

**Fall 2015**  
**Teaching Internship Seminar in Special Education**  
**15:255:536:05**

**Date and Time: Thursday: 5:00-7:30**

**Location: Hardenberg Room A2**

Instructor: Dr. Anne Guteski	guteski@rci.rutgers.edu
Phone: 732-814-9200 (cell)	Hardenberg Room A2
Office Hours: By appointment	Prerequisites or other limitations:
Mode of Instruction: <input type="checkbox"/> Lecture <input checked="" type="checkbox"/> Seminar <input type="checkbox"/> Hybrid <input type="checkbox"/> Online <input type="checkbox"/> Other	Permission required: <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes

**Textbook: Required Text:** 1. Rosenberg, M.S., O'Shea, L., & O'Shea, D. (2006). *Student Teacher to Master Teacher*. Upper Saddle River, NJ: Prentice Hall. 2. Nissman, B.S. (2006). *Optional Text: Teacher Tested Classroom Management Strategies*. Upper Saddle River, NJ: Prentice Hall. (You should have available the texts and materials from your coursework at Rutgers. This information will be used to problem -solve student/teacher issues in class and on-line).

**Goals of the Course:**

As a result of this course and your related field experience, you will come to know yourself better as a teacher and become skillful in:

- Utilizing current empirically-based knowledge (i.e., derived from research) related to the **inclusion** of diverse student populations in the regular education classroom (PTS 3iii1; 3iii4)
- Differentiating instruction for the continuum of special education settings (self-contained special education classroom, resource room, co-taught **inclusion** classroom, etc.) (PTS 4i6; 4i1; 8i1; 8i5; 8i3)
- **Collaboration** in co-taught classrooms (PTS 10i2; 10i6; 7i5)
- Evaluating the effectiveness of educational strategies in specific situations (PTS 9i3; 6i7, 6iii4, 1i1)
- Thinking critically and **communicating** clearly (i.e., speaking and writing) about ethical, educational, and personal implications of teaching practice (PTS 8ii4)
- Critically considering everything you read, are told, etc., about educational research and opinions (PTS 8iii4)
- Continually assessing your classroom performance and setting goals for your own professional development (PTS 9i1; 9i2; 9ii1)

**Purpose of the Course:**

This field-linked course provides practicing special education teachers with the opportunity to examine critical issues related to teaching individuals with special needs. Although reflective teaching and self-evaluation is a major focus of the course, emphasis is also given to the development of specialized skills and knowledge essential for beginning special education teachers. Content coverage includes: a) **assessing** of classroom situations and environments; b) using **assessment data** to drive teaching; c) developing and implementing effective **inclusion and collaboration** strategies; d) meeting the educational needs of diverse student populations through the use of **research-based techniques and differentiated instruction**; e) adapting curricular materials to meet the needs of students in **collaborative or inclusive** classrooms; and f) promoting school and district-wide inclusive learning communities.

**How You Earn Your Grade:**

The evaluation of your performance in this course is based on your percentage of the total possible points. It is possible for you to earn a total of 265 points for this course. This system allows you to monitor your progress as the semester progresses. Details of the course requirements are provided on the following pages.

Number grades will be converted to letter grades as follows:

- 90-100% = A
- 85-89% = B+
- 80-84% = B
- 75-79% = C+
- 70-74% = C
- 69% and below = F

Class Attendance, Preparation, and Participation = 30

Peer Supervision & Teaching Issues=40

Teaching Lesson & Critique =30

Online Assignments =30

Parent-Teacher Reflection Paper=21

Exemplary Lesson=20

Unit Plan (39 pts) & Lesson Plan (45 pts) =84

Show & Tell=10

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**Total Possible Points****265 points**

### **Assignment Submission Policy:**

- No grades will be curved and no extra credit is available.
- All assignments are to be submitted online, once the class website (Sakai) is set up.
- I will communicate with students regularly through Rutgers email so please check it daily or every other day.
- Students should review and be familiar with the Policy on Academic Integrity. Violations of academic integrity will be handled according to the procedures and guidelines outlined in the catalog and could result in course failure and/or expulsion. Plagiarism, handing in someone else's work, work obtained on the internet, or work written for another professor's course are all reasons for failure of this course and/or other appropriate actions.
- **Terminology:** We will use "people first" language in class. Under no circumstances should terms such as *retarded* or *learning disabled* be used as a noun. Prepositional constructions such as "students with learning disabilities" or "individuals who have mental retardation" are preferred over adjectival constructions such as "mentally retarded people." Because *normal* has multiple meanings and may inappropriately imply abnormal where it is not applied, this word should not be used. Instead, more operationally descriptive terms such as "intellectually average students" or "students without learning disabilities" should be used. See the APA Manual for more information on person-first terminology.
- All assignments should be typed, double spaced, and neat. Edit your work before handing it in, as attention to grammar, spelling, and organization count. Please use a traditional font (e.g., Times New Roman) in size 12 point font. All assignments must be completed as described in the syllabus or Sakai.
- Page recommendations refer to the *actual text* of the paper (not including title page, references, or attachments).

### **Course Requirements:**

#### **1. Attendance, Preparation, & Participation (30 points)**

- **Attendance.** The nature of this course requires that students attend class regularly and participate actively. Throughout the semester, back-to-school nights and teacher conferences may conflict with our class meetings; please plan accordingly, as one absence will be deemed excessive and will result in points deducted from the final grade. Excessive lateness and a lack of meaningful participation in class activities will affect your final grade. As a courtesy, please notify the instructor when an emergency or illness requires you to be absent from class. The instructor reserves the right to request documentation supporting reasons for absence. You are responsible for obtaining any missed information, including handouts, from other students.
- **Preparation.** Come to class prepared to discuss your week as a teacher. Students are expected to read assigned readings prior to class and be prepared to ask questions and discuss material.

· Participation.

- Please turn off your cell phone before you come into the classroom. If there is an emergency and you are expecting an important call, sit next to the door, put the phone on vibrate, and excuse yourself silently as soon as it rings. Do not answer your cell phone in class. If you “accidentally” forget to turn it off before entering the classroom and it rings in class, turn it off immediately.
- During this stressful time, we must establish the type of classroom climate in which people speak freely and voice their thoughts and concerns about becoming teachers. We must have more than just a class where students are allowed to give their opinions; those thoughts and ideas need to develop into a *discussion* with mutual respect to all students.
- Arrive at class and return from breaks on time. Do not ask to leave class early just because you are finished with an activity; everyone is overextended at this time, and all of our time is equally valuable. Any inappropriate classroom behavior will result in a loss of points from your final grade.

**2. Show and Tell- the textbook that you purchased= 10 points.**

Bring the book to class and discuss what the major topics are and tell us how you think it will help you to become a better teacher. The book cannot be from another class, but must be a new purchase (you can get previous editions and used copies). Also submit a written blurb to Sakai in Assignments and on the discussion board.

**Due date: Sept. 10th & Sept. 24th**

**3. Peer Supervision and Teaching Issues - 8 x 5 points each = 40 points**

Student teachers may feel uncertain about how to handle certain teaching or behavioral situations. At the beginning of the semester, students will be placed into “supervisory pairs” who will help each other vent frustrations, attend to concerns, sustain morale, and impart a sense of worth to one another as professionals. Most importantly, pairs will help each other to clearly articulate one teaching issue or problem every week. Each student will come to class with a problem or issue (**stated in one written paragraph**). During the second half of the class, pairs will work together to clarify the problem, list details about it, develop a list of possible solutions, choose one or more solutions to address it, and develop a plan to address the problem or issue and criteria for success.

In **one to two pages** and in paragraph form address each of the following components:

1. Problem w/ details
2. Alternative solutions (at least five) – each rated as excellent, fair, or poor (for student problems at least one must include behavior management) and
3. Solution(s) to be tried first
4. Implementation steps (minimum of five steps)
5. Criteria for success – written as an objective

You **MUST use the headings** in your paper. Submit via Sakai before each class. **Bring an issue/problem to class beginning Sept. 10th**

**Due dates for paper:**

**Sept. 17, 24; Oct.1, 8, 15, 22, 29; Nov.12**

**4. Online Assignments-TBA (10 points each) Due Date: Sept.17th, Oct. 22nd, and Nov.5th.**

**5. Teaching Lesson and Critique (30 points)** This semester, it is your job to master the skills of

- a) Planning instruction accurately based on high quality assessment data,
- b) Delivering instruction effectively, and
- c) Reflecting thoughtfully and critically on your students' performance, as well as your own.

Mastery of these skills takes many years; however, you can significantly advance your progress by having someone provide you with feedback and critiquing yourself after you teach. Self-critique yourself.

**Due date: October 15th**(See the rubric below.)

<b>Rubric to Follow When Writing Lesson Critique</b>
<b>BEFORE</b>
A. Instructional Objective/s (Your planning before the lesson) 10 points
<ul style="list-style-type: none"><li>• What was the instructional objective/s of your lesson?</li><li>• Describe in detail the assessment data upon which you based your instructional objective (e.g., student performance on teacher-made tests, checklists, anecdotal records, standardized assessments, student writing samples, running records, etc.).</li><li>• If your instructional objective is not based on assessment data, there had better be a good reason why, and you better make me buy into it here!</li></ul>
<b>DURING</b>

<p>B. Delivering Effective Instruction (Your behavior during the lesson) 10 points</p> <ul style="list-style-type: none"> <li>• Describe your lesson in detail. Was it a direct instruction lesson? Did you use an experiential approach? Cooperative learning?</li> <li>• Why was this type of lesson the best choice for achieving your objective? (cite characteristics of students, type of content being taught, etc. as potential reasons) <ul style="list-style-type: none"> <li>• ◦ Is this apparent in the lesson?</li> <li>• ◦ What specialized teaching behaviors/strategies did you use during the lesson?</li> </ul> </li> </ul>
<p><b>AFTER</b></p>
<p>C. Evaluation (Your assessment of student outcomes after the lesson) 5 points</p> <ol style="list-style-type: none"> <li>1. Did <u>all</u> students meet your instructional objective? To what extent?</li> <li>2. What assessment data leads you to this conclusion?</li> <li>3. If all students did not meet your instructional objective, why do think this was the case? What do these students need or what do you need to do differently in order to achieve your objective?</li> </ol>
<p>D. Reflection (Your assessment of your performance after the lesson) 5 points</p> <ol style="list-style-type: none"> <li>1. Comment on this lesson and reflection experience with respect to you as a developing teacher.</li> <li>2. How have you changed as a teacher? What strengths do you see emerging? What specific weaknesses to you need to address?</li> <li>3. Set 1-3 concrete goals in order to address those weaknesses you cited.</li> </ol>

1. Please discuss this requirement with your cooperating teacher and supervisor.
2. You will be graded on the quality and specificity of your reflection, **not** on the quality of the teaching.
3. Critique should be 2 typed pages, double-spaced, size 12 fonts, with reasonable margins. Edit your work before handing it in, as attention to grammar, spelling, and organization count.
4. Please hand in the lesson plan that goes with your lesson along with your critique.

**6. Exemplary Lesson = 20 points**

Choose a lesson that you taught in your class or plan to teach this semester. Try to include an idea or material that is unique and will be beneficial for all class members. Upload a one-page description of the lesson or a one-page lesson plan.

**Due Date: Nov. 26th**

## 7. Parent-Teacher Reflection Paper – 21 pts.

Develop a three-to-four page paper that reflects on teacher/student family collaborations. Reflect on your experiences during either Back to School Night or a Parent Teacher conference during your internship. Describe how you plan to collaborate with parents, how you plan to communicate with them on a frequent basis, and how parents can serve as a helpful collaborator in their child's education. Please visit: <http://www.teachervision.fen.com/education-and-parents/teaching-methods/3730.html> for suggestions and ideas on successful teacher-parent collaboration.

- For this paper, you should observe and, if possible, participate in teacher/student family interactions and activities. For example, you can observe and participate in parent/guardian-teacher conferences, Back-to-School night, informal interactions with parents, and materials disseminated to parents/guardians (such as materials regarding curriculum given to parents at Back-to School night and announcements or letters sent home to parents/guardians).
- Your reflection paper will have three foci. First, you will critically reflect upon your various observations during your internship. In this part of the paper, you are to draw upon the observations to identify 1) teacher effectiveness in obtaining information to enhance student learning; 2) family or community strengths; 3) strategies you or your cooperating teacher used for effective communication with parents; 4) how cooperative relationships were developed; 5) resources to enhance student learning; and 6) how parent/guardian-teacher relationships could be improved.
- In the second part of the paper, you will specify your personal philosophy for building relationships with students, parents, guardians, and families and the community. Specifically, you should discuss the kinds of activities you will plan to build cooperative relationships with parents, guardians, families, and agencies in your future teaching positions and how your knowledge about students, families and communities will be incorporated in your future teaching.
- In both parts of the paper, you should make connections between the observations and the theory you have studied in your GSE course work.
- Utilize the rubric and assignment description provided on Sakai as a guide for this assignment. Points will be taken off if either submission is late. **Due date: Nov. 5th**

**8. Unit Plan and Lesson Plan = 39 points for the unit plan & 45 points for the Lesson Plan.** This assignment will be graded using the rubrics found in your ePortfolio instructions on Sakai. Use a unit that you have taught or are going to teach. For this assignment you must use the Rutgers lesson plans.

**Failure to submit this assignment will result in an “F” grade for the course**

**Due date lesson plan: Nov. 19**

**Due date for unit plan: Dec. 3**

*More details on this assignment will be given as the semester progresses.*

**TEACHSCAPE REQUIREMENTS:** The following Teachscape assignments will be graded by outside professionals:

- Lesson Plan (Use Rutgers GSE format)
- Lesson Plan Video
- Unit Plan

**Office of Disability Services:**

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation:

<https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

**Seminar Course Schedule**

***Note:** This is a proposed schedule, which is subject to change as some lectures/activities may require more or less class time. Additional reading will be assigned as they apply to the topic. You will receive notice before this is done.*

\* (Denotes online session)

DATE	TOPIC	READING
Sept 3	<b>Course Introduction Special Ed. Teaching- Collaborative Problem Solving (CPS)</b>	<b>NO READING</b>
<b>Sept 10</b>	<b>Planning for instruction</b>	<b>Sakai</b>

<b>Sept. 17<sup>th</sup> *(online)</b>	<b>Setting up for Instruction</b>	<b>Sakai</b>
<b>Sept. 24<sup>th</sup></b>	<b>*Collaboration and Coteaching To Enhance Instruction (Guest Speaker)</b>	<b>Sakai</b>
<b>Oct. 1<sup>st</sup></b>	<b>The Heart of Teaching Guest Speaker-Cheryl Hulteen</b>	<b>Sakai</b>
<b>Oct. 8<sup>th</sup></b>	<b>Assistive Augmentative Communication and Technology (Guest Speaker)</b>	<b>Sakai</b>
<b>Oct. 15<sup>th</sup></b>	<b>Dealing with Problem Behavior (Guest Speaker)</b>	<b>Sakai</b>
<b>Oct. 22<sup>nd</sup> * (online)</b>	<b>Class management</b>	<b>Sakai</b>
<b>Oct. 29<sup>th</sup></b>	<b>Working with Parents (Guest Speaker-Nancy Congo)</b>	<b>Sakai</b>
<b>Nov. 5<sup>th</sup> *(online)</b>	<b>Working with Students With Severe Cognitive Impairments</b>	<b>Sakai</b>
<b>Nov. 12<sup>th</sup></b>	<b>Individualized Education Plans (IEPs)</b>	<b>Sakai</b>
<b>Nov. 19<sup>th</sup></b>	<b>Careers education workshop Resume writing and mock interviews workshops</b>	<b>Sakai</b>

<b>Nov. 26<sup>th</sup> *(online)</b>	<b>Thanksgiving-no class</b>	<b>Sakai</b>
<b>Dec. 3<sup>th</sup></b>	<b>First Year Teacher (Guest Speaker)</b>	
<b>Dec. 10<sup>th</sup></b>	<b>Student Generated Topics</b>	<b>Sakai</b>