**ESE 441/461 Intervention Specialist Internship I: Professionalism and Practice**

**Fall 2018 – 9 Credits**

|  |  |  |  |
| --- | --- | --- | --- |
| **Instructor:** | **Dr. John Schaefer** | **Section:** | **1** |
| **Phone:** | **(216) 523-7115** | **Email:** | **j.m.schaefer8@csuohio.edu** |
| **Office:** | **Julka Hall, Rm 319** | **Meeting times:** | **Tuesdays, 2:00-4:50** |
| **Office hours:** | **Mondays, 3:00–5:00 pm**  **Wednesdays, 3:00–5:00 pm** | **Location:** | **Main Classroom, 314** |

**Course Description**

Prerequisites: ESE 351/361, ESE 352/371, ETE 353; 2.75 Cumulative GPA; 3.0 Professional GPA. In general clinical settings, students are able to practice appropriate examination, evaluation, and intervention, technical, and communicative skills. Safe, ethical, and legal educational practice occurs under the supervision of clinical instructor(s). The Internship prepares the interns for the practice of teaching, by stressing practical applications of theory and research to the planning, delivery, and evaluation of instruction. In Internship I, interns explore the various roles of the teacher and begin formulating a personal philosophy for teaching while working school classroom under the direction of a mentor teacher and a faculty instructor or a university supervisor. These courses provide structure to the application of academic content to relevant clinical practice situations. Students will spend 180 hours in the field (School and non-school settings), 30 hours in the classroom and 15 hours of seminar in Internship I. All students enrolled in this class must have a valid and unexpired Clearance Report from the Bureau of Criminal Identification and Investigation (BCI) and the Federal Bureau of Investigation (FBI) on file with the college advising office.

**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 an 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. A university supervisor will observe the pre-service teacher at least four times in the field and may require additional observations depending on the pre-service teacher’s progress. For each observation, the pre-service teacher will upload a lesson plan to Taskstream 48 hours in advance of the observation. After the observation, the pre-service teacher will meet with their supervisor to discuss the observation and the supervisor will upload a complete OFS observation form to Taskstream. 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.

**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. 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.

**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 earn a single grade between 0.0 and 3.0 for each of the following areas: seminar participation, discussion posts, the context for learning project, IEP related assignments, lesson planning, the unit plan final CPAST, final Special Education Addendum. A student’s final grade for the internship will be an average of the first 4 components weighted equally and the last two components weighted as twice as heavily. The grade for each of those areas will be made up of the following components:

**Seminar attendance and participation average (10%):** Eachpre-service teacher will earn up to three points per seminar session. At the end of the semester, points for each seminar session will be averaged to a single grade between 0.0 and 3.0. Each seminar, pre-service teachers will lose one point for coming late or leaving earlier (unless pre-approved), or not participating in the seminar. Any pre-service teacher who comes to seminar unprepared (e.g., fails to upload the weekly assignment before the beginning of seminar) will receive 1.0 for that session. Any pre-service teacher who misses any seminar session 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.

**Discussion post average (10%):** Throughout the semester, we will introduce a topic in seminar and assign a discussion post on that topic to be completed for the following week. Discussion posts will generally require students to ask their mentor teachers and other professionals in their field placements about common practices at that school (i.e., implementation of RTI, teacher evaluation, resident educator mentoring). Discussion posts are meant to prepare pre-service teachers for further in-class discussions, where we will all get to hear about how each topic is being addressed differently in different school communities. Each discussion post will be graded on a 3.0 point scaleand the grades for each will be averaged together for a single score out of 3.0.

**Context for learning project (10%):** 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. The context for learning project will be graded on a 3.0 point rubric.

**Individualized Education Program (IEP) assignment average (10%):** Throughout thesemester, pre-service teachers will complete four different assignment focusing on the IEPs of the students in the classroom or the pre-service teacher’s specific focus learner. Each IEP assignment will be graded on a 3.0 point rubric and the grades for each will be averaged together for a single score out of 3.0

**IEP Key:** Thepre-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 and progress monitoring plan:** The pre-service teacher will organize a summary of their focus student’s IEP, focusing on goals, services, accommodations, and modifications. This assignment also 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:** 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 meeting attendance:** 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.

**Individual lesson plan average (10%):** Eachpre-service teacher will turn in between five and seven lesson plans depending on the size of their unit plan. These plans may be for an individual, small group, or whole classroom depending on the pre-service teacher’s placement. Each lesson plan will be graded using the rubric available on Blackboard and the grades for each will be averaged together for a single score out of 3.0.

**Unit plan project (10%):** Each pre-service teacherwill complete a unit plan project consisting of three parts: planning, teaching, and assessing. Each of the following pieces will be graded on a 3.0 point scale rubric and the grades for each will be averaged together for a single score out of 3.0.

**Unit plan outline:** 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.

**Video recording of the unit:** The preservice teacher will record each of the lesson taught in the unit and cut roughly 5 minute clips from each video to make a 15–25 minute video compilation of the unit.

**Unit plan commentary:** 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 CPAST Average (20%):** Eachpre-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 CPAST rubric (available on Blackboard). For this assignment, the pre-service teacher’s scores on all the rows for each assessor of the final CPAST will be averaged for a single grade between 0.0 and 3.0.

**Final Special Education Addendum Average (20%):** 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 CPAST 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 average (across 12 weeks) | 3.0 | 10% |
| Discussion posts average (across 8 discussion posts) | 3.0 | 10% |
| Context for learning project | 3.0 | 10% |
| IEP assignments average   * IEP key * IEP cheat sheet and monitoring plan * IEP progress report * IEP meeting reflection | 3.0 | 10% |
| Lesson plan average (across 5–7 lesson plans) | 3.0 | 10% |
| Unit plan project   * Unit outline * Video recording * Unit commentary | 3.0 | 10% |
| Final CPAST Average | 3.0 x 2 | 20% |
| Final Special Education Addendum Average | 3.0 x 2 | 20% |
| Total Score | Average out of 3.0 | 100% |

*Scale for converting graded components to a CSU letter grade*

|  |  |
| --- | --- |
| Grade | Number of Points |
| A | 2.6–3.0 |
| A- | 2.4–2.59 |
| B+ | 2.2–2.39 |
| B | 2.0–2.19 |
| B- | 1.80–1.99 |
| C | 1.20–1.79 |
| D | 0.60–1.19 |
| F | 0.00–0.59 |

**Course Schedule**

| Week | Seminar Topic | Discussion Posts Due | Assignment Due |
| --- | --- | --- | --- |
| Week 1  8/28 | Shifting professional identify and growth mindset | — | — |
| Week 2  9/4 | Special educators as team members | Upload your discussion post on collaboration **to Blackboard** **before seminar** | Decide on a focus learner for your context for learn, IEP, and unit plan assignments |
| Week 3  9/11 | Understanding and organizing IEPs | Upload your discussion post on paperwork hacks **to Blackboard** **before seminar** | Upload your IEP key assignment **to Blackboard** **before seminar** |
| Week 4  9/18 | Seminar with your field supervisors (TBD) | — | Upload your Context for learning project **to Blackboard** **before 5 pm on Friday** |
| Week 5  9/25 | Lesson planning and sequencing | Upload your discussion post on daily lesson planning **to Blackboard** **before seminar** | Upload your IEP cheat sheet and progress monitoring plan **to Blackboard** **before seminar** |
| Week 6  10/2 | Teacher induction and evaluation | Upload your discussion post one RESA and OTES **to Blackboard** **before seminar** | Upload your first lesson plan assignment **to Blackboard** **before seminar** |
| Week 7  10/9 | NO SEMINAR  Attend your field placement | — | Upload your second lesson plan assignment **to Blackboard** **before seminar** |
| Week 8  10/16 | Classroom management | Upload your discussion post on classroom management **to Blackboard** **before seminar** | Participate in a midterm triad conference |
| Week 9  10/23 | Seminar with your field supervisors (TBD) | — | Upload your unit plan outline assignment **to Blackboard** **before seminar** |
| Week 10  10/30 | Differentiation and implementing accommodations | Upload your discussion post on differentiation **to Blackboard** **before seminar** | Upload an IEP progress report for your focus learner assignment **to Blackboard** **before seminar** |
| Week 11  11/6 | Assessment | — | Upload your 3–5 lesson unit **to Blackboard** **before seminar** |
| Week 12  11/13 | Incorporating evidence-based practice and technology | Upload your discussion post on instructional strategies **to Blackboard** **before seminar** | Video tape yourself teaching your unit in your field placement |
| Week 13  11/20 | Partnering with parents | — | Upload IEP meeting reflection **to Blackboard** **before seminar**  Edit your video and work on writing your unit commentary |
| Week 14  11/27 | Becoming a reflective practitioner | Upload your discussion post on self-reflection **to Blackboard** **before seminar** | Upload your unit project **to Blackboard** **before seminar** |
| Week 15  12/4 | Student teaching preview | — | Participate in a final triad conference |
| Finals Week (12/10–12/14)  Individual Conferences with Dr. Schaefer | | | |