

Fall 2016
Teaching Internship Seminar in Special Education
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Date and Time: Thursday: 5:00-7:30pm

Location: Hardenbergh Hall Room A2

Instructor: Dr. Anne Guteski	guteski@rci.rutgers.edu
Phone: 732-814-9200 (cell)	Hardenbergh Hall 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 checked="" type="checkbox"/> No <input 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.

Optional Text:

2. Nissman, B.S. (2006). *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).

Learning goals:

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 (Parenthetical information relates to New Jersey Professional Teaching Standards NJPTS). :

- Utilizing current empirically-based knowledge (i.e., derived from research) related to the **inclusion** of diverse student populations in the regular education classroom and implementing the Danielson Framework for Teaching (Standards 1-10)
- Differentiating instruction for the continuum of special education settings (self-contained special education classroom, resource room, co-taught **inclusion** classroom, etc.) through the implementation of data managed instruction and the development of Student Growth Objectives (**The Learner and Learning** – 1. Learner Development & 2. Learning Differences, **Instructional Practice** - 6. Assessment, 7. Planning for Instruction & 8. Instructional Strategies)

- Collaboration in co-taught classrooms and participation in the professional community. (**Professional Responsibility** – 10. Collaboration)
- Evaluating the effectiveness of educational strategies in specific situations. (**Professional Responsibility** – 9. Reflection and Continuous Growth)
- Thinking critically and **communicating** clearly (i.e., speaking and writing) about ethical, educational, and personal implications of teaching practice with parents and the professional community. (**Professional Responsibility** – 10. Collaboration & 11. Ethical Practice)
- Critically considering everything you read, are told, etc., about educational research and opinions. (**Professional Responsibility** - - 9. Reflection and Continuous Growth)
- Continually reflecting on your classroom performance and setting goals for your own professional development. (**Professional Responsibility** - - 9. Reflection and Continuous Growth)
- Planning, preparation and developing an effective classroom environment. . (**The Learner and Learning** – 3. Learning environment)

SPECIAL EDUCATION MASTERS PROGRAM GOALS

Learning Goal 1: Attain mastery of the essential aspects of practice and research in the field of special education.

Learning Goal 2: Attain in-depth understanding of Council for Exceptional Children (CEC) professional standards and code of ethics for special education professionals.

Learning Goal 3: Further develop critical professional dispositions that help education professionals promote improvement in the lives of their students (commitment to ongoing professional development, using data-informed approaches, collaborative approaches, developing cultural competencies, etc.).

Learning Goal 4: Prepare to be professionals in special education or closely allied professional fields or to further advance in their professional work.

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 241 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
Online Assignments =40
Parent-Teacher Reflection Paper=21
Video Taped Lesson with Lesson Plan and Reflection=100
Show & Tell=10
Student Teaching Artifact Portfolio=No
points

Total Possible Points

241 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. 15th & Sept. 29th

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. 15th**

Due dates for paper:

Sept. 15, 22, 29; Oct: 6, 13, 20, 27; Nov.3

4. Online Assignments-TBA (10 points each) Due Date: Sept.22nd, Oct. 27th, Nov.10th, and November 22nd

5. 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: November 17th**

6. **Video Taped Lesson with Lesson Plan and Reflections: 100 points**

In order to prepare you for varied opportunities as you move into the final phase of your studies, you will plan a short lesson (about 15 minutes) that you will present and video tape in your practicum placement and then place on LiveText.

The lesson plan must be complete and meet the guidelines established on Sakai which will be aligned with certain factors in Danielson Domains 2 & 3 and will be written using the Special Education lesson plan posted on Sakai. You will have a choice of working on either an inclusion, resource room, or self-contained class lesson plan depending on your placement. Your presentation will be assessed using a rubric/guide aligned with the Danielson framework reviewed in class.

Your video presentation: 60 points

Lesson Plan: 20 points

Reflection: 20 points

7. Student Teaching Artifacts-

The following should be collected and organized to place in your Portfolio:

Professional Log:

- Students will keep a log of their student teaching experience that includes photographs, artifacts, and narratives.

Plan/Record Book:

- Students will maintain a plan/record book that accurately reflects scheduling (particularly for students who receive supports in or out of the classroom) and records, assessment/grading (that clearly monitors each student's progress), class objectives/activities and demonstrates anecdotal practices. Included should be IEP modifications and any changes to the curriculum for each classified student on their role. Wherever possible, elementary students should be monitoring their own progress.

Family Communication:

- Students will archive selected artifacts pertaining to their efforts to communicate with families such as emails, letters, websites, permission slips, weekly or monthly curriculum briefings, etc. Students will also keep records of communication with ELL families, families of diverse backgrounds and families of classified students. For example, a daily log sent home for classified students noting both positive and negative progress and requested family support.

Community Service/Reciprocity

- Students will participate in the organization and/or implementation of a school-wide or community activity such as a school play-day or after school social activity for special education students. Teaching Candidates should collect evidence from these events (video, power points, and photographs) and include them in their Domain 4 Portfolio with a reflection about the event.

Community Service/Reciprocity:

- Students will be required to participate in the school community during practicum and internship including co-planning, service to the school, participation in school/district projects, and ideas for employing the CCSS instruction. Whenever possible, students should attend faculty meetings or in-service programs. Students should maintain a record of these events as well as photographs or other documents and reflections for their Domain 4 Portfolio. Students will be required to develop a reciprocity plan in conjunction with their internship cooperating teacher, to provide service in gratitude for internship sponsorship. Examples are: volunteering during concerts, tutoring individual students during the spring semester, creating a bulletin board or newsletter, developing a program website, etc. The reciprocity plan and related evidence should be included in the Domain 4 Portfolio.

Professional Development Documentation:

- Student will document that they have attended a professional development program at their school or through their professional membership (NJEA or CEC convention)

Student Support

- Student Teachers will check-up on their classified students who are attending support classes or are placed in included classes. They will follow through with at least one student in terms of their progress in one specific class and document in their Record/Plan Book how they supported that student in an alternate setting on an ongoing basis.

Co-teaching Decision Making

- When working as a team member/co-teacher in an included class the student will take an active part in decision making and instruction. This decision making will be documented in their Record/Plan Book.

Student Teaching Artifacts Due Dec. 15th

LiveText REQUIREMENTS:

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

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 8 th	Course Introduction Special Ed. Teaching- Collaborative Problem Solving (CPS)	NO READING
Sept 15th	Planning for instruction	Sakai
Sept. 22nd *(online)	Setting up for Instruction	Sakai
Sept. 29th	*Collaboration and Coteaching To Enhance Instruction (Guest Speaker)	Sakai
Oct. 6th	I am An Artist (Guest Speaker)	Sakai
Oct. 13th	Assistive Augmentative Communication and Technology (Guest Speaker)	Sakai
Oct. 20th	Dealing with Problem Behavior (Guest Speaker)	Sakai
Oct. 27th *(online)	Class management	Sakai

Nov. 3rd	Working with Parents (Guest Speaker-Nancy Congo)	Sakai
Nov. 10th *(online)	Working with Students With Severe Cognitive Impairments	Sakai
Nov. 17th	Careers education workshop Resume writing and mock interviews workshops	Sakai
Nov. 22nd (Tuesday) * (online)	Working with students who are deaf or hard of hearing	Sakai
Nov. 24th	Thanksgiving-no class	Sakai
Dec. 1st	Individualized Education Plans (IEPs)	
Dec. 8th	First Year Teacher (Guest Speaker)	Sakai
Dec. 15th	Student Teacher Artifacts Portfolio	Sakai