

**Dewar College of Education and Human Services  
Valdosta State University  
Department of Early Childhood and Special Education**

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**SEGC 6200  
INTERNSHIP IN SPECIAL EDUCATION - GENERAL CURRICULUM  
3 Semester Hours**

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**Guiding Principles (DEPOSITS)**

(Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

**Dispositions** Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

**Equity** Principle: All learners deserve high expectations and support.

**Process** Principle: Learning is a life-long process of development and growth.

**Ownership** Principle: Professionals are committed to, and assume responsibility for, the future of their disciplines.

**Support** Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

**Impact** Principle: Effective practice yields evidence of learning.

**Technology** Principle: Technology facilitates teaching, learning, community building, and resource acquisition.

**Standards** Principle: Evidence-based standards systematically guide professional preparation and development.

**InTASC Model Core Teacher Standards\***

*(To be used for all teacher preparation program courses. Identify those that apply specifically to this course.)*

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

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Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

*\*Council of Chief State School Offices, (2013, April). InTASC model core teacher standards and learning progressions for teachers 1.0. Retrieved from [http://www.ccsso.org/Documents/2013/2013\\_INTASC\\_Learning\\_Progressions\\_for\\_Teachers.pdf](http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf)*

## **COURSE DESCRIPTION**

Graded "Satisfactory" or "Unsatisfactory." A clinical practice experience completed in the last semester of program and designed for candidates in the online M.A.T. program in special education, general curriculum who are seeking initial certification. Candidates will complete a minimum of four weeks of full-time teaching in the role of a special educator, with supervision provided by a university supervisor and the school principal or the principal's designee.

## **REQUIRED TEXTBOOKS**

Internship Handbook

## **COURSE OBJECTIVES (CO):**

Course objectives have been aligned to InTASC standards and to the level for which our CAEP Continuous Improvement key themes are addressed: D=Diversity, T=technology, A=Assessment, ED=Ethics/Dispositions, F=Field Experience, and CP=Content Pedagogy L1=Exploring, L2=Applying, L3=Integrating

Candidates will:

- CO 1: Demonstrate content knowledge (InTASC 4).
- CO 2: Demonstrate the ability to plan and implement appropriate and effective lessons (InTASC 1, 2, 7). (FL<sub>2.2, 3.1</sub>, CPL<sub>2.1, 2.2, 2.3</sub>)
- CO 3: Select and implement evidence-based practices (InTASC 8). (FL<sub>3.2</sub>)
- CO 4: Demonstrate skills in instructional assessment and evaluation of student performance (InTASC 6). (AL<sub>3.3</sub>)
- CO 5: Select and teach appropriate curricular content, connecting content to prior experiences and to other content areas, and engaging students in critical thinking skills (InTASC 5). (CPL<sub>3.1, 3.2, 3.3</sub>) (FL<sub>1.3</sub>)
- CO 6: Demonstrate ability to maintain high levels of student engagement (InTASC 8). (CPL<sub>3.3</sub>)  
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- CO 6: Provide environmental adaptations/arrangements to support learning for all students (InTASC 1, 2, 3). (FL<sub>3.2, 3.4</sub>)
- CO 7: Demonstrate strategies for the management of individual and group classroom behavior (InTASC 3, 7, 8). (FL<sub>3.4</sub>)
- CO 8: Demonstrate the ability to examine critically their own teaching practices and make appropriate adjustments based on this self-evaluation (InTASC 9). (EDL<sub>3.1</sub>)
- CO 9: Demonstrate the ability to select and utilize appropriate resources and materials, including technology (InTASC 3, 7, 8). (TL<sub>2.1, TL3.1</sub>)
- CO 10: Communicate orally and in writing using Standard English (InTASC 9) (EDL<sub>1.2</sub>)
- CO 11: Uses academic language that is clear and appropriate for the lesson and for diverse students (InTASC 9) (CPL<sub>2.2</sub>)

### **ACTIVITIES/ASSIGNMENTS/REQUIREMENTS**

1. Upload two lesson plans, two videos of the planned and implemented lessons, and completed self-evaluations using the Candidate Assessment on Performance Standards (CAPS) form to your Livetext portfolio. Detailed instructions for completing and submitting this assignment will be provided. **FL<sub>3a</sub> This is a Key Course Assessment**
2. Upload two lesson plans and videos corresponding to each lesson taught to Livetext portfolio for your university supervisor to evaluate them with CAPS form and send your portfolio to university supervisor for review. Detailed instructions will be provided for completing and submitting this assignment.
3. Upload two lessons plans with the completed observation forms from your school principal or the principal's designee to your Livetext portfolio. Detailed instructions will be provided for completing and submitting this assignment. **CPL<sub>2a</sub> This is a Key Course Assessment**
4. Complete a field experience assignment and upload to your Livetext portfolio. Detailed instructions will be provided for completing and submitting this assignment.
5. Submit mentor information.
6. Candidates who hold an Induction certificate will **complete and submit the edTPA for special education**. Detailed instructions will be provided for completing and submitting this assessment.

### **COURSE EVALUATION**

#### Grading Policy

The internship is graded "Satisfactory" or "Unsatisfactory."

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| S | The candidate receives acceptable ratings of at least "2" from the university supervisor on both of the CAPS forms; the candidate submits all lesson plans, videos, and observation forms in the designated places; the candidate completes the field experience assignment and submits it appropriately; the candidate completes all of the activities specified in the syllabus. | U | The candidate receives one or more unacceptable ratings (below a "2") from the university supervisor on one or both of the observation forms; the candidate fails to submit a lesson plan, video, and/or an observation form; the candidate fails to complete the field experience assignment; the candidate fails to complete or submit in the designated place one or more of the activities specified in the syllabus. |
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**Late Assignments:**

Organization and time management are critical components for success in online classes. Candidates must be disciplined and also need to be diligent about keeping up with scheduled assignments and due dates. Candidates are expected to adhere to the time lines established for completing the internship assignments in order to be successful in the class. Candidates who miss the due date for more than two assignments, without having made prior arrangements with the instructor for a late submission, will earn an unsatisfactory grade in the class.

**Please Note:** your instructor may extend due dates to the class in the event of weather-related emergencies or school closures, or for other unforeseeable events that would affect assignment submissions.

**PROFESSIONALISM**

Teacher candidates are expected to correspond and interact with fellow classmates and course instructors in a professional manner at all times. As participants in VSU's MAT program in Special Education, candidates are further expected to demonstrate professionalism outside of the university setting, e.g., in their classroom, schools, and communities.

**Candidates are required to back up work** to avoid problems with computers, servers, etc. **Maintain copy of all work.** Contact IT Help for problems related to technology. Note GoVIEW Site for Maintenance Schedule and be proactive regarding preparation and submission of assignments.

**Note GoVIEW Site**

[http://www.usg.edu/georgiaview/maintenance\\_schedule/Fall\\_2017](http://www.usg.edu/georgiaview/maintenance_schedule/Fall_2017) for Maintenance Schedule and be proactive regarding preparation and submission of assignments.

Technical support is available to you through the GeorgiaVIEW Brightspace by D2L HelpCenter (DHC). For technical questions and end user support, please visit the [Desire2Learn Help Center \(DHC\)](#). The DHC is available 24 hours a day, 7 days a week, 365 day a year.

ALL requests for DHC support must be initiated by telephone. (If necessary, follow-ups can be conducted via email.) To speak with a DHC Help Center agent, 24x7x365, call the University System of Georgia Support Hotline: **TOLL FREE 1-855-772-0423**  
TOLL FREE FOR HEARING IMPAIRED 1-800-892-4315 (Appropriate adaptive technology (hardware) necessary to use this number.)

**DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM**

<http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php>

**TITLE IX STATEMENT**

Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national  
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origin, sex (including pregnancy status, sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, national origin, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: Director of the Office of Social Equity, [titleix@valosta.edu](mailto:titleix@valosta.edu), 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 229-333-5463.

## **ACCESS STATEMENT**

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farbar Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit VSU's Access Office or email: [access@valdosta.edu](mailto:access@valdosta.edu).

## **STUDENT OPINION OF INSTRUCTION**

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. Instructors will not be able to view individual responses or access any of the responses until after final grade submission. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at <http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>.