute a major infraction.

Major infractions comprise those instances of cheating, plagiarism, and/or tampering which affect the overall course grade, such as a major/comprehensive exam, term paper or project, final grade evaluation, or academic standing and status. Major infractions automatically result in an entry on the student's permanent record that the student has engaged in academic misconduct. Procedures of reporting plagiarism are described in the Student Handbook, available at <http://www.csuohio.edu/studentlife/>. Additional information on plagiarism is available at the CSU Writing Center, RT Library 124; (216) 687-6981 or <http://www.csuohio.edu/academic/writingcenter>.

Technical Help

If you have a question about course content, assignments, or other course activities, you should direct those questions to your instructor. For technical support for Blackboard, first, search the online knowledge bases [Online Help Portal](#) or [AskeLearning](#). If that does not resolve the issue, call the 24/7 Blackboard Help Desk at (216) 687-5050 and select option #2 for Blackboard Support. If the problem persists, visit the Open Computer Lab—JH 118—during posted hours.

Professional Dispositions—initial teaching licensure programs only.

One important aspect of your education is the development of professional dispositions—ways of working, thinking, and interacting with others—in three areas: Professionalism, Work Ethic, and Communication Skills. You should be monitoring your own development beginning now and continuing throughout your teaching career. The Student List of Professional Dispositions which you received with your acceptance into your program (also available at <http://www.csuohio.edu/cehs/students/ofs/docs/FlagSystem.doc>) is your guide.

Grading Criteria

The final letter is a straight calculation. Grades on the border will not be rounded up or down, or adjusted in any way. A pre-service teachers final course grade will be made up of the following assignments weighted as indicated below:

Assignments	Points	Weight
Seminar participation (across 5 sessions)	15	20%
Context for learning project	3	4%
IEP assignments		
IEP key	3	4%
IEP cheat sheets	3	2%
IEP progress monitoring plan	3	2%
IEP progress report	3	10%
IEP document	3	10%
IEP meeting reflection	3	2%
Lesson Planning assignments		
Unit outline	3	4%
3-5 Unit lesson plans	3	8%
Video recording and unit commentary	3	14%
Final CFAST	3	10%
Final SPA	3	10%
Total Score	51	100%

Grade Scale

Letter grades will be assigned by the following scale. The final grade is a straight calculation of points earned over points possible, there is no rounding up or down.

A	93%–100%	B+	87%–89%	C	70%–79%
A-	90%–92%	B	84%–86%	D	63%–69%
		B-	80%–83%	F	63 and below

Course and Assignment Schedule

Note: Assignments are due by **11:59 pm** on the assigned date below.

Week	Seminar topic	Assignments due uploaded to Blackboard before seminar
Seminar 1 August 27, 2021 1:00-4:00	Shifting professional identify and growth mindset	
Seminar 2 September 17, 2021 1:00-4:00	Lesson planning and sequencing	<input type="checkbox"/> Context for learning due Thursday, September 9, 2021 <input type="checkbox"/> IEP key due Thursday, September 16, 2021
Seminar 3 October 8, 2021 1:00-4:00	Understanding and organizing IEPs	<input type="checkbox"/> IEP cheat sheet due Thursday, September 23, 2021 <input type="checkbox"/> IEP progress monitoring plan due Thursday, September 30, 2021 <input type="checkbox"/> Unit outline draft due Thursday, October 7, 2021 <input type="checkbox"/> First unit lesson plan draft due Thursday, October 7, 2021

Week	Seminar topic	Assignments due uploaded to Blackboard before seminar
Seminar 4 October 29, 2021 1:00-4:00	Analyzing your teaching and making data-based decisions	Continue to work on Unit Plan – teaching lessons, recording and complete commentary <input type="checkbox"/> Unit Plan Outline due Thursday, October 14, 2021
Seminar 5 November 19, 2021 1:00-4:00	Taking over a full teaching load and looking ahead to student teaching or teaching	<input type="checkbox"/> IEP progress report due Thursday, November 4, 2021 <input type="checkbox"/> IEP meeting reflection due Thursday, November 4, 2021 <input type="checkbox"/> IEP document due Thursday, November 11, 2021 <input type="checkbox"/> Unit plan outline and all lesson plans due Thursday, November 18, 2021 <input type="checkbox"/> Video of instruction and commentary due Thursday, November 18, 2021

OFFICE OF FIELD SERVICES INTERNSHIP I RECORD AND EVALUATION FORM

Intern: _____ School _____ Semester/Year _____ Grade level _____ Mentor _____ Supervisor _____	EST 576 EST 577 EST 578
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This form is to inform intern, mentor and supervisor of Intern’s progress on assignments and observations throughout semester. Rubrics on Black board and in Taskstream DRFs are used to determine scores on assignments. Final scores are to be recorded here. **The supervisor or seminar leader will return this completed form to OFS at end of semester.**

Ohio Department of Higher Education Module Completion Record	
ODE module quizzes are to be submitted to manager	YES <input type="checkbox"/> NO <input type="checkbox"/>

Placement Attendance Record	
Full attendance sheet with mentor signatures	YES <input type="checkbox"/> NO <input type="checkbox"/>
Dates of excused absences	1) _____ 2) _____ 3) _____
Dates of any unexcused absences	

Observation Record						
Date/Time	Observation or Walk-Through	Taskstream Score		Lesson Plan		Comments
	OBS	Met	Not Met	Met	Not Met	
	OBS	Met	Not Met	Met	Not Met	
	OBS	Met	Not Met	Met	Not Met	
	OBS	Met	Not Met	Met	Not Met	

Seminar Participation Average Record					
Week 1	/ 3	Week 2	/ 3	Week 3	/ 3
Week 4	/ 3	Week 5	/ 3	Individual meeting	/ 3

Final Grade Calculation	
Additional requirements met (i.e., ODHE modules, Attendance Record, Observation Record)	YES <input type="checkbox"/> NO <input type="checkbox"/>
Seminar participation average (20%)	_____/15
Context for learning project (4%)	_____/3
IEP assignments	
IEP key (4%)	_____/3
IEP cheat sheet (2%)	_____/3
IEP progress monitoring plan (2%)	_____/3
IEP progress report (10%)	_____/3
IEP document (10%)	_____/3
IEP meeting reflection (2%)	_____/3
Unit / Lesson Planning assignments	
Unit Outline (4%)	_____/3
3-5 Unit lesson plans (8%)	_____/3
Video of instruction and teaching commentary (14%)	_____/3
Final CCAST average score (10%)	_____/3
Final Special Education Addendum average score (10%)	_____/3
Letter Grade	Points
A	2.20–3.00
A-	2.00–2.19
B+	1.80–1.99
B	1.60–1.79
B-	1.40–1.59
C	1.20–1.39
D	1.00–1.19
F	0.00–0.99
Final Course Score/Grade for Semester Points _____ / _____ Letter Grade _____*	
* A candidate must receive a B or higher in Internship I to continue on to Internship II .	