**EXED 590 INTERNSHIP IN SPECIAL EDUCATION (6 HRS.)**

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<thead>
<tr>
<th><strong>Course Title</strong></th>
<th>Advanced Internship in Exceptional Education</th>
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<tr>
<td><strong>Course Number and Prefix</strong></td>
<td>EXED 590</td>
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<td><strong>Course Discipline</strong></td>
<td>Exceptional Education</td>
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<tr>
<td><strong>Professor</strong></td>
<td>Dr. Nedra Skaggs Atwell</td>
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<tr>
<td><strong>Semester</strong></td>
<td>Fall 2008</td>
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<tr>
<td><strong>Office</strong></td>
<td>Tate Page Hall 361</td>
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<tr>
<td><strong>Telephone</strong></td>
<td>270-756-4647</td>
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</tbody>
</table>
| **Mailing Address** | Western Kentucky University  
College of Education and Behavioral Sciences  
1906 College Heights Boulevard #71030  
Bowling Green, Kentucky 42101-1030 |
| **EMAIL Address** | mailto:nedra.atwell@wku.edu |
| **Website** | http://edtech.tph.wku.edu/~nwheeler/ |
| **Office Hours** | As posted by appointment. |
| **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. |
| **Course Rationale** | The proposed internship provides a supervised clinical/field-based experience 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. This course also supports the University's mission of Increasing Student Learning and Improving Institutional Effectiveness. Student learning is increased through the supervision of instruction. The University's effectiveness is improved by producing better-trained teachers in a critical shortage area at the graduate level. |
| **Prerequisites** | One year of teaching EXED LBD/Instructor Permission  
You must be employed by the board of education as a full time teacher to take this class. |
| **Texts** | To Teach, To Love by Jesse Stuart  
Appalachian Women by Nedra Atwell  
Course CD |
| **Outcomes and** | The overall learner outcome for the internship is that |
| Objectives | students will be able to access and implement appropriate curriculum, instruction, and behavioral interventions for their students in a variety of settings. Students will:  
1. Develop a Professional Growth Plan (PGP) citing areas of strength and areas requiring additional professional development with the assistance of the Field-based Practitioner.  
2. Link K-12 student results to instructional practice using a Teacher Work Sample.  
3. Reflect on skills mastered during the year of teaching in a special education setting.  
4. Identify areas of growth.  
5. Implement the proposed activities in the internship placement.  

Course Objectives are based on Kentucky’s Teacher Standards and indicators cited below.  

**Standard I: Professional Leadership**  
The extent to which the teacher:  
- Builds positive relationships within and between school and community.  
- Promotes leadership potential in colleagues.  
- Participates in professional organizations and activities.  
- Writes and speaks effectively  
- Contributes to the profession knowledge and expertise about teaching and learning.  
- Participates in policy design and development at the local school within professional organizations, and/or within community organizations with educationally related activities.  
- Initiates and develops educational projects and programs.  
- Practices effective listening, conflict resolution and group-facilitation skills as a team member.  

**Standard II: Knowledge of Content**  
The extent to which the teacher:  
- Communicates a breadth of content knowledge across the disciplines to be taught.  
- Communicates a current knowledge of disciplines taught.  

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<th>Standard III: Designs and Plans Instruction</th>
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<td>The extent to which the teacher:</td>
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<td>• Focuses instruction on one or more of Kentucky’s learning goals and academic expectations.</td>
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<td>• Develops instruction that requires students to apply knowledge, skills, and thinking processes.</td>
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<td>• Integrates skills, thinking processes, and content across disciplines.</td>
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<td>• Creates and utilizes learning experiences that challenge, motivate and actively involve the learner.</td>
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<td>• Develops and incorporates strategies that address physical, social, and cultural and that show sensitivity to differences.</td>
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<td>• Arranges the physical classroom to support the types of teaching and learning that are to occur.</td>
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<td>• Includes creative and appropriate use of technologies (e.g., audiovisual equipment, computers, lab equipment, etc.) to improve student learning.</td>
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<td>• Develops and implements appropriate assessment processes.</td>
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• Secures and uses a variety of appropriate school and community resources to support learning.
• Develops and incorporates learning experiences that encourage students to be adaptable, flexible, resourceful, and creative.
• Uses knowledge acquired from past teaching experiences to anticipate instructional challenges.

Standard IV: Creates/Maintains Learning Climate
The extent to which the teacher:
• Communicates with and challenges students in a supportive manner and provides students with constructive feedback.
• Maintains positive classroom interaction by establishing appropriate expectations during group activities.
• Shows consistent sensitivity to individuals and responds to students objectively.
• Locates and organizes materials and equipment to create an enriched multimedia environment.
• Encourages and supports individual and group inquiry.
• Analyzes and changes the classroom to accommodate a variety of instructional strategies.
• Works with colleagues to develop an effective learning climate within the school.

Standard V: Implements/Manages Instruction
The extent to which the teacher:
• Communicates specific goals and high expectations for learning.
• Connects learning with student’s prior knowledge, experiences and backgrounds, and aspirations for future roles.
• Models/demonstrates the skills, concepts, attributes, and/or thinking processes to be learned.
• Uses and develops multiple teaching/learning strategies that are appropriate to student developmental levels and actively engages students in individual and cooperative learning experiences.
• Provides opportunities for students to increase their
• Stimulates students to reflect on their own ideas and those of others.
• Uses appropriate questioning strategies to help students solve problems and think critically.
• Manages student examination of social issues relative to course content, possible responses, and associated consequences.
• Demonstrates interpersonal/team membership skills and supportive behavior with students in facilitating instruction.
• Presents differing viewpoints when integrating knowledge and experiences across disciplines.
• Makes effective use of media and technologies.
• Makes efficient use of physical and human resources and time.
• Provides opportunities for students to use and practice what is learned.
• Identifies student misconceptions; provides guidance; and offers students continuous feedback on progress toward expectations.

Standard VI: Assesses and Communicates Learning Results
The extent to which the teacher:
• Selects and uses appropriate assessments.
• Makes appropriate provisions for an assessment process that addresses social, cultural, and physical diversity.
• Assesses student performance using the established criteria and scoring guides consistent with Kentucky’s assessment program.
• Provides opportunities for students to assess and improve their performance based on prior assessment results.
• Collects and analyzes assessment data and maintains up-to-date records of student progress, using technologies as appropriate.
• Communicates expectations, criteria for assessment, student progress, and student strengths and weaknesses to parents and students.
Standard VII: Reflects/Evaluates Teaching/Learning
The extent to which the teacher:
- Assesses and analyzes the effectiveness of instruction.
- Makes appropriate changes to instruction based upon feedback, reflection, and assessment results.
- Assesses programs and curricula, proposes appropriate recommendations and needed adjustments.

Standard VIII: Collaborates with Colleagues/Parents/Others
The extent to which the teacher:
- Initiates collaboration with others and creates situations where collaboration with others will enhance student learning.
- Discusses with parents, students, and others the purpose and scope of the collaborative effort.
- Articulates expectations for each collaborative event, e.g., time lines and responsibilities.
- Demonstrates productive leadership and team membership skills that facilitate the development of mutually beneficial goals, e.g., issue and conflict resolution.
- Secures and makes use of school and community resources that present differing viewpoints.
- Recognizes and responds appropriately to differences in abilities, contributions, and social and cultural backgrounds.
- Invites colleagues, parents, community representatives, and others to help design and implement collaborative instructional projects.
- Analyzes previous collaborative experiences to improve future experiences.
- Assesses students' special needs and collaborates with school services and community agencies to meet those needs.

Standard IX: Engages in Professional Development
The extent to which the teacher:
- Establishes priorities for professional growth.
• Analyzes student performance to help identify professional development needs.
• Solicits input from others in the creation of individual professional development plans.
• Applies to instruction the knowledge, skills, and processes acquired through professional development.
• Modifies own professional development plan to improve instructional performance and to promote student learning.

Standard X: Demonstrates Implementation of Technology
The extent to which the teacher:
• Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations, and use other emerging technologies to enhance professional productivity and support instruction.
• Requests and uses appropriate assistive and adaptive devices for students with special needs.
• Designs lessons that use technology to address diverse student needs and learning styles.
• Practices equitable and legal use of computers and technology in professional activities.
• Applies research-based instructional practices that use computers and other technology.
• Uses computers and other technology for individual, small group, and large group learning activities.
• Uses technology to support multiple assessments of student learning.
• Instructs and supervises students in the ethical and legal use of technology.

Dispositions
• The teacher appreciates multiple perspectives and conveys to learners how knowledge is developed.
• The teacher has enthusiasm for the disciplines s/he teaches and sees connections to everyday life.
• The teacher appreciates individual variation within each area of developments, shows respect for the diverse talents of all learners, and is committed to help them develop self-confidence and competence.
• The teacher is disposed to use students' strengths as a basis for growth, and their errors as an opportunity for learning.
• The teacher believes that all children can learn at high levels and persists in helping all children achieve success.
• The teacher appreciates and values human diversity shows respect for students' varied talents and perspectives and is committed to the pursuit of “individually configured excellence.”
• The teacher respects students as individuals with differing personal and family backgrounds and various skills, talents, and interests.
• The teacher is sensitive to community and cultural norms.
• The teacher makes students feel valued for their potential as people, and helps them learn to value each other.
• The teacher values the development of students' critical thinking, independent problem solving, and performance capabilities.
• The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to student responses, ideas and needs.
• The teacher values the use of educational technology in the teaching and learning process.
• The teacher takes responsibility for establishing a positive climate in the classroom and participates in maintaining such a climate in the school as a whole.
• The teacher understands how participation supports commitment, and is committed to the expression and use of democratic values in the classroom.
• The teacher values the role of students in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.
• The teacher recognizes the values of intrinsic motivation to students' life-long growth and learning.
• The teacher is committed to the continuous development of individual student's abilities and considers how different motivational strategies are likely to encourage
• The teacher is a thoughtful and responsive listener.
• The teacher appreciates the cultural dimensions of communication, responds appropriately, and seeks to foster culturally sensitive communication by and among all students in the class.
• The teacher values both long term and short term planning.
• The teacher believes that plans must always be open to adjustment and revision based on student needs and changing circumstances.
• The teacher values planning as a collegial activity.
• The teacher values ongoing assessment as essential to the instructional process and recognizes that many different assessment strategies, accurately and systematically used, are necessary for nominating and promoting student learning.
• The teacher is committed to using assessment to identify student strengths and promote student growth rather than to deny students access to learning opportunities.
• The teacher is willing to give and receive help.
• The teacher is committed to seeking out, developing, and continually refining practices that address the individual needs of students.
• The teacher respects the privacy of students and confidentiality of information.
• The teacher is willing to consult with other adults regarding the education and well-being of her/his students.
• The teacher is willing to work with other professionals to improve the overall learning environment for students.

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<tr>
<th>Critical Performances</th>
<th>Teacher Work Sample</th>
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<tr>
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<td>Reflective Essay</td>
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<tr>
<th>Instructional Methods</th>
<th>Include but are not limited to the following:</th>
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<td>· Web-based Instruction</td>
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<td>· Discussion</td>
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<td>· Readings</td>
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<td></td>
<td>· Field-based Observations</td>
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<td>Written Assignments</td>
<td>Case Reviews</td>
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<td>Portfolio Development</td>
<td>Technology Utilization</td>
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<td>Online support</td>
<td>Video taping</td>
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<td>Interactive Video</td>
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### Instructional Materials
- Case Studies
- Field-based Observations
- Technology Utilization
- Video Taping
- Interactive Video
- Web Support

### KERA Elements
- Learner Goals and Academic Expectations
- Program of Studies
- Core Content for Assessment
- Individual Educational Planning

### Course Topics
- Kentucky Teacher Internship Program Components
- Work Sample Application

### Class Policies
1. Please do not procrastinate on assignments since you have the due dates well in advance. Your grade will be docked by 10% for each day an assignment is late. This is an effort to be fair to students who have their assignments at the proper time.
2. The dates listed in the syllabus are the dates by which the assignment must be postmarked except for the Reflective Essay. The Reflective Essay must be in the office on the date in the syllabus.
3. All assignments must be mailed by the US Postal Service to your field-based Practitioner. List the course number and contents on the outside of the envelope. Make sure you write your name on all products. You can find the Field-based Practitioner’s addresses below.

   **Jane Bowman**  
   511 Summer Shade Road  
   Summer Shade, Kentucky 42166

   **Marcus M. Pedigo**  
   1111 Crestview Drive  
   Cave City, Kentucky 42127
4. **Check your WKU email at least three times a week.**

5. All papers must be typed, double-spaced and grammatically correct. Number all pages, except the title page.

6. **Extra credit to improve grades will not be granted.** Put your full efforts into completing the course requirements as presented. *Work cannot be redone.*

7. Students requesting an incomplete for any reason must contact the instructor to ask for an incomplete, which may or may not be granted, depending on the instructor’s judgment regarding the circumstances of the student’s request.

   According to the Graduate Catalog, p. 13, “A grade of ‘X’ (incomplete) is given only when a relatively small amount of work is not completed because of illness or other reason satisfactory to the instructor. An ‘X’ received by a student will automatically become an “F” unless removed within **twelve (12) weeks** of the next full term (summer excluded). The grade of ‘X’ will continue to appear as the initial grade on the student’s transcript, along with the revised grade.

8. The critical performance must be uploaded prior to a final grade being given.

| Attendance | Class participation is imperative. Your success depends on active participation and organization. If you do not understand or miss an assignment, it is your responsibility to get any material from your peers and contact the professor. |
| Disability Accommodations | Students with disabilities who require accommodations (academic adjustment and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services. The OFSDS telephone number is 270-745-5004 V/TDD. Please DO NOT request accommodations directly from the professor without a letter of accommodation from the Office for Student Disability Services. |
| | Criminal check, TB test and a health screening is required prior |
to any work in the schools. Additional information is available in Tate Page Hall 408.

| Plagiarism | You can find the following information in the WKU Handbook, 16th ed., p. 59. To represent ideas or interpretations taken from another source as one’s own is plagiarism. Plagiarism is a serious offense. The academic work of students must be their own. Students must give the author(s) credit for any source material used. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage after having changed a few words, even if the source is cited, is also plagiarism. |
| Assignments | This course is Pass/Fail. A Pass will require successful completion of ALL WORK. Successful completion is defined as:  
- Attendance at the August Orientation Meeting.  
- Completion of the Reflective Teaching Project demonstrating classroom competence.  
- Completion of a Teacher Work Sample earning at least a 2 on the rubric.  
- Completion of the Reflective Essay with at least a 2 on the rubric.  
- Professional work completed on time and with accuracy.  
- No assignments will be returned. The TWS and Reflective Essay become part of your permanent file at Western Kentucky University.  
- All assignments must be mailed to your Field-based Practitioner at the following addresses. Jane Bowman  
  511 Summer Shade Road  
  Summer Shade, Kentucky 42166  
  Marcus M. Pedigo  
  1111 Crestview Drive  
  Cave City, Kentucky 42127  
  Pete B Hoechner  
  153 Ridgewood Drive  
  Bowling Green, Kentucky 42103 |
**August Orientation Meeting**
All students are required to attend an orientation meeting with the Field-based Practitioners August 2007. Orientation meetings will be held in Owensboro, Elizabethtown and Glasgow at 5:00 local time. Each practitioner will contact you about this meeting. At this meeting you will make appointments with the Field-based Practitioners for site visits. Additionally, you will have an overview of the Teacher Work Sample. Expectations and procedures for the Internship will be explained.

**Field-based Observations Teaching Project**
The Field-based Practitioners will contact each student and schedule an appointment to observe them. This first visit must be completed prior to October 15. Each student will email the Field-based Practitioner a lesson plan five days prior to the visit. Lesson plans must be in the KTIP format. Students can find a copy of the KTIP Manual in the Course CD. Students will be evaluated using the KTIP Intern Performance Record.

After the first observation, the Field-based Practitioners, will conference with each student and provide feedback. You will fill out a Professional Growth Plan (PGP) for this class. This PGP will be the responsibility of the student to implement. Depending upon the information and at the Field-based Practitioners discretion, one of the following options will occur.

1. Schedule an appointment for a return visit to complete another observation to demonstrate improvement.
2. Allow the student to submit a video to demonstrate improvement.
3. Make any additional arrangement needed by the student.

**Teacher Work Sample**
This assignment requires six weeks of data. In order to complete the Teacher Work Sample successfully, you will need to begin no later than September 25.
Each student will complete a teacher work sample using the guidelines posted in the documents section of your Course CD. Please read both the manual and the rubric and follow the directions. The directions tell you to limit the pages to 20; you can increase the number if you wish. **Do not put this assignment in a notebook; use a binder clip.** Use the last four digits of your WKU ID as your WKU number for this project. You must earn at least a 2 on the rubric to pass the class. The teacher work sample is due **November 28.**

**Reflective Essay**
You have completed the Reflective Teaching Project, a Teacher Work Sample and read the two books. Write a reflective analytic essay, using examples from all of the materials about teaching today. Are your experiences similar to or different from the two authors? Philosophically answer the question, what is good teaching? This serves as your final for this experience. **This assignment is due by December 1.**

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