SPED 4789 – INTERNSHIP SEMINAR

Semester Hours: 3

Semester/Year: Spring 2015

Time/Location: This class meets face to face on Tuesdays and online on Thursdays. Face to face meetings will be held from 4:00pm to 6:00pm on January 6 & 20, February 10 & 24, March 10 & 24, and April 14.

Instructor: Dr. Sandra Hess Robbins

Office Location: 226 Education Annex

Office Hours: Monday 10:00-2:00
Tuesday 12:00-4:00
Thursday 11:00-1:00 (Online)
Other face to face and online times available by appointment

Telephone: Direct Line: (678) 839-6164
Department Line: (678) 839-6559

E-Mail: srobbins@westga.edu

Online Support
D2L Home Page
https://westga.view.usg.edu/

D2L UWG Online help
http://uwgonline.westga.edu/students.php

D2L 24 hour Help
https://d2lhelp.view.usg.edu/

UWG Distance Learning
http://uwgonline.westga.edu/

Distance Learning Library Services
http://libguides.westga.edu/content.php?pid=194430

Resources for Distance & Off-Campus Students
http://libguides.westga.edu/content.php?pid=194459

Ingram Library Services
http://www.westga.edu/library/

University Bookstore
http://www.bookstore.westga.edu/
COURSE DESCRIPTION

Prerequisites: Admission to Teacher Education; Blocks I-III or permission of instructor. Must be taken concurrently with SPED 4786.

Information and issues related to student teaching in an approved setting in which students identified as having specific disabilities appropriate to certification in Special Education are being served.

COE Vision
The College of Education at the University of West Georgia will be recognized for Leading a New World of Learning, with relevant and innovative programs that contribute to educational improvement and the betterment of society.

COE Mission
Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for meaningful careers in diverse settings. Spanning undergraduate through doctoral study, we are committed to depth of knowledge and excellence in teaching, professional practice, and applied research.

The vision and mission of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. National and state standards (CEC, INTASC) are incorporated as criteria against which candidates are measured. This course’s objectives, activities, and assignments are related directly to the appropriate standards, as identified below.

APPROACHES TO INSTRUCTION

Instructional approaches used for this class include discussion, reflection, field-based practice, lecture, online resources and participation in activities designed to increase teaching skills and improve skills of P-12 students. This course will be delivered approximately 50% online. This requires the online equivalent of 1125 minutes of instruction (seat-time) and an additional 4500 minutes of supporting activities.

As such, you will be required to complete the following online activities during this course:

Online Discussion and Reflection Activities 425 minutes
Online Activities 700 minutes

Additionally, it is anticipated that students will need to work independently for twice the number of minutes listed above to complete the online activities.

COURSE OBJECTIVES

Students will:

1. attend meetings related to areas of need (or deficiency) pertinent to the internship experience, as well as to later teaching experiences (College of Education, 2009; Friend & Cook, 2003; Wong & Wong, 2004)
2. Discuss issues related to internship, including topics derived from didactic coursework, topics of group interest, and topics introduced by guest speakers/the course instructor (College of Education, 2009; Friend & Cook, 2003; Rosenberg, O’Shea, & O’Shea, 2006; Ysseldyke, Algozzine, & Thurlow, 2000; Turnbull, Turnbull, Erwin, & Soodak, 2006; Winzer & Mazurek, 1998; Wong & Wong, 2004) (Standards: CEC 1-7 (depending in part on topics))

3. Complete a portfolio designed to demonstrate mastery of program content and support job interviewing (Rosenberg et al., 2006; Westling & Fox, 2004; Wong & Wong, 2004) (Standards: CEC 1-7)

4. Promptly and accurately submit assignments related to the student teaching internship (College of Education, 2009; Rosenberg et al., 2006; Wong & Wong, 2004) (Standards: CEC 6)

*CEC refers to the seven standards of the Council for Exceptional Children.

**TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES**

**Required Text**


**Instructional Resources**

Handouts

Posted Items (CourseDen)

Other items as designated

**References**


ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

<table>
<thead>
<tr>
<th>Points</th>
<th>Assignment Details</th>
</tr>
</thead>
</table>
| 30 | **Attendance, Punctuality, Participation:** Regular and punctual attendance at your internship placement as well as ALL seminar meetings is expected. Participation in [face-to-face and online discussion/activities](#) on D2L reflect a positive professional demeanor. Participation includes professional behavior and participation in large group, small group and individual in-class and out of class (online) activities/assignments. This includes participation in all required remediation activities if necessary (e.g., IEP remediation group meetings and activities).

**Issues with attendance, punctuality, or participation may be grounds for failure of this course.**
(Course Objectives 1-2; instructor records based on observation and reports from cooperating teacher and university supervisor)

| 30 | **Student Teaching Notebook:** This notebook will contain the following information and be kept at the school location for the University Supervisor to evaluate during observation visits. Attendance Log (see form below), Class Schedule, School Map, All lesson plans, and Schedule for taking over full teaching responsibilities.

**Weekly Reflections** – each reflection should be **approximately 1 page long** and include any significant changes that occurred during the week, what new things you did, any positives and negatives experienced, and a description of anything that you would do differently the next time. Also make note of anything else your University Supervisor should know. Label each reflection by the week number and date (e.g., week 1 – January 7 - 11, week 2 – January 14 - 18, etc.) and include these in your student teaching notebook
(Course Objective 4; timely completion of report)

**Failure to provide thoughtful weekly reflections or to write appropriate lesson plans may be grounds for failure of this course.**
(Course Objective 3; written feedback)

| 10 | **IEP Assignment** – With a partner, you will submit a brief present level of performance and IEP goals and objectives for a fictional student. More information will be provided in class.

| 30 | **EdTPA Portfolio** – Information about the EdTPA portfolio requirements and timeline will be provided in class and in CourseDen |
Grading

This course is Pass/Fail

If you earn at least 75% of the possible points (100 points) for this course AND pass all portfolio assignments, you will successfully pass this course.

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

Please carefully review the information at Common Language for Course Syllabi (http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf). It contains important information related to your rights and responsibilities in this class. Because these statements are updated as federal, state, university, and accreditation standards change, you should review the information each semester. In addition to the above information the following policies apply to this course.

University policy requires that all students have regular access to a computer with at least a certain capability level (see Undergraduate Catalog, Student Handbook, etc.). All students are required to make use of technological advances in coursework. Students will be required to make use of computer resources in several different ways, including communication (e.g., class announcements) via e-mail and accessing some materials needed for class online.

Person-First Language: Language that is consistent with IDEA and emphasizes people more than disabilities (“people-first” language) is to be used on assignments prepared outside of class. Points will be subtracted for inappropriate work.

Academic Honesty: All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. Self-plagiarism includes the submission of work for this class which has been submitted as work for a previous class. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest Student Handbook and the Graduate Catalog. In this class, plagiarized work will automatically receive a 0 without an opportunity to make up the work, and will also be grounds for failure of the course.

Plagiarism and Grading: Submission of work taken directly from another source will be considered plagiarism and grounds for no credit (zero points) on the assignment. However, students are encouraged to use a variety of resources, including the Internet, in obtaining ideas and illustrations which will help to complete assignments. Resources should be referenced on all materials submitted to the instructor.

Late Work and Grading: Students are expected to submit assignments on time. Valid reasons for submitting work late must be cleared by the instructor in advance. Assignments will be graded by the course instructor based on the information provided in this syllabus and in additional handout materials and/or discussion. All assignments are due by midnight on the due date. Late assignments will have 20% of the points deducted for each calendar day late.
**APA and Grading:** Work done outside of class must be reasonably correct (not detract from content) in mechanics (e.g., spelling, grammar, punctuation, etc.). Points will be deducted for inadequate work. All assignments completed outside of class must be typed, double spaced, using Times New Roman font (size 12). All work (done both inside and outside of class) must be reasonably legible.

**Americans with Disabilities Act:** The official UWG policy is contained in the link to the Common Language for Course Syllabi located on the Provost’s website. All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. For more information, please contact Disability Services at the University of West Georgia: [http://www.westga.edu/studentDev/index_8884.php](http://www.westga.edu/studentDev/index_8884.php). Any student with a disability documented through Student Services is encouraged to contact the instructor right away so that appropriate accommodations may be arranged.

**Extra Credit:** Opportunities for extra credit are not typically a component of this course; however, if an opportunity arises, all students will be afforded an equal opportunity to earn extra points.

**Professional Conduct:** Students are expected to behave in a professional manner at all times. In an online environment, this means following the rules of netiquette and showing respect for your classmates and instructor within online discussions as well as email communications. Remember to use proper grammar and spelling, always cite your resources, and share your personal and opposing points of view without attacking others.

**Attendance and Punctuality:** Each student is expected to come prepared to class by having read the assigned readings and cases and having completed the assignments. Students also are expected to be punctual. It demonstrates respect for the instructor and classmates and facilitates classroom learning. **Coming more than 10 minutes late to class twice will equal one absence.** It is the student’s responsibility to contact the instructor when extenuating circumstances take place. If you will consistently be unable to attend for the full class time or expect to miss 2 or more classes, it is recommended that you drop the class and take it during a semester with fewer conflicts. Under usual circumstances, no make-up activities will be allowed in lieu of class attendance.

Students who miss class (or any portion of class) are responsible for the content. While the instructor is willing to provide additional time for students needing more information about a particular assignment or particular content, this time is not designed to replace regularly scheduled class time. Any student who misses a class should take steps to get notes, etc. from another student(s). If additional assistance is still necessary, an appointment may be scheduled. Class time is not to be used to go over material with students who have missed class. Content/activities that are missed will not be retaught or reviewed unless judged appropriate for the group as a whole.

**Student Email Policy:** University policy requires that all students have regular access to a computer with at least a certain capability level (see Catalog, Student Handbook, etc.). University of West Georgia students are provided a MyUWG email account, which is the official means of communication between the University and student. It is the student’s responsibility to check this email account for important University related information. Students will be required to make use of computer resources in this class, including communication (e.g., class announcements) and accessing materials needed for class via D2L. Most assignments will need to be submitted electronically.
Statement on Liability Insurance: Students in College of Education programs need tort liability insurance. They, not the State University of West Georgia, are responsible for things done while participating in professional clinical experiences. Financial penalties can be extreme, particularly when public school students are injured. Students are to obtain professional tort liability insurance through one of the professional organizations or from some other source. Information concerning these organizations is available from each College of Education department.

CLASS OUTLINE

This class meets face to face on Tuesdays and online on Thursdays

Face to face meetings will be held from 4:00pm to 6:00pm on January 6 & 20, February 10 & 24, March 10 & 24, and April 14

<table>
<thead>
<tr>
<th>Dates</th>
<th>Topics/Activities</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 6 &amp; 8</td>
<td>Introduction to Seminar/EdTPA</td>
<td>EdTPA Candidate Release</td>
</tr>
<tr>
<td>Jan 13 &amp; 15</td>
<td>EdTPA Handbook and Support Guide</td>
<td></td>
</tr>
<tr>
<td>Jan 20 &amp; 22</td>
<td>Lesson Plan Writing</td>
<td></td>
</tr>
<tr>
<td>Jan 27 &amp; 29</td>
<td>Time Management</td>
<td></td>
</tr>
<tr>
<td>Feb 3 &amp; 5</td>
<td>Integrating technology in the classroom</td>
<td></td>
</tr>
<tr>
<td>Feb 10 &amp; 12</td>
<td>Developing a quality Resume and Cover Letter</td>
<td></td>
</tr>
<tr>
<td>Feb 17 &amp; 19</td>
<td>Behavior Management</td>
<td></td>
</tr>
<tr>
<td>Feb 24 &amp; 26</td>
<td>EdTPA Student work groups</td>
<td></td>
</tr>
<tr>
<td>Mar 3 &amp; 5</td>
<td>Developing your Teaching Philosophy</td>
<td></td>
</tr>
<tr>
<td>Mar 10 &amp; 24</td>
<td>IEP Meetings and Legal Requirements</td>
<td></td>
</tr>
<tr>
<td>Mar 17 &amp; 19</td>
<td>WEST GEORGIA SPRING BREAK – NO CLASSES</td>
<td></td>
</tr>
<tr>
<td>Mar 24 &amp; 26</td>
<td>Mock Interview Night</td>
<td>IEP Assignment</td>
</tr>
<tr>
<td>Mar 31 &amp; Apr 2</td>
<td>Motivating students to read: Literacy tips and book sharing</td>
<td></td>
</tr>
<tr>
<td>Apr 7 &amp; 9</td>
<td>Classroom Organization</td>
<td></td>
</tr>
<tr>
<td>Apr 14 &amp; 16</td>
<td>Closure...</td>
<td>Student Teaching Portfolio</td>
</tr>
<tr>
<td>Apr 21 &amp; 23</td>
<td>FINALS WEEK – NO CLASS</td>
<td>Attendance Log</td>
</tr>
<tr>
<td>April 25</td>
<td>Happy Graduation!!</td>
<td></td>
</tr>
</tbody>
</table>
Attendance Log

Name: 917 number:

Total number of hours:

<table>
<thead>
<tr>
<th>Date</th>
<th>Arrival time</th>
<th>Departure time</th>
<th>Cooperating Teacher’s Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>