A. Catalog Entry

EDSP 740/741: Teaching Internship in Early Childhood Special Education
Abbreviation: (TCH INTER EARLY CHILD-SPEC EDU)

Three to six hours credit of field experience (3-6).

Prerequisites: Completion of 15 semester hours of coursework in the ECSE program with a grade of “B” or above to include EDSP 651, 536, 670, 677; departmental approval that student meets professional performance criteria; admission to teacher education; and permission of the School of Teacher Education and Leadership School Director at least four weeks prior to registration.

Course Description:

Provide pedagogical experience with infants, toddlers or preschoolers with disabilities, developmental delays, risking conditions, or typical development. EDSP 740 placements focus on services delivered in home and community settings including early intervention, Head Start, and preschool programs. EDSP 741 placements include self-contained and inclusive public schools services. These are structured and supervised clinical field experiences. Field Experience grades are recorded as “Pass” or “Fail.”

B. Detailed Description of Content of Course

EDSP 740/741 is a required course for candidates seeking licensure in the Master of Science Degree in Special Education Early Childhood Special Education option. Students will complete a variety of observing, assisting, and teaching experiences during the placements. Field experience tasks are organized into the following categories:

- Characteristics of Infants, Toddlers and Preschoolers with Disabilities, Developmental Delay and/or Risking Conditions and Cultural and Linguistic Diversity
- Legal Aspects of Services for Young Children with Disabilities
- Assessment and Evaluation
- Curriculum and Methods
- Guiding Behavior
- Medical Aspects
- Family-Centered Intervention
- Service Coordination, Consultation, and Collaboration
- Administrative and Professional Aspects of Early Intervention
- Technology for Student Learning and Professional Development
- Other Field-based Learning Experiences
C. Detailed Description of Conduct of Course

Field Experience: observation, conference, planning, teaching and evaluation

D. Goals and Objectives of the Course

Goals, objectives, and assignments in the class address NCATE Standards 1c: Professional and pedagogical knowledge and skills for teacher candidates, 1d: Student learning for teacher candidates and 1g: Professional dispositions for all candidates.

Objectives below also include the following standards:

- Council for Exceptional Children (CEC/DEC) Common Core Standards in Standard #1: Foundations CC/EC1) #2: Development and Characteristics of Learners (CC/EC2); Standard #3: Individual Learning Differences (CC/EC3); Standard #4: Instructional Strategies (CC/EC4); Standard #5: Learning Environments and Social Interactions (CC/EC5); Standard #6: Language (CC/EC6); Standard #7: Instructional Planning (CC/EC7); Standard #8: Assessment (CC/EC8); Standard #9: Professional and Ethical Practice (CC/EC9); and Standard #10: Collaboration (CC/EC10)
- Virginia Department of Education (VDOE) Licensure standards
  - Special Education: Early Childhood (birth through age 5): Competency 12: Completion of supervised experiences
- Virginia Department of Education (VDOE) Licensure standards
  - Professional Studies requirements Competency 6: Supervised classroom experience

Upon successful completion of EDSP 740/741 students will . . .

(Italics codes: CEC/EC = Council for Exceptional Children/Early Childhood)

1. Apply understanding of the development and individual differences of each child. (CEC/EC 2)

2. Assess learning and development of young children and use the information to plan, implement, and evaluate intervention. (CEC/EC EC8S1, EC7S2)

3. Develop, implement, and evaluate instruction in all areas of child development based upon IEPs/IFSPs and recommended practices in early intervention. (CEC/EC EC7S1, EC7S4, EC4S3)

4. Use technology to enhance children’s learning and as a tool for professional productivity. (CEC/EC CC7K4, EC5S4)

5. Support the development of language and literacy. (CEC/EC CC6S1, CC7K3)

6. Demonstrate understanding of and the ability to address medical and health care conditions of young children. (CEC/EC EC5K1)

7. Establish positive learning environments. (CEC/EC CC5S1)

9. Apply principles of behavior management to manage behavior using a variety of age-appropriate techniques. (CEC/EC CC5S10)

10. Demonstrate understanding of service delivery models for infants, toddlers, and preschoolers with special needs and their families. (CEC/EC CC10S6, EC10S4, EC10S6)

11. Create and maintain positive family and community relationships including communicating with families appropriately and effectively engaging families in family-centered intervention. (CEC/EC CC10S3, CC10S10, EC6S1, EC10S5)

12. Demonstrate skills in service coordination and interagency service delivery for infants and toddlers with special needs and their families. (CEC/EC CC10S9, EC10S3)

13. Demonstrate sensitivity to the primary culture and individual differences of children, families, and professionals. (CEC/EC CC9S6, EC3S1, EC9S3)

14. Act legally and ethically according to standards of the teaching profession. (CEC/EC CC9S1, CC9S3, EC1K3)

15. Support and advocate for children, services, and the profession. (CEC/EC CC9S12, EC9S5)

16. Maintain accurate records and complete administrative tasks effectively and efficiently. (CEC/EC CC8S9, CC10S1)

17. Use verbal, nonverbal, and written language effectively. (CEC/EC CC9S8)

18. Participate in activities of professional organizations. (CEC/EC EC9S6)

19. Self-evaluate to improve instruction and professional growth. (CEC/EC CC9S9, CC9S11)

E. Assessment Measures

- Feedback, observations and evaluations from cooperating professionals and university supervisors
- Student self analysis
- Attendance in placement and regularly scheduled seminar
- Written assignments applying best practices to instruction with children and families
- Key NCATE Performance Assessment: "Teaching Intern Evaluation"
- Key NCATE Performance Assessment: "Professional Characteristics and Dispositions"
- Key NCATE Performance Assessment: “Research-Based Intervention for a Child with Disabilities: Action Research Assignment”

F. Other Course Information
The *Special Education 740/741 Internship Handbook* provides detailed information on policies, procedures, responsibilities, and expectations for performance.