MAP INTERNSHIP 1: K-6 General or Special Education

Fall Semester 2012 – Semester 4 Internship 1
Undergraduate Multiple Abilities Program Syllabus

Titles, course numbers, and credits:

- Professionalism (MAP 301) (3 hours)
- Communication and Collaboration (MAP 321) (3 hours)
- Field Experience (MAP 341) (3 hours)
- The Learner (MAP 311) (3 hours)
- Facilitating Learning (MAP 331) (3 hours)

Date Revised: August 2012

Program Description

In accordance with the College of Education’s Conceptual Framework, The Multiple Abilities Program develops pre-service teachers’ understanding of knowledge construction, learning, pedagogy, and responsible professional practice in a wide variety of school settings. MAP experiences and assignments spiral so that increasingly in-depth competencies are continuously developed through an inter-related and contextualized thematic approach. Framing the MAP process is a realization that pre-service teachers need to be prepared to enter a community of complex practices rather than being trained to execute well-rehearsed skills. The program is highly constructivist in nature and focuses on three key inter-related themes which serve as lenses for ethical decision making and reflective teaching: understanding child development and diversity; facilitating empowerment, and utilizing authentic instruction and assessment. Specific competencies within the areas of Professionalism, Understanding the Learner, Communication and Collaboration, and Facilitating Learning are addressed within the context of this thematic approach.

MAP anchors student work and situates professional knowledge development within the activity of teaching practice itself; approximately 50% of the students’ time is allocated to clinical experiences, which are structured around authentic teaching tasks. Central to the MAP curriculum, too, is the development of communities of participants characterized by discourse that reflects both social and intellectual engagement in the process of becoming a reflective practitioner.

Semester Description

This semester, you will be assigned to either a K-6 General Education classroom or a K-6 Special Education classroom in a local public school for a 12-week internship. See Clinical Placement information for specific details. You are responsible for all dates/information in the intern handbook provided by the Office of Clinical Placement.

You are "allowed" two sick days during the 12-week internship, a third if you have documentation of attending the first day of school. Any other absence requires prior approval and must be made up, but this is reserved for extreme cases only such as death in the family. Absences above those allowed will require you to register for credits and repeat your Internship 1 in the fall 2013 semester. Any assignments received after Monday, Nov. 19th will cause you to receive an incomplete for Internship 1 and make you ineligible for Internship 2 in spring 2013. You will have to register for credits and do your Internship 2 in fall 2013.

Reminder: A grade of D or lower will result in your termination from the Multiple Abilities Program

B. Program Prerequisites

Admission to the Multiple Abilities Program and TEP; C grade or better in previous MAP courses.

C. Designation

NA

Instructors

Core MAP faculty are responsible for integrating instruction primarily in the following areas:

- Dr. Carol Donovan—Literacy cdonovan@bamad.ua.edu (348-2874)
- Dr. Nicole Swoszowski –Special Education mrock@bamaed.ua.edu (348-6218)
- Dr. Jim Siders- Educational Technology jsiders@bamaed.ua.edu (348- 5577)
- Dr. Nirmala Erevelles-Educational Foundations nerevell@bamaed.ua.edu (348-1179)
- Ms. Libba Woodruff—Physical Education woodr015@bama.ua.edu (348-7452)

See your clinical placement information for your assigned supervisor.
OBJECTIVES FOR INTERNSHIP 1: General or Special Education

GENERAL EDUCATION Internship Objectives
1. The structure of the academic disciplines related to the subject-matter content areas of instruction and of the important facts and central concepts, principles, theories, and tools of inquiry associated with these disciplines.
2. Knowledge of the wide range of technologies that support and enhance instruction, including classroom and school resources as well as distance learning and online learning opportunities.
4. Current federal and state laws and regulations governing and/or impacting on programs for exceptional students.
5. The coordination of special education services and general education.
6. Communicating with families.

The prospective teacher shall demonstrate ability to:
1. Identify student assumptions and preconceptions about the content of a subject area and to adjust instruction in consideration of these prior understandings.
2. Provide accommodations, modifications, and/or adaptations to the general curriculum to meet the needs of each individual learner.
3. Select content and appropriately design and develop instructional activities to address the scope and sequence of the curriculum.
4. Teach explicit cognitive, metacognitive, and other learning strategies to support students in becoming more successful learners.
5. Recognize individual variations in learning and development that exceed the typical range and use this information to provide appropriate learning experiences.
6. Plan and implement equitable and effective student access to available technology and other resources to enhance student learning.
7. Design and use a variety of approaches to formal and informal assessment to plan instruction, monitor student understanding and progress toward learning, modify teaching and learning strategies, and measure and report student progress related to learning objectives.
8. Collaborate with others to incorporate accommodations into all assessments as appropriate.
9. Provide a variety of ways for students with diverse needs, including students with disabilities, to demonstrate their learning.
10. Develop rubrics and to teach students how to use them to assess their own performance.
11. Develop and select appropriate performance assessments.
12. Engage all students in assessing and understanding their own learning and behavior.
13. Interpret and use reports from state assessments and results of other assessments to design both group and individual learning experiences.
14. Demonstrate appropriate communication strategies that include questioning and active and reflective listening.
15. Integrate skill development in oral and written communications into all content areas that one teaches.
16. Use effective nonverbal communication and respond appropriately to nonverbal cues from students.
17. Integrate reading instruction into all content areas that one teaches.
18. Stimulate interest in and foster appreciation for the written word, promote reading growth, and increase the motivation of students to read widely and independently for information and pleasure.
19. Integrate technology into the teaching of all content areas.
20. Facilitate students’ individual and collaborative use of technology, including classroom resources as well as distance and online learning opportunities when available and appropriate.
21. Use technology to assess student progress and manage records.
22. Evaluate students’ technology proficiency and students’ technology-based products within content areas.
23. Identify and refer students for diagnosis for special services.
24. Address learning differences and disabilities that are prevalent in an inclusive classroom.
25. Collaborate in the planning of instruction for an expanded curriculum in general education to include Individual Education Plans and other plans such as Section 504 goals for students with disabilities.
27. Use best practices, professional literature, and collegial assistance to improve as a teacher and a learner.
28. Integrate statewide programs and initiatives into the curriculum and instructional processes.
29. Communicate with students, parents, and the public about Alabama’s assessment system and major state educational improvement initiatives.
30. Use a variety of strategies such as cooperative learning, discussion, discovery, problem-based learning, and direct instruction in teaching.
31. Practice safe, responsible, legal and ethical use of technology and comply with school and district acceptable-use policies including fair-use and copyright guidelines and Internet-user protection policies.
32. Use peer and teacher conferencing and rubric assessment to help students edit and revise their writing.
33. Teach developmental stages of writing and spelling including the writing process; the stages of prewriting, drafting, revising, editing, and publishing and writing across the curriculum.
34. Implement a systematic program of literacy instruction that is compatible with the ways that learning occurs in preschool and elementary-aged children.
35. Facilitate children’s development and skills in communication, inquiry, creative expression, reasoning, and interpersonal relationships;
The prospective teacher shall demonstrate ability to:
36. Plan and implement an instructional program for grades K-6 using the state courses of study for mathematics, English language arts, social studies and Content Area Teaching.
37. Respond to children at the appropriate developmental level;
38. Teach health education, language arts, mathematics, music, physical education, reading, social studies, science, and visual and performing arts;
39. Work effectively with children in kindergarten, primary and upper elementary grades over an extended period of time;
40. Implement or assist other teachers in implementing the student's individualized education plan, by selecting, developing, and using appropriate instructional techniques and methods, ongoing measurement techniques, media and materials, equipment, technological advances, and support personnel
41. Effectively communicate the goals of the instructional program to the student, the student's primary care-givers, and appropriate professionals;
42. Implement a variety of validated, research-based reading programs selected to meet the individual needs of students and including the strategies recommended in the Alabama Reading Initiative Publications.
43. Teach mathematics to students of diverse populations and exceptionalities
44. Use manipulative materials and play as instruments for enhancing development and learning

SPECIAL EDUCATION Course Objectives:

The prospective teacher shall demonstrate knowledge of:
1-Current Alabama assessment requirements and procedures. [Alabama SDE Rule 290-3-3-.04 (2)(c)5.(iv) (Reflective Journals IV)
2-How personal/cultural biases can affect teaching and learning. [Alabama SDE Rule 290-3-3-.04 (4)(c)5.(i) (Educational Foundations Curriculum Project)
3-The roles and responsibilities of para-educators and other paraprofessionals. [Alabama SDE Rule 290-3-3-.04 (5)(c)1.(iii) (Reflective Journals V)
4-Research relating collective responsibility for student learning to increased achievement for all students. [Alabama SDE Rule 290-3-3-.04 (5)(c)4.(i) (AFEC Poster)
5-Laws related to students’ and teacher’ rights and responsibilities and the importance of complying with those laws, including major principles of federal disabilities legislation (IDEA, Section 504 and ADA), as well as Alabama statues on child abuse and neglect, and the importance of complying with those laws. [Alabama SDE Rule 290-3-3-.04 (5)(c)6.(i) (Case Study III)
6-Areas of exceptionality in learning and indicators of the need for special education services, as well as policies and procedures to be followed in referring students for special education services and/or to community agencies for assistance; [Alabama SDE Rule 290-3-3-.34(1)(a)1,3,9] (Case Study III)
7-When and how to adjust plans based on student responses and other contingencies; [Alabama SDE Rule 290-3-3-.34(1)(a)1,3,9] (IEP)
8-School emergency response, juvenile law, and nonviolent conflict resolution; [Alabama SDE Rule 290-3-3-.34(1)(a)1] (Special Education Internship)
9-Laws related to students and teachers rights and responsibilities and the importance of complying with those laws; [Alabama SDE Rule 290-3-3-.34(1)(a)1,3] (Reflective Journals V)
10-The importance of keeping accurate records, especially those related to federal, state, and district policies, and other records with legal implications; [Alabama SDE Rule 290-3-3-.34(1)(a)1,3] (Special Education Internship)
11-Current federal and state laws and regulations governing and/or impacting on programs for exceptional students; [Alabama SDE Rule 290-3-3-.34(4)(a)1,3] (Special Education Internship)
12-Resource agencies which provide personnel and services for improving and strengthening educational programs for exceptional students; [Alabama SDE Rule 290-3-3-.34(1)(a)9] (Special Education Internship)
13-Communicating with families. [Alabama SDE Rule 290-3-3-.35(4)(a)3] (Special Education Internship)

The prospective teacher shall demonstrate ability to:
1-Use individual behavioral support plans to proactively respond to the needs of all students. [Alabama SDE Rule 290-3-3-.04(2)(c)3.(vi) (Special Education Internship)
2-Select and support the use of instructional and assistive technologies and to integrate these into a coherent instructional design. [Alabama SDE Rule 290-3-3-.04 (2)(c)4.(v)
3-Collaborate with others to design and score common assessments and to use results to share and compare instructional practice and plan new instruction. [Alabama SDE Rule 290-3-3-.04 (2)(c)5.(vi)
4-Foster effective verbal and nonverbal communications during ongoing instruction using assistive technologies as appropriate. [Alabama SDE Rule 290-3-3-.04 (3)(c)1.(vi) (Special Education Internship)
5-Develop culturally responsive curriculum and instruction, i.e., model, teach, and integrate multicultural awareness, acceptance, and appreciation into ongoing instruction. [Alabama SDE Rule 290-3-3-.04 (4)(c)1.(iv) (Educational Foundations Curriculum Project)
6-Differentiate between learner difficulties that are related to cognitive or skill development and those that related to language learning. [Alabama SDE Rule 290-3-3-.04 (4)(c)2.(ii) (Special Education Internship)
7-Share instructional responsibility for students with diverse needs, including students with disabilities, and to develop collaborative teaching relationships and instructional strategies. [Alabama SDE Rule 290-3-3-.04 (5)(c)1.(v) (Special Education Internship)
8-Access school, community, state, and other resources and referral services. [Alabama SDE Rule 290-3-3-.04 (5)(c)6.(ii) (Special Education Internship)
9-Access resources to gain information about federal, state, district, and school policies and procedures. [Alabama SDE Rule 290-3-3-.04 (5)(c)6.(iii) (Special Education Internship)
10-Keep accurate records including IEPs, especially records related to federal, state, and district policies, and other records with legal implications. [Alabama SDE Rule 290-3-3-.04 (5)(c)6.(iv) (Special Education Internship)

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11- Develop and implement a classroom management plan to ensure equitable and effective student access to available technology resources [Alabama SDE Rules 290-3-3-.42(4)(d)(2)(iii)] (Special Education Internship)

12- Model safe, responsible, legal and ethical use of technology and implement school and district acceptable use policies including fair-use and copyright guidelines and Internet user protection policies [Alabama SDE Rules 290-3-3-.42(4)(d)(2)(iv)] (Special Education Internship)

13- Design, implement, and assess learner-centered lessons and units that incorporate technology and use appropriate and effective practices [Alabama SDE Rules 290-3-3-.42(4)(d)(2)(v)] (Teacher Work Sample MAP5)

14- Use technology tools for instruction, student assessment, management, reporting purposes and communication with parents/guardians of students including, but not limited to, spreadsheets, web page development, digital video, the Internet, and email [Alabama SDE Rules 290-3-3-.42(4)(d)(2)(vi)] (Special Education Internship)

15- Facilitate students’ individual and collaborative use of technologies (including but not limited to spreadsheets, web page development, digital video, the Internet, and email) to locate, collect, create, produce, communicate, and present information [Alabama SDE Rules 290-3-3-.42(4)(d)(2)(vii)] (Teacher Work Sample MAP5)

16- Design, manage, and facilitate learning experiences incorporating technologies that are responsive to the diverse needs of learners, learning styles and the special needs of all students (e.g., assistive technologies for students with special needs) [Alabama SDE Rules 290-3-3-.42(4)(d)(2)(viii)] (Teacher Work Sample MAP5)

17- Evaluate students’ technology proficiency and students’ technology-based products within curricular areas; and [Alabama SDE Rules 290-3-3-.42(4)(d)(2)(ix)] (Teacher Work Sample MAP5)

18- Use a variety of strategies such as cooperative learning, discussion, discovery, problem-based learning, and direct instruction in teaching; [Alabama SDE Rule 290-3-3-.06(1)(b)8] (Special Education Internship)

19- Use a variety of current materials, technologies and media (e.g. audio-visual technology, computers, video tapes and disks, print and non-print resources); [Alabama SDE Rule 290-3-3-.04(2)(e)2(vi)] (Teacher Work Sample MAP5)

20- Encourage students to recognize, question, and interpret ideas from a variety of perspectives; [Alabama SDE Rule 290-3-3-.06(1)(b)8] (Teacher Work Sample MAP5)

21- Use peer and teacher conferencing and rubric assessment to help students edit and revise their writing. [AL SDE Rule 290-3-3-.35 (1)(b)12] (Teacher Work Sample MAP5)

22- Communicate and collaborate effectively with colleagues, parents, guardians, and significant agency personnel; [Alabama SDE Rule 290-3-3-.34(1)(b)10] (Teacher Work Sample MAP5)

23- Encourage the involvement of parents/guardians in educating their children; [Alabama SDE Rule 290-3-3-.34(1)(b)9,10] (Special Education Internship)

24- Teach developmental stages of writing and spelling including the writing process; the stages of prewriting, drafting, revising, editing, and publishing and writing across the curriculum. [Alabama SDE Rule 290-3-3-.06(1)(b)10] (Teacher Work Sample MAP5)

25- Implement a systematic program of literacy instruction that is compatible with the ways that learning occurs in preschool and elementary-aged children; [Alabama SDE Rules 290-3-3-.06(1)(b)10] (Teacher Work Sample MAPS) / (TWS MAPS)

26- Facilitate children’s development and skills in communication, inquiry, creative expression, reasoning, and interpersonal relationships; [Alabama SDE Rules 290-3-3-.06(4)(b)3]} (Teacher Work Sample MAPS)

27- Respond to children at the appropriate developmental level [Alabama SDE Rules 290-3-3-.06(1)(b)15] (TWS MAPS)

28- Effectively communicate the goals of the instructional program to the student, the student’s primary care-givers, and appropriate professionals; [Alabama SDE Rules 290-3-3-.34(1)(b)10] (Special Education Internship)

29- Teach mathematics to students of diverse populations and exceptionalities [Alabama SDE Rules 290-3-3-.06(1)(a)(8)] (Special Education Internship)

**Required Texts and Expenses**

*Reading Assessment and instruction for all learners, Schumm
Savage Inequalities: Children in America’s Schools, Jonathan Kozol*

MAP students are required to belong to 3 professional organizations. In fall Semester 1, you joined the Council for Exceptional Children. In spring Semester 2, you joined the International Reading Association. This fall, you may choose the organization to which you wish to belong from this list:

- National Council for Teachers of Mathematics
- National Council for Social Studies
- National Science Teachers Association

Go to the respective website, join the organization, and print proof of membership to give to your supervisor by Monday, September 17th. If the organization has a form that requires a professor’s signature, get it from your supervisor.
Assignments for Internship 1 in General and Special Education

The following are the required projects and assignments for this semester according to whether you are placed with a general education or special education mentor teacher.

Most assignments are the same for students in general education and special education. See below for the list for both.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>To be completed if assigned to General Education Internship</th>
<th>To be completed if assigned to Special Education Internship</th>
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<tbody>
<tr>
<td>Reflective Journals</td>
<td>Yes, see general educ directions</td>
<td>Yes, see special educ directions</td>
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<tr>
<td>Teaching Portfolio</td>
<td>Yes, draft</td>
<td>Yes, draft</td>
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<tr>
<td>4:1 Ratio Project</td>
<td>Yes</td>
<td>Yes</td>
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<tr>
<td>Social Studies/Science Unit</td>
<td>Yes</td>
<td>No</td>
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<tr>
<td>Music</td>
<td>Yes</td>
<td>No</td>
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<tr>
<td>Teacher Work Sample and Literacy Instruction</td>
<td>Yes, Part 1</td>
<td>Yes, Part 1</td>
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<tr>
<td>FBA/BIP Project</td>
<td>No</td>
<td>Yes</td>
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<tr>
<td>IEP Project</td>
<td>No</td>
<td>Yes</td>
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<tr>
<td>Co-Teaching 2 lessons</td>
<td>Yes</td>
<td>Yes</td>
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<tr>
<td>Educational Foundations</td>
<td>Yes, November with Dr. Erevelles</td>
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# General Education Intern Assignments

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<th>Project/Assignment</th>
<th>Points Possible</th>
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<tr>
<td>Reflective Journals</td>
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<tr>
<td>Teaching Portfolio</td>
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<tr>
<td>the teaching philosophy</td>
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<tr>
<td>the partial portfolio</td>
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<tr>
<td>4:1 Ratio Analysis Project</td>
<td>100</td>
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<tr>
<td>Teaching Music Log, Lesson Plans, Video, and reflection</td>
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<tr>
<td>Comprehensive Social Studies/Science Unit</td>
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<tr>
<td>Teacher Work Sample</td>
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</tr>
<tr>
<td>Co-Teaching Lessons</td>
<td>100</td>
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<tr>
<td>Educational Foundations</td>
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# Special Education Intern Assignments

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<td>the teaching philosophy</td>
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<td>the partial portfolio</td>
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<tr>
<td>4:1 Ratio Analysis Project</td>
<td>100</td>
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<tr>
<td>Teacher Work Sample</td>
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<td>IEP Project</td>
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<td>FBA/BIP</td>
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