OFFICIAL SYLLABUS

DICIPLINE: EDSP
COURSE: 771:772

A. Catalog Entry

EDSP 771:772 Teaching Internship in Special Education: Visual Impairments
EDSP 771: 1-6 semester hours credit (PreK-8th grade)
EDSP 772: 1-6 semester hours credit (6-12th grade)

(Abbreviations: TCHG INT VI PK-8, TCHNG INT VI 6-12

EDSP 771 Teaching Internship in Visual Impairments PreK-8 (1-6)
EDSP 772 Teaching Internship in Visual Impairments Secondary 6-12 (1-6)

Prerequisites: Enrollment in one or more of the following courses: EDSP 653, 654, 656, 657, 658, 659, 670; departmental approval that student meets professional performance criteria.

During this internship, teacher candidates work with PreK-12 students with visual impairments. For students who are working as teachers in classrooms serving students with visual impairments, internship experiences and assignments may be completed in that setting; full-time masters’ degree students seeking initial licensure will be placed in classroom settings with students with visual impairments each semester. One hour of internship credit requires 50 hours of contact and completion of performance-based assignments with target students.

B. Detailed Description of Content of Course

During this internship, teacher candidates work with PreK-12 students with visual impairments. Placements are provided at the preschool, elementary, middle and/or secondary levels. Each 6-hour course represents a one-half semester, full-time placement of 300 clock hours and a minimum of 150 supervised teaching hours with students with visual impairments. An instructor from the Statewide VI Consortium provides overall supervision of the internship experience. Internship grades are recorded as “pass” or “fail.”

Key topics addressed throughout the internship experiences include:

- Individualized education program implementation, including transitions
- Characteristics of learners
- Assessment and evaluation in special education
- Assessment of behavior and provision of behavioral supports
- Collaboration, consultation, and case management
- Curriculum and instruction
- Legal and regulatory aspects of schools and special education
- Professional characteristics and dispositions
C. Detailed Description of Conduct of Course

Internship: observation, conference, planning, teaching, and evaluation.

D. Goals and Objectives of the Course

Goals, objectives, and assignments in this class address NCATE Standard 1a Content Knowledge, 1b Pedagogical Content Knowledge and Skills, 1c Professional and Pedagogical Knowledge and Skills, 1d Student Learning, and 1d Professional Dispositions.


Upon completion of this course the student will

1. Apply understanding of foundations of special education and engage in professional and ethical practice by:
   a) Articulating a personal philosophy of special education (CC1S1; CC9K1)
   b) Practicing within the CEC Code of Ethics and other standards of the profession (CC9S1)
   c) Upholding high standards of competence and integrity and exercise sound judgment in the practice of the profession (CC9S2)
   d) Acting ethically in advocating for appropriate services (CC9S3)
   e) Conducting professional activities in compliance with applicable laws and policies (CC9S4)
   f) Demonstrating commitment to developing the highest education and quality-of-life potential of individuals with exceptional learning needs (CC9S5)
   g) Demonstrating sensitivity for the culture, language, religion, gender, disability, socioeconomic status, and sexual orientation of individuals (CC9S6)
   h) Practicing within one’s skill limit and obtain assistance as needed (CC8S7)
   i) Using verbal, nonverbal, and written language effectively (CC9S8)
   j) Conducting self-evaluation of instruction and reflecting on one’s practice to improve instruction and guide professional growth (CC9S9; CC9S11)
   k) Accessing information on exceptionalities, unique services, networks, organizations, and research-validated practices (CC9S10; CC9K4)
   l) Engage in professional activities and participate in professional organizations relevant to individuals with visual impairments, their families, and one’s colleagues (CC9S12; VI9K1)

2. Demonstrate ability to use instructional strategies to benefit individuals with
visual impairment by:

a) Selecting, adapting, and using instructional strategies and materials according to characteristics of the individual with visual impairments (CC4S3)
b) Selecting and using research-supported methods for academic and nonacademic instruction using a variety of strategies, technologies and tools determined to be effective with students with visual impairments. (VI4K1-19, VI4S1-4; VPS2)
c) Teaching individuals to use self-assessment, problem-solving, learning strategies, study skills, and other cognitive strategies to meet their unique educational needs (CC4S2)

3. Assume responsibilities for instructional planning and evaluating students’ educational programs by:

a) Applying an understanding of classroom organization, scope and sequence of the general curriculum, and structures of varied instructional settings
b) Identifying and prioritizing areas of the general curriculum and accommodations for individuals with exceptional learning needs (CC7S1)
c) Developing and implementing comprehensive, longitudinal individualized programs in collaboration with team members, including the individual and family members (CC7S2; CC7S3; )
d) Using functional assessments to develop intervention plans (CC7S4)
e) Preparing lesson plans, including using task analysis, specifying learning objectives, preparing materials, and planning assessment tasks (CC7S5; CC7S6; CC7S10; CC7S11)
f) Planning and implementing age- and ability-appropriate instruction and specialized instructional strategies (VVI4)
g) Using instructional time effectively (CC7S12)
h) Making responsive adjustments to instruction based on continual observations (CC7S13)
i) Incorporating and implementing instructional and assistive technology into the educational program (CC7S9)
j) Integrating affective, social, and life skills with academic curricula (CC7S7)
k) Develop and select instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences (CC7S8)
l) Use Low vision practices and procedures, including assessment and instructional programming for functional vision. (VVI3)
m) Provide instruction in Braille reading and writing for the development of literacy and academic skills and Braille Code as needed for specific subjects. (VVI6, VI4S2-4)
n) Design, implement, and evaluate instructional programs that enhance social participation and integration across environments (VVI)

4. Create and maintain positive learning environments and social interactions by:

a) Creating a safe, equitable, positive and supportive learning environment in which diversities are valued (CC5S1)
b) Establish and maintain rapport with individuals with and without
exceptional learning needs (CC5S7)
c) Design learning environments and individualized supports that encourage active participation in individual and group activities and varied program placements (CC5S4; CC5S3)
d) Use effective and varied classroom management techniques and individualized positive behavioral supports (CC5S10; CC5S5; VPS3)
e) Use performance data and information from all stakeholders to make or suggest modifications in learning environments (CC5S6)
f) Design and manage consistent daily routines (CC5S12; VI5S1)
g) Structure, direct, and support the activities of paraeducators, volunteers, and tutors (CC5S15; VI5K1)
h) Create an environment that encourages self-advocacy and increased independence (CC5S9; VI5S3)
i) Plan instruction in a variety of educational settings, including community-based settings when appropriate (VI5S2; VI7S2)
j) Use universal precautions (CC5S16)

5. Practice collaboration, consultation, and case management skills (VVI5) by:
   a) Maintaining confidential information about individuals with exceptional learning needs (CC10S1)
   b) Collaborating with families and others in the assessment of individuals with exceptional learning needs and in development in of educational plans (CC10S2)
   c) Participate in collaborative conferences with individuals with exceptional learning needs, their families, and other professionals (CC10S5)
   d) Use problem solving skills to develop, implement, and evaluate collaborative activities (CC10S7)
      Communicate with other school personnel about the characteristics and needs of individuals with exceptional learning needs (CC10S9)

E. Assessment Measures

Each semester enrolled, interns will complete a log documenting hours and tasks, and an on-line communication journal detailing their progress. Interns will also submit digitized recordings of their instructional interactions with students with written reflections on the quality and effectiveness of instruction. In addition, the following performance-based assignments will be completed for the internship associated with each methods course:

- EDSP 653 Instructional Unit in a core curriculum area with lesson plans, adaptations and accommodations, and assessment plan and data collection and assessment of individual student performance for period of implementation.
- EDSP 654 Assistive Technology Project including AT Assessment of a target student, and implementation plan with instructional procedures.
- EDSP 655/656 Instructional Unit incorporating Braille Reading and Writing or the teaching of Braille code for a specific subject.
- EDSP 657 An educational assessment completed on a target student in one or more of the core curriculum areas and submission of assessment report which analyzes student learning and needs and includes raw data collected during assessment process.
• EDSP 670 Completion of a functional behavior assessment on a target student, and development and implementation of a positive behavior support plan with evaluation data.

F. Other Course Information