

**SPED 4786****INTERNSHIP IN SPECIAL EDUCATION  
MODERATE, SEVERE, PROFOUND MENTAL RETARDATION**

9 Semester Hours

Semester/Year: Spring, 2004

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**COURSE DESCRIPTION:**

Prerequisites: admission to Teacher Education; Junior and Senior Blocks.

Teaching one semester in the public schools under the supervision of an experienced qualified classroom teacher serving students identified as having moderate, severe, or profound mental retardation (intellectual disability). A student teaching seminar (SPED 4789) accompanies student teaching. Note: Students take either this section or the Mild Mental Retardation section. Students who took SPED 4752 (Practicum III- Mild Mental Retardation) take this (Moderate, Severe, Profound, Mental Retardation) section of SPED 4786.

**CONCEPTUAL FRAMEWORK**

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. By incorporating the theme “Developing Educators for School Improvement”, the College assumes responsibility for preparing educators who can positively influence school improvement through altering classrooms, schools, and school systems (transformational systemic change). Ten descriptors (decision makers, leaders, lifelong learners, adaptive, collaborative, culturally sensitive, empathetic, knowledgeable, proactive, and reflective) are integral components of the conceptual framework and provide the basis for developing educators who are prepared to improve schools through strategic change. National principles (INTASC), propositions (NBPTS), and standards (Learned Societies) also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to develop educators who are prepared to function effectively in diverse educational settings with competencies that are instrumental to planning, implementing, assessing, and re-evaluating existing or proposed practices. This course’s

objectives are related directly to the conceptual framework and appropriate descriptors, principles or propositions, and Learned Society standards are identified for each objective. Class activities and assessments that align with course objectives, course content, and the conceptual framework are identified in a separate section of the course syllabus.

## **COURSE OBJECTIVES:**

Students will:

1. apply knowledge and skills from didactic coursework in implementation of the full range of instructional activities expected of teachers in the public school system, moving from an assistive to a directive role (Alberto & Troutman, 2003; Beirne-Smith, Ittenbach, & Patton, 1998; College of Education, 2003; Polloway, Patton, & Serna, 2001; Rosenberg, O'Shea, & O'Shea, 1998; Strickland & Turnbull, 1990)  
(D1 Decision Makers, D2 Leaders, D4 Adaptive, D5 Collaborative, D8 Knowledgeable, D9 Proactive, D10 Reflective; INTASC 1-10; CEC 1-10)
2. follow the rules and regulations of the school re: discipline, attire, meetings, attendance, parking, etc., unless notified differently by the supervising teacher (College of Education, 2003; Rosenberg, O'Shea, & O'Shea, 1998)  
(D1 Decision Makers, D2 Leaders, D3 Lifelong Learners, D5 Collaborative, D9 Proactive, D10 Reflective; INTASC 5, 9, 10; CEC 5, 9, 10)
3. participate in instruction as directed by the supervising teacher and approved by the University supervisor and as outlined in course requirements (Alberto & Troutman, 2003; Batshaw, 1997; Choate, Enright, Miller, Poteet, & Rakes, 1992; College of Education, 2003; Hilton & Ringlaben, 1998; Lazear, 1991; Olson & Platt 1996; Polloway, Patton, & Serna 2001; Rosenberg, O'Shea, & O'Shea, 1998; Strickland & Turnbull, 1990; Turnbull & Turnbull, 1986; Winzer & Mazurek, 1994)  
(D1 Decision Makers, D2 Leaders, D3 Lifelong Learners, D4 Adaptive, D5 Collaborative, D8 Knowledgeable, D9 Proactive, D10 Reflective; INTASC 1-10; CEC 1-10);
4. be in charge of all activities (take on the teacher role), including activities related to assessment, instruction, management of the learning environment, collaboration, and performance of duties in line with federal and state laws and regulations (Alberto & Troutman, 2003; Batshaw, 1997; College of Education, 2003; Ford, Obiakor, & Patton, 1995; Olson & Platt, 1996; Polloway, Patton, & Serna, 2001; Rosenberg, O'Shea, & O'Shea, 1998; Turnbull & Turnbull, 1986; Winzer & Mazurek, 1994; Woolcock & Domarecki, 1995)  
(D1 Decision Makers, D2 Leaders, D3 Lifelong Learners, D4 Adaptive, D5 Collaborative, D8 Knowledgeable, D9 Proactive, D10 Reflective; INTASC 1-10; CEC 1-10)
5. write lesson plans for all lessons planned, using formats approved by the supervising teacher and/or University supervisor (Alberto & Troutman, 2003; College of Education, 2000; Olson & Platt, 1996; Polloway, Patton, & Serna, 2001; Rosenberg, O'Shea, & O'Shea, 1998; Woolcock & Domarecki, 1995)  
(D1 Decision Makers, D2 Leaders, D3 Lifelong Learners, D4 Adaptive, D5 Collaborative, D6 Culturally Sensitive, D8 Knowledgeable, D9 Proactive, D10 Reflective; INTACS 1-10; CEC 1-10); and

6. demonstrate appropriate professional interaction and interpersonal skills required for success in school settings, including attention to ethical and professional standards, and to individual student needs (i.e., multicultural, community, and developmental diversity) (Beirne-Smith, Ittenbach, & Patton, 1998; College of Education, 2003; Ford, Obiakor, & Patton, 1995; Lazear, 1991; Olson & Platt, 1996; Rosenberg, O'Shea, & O'Shea, 1998; Thomas, Correa, & Morsink, 1995; Turnbull & Turnbull, 1986; Winzer & Mazurek, 1994; Woolcock & Domarecki, 1995)  
(D1 Decision Makers, D2 Leaders, D3 Lifelong Learners, D4 Adaptive, D5 Collaborative, D6 Culturally Sensitive, D7 Empathetic, D8 Knowledgeable, D9 Proactive, D10 Reflective; INTASC 3, 4, 6, 9, 10; CEC 3, 4, 6, 9, 10).

## TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES:

### Required Texts:

College of Education, State University of West Georgia. (2003). *Teacher education, field experiences, and internship: Policies and procedures handbook*. Carrollton, GA: Author.

Westling, D., & Fox, L. (2000). *Teaching students with severe disabilities* (2<sup>nd</sup> ed.). Upper Saddle River, NJ: Merrill/Prentice Hall.

### Recommended Text:

Rosenberg, M. S., O'Shea, L., & O'Shea, D. J. (2002). *Student teacher to master teacher: A practical guide for educating students with special needs* (3rd ed.). New York: Macmillan.

### References:

- Alberto, P. A., & Troutman, A. C. (2003). *Applied behavior analysis for teachers* (6th ed.). Upper Saddle River, NJ: Merrill (Prentice Hall).
- Batshaw, M.L. (1997). *Children with disabilities* (4th ed.). Baltimore: Brookes.
- Beirne-Smith, M., Ittenbach, R. F., & Patton, J. R. (2002). *Mental retardation* (6th ed.). Upper Saddle River, NJ: Merrill (Prentice Hall).
- Choate, J. S., Enright, B. E., Miller, L. J., Poteet, J. A., & Rakes, T. A. (1995). *Curriculum-based assessment and programming* (3<sup>rd</sup> ed.). Boston: Allyn & Bacon.
- Ford, B. A., Obiakor, F. E., & Patton, J. R. (1995). *Effective education of African American exceptional learners: New perspectives*. Austin, TX: Pro-Ed.
- Hilton, A., & Ringlaben, R. (Eds.). (1998). *Best and promising practices in developmental disabilities*. Austin, TX: Pro-Ed.
- Lazear, D. (1991). *Seven ways of knowing: Teaching for multiple intelligences* (2nd ed.). Palatine, IL: IRI/Skylight.
- Olson, J., & Platt, J. (1996). *Teaching children and adolescents with special needs* (2nd ed.). Columbus, OH: Merrill (Prentice Hall).
- Strickland, B. B., & Turnbull, A. P. (1993). *Developing and implementing individualized education programs* (3rd ed.). Columbus: Merrill.
- Thomas, C. C., Correa, V. I., & Morsink, C. V. (1995). *Interactive teaming: Consultation and collaboration in special programs*. Englewood Cliffs, NJ: Merrill (Prentice Hall).

- Turnbull, A. P., & Turnbull, H. R. (2001). *Families, professionals, and exceptionality: Collaborating for empowerment* (4<sup>th</sup> ed.). Upper Saddle River, NJ: Merrill-Prentice Hall.
- Winzer, M. A., & Mazurek, K. (1998). *Special education in multicultural contexts*. Upper Saddle River, NJ: Merrill (Prentice Hall).
- Woolcock, W. W., & Domarecki, J. W. (1995). *Instructional strategies in the community*. Austin, TX: Pro-Ed.

## **ACTIVITIES AND ASSESSMENTS, EVALUATION PROCEDURES, and GRADING POLICY**

The focus of this course is to teach one semester in the public schools under the supervision of an experienced qualified classroom teacher serving students identified as having moderate, severe, or profound mental retardation (intellectual disability). At the completion of the course, candidates will have demonstrated competence in the areas of *decision making*: apply knowledge gained in all preceding coursework to make instructional and management decisions in the classroom (assignments 1-13); *leadership*: demonstrate the ability to plan for all students in the classroom and carry out instructional and behavioral plans as well as direct support staff (assignments 1-13); *lifelong learners*: continually improve their knowledge and skills with regard to best practice and legal issues in the field of special education as it applies to their students (assignments 1-13); *adaptive*: demonstrate willingness to be flexible when meeting the needs of diverse learners based on knowledge of individual student needs and situations (assignments 1-13); *collaborative*: develop skills based on knowledge of best practice to work effectively with various school professionals (assignments 1-13); *culturally sensitive*: develop awareness and understanding of individual and group differences when diagnosing and implementing instructional and behavior change techniques (assignments 1-13); *empathetic*: develop sensitivity for individual, family, and institutional needs with regard to instructional and behavioral change techniques (assignments 1-13); *knowledgeable*: demonstrate a working knowledge of best practice and legal/administrative issues and how these impact educational programs in addition to individual students (assignments 1-13); *proactive*: use their knowledge of best practices and behavioral change methods and be effective advocates for individual students, groups of students, personnel, and families (assignments 1-13); and *reflective*: demonstrate reflective, critical thinking skills in regard to best practice, behavioral change methods, and legal/administrative issues in order to positively impact students (assignments 1-13).

### **Activities and Assessments:**

1. Attendance: Each intern will demonstrate regular and punctual attendance in the school setting and at University meetings. The intern will report to the assigned school following the same schedule as the supervising teacher (as established for teachers in the assigned school) with the exception of (a) time spent in seminars or other activities scheduled by the University supervisor, if these conflict with supervising teacher hours, and (b) unusual time consuming teacher activities [exception (b) to be approved by the supervising teacher and the University supervisor]. Daily sign-in is required following school procedures. In cases of illness or emergencies, YOU are responsible for notifying the principal and the supervising teacher, and must also notify your University supervisor. Any necessary absences will be made up. Attendance and hours are to be documented.  
(Objectives 1-6; documentation of attendance)

2. Educational Experiences: engage in all of the accepted and worthwhile educational experiences presented during the internship semester, to include the following (as individually appropriate):
  - get acquainted with the school and community
  - attend faculty meetings, staff and departmental planning conferences, inservice education sessions, and PTO meetings
  - observe and evaluate the procedures used in the classroom
  - participate in routine and clerical duties in so far as they provide a good learning experience
  - become familiar with the instructional resources of the school, including facilities, equipment, and materials
  - prepare teaching plans and teach using various media as appropriate
  - make home visits
  - assist in extracurricular activities
 (Objectives 1-6; observation, *Teacher Performance Evaluation Instrument*)
  
3. Time-in-Charge: take on the full teacher role (within legal or other constraints identified by the school system and University) for a *minimum* of four weeks; intern design of a management system for this time period is recommended.  
 (Objectives 1-6; observations, *Teacher Performance Evaluation Instrument*)
  
4. Code Of Ethics And Standards Of Conduct: observe the Code of Ethics and Standards of Conduct of the education profession, as well as the Standards for Professional Practice of the Council for Exceptional Children. Any conflicts with which you need assistance should be brought to the attention of the University supervisor and/or Assistant Dean for Field Experiences.  
 (Objective 1-6; observations, *Teacher Performance Evaluation Instrument*)
  
5. Schedule For Taking Over Responsibilities: Plan a schedule for gradually taking over classroom duties, to be submitted to University supervisor. Follow the same format as in Practicum III.  
 (Objectives 1, 3, 4; completion and approval of schedule)
  
6. Instructional Project: Design, implement, and evaluate a specific instructional project using a “teaching design.” A written report following the outline previously distributed will be required at the end of the project. Students will be evaluated on (a) adherence to the process delineated for this assignment and (b) evaluation of the final written project, and (c) the outcome of the instructional activity. Supervising teachers are asked to assist in identification of a pupil (or small group of pupils) and a skill for this project, and to assign some of the student’s classroom time (e.g., 20 minutes, 3 times per week) to this activity.  
 (Objectives 1, 3, 4, 5, 6; rubric, documentation of implementation)
  
7. Unit: write and implement a subject-centered unit following guidelines distributed previously.  
 (Objectives 1, 3, 4, 5, 6; rubric, documentation of implementation)

8. Lesson Plans: You are required to complete written plans for all lessons you plan, including the unit, the four weeks in which you take over full teacher duties, activities gradually leading up to the time in charge, and activities subsequent to the time in charge.
- All lesson plans are to be made available to the Supervising teacher in accordance with school policy or teacher preference (suggested to be at least three days prior to the actual date for teaching). These plans should be reviewed, critiqued, and approved by the supervising teacher and kept in your folder (when not in use) so they are available to the University supervisor during observations.
  - Initially, all interns are required to submit “long” plans, using a form provided or approved by the University supervisor. Any plans requiring remediation will need to be resubmitted with corrections. *All long plans are to be turned in to your University supervisor by Monday evening by 5:30 p.m. of the week they are to be implemented.* You may “graduate” to “short” plans after receipt of 5-8 initially satisfactory “long” plans. Your University supervisor will inform you when you may do this. “Short” plans may be written on forms provided by or approved by the University supervisor. A rubric indicating how lessons plans will be evaluated has been distributed.

(Objectives 1-6; observation, rubric)

9. Initial Information:

- updated data sheet
- classroom schedule
- map/directions
- floor plan of school with classroom indicated
- school system calendar
- dates not available for observations (i.e., work days, field trips, CBI, Special Olympics)

(Objective 6; timely completion of required information)

10. Weekly Reports: To be e-mailed to University supervisor by Monday of each week (concerning the previous week). Each report should include information addressing the following:

- Identify significant changes occurring in the school/program this week.
- What new or different things did you do this week?
- Positives this week.
- Negatives this week.
- Make a note of anything else your University supervisor should know.

(Objectives 6; timely completion of report)

11. Substitute Information Packet: Requirements will be distributed and discussed.

(Objectives 2, 4, 5, 6; checklist)

12. Observations: Each intern will be observed by the assigned University Supervisor a minimum of 6 times, 4 of which will be formal teaching situations. Additional observations

may be conducted at the discretion of the University Supervisor, or at the request of the intern or the Supervising Teacher.

(Objectives 1-6; *Teacher Performance Evaluation Instrument*)

13. Transfer and Seating: To be rated by the University supervisor. Advanced skill levels are not expected. You may remediate if an initial satisfactory rating is not earned.

(Objectives 1, 3, 4, 6; observation checklist)

#### Evaluation Procedures:

Each intern will be evaluated on each of the above assignments/activities. Each of the above assignments/activities will be evaluated as follows:

<b>Assignment/Activity</b>	<b>Assessment Tool</b>	<b>Due Date</b>
Attendance	Documentation of attendance signed by Supervising Teacher	At final conference, TBA
Teaching Responsibilities	Observation	Ongoing
Initial Information	Completion of required information	January 12, 2004
Weekly Reports	Timely receipt of reports by University Supervisor	Monday of each week, beginning 1/12/04
Schedule for Taking Over Responsibilities	Review and approval of Supervising Teacher and University Supervisor	January 26, 2004
Instructional Project	Rubric Documentation of Implementation	TBA
Unit	Rubric Documentation of Implementation	To be announced
Lesson Plans	Observation; Rubric	Monday of each week
Observations	Observation, <i>Teacher Performance Evaluation Instrument</i>	Minimum of 6 observations conducted, dates to be determined by University Supervisor
Transfer and Seating	Observation Checklist	To be determined by the intern

#### Grading Policy:

S = Satisfactory – Intern satisfactorily completes ALL requirements and demonstrates satisfactory evaluation scores, as determined and documented by the University supervisor and course instructor.

U = Unsatisfactory – Intern does not satisfactorily complete requirements and/or demonstrates unsatisfactory evaluation scores, as determined and documented by the University supervisor and course instructor.

### **ACADEMIC HONESTY**

Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes the ideas of or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in The Uncatalog, Undergraduate Catalog, and Graduate Catalog.