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**ED 499 – Internship I**

**January, 2022**

**Harbert 102 and Assigned School Sites**

**Dr. Amelia Spencer**

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**205-746-1976**

**College Catalog Description:** A capstone experience in clinical practice that involves full-time assignment to a collaborative classroom or resource room for four weeks under the joint supervision of a certified teacher and two college supervisors. Students design, plan, and implement coordinated learning experiences for special-needs children, attend regular seminars, engage in independent conferences and parent meetings (as appropriate) and participate in the development of Individualized Education Programs for students. Students also prepare a notebook that includes assigned observations, school-related information, and a daily reflective journal. Prerequisites: Senior standing and approval for student teaching internship. Exploration term.

**Comprehensive Description (Specific ACTS/INTASC indicators/topics covered/standard numbers):**This course gives candidate the ability to use understanding of development and individual differences to respond to the needs of individuals with exceptionalities; collaborate with general educators and other colleagues to create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions; use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments; know how to intervene safely and appropriately with individuals with exceptionalities who are in crisis; plan instruction for individual functional life skills, adaptive behavior, and enhanced social participation across environments; demonstrate appropriate body mechanics to promote student and teacher safety in transfer, lifting, positioning, and seating as well as use proper positioning techniques and equipment to promote participation in academic and social environments; Understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities. [“General curricula” means the academic content of the general curricula including math, reading, English language arts, science, social studies, and the arts.  “Specialized curricula” means the content of specialized interventions or sets of interventions including, but not limited to academic, strategic, communicative, social, emotional, and independence curricula.]; modify general and specialized curricula to make them accessible to individuals with exceptionalities; select and use technically sound formal and informal assessments that minimize bias; collaborate with colleagues and families to use multiple types of assessment information in making decisions about individuals with exceptionalities; engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them; use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities; use augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities;  use strategies to enhance language development and communications skills of individuals with exceptionalities; develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams; teach to mastery and promote generalization of learning; teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities; use Professional Ethical Principles and Professional Practice Standards to guide their practice; Understand how foundational knowledge and current issues influence professional practice; understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services; understand the significance of lifelong learning and participate in professional activities and learning communities; advance the profession by engaging in activities such as advocacy and mentoring; provide guidance and direction to paraeducators, tutors, and volunteers; Use theory and elements of effective collaboration; serve as a collaborative resource to colleagues; use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.

**Standards: Special Education Standards**- 1.1.2, 2.1.1, 2.1.2, 2.1.3, 2.3.1, 2.3.2, 3.1.1, 3.1.3, 4.1.1, 4.1.3, 4.1.4, 5.1.1, 5.1.2, 5.1.3, 5.1.4, 5.1.5, 5.1.6, 5.1.7, 6.1.1, 6.1.2, 6.1.3, 6.1.4, 6.1.5, 6.1.6, 7.1.1, 7.1.2, 7.1.3

**Teacher Education Department Conceptual Framework/Guiding Principles**



***Purposeful and intentional teaching focused through a liberal arts lens***

The Conceptual Framework the Guiding Principles of teacher education shared by Birmingham-Southern College and the Department of Education. It is a collection of “this we believe” statements which, together, shape the vision of the liberally educated teachers we seek to produce.

These statements reflect our Department’s philosophical stance, support decisions of continuing acceptance into the Teacher Education Program, shape the nature of classroom teaching within the Department, influence field experiences, internships, and seminars, and help determine text selections. Embedded within the Conceptual Framework are professional and personal dispositions we believe to be crucial attributes of an effective teacher and to be in concert with the liberal arts mission of the College.

We believe that purposeful and intentional teachers:

*1. Demonstrate Intellectual Curiosity*

We believe that purposeful and intentional teachers are intellectually curious. We define Intellectual Curiosity as any interest that leads to inquiry. We believe this intellectual curiosity, this wakefulness of mind, is a vital quality of an effective teacher. Intellectually curious individuals exist in a state of constant learning, reading, and researching. Intellectually curious individuals persistently seek solutions to problems and connections between and among divergent topics.

*2. Demonstrate Philosophical, Pedagogical, and Academic Grounding*

We believe that purposeful and intentional teachers know, know why, and know how.

Purposeful and intentional teachers know – they have wrestled with knotty questions and complex academic content from a variety of disciplines.

Purposeful and intentional teachers know why – they have developed a philosophical stance which informs their teaching decisions.

Purposeful and intentional teachers know how – they have acquired a repertoire of teaching moves informed by their pedagogical studies. These teaching moves include the ability to select and use resources and technologies to support teaching and learning.

Purposeful and intentional teachers can clearly articulate their beliefs about teaching and learning, cite supporting research and philosophical underpinnings, and speak to informed applications in a variety of classroom settings.

*3. Practice Reflective and Intentional Teaching*

We believe that purposeful and intentional teachers hold a set of principles which guide the decision-making process and which inform practice. We believe that effective teachers do what they do on purpose – each teaching move is intentional and reasoned. We believe that “intentional teachers are thoughtful, reflective people who are conscious of the decisions they make and the actions they take; they live and teach by the principles and practices they value and believe in” (Miller 2008).

*4. Practice Advocacy for the Community, the Profession, and for All Children*

We believe that purposeful and intentional teachers know, respect, participate in, and advocate for the communities in which they teach.

We believe that purposeful and intentional teachers serve as advocates for the teaching profession. They participate in professional organizations and contribute to the “professional conversations” of their peers. Their actions and attributes are models of advocacy.

We believe that purposeful and intentional teachers know, respect, and advocate for ALL children. They advocate for whatever is necessary to meet the needs of individual members of their learning community.

**Standards**

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| **Standard Number** | **Standard** | **Course Assignment** | **Assessment Instrument** |
| 1.1.2 | Use understanding of development and individual differences to respond to the needs of individuals with exceptionalities. | Lesson Plans | FICA  Supervisor Observations |
| 2.1.1 | Collaborate with general educators and other colleagues to create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions. |  | FICA  Supervisor Observations |
| 2.1.2 | Use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments. |  | FICA Supervisor Observations |
| 2.1.3 | Know how to intervene safely and appropriately with individuals with exceptionalities who are in crisis. |  | FICA  Supervisor Observations |
| 2.3.1 | Plan instruction for individual functional life skills, adaptive behavior, and enhanced social participation across environments. |  | FICA  Supervisor Observations |
| 2.3.2 | Demonstrate appropriate body mechanics to promote student and teacher safety in transfer, lifting, positioning, and seating as well as use proper positioning techniques and equipment to promote participation in academic and social environments. |  | FICA  Supervisor Observations |
| 3.1.1 | Understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities. [“General curricula” means the academic content of the general curricula including math, reading, English language arts, science, social studies, and the arts.  “Specialized curricula” means the content of specialized interventions or sets of interventions including, but not limited to academic, strategic, communicative, social, emotional, and independence curricula.] |  | FICA  Supervisor Observations |
| 3.1.3 | Modify general and specialized curricula to make them accessible to individuals with exceptionalities. |  | FICA  Supervisor Observations |
| 4.1.1 | Select and use technically sound formal and informal assessments that minimize bias. |  | FICA  Supervisor Observations |
| 4.1.3 | Collaborate with colleagues and families to use multiple types of assessment information in making decisions about individuals with exceptionalities. |  | FICA  Supervisor Observations |
| 4.1.4 | Engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them. |  | FICA  Supervisor Observations |
| 5.1.1 | Consider an individual’s abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with exceptionalities.  (Instructional strategies include intervention used in academic and specialized curricula.) |  | FICA  Supervisor Observations |
| 5.1.2 | Use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities. |  | FICA  Supervisor Observations |
| 5.1.3 | Use augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities. |  | FICA  Supervisor Observations |
| 5.1.4 | Use strategies to enhance language development and communications skills of individuals with exceptionalities. |  | FICA  Supervisor Observations |
| 5.1.5 | Develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams. |  | FICA  Supervisor Observations |
| 5.1.6 | Teach to mastery and promote generalization of learning. |  | FICA  Supervisor Observations |
| 5.1.7 | Teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities. |  | FICA  Supervisor Observations |
| 6.1.1 | Use Professional Ethical Principles and Professional Practice Standards to guide their practice. |  | FICA  Supervisor Observations |
| 6.1.2 | Understand how foundational knowledge and current issues influence professional practice. |  | FICA  Supervisor Observations |
| 6.1.3 | Understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services. |  | FICA  Supervisor Observations |
| 6.1.4 | Understand the significance of lifelong learning and participate in professional activities and learning communities. |  | FICA  Supervisor Observations |
| 6.1.5 | Advance the profession by engaging in activities such as advocacy and mentoring. |  | FICA  Supervisor Observations |
| 6.1.6 | Provide guidance and direction to paraeducators, tutors, and volunteers. |  | FICA  Supervisor Observations |
| 7.1.1 | Use theory and elements of effective collaboration. |  | FICA  Supervisor Observations |
| 7.1.2 | Serve as a collaborative resource to colleagues. |  | FICA  EDA  Supervisor Observations |
| 7.1.3 | Use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators. |  | FICA  EDA  Supervisor Observation |

**Books Required for Class:**

Blimes, Jenna (2012). *Beyond Behavior Management***.** Ingram Publishing.

Pierangelo, R., & Giuliani, G. A. (2007). *Understanding, developing, and writing effective IEPs*. Corwin Press.

**Grading Scale:**

Final grade will be determined by the percentage of points earned from the total and will be reported according to the following criteria: A=93-100; A- = 90-92; B+ = 87-89; B= 83-86; B-= 80-82; C+= 77-79; C=73-76; C-= 70-72

**Honor Code:**

Please be reminded that the BSC Honor Code applies to this class as well as to all your classes. You should review the Honor Code since it applies to your time in class, your behavior outside of the class, and to your work submitted to meet class requirements. You should pay particular attention to the section in the Student Handbook defining plagiarism (page 2) since you will be completing written and oral assignments for this course. If you are found to be “in violation” of the Honor Code, you will not pass this course.

**COURSE REQUIREMENTS:**

* Lesson Planning and Implementation:  During this placement, you are required to demonstrate the ability to effectively plan and implement learning activities and assessments in the classroom. Lesson plans assist in the identification of specific learning outcomes, materials, procedures, and assessment techniques to be used in planning effective lessons. Interns will be required to plan for and teach five lessons for either a small group OR an individual student. The decision to teach a small group or an individual student for these lessons will be made in collaboration between the cooperating teacher, the college supervisor, and the student teaching intern. These lessons will be the focus of your observations by the college supervisor during the second or third week of the internship.
* In collaboration with the cooperating teacher, the intern will be required to write do one student assessment or behavior observation and write up the results. The specific assignment will be decided in conjunction between the cooperating teacher, the college supervisor, and the student teaching intern.
* Attend IEP meetings, Parent Meetings, Eligibility meetings, and Building Based Support Meetings when possible.
* Weekly Seminar Meetings Wednesdays 3:30-5:00. Please prepare to discuss the assigned text. This seminar will be guided by your thoughts, issues, and questions.

**Tentative Class Schedule**

**ED 499, Internship I**

**Tuesday, January 4- 10:30-3:00**

8-10:00- in new placement

Internship snapshot

Introduction to assignments and readings

Discussion of Letter to Parents

Submit parent letter to Dr. Spencer via e-mail ASAP

**Wednesday, January 5, 3:30-5:00**

Classroom Schedule due

Beyond Behavior Management, Chapters 1 & 2;

Understanding, Developing, and Writing Effective IEPs- Chapters 1-3

**Wednesday, January 12- 3:30-5:00**

Beyond Behavior Management, Chapter 3

Understanding, Developing, and Writing Effective IEPs- Chapter 4

**Wednesday, January 19- 3:30**

Beyond Behavior Management, Chapters 4 & 5

Understanding, Developing, and Writing Effective IEPs- Chapter 5- Steps 1-7

**Wednesday, January 26, 2021- 3:30**

Beyond Behavior Management, Chapters 6 & 7

Understanding, Developing, and Writing Effective IEPs- Chapter5- Steps 8-15

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