

Cleveland State University
EST 576/577/578 Intervention Specialist Internship I: Professionalism and Practice

Master Syllabus – 3 Credits

| | | | |
|----------------------|-------------------------|-----------------------|--------------------------------|
| Instructor: | Mary Pultz M.Ed. | Section: | 901 |
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| Office: | | Meeting times: | Friday 9:00 am-12:00 pm |
| Office hours: | By appointment | Location: | Zoom |

Course Description

Prerequisite(s): Must be enrolled as a graduate student in the College of Education, have completed all prerequisite and/or corequisite courses, have a cumulative GPA of 3.00. Prior application and approval of the Office of Field Services. University-supervised Internship One experience in one of three settings: early intervention, preschool programs for children with disabilities, or primary grade special education programs; 180 hours over a prescribed number of weeks, observing and teaching or providing intervention services under the direction of a mentor teacher. Required for licensure as an Intervention Specialist.

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 attend their assigned field placement for at least 3 hours a day for four days every week through the entire 15 week semester. Thus, 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 student's score on the CPAST rubric. A full description of field observation is provided on pages 36–37 in the OFS Handbook.

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.

Revisions to Grading

If a student believes an error has been made in grading, a written request for reconsideration of the item(s) in question may be submitted within one week of receipt of the graded material. The written request should specify the item(s) in question, and identify the reason the student believes the given answer was correct. Relevant sources must be cited in the request (e.g., page number from reading on which answer was based). Please note that requests do not guarantee a change in grade.

Late Assignments in Seminar

Any seminar assignment that is turned in late for any reason will be subject to a 25% deduction from the final score. For example, a pre-service teacher who is late turning in a single lesson plan that normally would be scored as a 3.0, will have twenty-five percent or 0.75 points deducted from the score. If it met all of the rubric criteria, that assignment would earn a 2.25 instead of 3.0.

Assignments

Pre-service teachers will earn a single grade between 0.0 and 3.0 for each of the following areas: seminar participation, discussion posts, the context for learning project, IEP related assignments, lesson planning, the unit plan final CCAST, final Special Education Addendum. A student's final grade for the internship will be an average of the first 4 components weighted equally and the last two components weighted as twice as heavily. The grade for each of those areas will be made up of the following components:

Seminar attendance and participation average (10%): Each pre-service teacher will earn up to three points per seminar session. At the end of the semester, points for

each seminar session will be averaged to a single grade between 0.0 and 3.0. Each seminar, pre-service teachers will lose one point for coming late or leaving earlier (unless pre-approved), or not participating in the seminar. Any pre-service teacher who comes to seminar unprepared (e.g., fails to upload the weekly assignment before the beginning of seminar) will receive 1.0 for that session. Any pre-service teacher who misses any seminar session will receive a 0.0 for that session. Pre-service teachers may be excused from a seminar for school events taking place at their placements (e.g., parent-teacher conferences) or for an illness that prevents them from attending their placement if approved ahead of time.

Context for learning project (10%): Each pre-service teacher will choose a single focus learner in the classroom to focus on for this project. Then the pre-service teacher will collect information about the child, the child's support plans, and the child's environment at home and at school. The context for learning project will be graded on a 3.0 point rubric.

Individualized Education Program (IEP) assignment average (20%): The pre-service teacher will write a full IEP for one student on their case load. This includes conducting assessments to create a profile and making all decisions on services and goals throughout the IEP. The IEP assignment will be graded on a 3.0 point rubric and the grades for each will be averaged together for a single score out of 3.0

Unit plan project (20%): Each pre-service teacher will complete a unit plan project consisting of three parts: planning, teaching, and assessing. Each of the following pieces will be graded on a 3.0 point scale rubric and the grades for each will be averaged together for a single score out of 3.0.

Unit plan outline and 3–5 individual lesson plans: The pre-service teacher will create an outline of the topics, content, objectives, instructional strategies, and assessments for a 3–5 lesson plan unit to be taught the pre-service teacher's focus learner in an individual, small group, or whole group format depending on the placement. The pre-service teacher will create lesson plans for each day in their unit outline using the long-form CSU lesson plan template.

Video recording of the unit and teaching commentary: The pre-service teacher will answer a set of reflection questions about planning, teaching, and assessing their unit. The pre-service teacher will record each of the lesson taught in the unit. From that footage, the pre-service teacher will select two separate video clips totally no more than 20 minutes of footage that best exemplifies their teaching and supports their commentary. Through this commentary, the pre-service teacher will make explicit reference to timestamps in their recording using the video as evidence for their answers.

Final CCAST Average (20%): 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 CPAST rubric (available on Blackboard). For this assignment, the pre-service teacher's scores on all the rows for each assessor of the final CPAST will be averaged for a single grade between 0.0 and 3.0.

Final Special Education Addendum Average (20%): 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 CPAST 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

The final letter is a straight calculation. Grades on the border will not be rounded up or down, or adjusted in any way. A pre-service teachers final course grade will be made up of the following assignments weighted as indicated below:

| Assignments | Points | Weight |
|---|--------------------|--------|
| Seminar participation average (across 5 seminars) | 3.0 | 10% |
| Context for learning project | 3.0 | 10% |
| Individualized Education Program | 3.0 | 20% |
| Unit plan outline and lesson plans | 3.0 | 10% |
| Video of instruction and teaching commentary | 3.0 | 10% |
| Final CPAST Average | 3.0 | 20% |
| Final Special Education Addendum Average | 3.0 | 20% |
| Total Score | Average out of 3.0 | 100% |

Scale for converting graded components to a CSU letter grade

| Grade | Number of Points |
|-------|------------------|
| A | 2.20–3.00 |
| A- | 2.00–2.19 |
| B+ | 1.80–1.99 |
| B | 1.60–1.79 |
| B- | 1.40–1.59 |
| C | 1.20–1.39 |
| D | 1.00–1.19 |
| F | 0.00–0.99 |

Course Schedule

| Week | Seminar topic | Assignments due uploaded to blackboard before seminar |
|---|--|--|
| Seminar 1 Friday, 1-22-2021 9:00-12:00 | Shifting professional identify and growth mindset | — |
| Seminar 2 Friday, 2-19-2021 9:00-12:00 | Lesson planning and sequencing | <input type="checkbox"/> Context for learning due <input type="checkbox"/> Initial self-analysis and professional development plan |
| Seminar 3 Friday, 3-12-2021 9:00-12:00 | Understanding and organizing IEPs | <input type="checkbox"/> Unit outline draft due <input type="checkbox"/> First unit lesson plan draft due |
| Seminar 4 Friday 3-30-2021 9:00-12:00 | Analyzing your teaching and making data-based decisions | <input type="checkbox"/> IEP due |
| Seminar 5 Friday, 4-23-2021 9:00-12:00 | Taking over a full teaching load and looking ahead to student teaching | <input type="checkbox"/> Unit plan outline and all lesson plans due <input type="checkbox"/> Video of instruction and teaching commentary due |
| Individual check out meetings with Christine O’Neill Final self-analysis and professional development plan due | | |

OFFICE OF FIELD SERVICES INTERNSHIP I RECORD AND EVALUATION FORM

| | |
|---|--|
| Intern: _____ School _____ Semester/Year _____ Grade level _____ Mentor _____ Supervisor _____ | EST 576 EST 577 EST 578 |
|---|--|

This form is to inform intern, mentor and supervisor of Intern’s progress on assignments and observations throughout semester. Rubrics on Black board and in Taskstream DRFs are used to determine scores on assignments. Final scores are to be recorded here. **The supervisor or seminar leader will return this completed form to OFS at end of semester.**

| Ohio Department of Higher Education Module Completion Record | | |
|---|------------------------------|-----------------------------|
| ODE module quizzes are to be submitted to manager | YES <input type="checkbox"/> | NO <input type="checkbox"/> |

| Placement Attendance Record | | |
|--|------------------------------|-----------------------------|
| Full attendance sheet with mentor signatures | YES <input type="checkbox"/> | NO <input type="checkbox"/> |
| Dates of excused absences | 1) | 2) |
| Dates of any unexcused absences | 3) | |

| Observation Record | | | | | | |
|---------------------------|-----------------------------|------------------|---------|-------------|---------|----------|
| Date/Time | Observation or Walk-Through | Taskstream Score | | Lesson Plan | | Comments |
| | OBS | Met | Not Met | Met | Not Met | |
| | OBS | Met | Not Met | Met | Not Met | |
| | OBS | Met | Not Met | Met | Not Met | |
| | OBS | Met | Not Met | Met | Not Met | |

| Seminar Participation Average Record | | | | | |
|---|-----|--------|-----|--------------------|-----|
| Week 1 | / 3 | Week 2 | / 3 | Week 3 | / 3 |
| Week 4 | / 3 | Week 5 | / 3 | Individual meeting | / 3 |
| Seminar participation average: _____/3 (10%) | | | | | |

| |
|--|
| Context for learning project: _____/3 (10%) |
|--|

| |
|--|
| Individualized Education Program: _____/3 (20%) |
|--|

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|---|
| Unit outline and lesson plans: _____/3 (10%) |
|---|

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|--|
| Video of instruction and teaching commentary: _____/3 (10%) |
|--|

| |
|--|
| Average Consensus CPAST final score _____ / 3 (20%) |
| Average Consensus ESE Addendum final score _____ /3 (20%) |

| Final Grade Calculation | |
|--|--|
| Additional requirements met (i.e., ODHE modules, Attendance Record, Observation Record) | YES <input type="checkbox"/> NO <input type="checkbox"/> |
| Seminar participation average (10%) | <u> </u> / 3 |
| Context for learning project (10%) | <u> </u> / 3 |
| Individualized Education Program (20%) | <u> </u> / 3 |
| Unit outline and lesson plans (10%) | <u> </u> / 3 |
| Video of instruction and teaching commentary (10%) | <u> </u> / 3 |
| Final CPAST average score (20%) | <u> </u> / 3 |
| Final Special Education Addendum average score (20%) | <u> </u> / 3 |
| Letter Grade | Points |
| A | 2.20–3.00 |
| A- | 2.00–2.19 |
| B+ | 1.80–1.99 |
| B | 1.60–1.79 |
| B- | 1.40–1.59 |
| C | 1.20–1.39 |
| D | 1.00–1.19 |
| F | 0.00–0.99 |
| Final Course Score/Grade for Semester Points _____ / _____ Letter Grade _____ * | |
| * A candidate must receive a B or higher in Internship I to continue on to Internship II . | |