

SPED 590 – Advanced Internship in Exceptional Education Syllabus	
Instructor: Gail Kirby	
E-mail: gail.kirby@wku.edu	Phone: 270-745-3746
Class Location: Web	
Instructor's Office Hours: online daily via email; see Blackboard for hours	

***Note:** This document and other class related materials are available at <https://blackboard.wku.edu>.

Course Description: Supervised practice in an appropriate setting for development of advanced instructional skills and experience. These settings will vary according to student background and are made with advisor approval.

Prerequisites: This is the final capstone course – all other courses must be complete. Passing scores on Praxis II required prior to enrolling.

Learning Outcomes: Upon completing this course, students will be able to:

1. Access and implement appropriate curriculum, instruction, and behavioral interventions for their students in a variety of settings.
2. Develop a Professional Growth Plan (PGP) citing areas of strength and areas requiring additional professional development with the assistance of the Field-based Practitioner
3. Link K-12 student results to instructional practice using a Teacher Work Sample
4. Reflect on skills mastered during the semester of teaching in a special education setting
5. Identify areas of growth

Textbooks and Required Materials:

McCarney, S. B. (1993). *The pre-referral intervention manual*. Columbia, MO: Hawthorne. (Text must be ordered from the publisher: <http://www.hawthorne-ed.com/>)

Major Course Topics:

This internship for Initial Certification in LBD provides a supervised clinical/field-based experience of 70 consecutive days in appropriate educational settings for individuals working on an advanced degree in Exceptional Education. Supervised internship experiences at the graduate level are required to meet learned society standards.

Kentucky's Teacher Standards for Preparation and Certification - Find full explanation of each standard: <http://www.kyepsb.net/teacherprep/standards.asp>

CEC Initial Standards:

http://www.cec.sped.org/Standards/Special-Educator-Professional-Preparation/CEC-Initial-and-Advanced-Preparation-Standards?sc_lang=en

Description of Course Assignments:

1. *Reflective Essays*
2. *Field-based Observation Teaching Project* (4 official visits by University Supervisors)
3. *Completed Teacher Work Sample*

Course Grading and Evaluation:

Assignment Name	Point Value	Due Date
Orientation	50	See dates on Blackboard
Reflective Teaching Project: 4 observations 4 Impact/Refinement; 1 Disposition Review; Develop PGP	100	
CPI: Teacher Work Sample	200	
<i>IRIS Module: Pre-referral & Accountability</i>	100	
<i>Article Reviews - 6</i>	300	
<i>Blog</i>	50	
TOTAL	800	

The following represents the grade equivalent for accumulated points:

Pass/Fail: 640 - 800

Attendance and Participation Policy:

- Regular monitoring of blackboard is essential to your success in this course. The professor will make regular announcements and clarify instructions, provide additional resources, and remind you of due dates etc. through the Announcements Page and Email
- Projects and assignments must be completed within the timelines specified on the syllabus. LATE is not acceptable and is subject to a penalty past the due date – no matter the reason. This is to be fair to those who have their assignments in at the proper time.
- Extra credit to improve low grades is not granted. The focus **MUST** be on the completion prior to the due date of the course requirements as stated in the syllabus.
- Each participant is required to complete all discussion boards and projects. All word processing documents **MUST** be typed double spaced WORD format and grammatically correct. Please don't assume that spell check is accurate.
- Each participant is required to complete all assignments as posted on Blackboard.
- Rubrics for each assignment will be posted to the Blackboard course site the first week of class.

Please note: No student will receive an A if there are missing assignments. No exceptions. I have found that students will work to reach a 92.5% and then stop working in the course. If you do this, you will not receive a grade of A.

Also note that I do not round up at any point in the grading system unless you have earned a final grade of 92.5% with ALL assignments in and ON TIME.

This is a pass/fail course.

Student Disability Services: In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. The phone number is 270.745.5004 [270.745.3030 V/TTY] or email at sarc@wku.edu. Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

Statement of Diversity: We believe that diversity issues are of major import to student and school success. We fundamentally believe in and support the value of heterogeneous groups and the richness of benefits when students are involved with diverse populations, settings, and opinions. This course is designed on the basic assumption that learning is something we all actively engage in by choice and personal commitment. The format of this class will be a community of scholars, each with their rights and responsibilities of membership. We will not tolerate immoral, illegal, or unethical behavior or communication from one another, and we will respect one another's rights to differing opinions.

Plagiarism: To represent written work taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of a student must be his/her own. One must give any author credit for source material borrowed from him/her. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage without reference to the source after having changed a few words is also plagiarism. Students who commit plagiarism or any other act of academic dishonesty will receive a failing grade for the course and may be subject to dismissal from the program. Student work may be subject to review and checks using plagiarism detection software.

ADDITIONAL COURSE INFORMATION AND EXPERIENCE RELATED TO EDUCATION PREPARATION (EPSB Program Level Requirements)

Course Required P-12 Classroom Observation or Clinical Experiences:

(If none, put "N/A" and delete the table below. For others, use the table below to provide the number of observation hours and check each type of experiences candidates have during those hours. Note: The table categories are those that the KY EPSB requires each program to have as outlined by **16 KAR 5:040 Section 3(3).**)

Total Number of Hours: n/a	
EPSB Required Candidate Experience Types - 16 KAR 5:040 Section 3(3)	
(a) Engagement with diverse populations of students which include:	
1. Students from a minimum of two (2) different ethnic or cultural groups of which the candidate would not be considered a member;	
2. English language learners;	

3. Students with disabilities; and	
4. Students from the following grade levels:	
• Elementary	
• Middle School	
• Secondary	
(b) Observation in schools and related agencies, including:	
1. Family Resource Centers; or 2. Youth Service Centers	
(c) Student tutoring	
(d) Interaction with families of students;	
(e) Attendance at school board and school-based council meetings;	
(f) Participation in a school-based professional learning community; and	
(g) Opportunities to assist teachers or other school professionals.	

Course Assignments and Experiences Related to:

- **The Kentucky Academic Standards (KAS)**

Teacher Work Sample: Students are required to complete a five-lesson unit plan based on the KY Core Academic Standards including children with mild disabilities

- **The Kentucky P-12 Curriculum Framework and P-12 Assessment System to Guide Instruction**

Teacher Work Sample: Students are required to complete a five-lesson unit plan based on the KY Core Academic Standards including children with mild disabilities

- **Candidates Using the KAS Framework in Lesson Planning**

Teacher Work Sample

- **Candidates Using Formative and Summative Assessments Related to Kentucky P-12 Curriculum Framework**

Teacher Work Sample Unit Plan

Course Assignments Serving as an Education Preparation Program “Key Assessment”:

Unit Plan: Develop a Standards-Based Unit of Study with application to a case study of a student with an IEP.

Key Assessment Areas	Assessment Name
1: Content Assessment	
2: Other Assessment of Content Knowledge	
3: Assessment of Professional Capabilities	
4: Clinical Experiences Measure of Teaching Proficiency	TWS
5: Measure of Candidate Assessment Proficiencies	TWS

6: Candidate Ability to Diagnose and Prescribe for Personalized Student Learning	TWS: Document review and summary
7: Application of Content Knowledge/Pedagogical Skills (Instructional Practice)	TWS
8: Assessment of Literacy Outcomes	TWS
9: Dispositions	Reflective Self-evaluation; Disposition Form

Course Experiences and Assessments Addressing Learned Society (SPA) Standards:

(Please refer to your EPSB Program Review Document SPA Table to see what you and your program faculty have determined takes place in your course related to meeting SPA standards. Provide those standard numbers and description/titles below and briefly describe the course experiences and assessments that prepare candidates in this area.)

Council for Exceptional Children Initial Standards (2012)	Course Experiences and Assessments
1. Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.	Article Reviews/Reflective Teaching Project/TWS
2. Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.	Article Reviews/Reflective Teaching Project/TWS
3. Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.	Article Reviews/Reflective Teaching Project/TWS
4. Beginning special education professionals use multiple methods of assessment and data sources in making educational decisions.	Article Reviews/Reflective Teaching Project/TWS
5. Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.	Article Reviews/Reflective Teaching Project/TWS
6. Beginning special education professionals use foundational knowledge of the field and their professional ethical principles and practice standards to inform special education practice, to engage in lifelong learning, and to advance the profession.	Reflective Teaching Project/TWS
7. Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.	Reflective Teaching Project/TWS
