

Revised April 2008

Ashland University
Dwight Schar College of Education
Department of Curriculum and Instruction
Course Syllabus

Graduate: Undergrad: X
Credit Hours: 10
Field/Clinical Hours: 300

Course Number: EDCI 465

Course title for the catalog: Internship: Intervention Specialist Mild/Moderate

Catalog description:

Supervised field experience with an Intervention Specialist in a school setting.

Individuals seeking Intervention Specialist licensure must complete this field in an inclusive setting.

The prerequisite (s) for this course is (are):

Completed all but one methods course and have senior status.

The Intervention Specialist team has chosen the Taskstream system to support the comprehensive program outcomes of the licensure programs. Taskstream is a subscription online portfolio system that provides students with lesson, unit, and portfolio building tools through their website, www.taskstream.com.

Please note there will be required Taskstream class assignments and program portfolios that will be due during students' course of study at Ashland University. While some classes will not have Taskstream assignments, students are responsible for maintaining their completed assignments for possible future use in the online program portfolio.

The enrollment restriction (s) for this course is (are):

None

Course and field/clinical experience objectives (including knowledge, skills, and dispositions):

KNOWLEDGE:

The teacher education student will have knowledge of:

1. Federal, state and LEA rules, regulations and procedures which apply to the

- student teaching situation.
2. Individual students IEPs and 504 plans.
 3. Teachers expectations for class routines and procedures.
 4. Safety issues and procedures as they relate to the building, class and individual students.
 5. Health issues and procedures as they relate to the building, class and individual students.
 6. Curriculum used with students in regular classes and special situations.
 7. Crisis intervention plans for individual students.
 8. The communities where the students families live.
 9. Physical, sensory, and emotional development and disability and how they relate to learning.
 10. Personal and Professional Standards of Behavior that support student learning (i.e. maturity, temperament, flexible/accepts constructive criticisms, enthusiasm, efficacy/commitment/dependable attendance, and ethics).

SKILLS:

The teacher education student will have skills to:

1. Take responsibility for the development of a positive climate in both the classroom and school environments.
2. Articulate personal philosophy of special education including its relationship to/with regular education.
3. Conduct instructional and other professional activities consistent with the requirements of law, rules and regulation, and local district polices and procedures.
4. Collaborate with families and other professionals involved in the assessment, therapy, daily care and instruction of students.
5. Create and maintain records.
6. Gather background information regarding academic, medical, and family history.
7. Plan and conduct collaborative conferences with families and/or primary care givers.
8. Use academic, social, and specialized assessment following due process procedures.
9. Interpret information from formal and informal assessment instruments and procedures with the assistance of specialists when needed.
10. Report assessment results to students, parents, administrators, and other professionals using appropriate communication skills.
11. Use assessment data and information from teachers, other professionals, students and parents to make or suggest appropriate comprehensive, longitudinal individualized programs, instruction and modification in learning environments.
12. Develop individualized assessment strategies for instruction.
13. Use assessment information in making instructional decisions and planning individual programs that result in appropriate placement and intervention for all students, including those from culturally and/or linguistically diverse backgrounds.

14. Evaluate supports needed for integration into various program placements.
15. Develop and/or select instructional content, materials, resources, and strategies that respond to cultural, linguistic, and gender differences and the characteristics of the learner.
16. Interpret sensory and perceptual information to create appropriate learning plans for students.
17. Create classroom environments which are multi-sensory.
18. Refer students and parents to specialized resources and professionals.
19. Provide role models of persons with disabilities.

20. Collaborate with service providers regarding acquisition, development, modification, maintenance, and evaluation of assistive technology, procedures, and curricula to assist in meeting functional, educational, social, medical, communication, and emotional needs of students.
21. Design, implement, and evaluate appropriate lesson plans and materials for individual, small group, and inclusion classes which meet individual student's needs at different developmental levels.
22. Involve the student, family and peers in setting instructional goals and charting progress.
23. Sequence, implement, and evaluate individual learning objectives.
24. Integrate affective, daily living, social and career/vocational skills with academic curriculum.
25. Evaluate the results of instruction and personal teaching and make appropriate decisions for future lessons.
26. Use instructional time properly and plan for transitions within the school day.
27. Teach students to use thinking, problem-solving, and other cognitive strategies to meet their individual needs.
28. Establish and maintain rapport with students, parents, community members and other professionals.
29. Use verbal and nonverbal communication techniques including specialized augmentative and assistive devices and methods with instruction from specialists, parents, and/or the student.
30. Create a safe, positive, and supportive learning environment in which diversities are valued and a community of learners is supported.
31. Use strategies and techniques for facilitating the functional and social integration of students in various school and community settings.
32. Plan and implement the least intensive and intrusive intervention consistent with the needs of the student for short and long range goals, and plan systematic adjusts when needed.
33. Based upon realistic expectations, ecological and communication function data, modify the learning environment, student expectations and teacher expectations and supports to replace inappropriate behaviors with functional and appropriate behaviors.
34. Demonstrate and teach procedure to increase the individual's self-awareness, self-control, self-reliance, and self-esteem.
35. Prepare students to exhibit self-enhancing behavior in response to societal

- attitudes and actions.
36. Direct the activities of a classroom paraprofessional, aide, volunteer, or peer tutor.
 37. Create an environment that teaches and encourages self-advocacy and increased independence.
 38. Monitor the effects of medication on student performance.
 39. Support student expression in speaking, writing, and listening.
 40. Engage students in generating knowledge and testing hypotheses according to the methods of inquiry and standards of evidence in the discipline, and support diverse perspectives.
 41. Take responsibility for the development of a positive climate in both the classroom and school environments.
 42. Follow guidelines established by School Board policies, negotiated agreements and school law and Ashland University Policies and Student Teaching Handbook Requirements.

DISPOSITIONS:

The teacher education student will:

1. Demonstrate commitment to developing the highest educational and quality-of-life potential of students.
2. Demonstrate positive regard for the culture, religion, gender, disability, and sexual orientation of students and their families.
3. Promote and maintain a high level of competence and integrity in the practice of the profession.
4. Exercise objective professional judgement in the practice of the profession.
5. Practice the CEC Code of Ethics and other standards and policies of the profession.
6. Assume the competence of students rather than judging competence based upon labels.
7. Value and seek inclusive settings for all students.
8. Provide non-academic services only when the appropriate professional has assessed the student, determined the services needed, thoroughly trained the teacher, and continues to evaluate the teacher and student frequently.
9. Practice recommended universal precautions to maintain healthy environments.
10. Assist individuals to develop a sensitivity toward those who have health, physical, sensory, motor, and academic differences.
11. Respect the privacy, confidentiality, and differences among all students, their records, and persons interacting with them.
12. Recognize the continued need for knowledge in both the content areas and professional practices.
13. Appreciate and value diversity, show respect for students varied talents, perspectives, learning styles, and backgrounds and is committed to individual excellence.
14. Be committed to the expression of democratic principles in the classroom.
15. Serve as a positive role model.

16. Accept the role as an advocate for an appropriate education for all children.

Suggested texts and/or references:

Student Teacher Handbook

Suggested instructional strategies:

Observations, guided practice, modeling from university supervisor or cooperating teacher, self reflection

Description of field/clinical experiences:

FIELD EXPERIENCE

See knowledge and skills above

CLINICAL EXPERIENCE

Evaluation of Students:

Cooperating teacher's evaluation, university supervisor's evaluation.

Required Taskstream component for this course:

- 1) Portfolio evaluating students' mastery of fifteen program outcomes.

Faculty who frequently teach the course:

Intervention Specialist faculty

Licensure programs in which course is required:

Intervention Specialist Mild/Moderate

If the course is offered for either undergraduate or graduate credit identify the respective difference in expectations:

This course is taken by undergraduate students only.

Bibliography (Learned Societies, Etc.)

Refer to bibliography and other resource information provided with methods course syllabi plus the CEC document "What Every Special Educator Must Know" and the Praxis III materials.