

Rhode Island College
Feinstein School of Education and Human Development
Department of Special Education
SPED 654

INTERNSHIP IN URBAN, MULTICULTURAL SPECIAL EDUCATION

Fall, 2009

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Course Description:

Students are supervised in special education settings providing services to culturally and linguistically diverse youngsters with disabilities. They conduct assessments, plan and deliver instruction, and collaborate with professionals and parents. 3 Credit Hours.

Prerequisites: *Certification in special education; BLBC 415 or SPED 534, and BLBC 416 or SPED 554; SPED 551, 552, 553, 557, 651, 652, 653; or consent of department chair. Offered fall and spring.*

Relationship to the Professional Program

In this specialized internship students apply the knowledge and skills acquired throughout their program of study. They conduct culturally and linguistically appropriate assessments and use the results to plan responsive intervention programs. They create linguistically and culturally conducive environments to support learning and implement carefully selected and/or adapted approaches known to be effective with language minority students. They work with translators and interpreters and collaborate with families and school-based professionals to design responsive individual educational plans.

Texts:

Students will refer to all of the texts assigned throughout their program of study. No additional books are required.

Internship Outcomes:

1. Select, conduct and interpret culturally and linguistically-appropriate assessments in order to make accurate educational decisions and plan effective instructional programs **CEC Standard 7 & 8; Knowledge; Domain-Specific Knowledge; Contextual Perspective; Practice: Evidence-Based Decision Making; RITPS 2, 9;** (TESOL 3.a.; 4.a.;4.b.)
2. Understand how to effectively work with a translator/interpreter to conduct assessments and deliver instruction. **CEC Standard 10; Knowledge: Professional Awareness; Practice: Evidence-Based Decision Making; RIPTS 7, 8;** (TESOL Standard 1.a; 1.b.; 1.c.; 3.a., 3.b. & 3.c.)

3. Include parents in programmatic decision-making and in the instructional process
CEC Standard 7 & 10; Knowledge: Professional Awareness; Practice: Evidence-Based Decision Making, Diversity of Practice; RIPTS 7, 8; (TESOL Standard 5a. & 5.b.)
4. Design instruction that integrates the teaching of language, literacy, and grade-appropriate content. **CEC Standard 7; Practice: Evidence-Based Decision Making; Technology Use; RIPTS 2; (TESOL Standard 1.a.;1.b.; 2.a; 3.a. & 3.c.)**
5. Demonstrate knowledge of and skill in the delivery of specialized approaches for teaching English Language Learners with disabilities. **CEC Standard 4, Practice: Evidence-Based Decision Making, Technology Use, Diversity of Practice; RIPTS 2; (TESOL 1.a.;1.b.& 3.b.)**
6. Prepare and present teaching units and lessons in a variety of curriculum areas using appropriate special education methods for English Language Learners; adapt instruction to insure that it is culturally and linguistically appropriate and addresses the specific types of disabilities present. **CEC Standard 3, 4 &7, CEC Standard 4, Knowledge: Domain-Specific Knowledge. Contextual Perspective; Practice: Evidence-Based Decision Making, Technology Use, Diversity of Practice; RIPTS 2, 3, 4, 6; (TESOL 1.b.; 2.a.; 3.a.; 3.b.&3.c.)**
7. Demonstrate the professional capacity to function effectively on assessment and intervention teams by understanding the role of each team member and engaging in skillful collaboration and problem solving to resolve difficult issues that may arise when serving culturally and linguistically diverse learners with disabilities. **CEC Standard 8 & 10; Practice: Evidence-Based Decision Making; Professional Identity Development; RIPTS 2, 3, 4, 6, 8, 9, 11; (TESOL 1.b.; 2.a.; 5.b.& 5.c.)**

Primary Evaluation Techniques for Evaluating Student Performance: [All Objectives]

- A. In-Class Observations of Assessments of Students and Teaching
As Rated on Program Evaluation Form (Including Both a Mid-term and Final Rating of Performance) (All Course Outcomes) **(60 points)**
- B. Required Reflection and Analysis (All Course Outcomes) **(25 points)**
- C. Required Seminar Participation (all Course Outcomes) **(worth 15 points)**

Grading:

Internship grade is based on seminar participation and classroom performance.

A (94-100)	B+ (87-89)	C+ (77-79)
A- (90-93)	B (84-86)	C (74-76)
	B- (80-83)	

Focus of the Internship by Week

Initial Seminar

Overview of the Internship Experience and Internship Requirements
Review of Relevant Assessment, Teaching Methods, and Materials
Small Group Discussions

Week 1-2 **Focus on Meeting with Cooperating Special Education/ESL Teachers in Their School to Review and Discuss Methods, Curricula, and Materials**
Students Observe and/or Begin Instruction in Urban, Multicultural Special Education and/or Inclusion Classrooms; Participate as Deemed Appropriate

Week 3-4 **Begin Internship in Placement Setting**
Conduct Student Assessments as Necessary to Plan Effective Instruction;
Provide Instruction to English Language Learners with Disabilities in the Placement Setting
First Observation by College Supervisor Completed

Week 5-6 **Design and Deliver Culturally and Linguistically Appropriate Instruction in the Placement Setting**
Evaluate Effectiveness of All Lessons Delivered
Revise Students' Individualized Education Programs as Necessary

Week 7-9 **Implement the Students' Individualized Education Programs**
Conduct On-going Evaluations of the Effectiveness of the Instruction Provided and of the Students' Progress
Second Observation by the College Supervisor Completed

Week 10-12 **Continue with the Implementation of the Students' Individualized Education Programs**
Continue On-going Evaluation of the Students' Progress and of the Program's Effectiveness

Week 13-14 **Continue with the Implementation of the Students' Individualized Education Programs**
Continue On-going Evaluation of the Students' Progress and of the Program's Effectiveness; Communicate with the Student's Family and the Staff About the Student's Progress

Week 15 **Continue with the Implementation of the Students' Individualized Education Programs**
Evaluate and Report on the Program's Effectiveness
Third Observation by the College Supervisor Completed

Week 16 **Culminating Seminar** Participants Share Internship Experiences

RIC Polices

- For Information Regarding Criminal Background Check Policies of the Feinstein School of Education:
<http://www.ric.edu/feinsteinSchoolEducationHumanDevelopment/bci.php>
- Academic Dishonesty Policy (Rhode Island College Handbook of Policies, Practices, and Regulations (Spring 2010), Chapter 3: Academic policies and procedures. Pp. 32-34, section 3.9.1.):
http://www.ric.edu/administration/pdf/College_handbook_Chapter_3.pdf#28
- Request for Reasonable Accommodations for Students with Disabilities:
<http://www.ric.edu/disabilityservices/faq.php>

