Description

Participation in special education programs for students with disabilities; supervised by a special educator. Integration and application of skills and knowledge gained in credential coursework. May be repeated in other specialties. Mild/Moderate/Moderate/Severe

Course Purpose

Regularly scheduled weekly participation in special education settings under the direction of a special education teacher. Students in a credential program will be assigned to a site, during which they will be involved in a planned sequence of observation and participation activities with students with disabilities in various special education settings. Approximately 15% of this time will be spent meeting with the special education teacher to plan for instruction, review student progress, confer with other educators and parents, or to attend educational planning meetings. The remainder of their time will be spent in activities in which they will assume increasing levels of responsibility for providing instruction to students in various special education settings. This instruction may be delivered 1-1, small group, and/or whole group.

Course Design

The SPED 771 directed internship is offered in separate sections for each of the credential authorizations. Interns will participate in special education program settings. In most instances, the M/M or M/S credential candidates will initially be guided by a credentialed master teacher who holds special education teaching credentials. This master teacher will facilitate the planned sequence of observation and participation activities with assignments to various aspects special education programs within the school setting. The internship experiences, due to the nature and needs of the individuals served, will vary in structure. All credential candidates will participate in typical school based programs with students with and without disabilities. Candidates pursuing the mild/moderate credential will participate in small group reading instruction as part of the practicum experience.

Program courses (assessment, the special education and general education methods courses, behavior management, etc.) will provide didactic instruction with application assignments to be
completed in the internship setting. During this semester, credential candidates will be directly teaching individual and small groups of students in addition to observing master teachers/caregivers, parent conferences (as appropriate) and student study and IEP or multidisciplinary teams. Individual course requirements will include self-videotaping of components of instruction in the designated setting, lesson planning, and informal assessment of academic, social skills, and study skills behaviors. Candidates will be instructed on how to record and analyze their own instruction.

For those students participating in District Internship Programs, their SPED 771 experience will be conducted in their own classroom. The didactic course assignments will be conducted in their own classroom. These individuals will also complete the Working Portfolio described below.

All students in SPED 771 A/B will create an electronic portfolio. This portfolio will be created using the Taskstream platform. All students will be required to subscribe to Taskstream.

**Objectives**

- Observe the classroom setting(s) and summarize the responsibilities of the teacher(s) and other instructional personnel in the setting(s).
- Identify instructional activities that enhance and support the effective education of students from diverse cultural and linguistic backgrounds.
- Develop specific objectives for instruction and/or placement in instructional sequences/materials.
- Observe, administer, and summarize informal assessment tools/procedures used in the program.
- Adapt or to design instructional materials.
- Implement instructional sequences.
- Identify teaching strategies that capitalize on the strengths, linguistic and cultural background of the student with disabilities, and minimize limitations.
- Write lesson plans for individual or group instruction.
- Collect, record, and display student performance data at appropriate intervals.
- Modify instruction based on student performance data.
- Monitor activities in the classroom while involved in teaching a student or group.
- Implement the classroom behavior management program.
- Manage behavior through the manipulation of antecedents and consequences.
- Provide positive feedback on desirable academic and classroom behavior.
- Establish and maintain rapport with students, parents, staff, and professionals.
- Carry out all assigned responsibilities in a timely manner.

**California Standards** for the Teaching Profession 1 – 3 will be addressed during this term.

**Course Expectations**

1. Attendance and participation at site placement.
2. In addition to the weekly practicum activities at the individual site, this course will have seminar meetings (see schedule below). Students are expected to follow the assigned observation/participation schedule and attend all seminar sessions. Seminar sessions cannot be made up. Credit for this course is contingent upon attendance and participation in all scheduled seminars and the creation of your electronic portfolio with the items listed below.

3. An Electronic Portfolio on Taskstream that includes sections: 1,2,3,4,5,6,
   a. **Planning** – School calendar/classroom arrangement/classroom schedule (when will you teach what?)
   b. **School Site Data** - available from your school’s School Accountability Report Card (SARC)
   c. **Reflective Journal** - 1 entry per week for 10 weeks = 10 entries
   d. **Assessment** – Upload 3 different assessments. These can be assignments you completed in your SPED assessment course or assessments you have implemented as part of your teaching/practicum experiences.
   e. **Management Plan** – This is most likely the Behavior Intervention Plan you did for SPED 553. However, it could also be a behavior support plan or another type of behavioral document you created for a student.
   f. **Instruction/lesson plans** – Create 3 lesson plans/instructional assignments These can be from your SDSU SPED courses or lessons you developed as part of your practicum experience. Be sure that all of your lesson plans identify the standards (either CAPA or CCSS general education) that are being addressed as part of the lesson.
   g. **IOFs** - Instruction Observation Forms and Live Observation feedback from Self and Coach
   h. **Pre-** (no later than March 25) and **Post-data** (week of April 30) on at least two students
   i. **Self-evaluation** – 2 grows & 2 glows

4. In addition to the electronic portfolio, create a binder that has all 9 items above.
5. Perform all tasks and duties at assigned settings in a timely and professional manner.

**Grading Standards**

Credit - Satisfactory performance at assigned school site, attendance, participation in all seminars, and development of the electronic portfolio with all of the required items indicated in #3 above

No-Credit – Unsatisfactory performance at assigned school site, lack of professional behavior regarding seminar, unacceptable electronic portfolio.

**Student Conduct**

Students preparing to become special educators are expected to conduct themselves in a highly ethical manner that is consistent with the Council for Exceptional Children Code of Ethics and Standards of Professional Practice as well as with SDSU Statement of Student Rights and Responsibilities.
In this course, each student is expected to contribute to a positive learning environment. Being on time to class, not leaving class early, turning off cell phones and beepers, and, in all class-related interactions, treating others in a manner that is courteous and that promotes mutual respect and equality of others will facilitate this process. Inclusive in this course is the student’s conduct while in a participating school/school district. Students’ dress and behavior must be consistent with expectations and must conduct themselves in a professional manner. Further, students are expected to exhibit academic conduct that reflects the highest levels of honesty and integrity. The Student Disciplinary Procedures for The California State University specifically prohibit cheating or plagiarism and provide that such acts may result in a student being expelled, suspended, placed on probation, or given a lesser sanction.

**Special considerations:**

The Americans with Disabilities Act mandates accessibility in all aspects of the learning environment. If you have a documented disability that requires assistance, you will need to contact the Student Disability Services (SDS) for coordination in your academic accommodations. The SDS phone number is 619-594-6473. Or contact Barbara Romero (768-5509) or Miguel Rahiotis (768-5507)
Topical Outline & Schedule

March 4, 4:00 to 6:15 pm

☐ Review syllabus & course requirements
  ☐ Bring portfolio binder to EVERY CLASS MEETING
☐ Develop communication/Learning plan

By March 18

☐ Learning Plan DUE
☐ VIDEO #1, IOF self-eval & lesson plan DUE to Fragoso

By March 25, 4:10 to 6:15 pm

☐ Share the following:
  ☐ pre-data on two students
  ☐ reflective journal entries (note # of entries by date)
☐ Video view & feedback

By April 22

☐ VIDEO #2, IOF self-eval & lesson plan DUE

By April 29

☐ On-site observation & feedback with Coach
☐ Video view & feedback

May 6

☐ VIDEO #3, IOF self-eval & lesson plan DUE
  ☐ reflective journal (note # of entries by date)

By May 13

☐ Portfolio binder evaluation.
☐ Video view and feedback #3
☐ Share 2 grows & 2 glows DUE (MUST BE TYPED w/copy for Fragoso)

*Instructor reserves the right to modify and change course schedule*