

ESE 441/461 Intervention Specialist Internship 1: Professionalism and Practice

6 Credits

Course Description

Prerequisites: ESE 351/361, ESE 352/371, ETE 353; Co-requisites: ESE 442/462; 2.75 Cumulative GPA; 3.0 Professional GPA. In general clinical settings, students are able to practice appropriate examination, evaluation, and intervention, technical, and communicative skills. Safe, ethical, and legal educational practice occurs under the supervision of clinical instructor(s). The Internship prepares the interns for the practice of teaching, by stressing practical applications of theory and research to the planning, delivery, and evaluation of instruction. In Internship I, interns explore the various roles of the teacher and begin formulating a personal philosophy for teaching while working school classroom under the direction of a mentor teacher and a faculty instructor or a university supervisor. These courses provide structure to the application of academic content to relevant clinical practice situations. Students will spend 180 hours in the field (School and non-school settings) in Internship I. All students enrolled in this class must have a valid and unexpired Clearance Report from the Bureau of Criminal Identification and Investigation (BCI) and the Federal Bureau of Investigation (FBI) on file with the college advising office.

Relationship to the Concurrent Seminar

Students enrolled in this course must also be concurrently enrolled in ESE 442/462, the seminar companion to this field experience. The seminar will require assignments that must be completed in the students' field placements (e.g., lessons taught, student behavior observed). Students must pass both Internship 1 components (ESE 441/461 and ESE 442/462) in the same semester to be eligible to move forward into Internship 2. Students who do not receive a passing score in either ESE 441/461 or ESE 442/462, must repeat both concurrent courses in order to progress to Internship 2.

Course Goals and Objectives

As a result of attending this seminar, participating in the accompany field placement, and completing course assignments, students will demonstrate a knowledge of items stated below; will demonstrate an ability to perform skills stated below; and, will present attitudes and values reflective of those stated below.

Course Objectives

- 0.1 - I can identify the Resident Educator Licensure Program.
- 0.2 - I can identify the Value-added Progress Dimension.
 - 1.1 - I can provide evidence that shows my knowledge of how students with mild/moderate disabilities learn and of the developmental characteristics of the age groups with which I am working. (Knowledge)
 - 1.2 - I can identify students' prior knowledge and abilities and use this knowledge to meet the needs of students. (Knowledge, Skills)
 - 1.3 - I can prepare lessons that reflect the expectations that all students will achieve to their full potential. (Disposition)
 - 1.4 - I can model respect for students' diverse cultures, language skills, and experiences through the cognitive, social and Emotional and physical environment I create. (Disposition)
 - 1.5 - I can identify characteristics of gifted students, students with disabilities and at risk students in order to assist in appropriate instruction. (Knowledge, Skills)
- 2.1 - I can demonstrate the need for knowledge of content area in order to plan instruction. (Knowledge, Skills)
- 2.2 - I can articulate content -specific instructional strategies used to reflectively teach the central concepts and skills of the discipline. (Knowledge, Skills)
- 2.3 - I can determine school and district curriculum priorities and the Ohio Academic Content Standards. (Knowledge)
- 2.4 - I can connect knowledge with in the discipline to other content areas. (Skills)

- 2.5 - I can connect content to relevant life experiences and career opportunities for students. (Skills)
- 3.1 - I can identify assessment types their purpose and the data they generate. (Knowledge)
- 3.2 - I can select and use a variety of diagnostic, formative and summative assessments. (Skills)
- 3.3 - I can with support analyze data to monitor student progress and learning to plan instruction. (Skills)
- 3.4 - I can communicate student progress with students and mentor teachers. (Skills)
- 3.5 - I can involve learners in self-assessment and goal setting. (Skills)
- 4.1 - (A) I can create developmentally appropriate instructional goals evidenced through isolated lessons/units aligned with school/district priorities and Ohio's academic standards.
- 4.1 - (B) I can create developmentally appropriate learning activities that align with the instructional goals and school/district priorities and Ohio academic content standards. (Knowledge, Skills)
- 4.2 - (A) I can identify and record students' learning and performance information to plan and deliver effective instruction. (Knowledge, Skills)
- 4.3 - (A) I can state and post clear learning goals/objectives and provide opportunities for students to explain learning goals/objectives throughout lesson.
- 4.3 - (B) I can provide evidence that learning activities are linked to defined goals. (Knowledge, Skills)
- 4.4 - I can plan and deliver effective instruction using task analysis and other relevant tools to include a range of behavioral and academic strategies that keep students motivated, engaged, focused in isolated lessons. (Knowledge, Skills)
- 4.5 - I can demonstrate differentiated instructional techniques to support learning needs of all students when teaching small group lessons. (Knowledge, Skills)
- 4.6 - I can create and utilize multiple teaching and learning strategies that engage students in active learning opportunities that promote:
 - a. independent learning
 - b. individual choice
 - c. successful inclusion of children with mild/moderate educational needs. (Knowledge, Skills)
- 4.7 - I can use available resources to promote student growth and performance by incorporating:
 - a. variety of instructional strategies and materials
 - b. technology tools
 - c. valid assessment measures (Knowledge, Skills)
- 5.1 - I can treat all students equally by establishing a respectful, supportive and caring environment by:
 - a. establishing and maintaining routines, procedures and expectations
 - b. providing equity of response opportunities for students
 - c. promoting positive relationships and supportive interactions with students
 - d. collecting and using information on the cultural backgrounds and values of the students to prepare culturally responsive learning activities (Knowledge, Skills, Disposition)
- 5.2 - I can create a physically and emotionally safe environment by providing:
 - a. modeling of positive interactions amongst students and adults
 - b. validating student contributions and thinking
 - c. proactive, and consistent responses to student behavior. (Knowledge, Skills, Disposition)
- 5.3 - I can motivate students to work productively and assume responsibility for their own learning by:
 - a. utilizing positive public praise and private correction techniques
 - b. implementing cooperative and collaborative learning activities that involve choice
 - c. providing relevant, real-world application to learning
 - d. providing self-monitoring tools (Knowledge, Skills)
- 5.4 - I can create positive learning situations by organizing, preparing, and monitoring independent and group work allowing for full and varied participation of all individuals. (Knowledge, Skills)
- 5.5 - I can take responsibility for establishing and maintaining a positive classroom climate by:
 - a. demonstrating effective classroom management strategies promoting positive relationships
 - b. providing organization and consistent management of time, space, activities, and resources
 - c. providing active and equitable engagement of all students (Knowledge, Skills, Disposition)

- 6.1 - I can use effective verbal, non-verbal and media communication techniques to communicate clearly and effectively. (Skills)
- 6.2 - I can with support, practice positive relationships and supportive interactions as the foundation of my work with children and families. (Skills)
- 6.3 - I can collaborate effectively with mentor teachers and supervisors. (Disposition)
- 6.4 - I can identify community agencies to promote a positive environment for student learning. (Knowledge, Skills)
- 7.1 - I can act professional at all times by following the professional ethics, policies and legal codes of professional conduct, including the need for confidentiality, as informed by the Council for Exceptional Children Standards. (Disposition)
- 7.2 - I can use self-reflection as a professional development tool and identify professional development opportunities that will enhance my skills and knowledge (Disposition)
- 7.3 - I can advocate for students needs and differentiate lessons for student learning in the least restrictive environment. (Skills)

Course Policies

Office of Field Services

Special education program internships are supported by Cleveland State University's Office of Field Services (OFS). Thus, this experience is subject to the policies described in the OFS Handbook. The current handbook and additional OFS forms used during the internship are available at <https://www.csuohio.edu/cehs/office-of-field-services/forms-handbook>
Below are the most pertinent OFS policies regarding the field placement.

Field Placement Attendance: Pre-service teachers are required to complete 180 hours of field work over the course of the semester. Typically, this looks like attending their assigned field placement for at least 3 hours a day for four days every week through the entire 15 week semester. Start times and end times of each day will vary by placement. Pre-service teachers are required to sign in and out of their field placement using the school's designated system. Pre-service teachers are also required to track their hours using the attendance form provided by OFS, which includes a mentor's signature. Unexcused absences are not permitted for any reason and are grounds for withdrawal of placement. With proper communication to university supervisor and mentor teacher, pre-service teachers are allowed up to three excused absences for extenuating circumstances. The full attendance policy can be found on page 15 of the OFS Handbook.

Classroom Observations: Pre-service teachers will be formally observed in the field at least six times throughout the semester. A mentor teacher will informally observe the pre-service teacher and offer feedback daily, however, the mentor will also do a formal observation with written evaluation and feedback once in the first eight weeks of the semester and once in the second eight weeks. A university supervisor will observe the pre-service teacher at least four times in the field and may require additional observations depending on the pre-service teacher's progress. **For each observation, the pre-service teacher will upload a lesson plan to Taskstream 48 hours in advance of the observation.** After the observation, the pre-service teacher will meet with their supervisor to discuss the observation and the supervisor will upload a complete OFS observation form to Taskstream. These observations are scored but do not affect the pre-service teacher's grade for the internship. Rather, the score for observations is used to inform the students score on the CPAST rubric. A full description of field observation is provided on pages 36–37 in the OFS Handbook.

Teaching and Lesson Planning: All pre-service teachers will teach a multiple lesson throughout the semester, though specific classroom responsibilities will vary by placement and intern. At a minimum, but the fifth week of Internship 1, each pre-service teacher is expected to teach at least one consistent

lesson per day. Pre-service teachers are expected to have a lesson plan prepared for every single lesson that they teach for the mentor teacher or supervisor to review.

Concerns with Interns and Intercession: Pre-service teachers that are concerned about anything in their placement (e.g., support offered by mentor/supervisor) should first address the concern directly with the relevant party. If the concern persists, pre-service teachers should discuss the issue with the seminar leader. Mentors and university supervisors with concerns about a pre-service teacher (e.g., goodness of fit with mentor/placement/supervisor, the progress of the pre-service teacher) are encouraged to first address their concerns directly with the preservice teacher. If the concerns persist, mentors/supervisors should first discuss the issue with the seminar leader. If the concerns continue to persist, the pre-service teachers will be referred to the office of field services to begin the intercession process. Intercession involves meetings between mentors, supervisors, and OFS faculty and can result in withdrawal of a placement or removal from the course. A full description of the intercession process is provided on pages 45–49 in the OFS Handbook.

Technology

Students will be exposed to technology in a variety of ways, including accessing a web-based course management system (i.e., Blackboard) for course communications and materials. Seminar assignments (i.e., the IEP key, individual lesson plan, and employment portfolio) will be turned in through the Blackboard site. Students are also required to maintain a subscription to Taskstream. Assignments used for a student's licensure portfolio (i.e., edTPA, CCAST and special education addendum) will be submitted through Taskstream. Access to high-speed Internet is required (access is available on campus). In addition, candidates will learn about web-based resources to assist them in improving outcomes for individuals with disabilities and assistive technology available to support the needs of all students.

Assignments

Pre-service teachers will earn a single grade between 0.0 and 3.0 for each the final CCAST and the final Special Education Addendum. A student's final grade for the internship will be based an average of the two rubric scores. To receive a grade of satisfactory for the course, a student must earn a 1.78.

Final CCAST Average: Each pre-service teacher will participate in a triad conference with his or her cooperating teacher and university supervisor at the mid-term (around week 7) and again for a final (around week 15). For this conference, each person (including the pre-service teacher) will rate the pre-service teacher's performance on the CCAST rubric (available on Blackboard). For this assignment, the pre-service teacher's scores on all the rows for each assessor of the final CCAST will be averaged for a single grade between 0.0 and 3.0.

Final Special Education Addendum Average: For the triad conferences each pre-service, cooperating teacher, and university supervisor will also rate the pre-service teacher's performance on the Special Education Addendum rubric (available on Blackboard). For this assignment, the pre-service teacher's scores on all the rows for each assessor of the final CCAST will be averaged for a single grade between 0.0 and 3.0.

University, College, and Department Policies

Equal Opportunity Statement

Cleveland State University is committed to the principle of equal opportunity in employment and education. No person at the university will be denied opportunity for employment or education or be subject to discrimination in any project, program, or activity because of race, color, religion, national origin, sex, age, genetic information, sexual orientation, disability, disabled veteran, Vietnam era veteran or other protected veteran status.

Students with Disabilities

Educational access is the provision of classroom accommodations, auxiliary aids and services to ensure equal educational opportunities for all students regardless of their disability. Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Disability Services at (216) 687-2015. The Office is located in MC 147. Accommodations need to be requested in advance and will not be granted retroactively.

Plagiarism/Academic Integrity.

The CSU Student Handbook describes plagiarism as stealing and/or using the ideas or writings of another in a paper or report and claiming them as your own. This includes but is not limited to the use, by paraphrase or direct quotation, of the work of another person without full and clear acknowledgment.

Minor infractions comprise those instances of cheating, plagiarism, and/or tampering, which affect the grade of an individual class assignment or project of lesser (<25% of grade) importance. Multiple instances of minor infractions within a course or across courses constitute a major infraction.

Major infractions comprise those instances of cheating, plagiarism, and/or tampering which affect the overall course grade, such as a major/comprehensive exam, term paper or project, final grade evaluation, or academic standing and status. Major infractions automatically result in an entry on the student's permanent record that the student has engaged in academic misconduct. Procedures of reporting plagiarism are described in the Student Handbook, available at <http://www.csuohio.edu/studentlife/>. Additional information on plagiarism is available at the CSU Writing Center, RT Library 124; (216) 687-6981 or <http://www.csuohio.edu/academic/writingcenter>.

Technical Help

If you have a question about course content, assignments, or other course activities, you should direct those questions to your instructor. For technical support for Blackboard, first, search the online knowledge bases [Online Help Portal](#) or [AskeLearning](#). If that does not resolve the issue, call the 24/7 Blackboard Help Desk at (216) 687-5050 and select option #2 for Blackboard Support. If the problem persists, visit the Open Computer Lab—JH 118—during posted hours.

Professional Dispositions—initial teaching licensure programs only.

One important aspect of your education is the development of professional dispositions—ways of working, thinking, and interacting with others—in three areas: Professionalism, Work Ethic, and Communication Skills. You should be monitoring your own development beginning now and continuing throughout your teaching career. The Student List of Professional Dispositions which you received with your acceptance into your program (also available at <http://www.csuohio.edu/cehs/students/ofs/docs/FlagSystem.doc>) is your guide.

Grading Criteria

Final evaluation in this course is done on a pass/fail basis. A pre-service teachers final course grade of either satisfactory or unsatisfactory will be earned through a row item average across two separate performance rubrics, the unit wide CPAST rubric and the program area specific addendum rubric. Row item scores are reached by consensus as a result of the triad meeting between the pre-service teacher, mentor teacher, and university supervisor. To earn a grade of satisfactory pre-service teacher must receive a row item average of above 2.0.