

**Rhode Island College**  
**Feinstein School of Education and Human Development**  
**Department of Special Education**  
**SPED 664**  
**Spring 2009**

**Course: Internship in the Middle or Secondary Level Special Education Program for Students with Mild/Moderate Disabilities (6 credits)**

**Prerequisites:**

Admission to the M.Ed. in special education or consent of instructor.

**Course Description:**

One quarter of the academic year is spent teaching in special education programs under the joint supervision of an experienced teacher and a College supervisor.

**Extended Description:**

The theme of this course is the clinical application of knowledge and theory attained through the professional sequence. During the internship experience, the student engages in full-time academic and non-academic teaching under the supervision of an experienced teacher who is certified as a special educator for children with mild/moderate disabilities at the Middle and Secondary school levels, and is an exemplar of best practices including the use of technology within the internship. The student is expected to evidence an ethical professionalism and critical thinking in her/his approach to teaching and learning, and actively engage in all aspects of the special educator's role.

**Relationship to the Professional Program:**

This course is a required component of the professional sequence of courses within the department of special Education for the M.Ed. in Special Education Certification with a Concentration in secondary special needs. Enrollment is limited to students who have successfully completed all prerequisite courses in the program and have been admitted to the program. The 300 –hour experience fulfills the Rhode Island Department of Education requirement for certification as a special Educator for Children with Mild/Moderate Disabilities at the middle school and secondary levels. Students are expected to translate academic theory obtained through prior coursework, identify and address professional areas of improvement by engaging in planning, action and reflective practice during the internship and meetings with College and school personnel.

**Relationship to the Teacher Education Knowledge Base and FSEHD:**

As the culminating experience in the professional sequence in the Department of Special Education, the internship builds on the foundation knowledge acquired in the prerequisite special education requirements. The student's critical thinking, and the integration of the assessment process with instructional planning, preparation and execution of programs and lessons for children with mild/moderate disabilities serves as the core of the design, implementation, analysis and evaluation of programs and services for all persons, with or without disabilities. It is the cornerstone of the legal and legislative initiatives which have been designed to secure access, participation and due process for persons with disabilities in society.

This course complements the intern's developing knowledge and skills within the professional sequence in the FSEHD. The relationship to the Knowledge Base is evident in the following ways:

1. The student recognizes the central role of understanding, planning and assessment to meet the unique needs of individuals with disabilities.
2. The student understands that the actions taken in concert with and on behalf of persons with disabilities arise from a total understanding of the linkages among planning, action and reflection.
3. The student actively incorporates the knowledge gained from observation and interpretation of what persons with disabilities say and do into their reflections on the ways to initiate and foster positive involvement in their lives.

## Course Texts and Materials

**Text:** Rhode Island College, *FSEHD Student Teaching Manual, 2005-06*  
*Department of Special Education: Exit Portfolio Guidance*

## Relationship to the Rhode Island Beginning Teacher Standards (RIBTS)

While this course addresses each of the eleven RIBTS, the student teaching experience relates most directly the following RIBTS placed in order of significance to this experience.

Standard #3	Teachers create instructional opportunities that reflect an understanding of how children learn and develop.
Standard #4	Teachers create instructional opportunities that reflect a respect for the diversity of learners and an understanding of how students differ in their approaches to learning.
Standard #6	Teachers create a learning environment that encourage appropriate standards of behavior, positive social interaction, active engagement in learning, and self-motivation.
Standard #5	Teachers create instructional opportunities to encourage students' development of critical thinking, problem solving, and performance skills.
Standard #8	Teachers use effective communication as the vehicle through which students explore, conjecture, discuss, and investigate new ideas.
Standard #2	Teachers create learning experiences that reflect an understanding of the central concepts, structures, and tools of inquiry of the disciplines taught

## Course Outcomes

Standards referenced: **RIBTS** refers to the R.I. Beginning Teacher Standards, and **GC** refers to the C.E.C General Curriculum Standards with **S** referencing Skills; Additional CEC Standards are referenced in **bold**:

As a result of completing a supervised student teaching experience in a program for children with mild/moderate disabilities at the elementary or middle school level, the student will:

- 1 implement procedures for assessing and reporting both appropriate and problematic social behaviors of individuals with disabilities; (RIBTS 6,9) (GC3 -S1) **CEC #8 :Assessment**
- 2 use exceptionality-specific assessment instruments with individuals with disabilities; (RIBTS 9 ) (GC3 -S2); **CEC #8 :Assessment**
- 3 adapt and modify ecological inventories, portfolio assessments, functional assessments, and future based assessments to accommodate the unique abilities and needs of individuals with disabilities; (RIBTS 4,9 ) (GC3 -S3); **CEC #8: Assessment**
- 4 use a technology plan based on assistive technology assessment; (RIBTS 4,9 ) (GC3-S4) **CEC #4:Instructional Strategies**
- 5 assess reliable method(s) of response of individuals who lack typical communication and performance abilities; (RIBTS 4,9) (GS3-S5); **CEC #6: Language**
- 6 use effective, research-based instructional strategies and practices to meet the needs of individuals with disabilities; (RIBTS 2,3,4,5) (GC4 -S1); **CEC #4: Instructional Strategies**
- 7 facilitate the use of prevention and intervention strategies in educational settings; (RIBTS 6) (GC4 -S2); **CEC #5: Learning Environment and Social Interaction**

8 delineate and apply goals, intervention strategies and procedures related to psychodynamic, behavioral, biophysical, and ecological approaches to individuals with disabilities; (RIBTS 6,9) (GC4 -S3);

**CEC #5: Learning Environment and Social Interaction**

9 plan, organize, and implement educational programs appropriate to the cognitive and affective needs of individuals with disabilities; (RIBTS 2,3,4) (GC4 -S4); **CEC #5: Learning Environment and Social Interaction**

10 evaluate, select, develop, and adopt curriculum materials and technology appropriate for individuals with disabilities; (RIBTS 6,9) (GC4 -S5); **CEC #7: Instructional Planning**

11 integrate academic instruction, affective education, and behavior management for individual learners and groups of learners; (RIBTS 3,4,5,6) (GC4 -S6); **CEC #5: Learning Environment and Social Interaction**

12 evaluate strengths and limitations of alternative instructional strategies for individuals with disabilities; (RIBTS 6,9) (GC4 -S7); **CEC #4: Instructional Strategies**

13 integrate student initiated learning experiences into ongoing instruction. (RIBTS 5) (GC4 -S8); **CEC #4: Instructional Strategies**

14 use skills to enhance critical thinking; (RIBTS 5,8) (GC4 -S9); **CEC #4: Instructional Strategies**

15 use effective instructional strategies to assist individuals with disabilities to detect and correct errors in oral and written language; (RIBTS 2,3,5,8) (GC4 -S10); **CEC #6: Language**

16 use appropriate instructional strategies to teach math skills and concepts according to the characteristics of the learner and patterns of error; (RIBTS 2,3,5) (GC4 -S11); **CEC #4: Instructional Strategies**

17 modify the pace of instruction and use organization cues; (RIBTS 3,4) (GC4 -S12); **CEC #4: Instructional Strategies**

18 integrate appropriate teaching strategies and instructional approaches to provide effective instruction in academic and nonacademic areas for individuals with disabilities; (RIBTS 2,4,8), (GC4 -S13); **CEC #4: Instructional Strategies**

19 utilize research supported instructional strategies and practices, included functional embedded skills approach, community based instruction, task analysis, multisensory, and concrete/manipulative techniques; (RIBTS 1-4) (GC4-S14); **CEC #4: Instructional Strategies**

20 design age appropriate instruction based on the adaptive skills of learners; (RIBTS 3,4), (GC4 -S15); **CEC #7: Instructional Planning**

21 integrate related services into the instructional settings of learners; (RIBTS 7) (GC4 -S16); **CEC #7: Instructional Planning**

22 provide community referenced instruction; (RIBTS 1) (GC4 -S17); **CEC #7: Instructional Planning**

23 assist students in the use of alternative and augmentative communication systems; (RIBTS 3,4,6,8) (GC4-S18); **CEC #6: Language**

24 support the use of media, materials, alternative communication styles and resources required for learners whose disabilities interfere with communications; (RIBTS 3,4,8) (GC4 -S19); **CEC #6: Language**

25 interpret sensory, mobility, reflex, and perceptual information to create appropriate learning plans; (RIBTS 3,4,6,8) (GC4-S20); **CEC #7: Instructional Planning**

26 use appropriate adaptations and technology for all individuals with disabilities; (RIBTS 3,4,6,8) (GC4-S21);

#### **CEC #4: Instructional Strategies**

27 adapt lessons to maximize learning of students with specialized health care needs; (RIBTS 4,5,9) (GC4 -S22-25);

#### **CEC #4: Instructional Strategies**

28 use strategies for facilitating the maintenance and generalization of skills across learning environments; (RIBTS 3,5) (GC4 -S26); **CEC #4: Instructional Strategies**

29 monitor intragroup behavior changes across subjects and activities; (RIBTS 6)(GC5-S1); **CEC #5: Learning Environments and Social Interactions**

30 structure the educational environment to provide optimal learning opportunities for individuals with disabilities; (RIBTS 2,3,4) (GC5 -S2); **CEC #5: Learning Environments and Social Interactions**

31 teach individuals with disabilities in a variety of educational settings; (RIBTS 3,4,5) (GC5 -S3); **CEC #5: Learning Environments and Social Interactions**

32 design learning environments for individuals with disabilities that provide feedback from adults and peer; (RIBTS 8) (GC5 -S4) **CEC #5: Learning Environments and Social Interactions**

33 design learning environments that are multisensory, and that facilitate active participation, self-advocacy, and independence of individuals with disabilities in a variety of group and individual settings; (RIBTS 3,4,8) (GC5-S5) **CEC #5: Learning Environments and Social Interactions**

34 use local, community, state, and provincial resources to assist in programming with individuals who are likely to make progress in the general curriculum; (RIBTS 7) (GC5-S6); **CEC #7: Instructional Planning**

35 coordinate activities or related service personnel to maximize direct instruction time for individuals with disabilities; (RIBTS 7) (GC5-S7); **CEC #7: Instructional Planning**

36 use a variety of nonadversive techniques for the purpose of controlling targeted behavior and maintaining attention of individuals with disabilities; (RIBTS 6,8,9) (GC6 -S1); **CEC #5: Learning Environments and Social Interactions**

37 develop and implement a systematic behavior management plan; (RIBTS 6) (GC6 -S2); **CEC #5: Learning Environments and Social Interactions**

38 select target behaviors to be changed and identify the critical variables affecting the target behavior; (RIBTS 6) (GC6-S3); **CEC #5: Learning Environments and Social Interactions**

39 define and use skills in problem solving and conflict resolution; (RIBTS 5,6) (GC6-S4); **CEC #5: Learning Environments and Social Interactions**

40 design, implement, and evaluate instructional programs that enhance an individual's social participation in family, school, and community activities; (RIBTS 5,6,7) (GC6-S5); **CEC #5: Learning Environments and Social Interactions**

41 establish a consistent classroom routine for individuals with disabilities, and define and use skills in problem solving and conflict resolution; (RIBTS 5,6) (GC6 -S4&6); **CEC #5: Learning Environments and Social Interactions**

42 delineate and apply appropriate management procedures when presented with spontaneous management problems; (RIBTS 6,8) (GC6 -S7); **CEC #5: Learning Environments and Social Interactions**

43 facilitate the development and implementation of rules and appropriate consequences in the educational environment; (RIBTS 6) (GC6 -S8); **CEC #5: Learning Environments and Social Interactions**

44 use specific behavioral management and counseling techniques in managing students and providing training for their parents; (RIBTS 6,7) (GC7-S1); **CEC #5: Learning Environments and Social Interactions**

45 assist students, in collaboration with parents and other professionals, in planning for transition to post-school settings with maximum opportunities for decision making and full participation in the community; (RIBTS 7) (GC7-S2);

**CEC #10: Collaboration**

46 participate in the activities of professional organizations relevant to individuals with disabilities; (RIBTS 2) (GC8-S1);

**CEC #9: Professional and Ethical Practice**

47 articulate the teacher's ethical responsibility to nonidentified individuals who function similarly to individuals with disabilities; (RIBTS 11) (GC8-S2); **CEC #9: Professional and Ethical Practice**

48 project a professional image, and interact in a professional and ethical manner with colleagues, students, parents and others; (RIBTS 11); **CEC #9: Professional and Ethical Practice**

49 accepts and acts upon constructive criticism from the cooperating teacher and college supervisor; (RIBTS 7);

**CEC #9: Professional and Ethical Practice**

50 assesses one's own teaching and planning through reflection and analysis, and suggests solutions to identified concerns. (RIBTS 10); **CEC #9: Professional and Ethical Practice**

<b>FSEHD Conceptual Framework Concepts</b>	<b>FSEHD Advanced Standards</b>	<b>Aligned to SPED 662 Course Objectives</b>
Planning, Action and Reflection	PRACTICE: Reflective Problem Solving	Objectives 9, 11, and 25
Knowledge: General Education	KNOWLEDGE: Domain Specific Knowledge	Objective 22
Knowledge: Human Learning and Development	KNOWLEDGE: Domain Specific Knowledge	Objectives 15, 17 and 20
Knowledge: Contexts of Schooling	KNOWLEDGE: Domain Specific Knowledge	Objectives 1, 7, 8, 29, 36, 37,38, 42, and 43
Knowledge: Area of Specialization	PRACTICE: Professional Practice	Objectives 13, 14,16,28,39, and 41
Pedagogy: Theory and Practice of Teaching and Learning	PRACTICE: Professional Practice	Objectives 6, 18, 19, 30,33,and 46
Pedagogy: Instructional Uses of Technology	PRACTICE: Technology Use	Objectives 10 and 23
Pedagogy: Assessment as an Aid to Practice	PRACTICE: Professional Practice	Objectives 2, 4, 12, and 26
Diversity: Cultural Diversity	DIVERSITY: Individual Differences and Cult. Diversity	Objective 5
Diversity: Special Needs and Inclusion	DIVERSITY: Individual Differences and Cult. Diversity	Objectives 3, 5, 24, 27, 31, and 32
Professionalism: Professional Ethics	PROFESSIONALISM: Professional Ethics	Objectives 47 and 48
Professionalism: Collaboration and Advocacy	PROFESSIONALISM: Collaboration	Objectives 21, 34, 35, 40, 44, 45, and 49
Professionalism: Professional Development	PROFESSIONALISM: Professional Development	Objective 50

**Course Requirements and Grading Procedures:**

1. Read the FSEHD Student Teaching Manual and comply with the requirements therein.
2. Students are graded on their overall performance during the internship experience. Grading is done on an A – F system. Grading is based on the student overall performance in relation to the FSEHD Knowledge Base, the tenets of I.D.E.A., the course and program objectives, and the C.E.C, Code of Ethics.
3. At each visit by the College supervisor (a minimum of three), the official FSEHD Office of Clinical Experience *Student Teacher Off-Campus Observation Report* is completed, and a copy is distributed to the student, internship supervisor, and Office of Clinical Experiences. The intern must sign the completed form to acknowledge that the critique has been discussed. The student is evaluated on 17 dimensions that reflect Planning, Action and Reflection. This form is coded to the Rhode Island Beginning Teacher Standards (RIBTS), and each of the eleven RIBTS is evaluated among the 17 dimensions. The following rubric is used to evaluate performance on each dimension.
  - O** performing above expected proficiency
  - S** performing at expected proficiency
  - I** needs improvement
  - NA** not applicable
  - U** performing below expected proficiencyAt the conclusion of each observation, the College supervisor also provides a written narrative in two areas: “description of teaching activity,” and “evaluation of classroom performance, including suggestions, recommendations and comment.” A copy of the Observation Report form is included on pages 14-17 of this document.
4. The student teacher, in addition to the expected daily debriefings by the cooperating teacher, is also evaluated by the cooperating teacher on three occasions using the *Student Teacher Observation Report, documenting the candidate’s use of technology within their teaching experience*. The cooperating teacher also completes an extended midterm and final evaluation form (coded to RIBTS) using the same rubric listed in item 3 above. These evaluations are shared and discussed with the student and college supervisor and are forwarded to the Office of Clinical Experiences.
5. The College supervisor from the Department of Special Education also completes a copy of a final evaluation form that is shared with the student. A copy of this form is found on the pages that immediately follow. This form is coded to both RIBTS and the CEC General Curriculum Standards.

**RHODE ISLAND COLLEGE**  
**Department of Special Education**  
**SPED 662: Internship in the Elementary or Middle School Level Special Education Program for Students with**  
**Mild/Moderate Disabilities**  
**FINAL EVALUATION FORM**

Intern's Name: \_\_\_\_\_  
 College Supervisor's Name: \_\_\_\_\_  
 Cooperating Teacher's Name: \_\_\_\_\_  
 School District/School: \_\_\_\_\_

**KEY:** OBJ Objective number for course syllabus  
 CODE Reference to C.E.C. General Curriculum Standards and RIBTS  
 O Performing above expected proficiency  
 S Performing at expected proficiency  
 U Performing below expected proficiency  
 NI Needs improvement

OBJ	COURSE OBJECTIVE student can	CODE	CEC	O	S	U	NI	NA
1	implement procedures for assessing and reporting both appropriate and problematic social behaviors of individuals with disabilities.	GC3 -S1 RIBTS 6,9	8					
2	use exceptionality-specific assessment instruments with individuals with disabilities.	GC3 -S2 RIBTS9	8					
3	adapt and modify ecological inventories, portfolio assessments, functional assessments, and future based assessments to accommodate the unique abilities and needs of individuals with disabilities.	GC3 -S3 RIBTS 4,9	8					
4	use a technology plan based on assistive technology assessment.	GC3-S4 RIBTS 4,9	4					
5	assess reliable method(s) of response of individuals who lack typical communication and performance abilities.	GS3-S5 RIBTS 4,9	6					
6	use effective, research-based instructional strategies and practices to meet the needs of individuals with disabilities.	GC4 -S1 RIBTS 2,3,4,5	4					
7	facilitate the use of prevention and intervention strategies in educational settings.	GC4 -S2 RIBTS 6	5					
8	delineate and apply goals, intervention strategies and procedures related to psychodynamic, behavioral, biophysical, and ecological approaches to individuals with disabilities.	GC4 -S3 RIBTS 6,9	5					
9	plan, organize, and implement educational programs appropriate to the cognitive and affective needs of individuals with disabilities.	GC4 -S4 RIBTS 2,3,4	5					
10	evaluate, select, develop, and adopt curriculum materials and technology appropriate for individuals with disabilities.	GC4 -S5 RIBTS 6,9	7					
11	integrate academic instruction, affective education, and behavior management for individual learners and groups of learners.	GC4 -S6 RIBTS 3,4,5,6	5					

<b>OBJ</b>	<b>COURSE OBJECTIVE</b> student can	<b>CODE</b>	<b>CEC</b>	<b>O</b>	<b>S</b>	<b>U</b>	<b>NI</b>	<b>NA</b>
12	evaluate strengths and limitations of alternative instructional strategies for individual s with disabilities.	GC4 -S7 RIBTS 6,9	4					
13	integrate student initiated learning experiences into ongoing instruction.	GC4 -S8 RIBTS 5	4					
14	use skills to enhance critical thinking	GC4 -S9 RIBTS 5,8	4					
15	use effective instructional strategies to assist individuals with disabilities to detect and correct errors in oral and written language.	GC4 - S10 RIBTS 2,3,5,8	6					
16	use appropriate instructional strategies to teach math skills and concepts according to the characteristics of the learner and patterns of error.	GC4 - S11 RIBTS 2,3,5	4					
17	modify the pace of instruction and use organization cues.	GC4 - S12 RIBTS 3,4	4					
18	integrate appropriate teaching strategies and instructional approaches to provide effective instruction in academic and nonacademic areas for individuals with disabilities.	GC4 - S13 RIBTS 2,4,8	4					
19	utilize research supported instructional strategies and practices, included functional embedded skills approach, community based instruction, task analysis, multisensory, and concrete/manipulative techniques.	GC4-S14 RIBTS 1-4	4					
20	design age appropriate instruction based on the adaptive skills of learners.	GC4 - S15 RIBTS 3,4	7					
21	integrate related services into the instructional settings of learners.	GC4 - S16 RIBTS 7	7					
22	provide community referenced instruction.	GC4 - S17 RIBTS 1	7					
23	23 assist students in the use of alternative and augmentative communication systems.	GC4-S18 RIBTS34 ,6,8	6					
24	support the use of media, materials, alternative communication styles and resources required for learners whose disabilities interfere with communications.	GC4 - S19 RIBTS 3,4,8	6					
25	interpret sensory, mobility, reflex, and perceptual information to create appropriate learning plans.	GC4-S20 RIBTS3 4,6,8	7					
26	use appropriate adaptations and technology for all individuals with disabilities.	GC4-S21 RIBTS3 4,6,8	4					

<b>OBJ</b>	<b>COURSE OBJECTIVE</b> student can	<b>CODE</b>	<b>CEC</b>	<b>O</b>	<b>S</b>	<b>U</b>	<b>NI</b>	<b>NA</b>
27	adapt lessons to maximize learning of students with specialized health care needs; ( )	GC4 - S22-25 RIBTS 4,5,9	4					
28	use strategies for facilitating the maintenance and generalization of skills across learning environments.	GC4 - S26 RIBTS 3,5	4					
29	monitor intragroup behavior changes across subjects and activities.	GC5-S1 RIBTS 6	5					
30	structure the educational environment to provide optimal learning opportunities for individuals with disabilities.	GC5 -S2 RIBTS 2,3,4	5					
31	teach individuals with disabilities in a variety of educational settings.	GC5 -S3 RIBTS 3,4,5	5					
32	design learning environments for individuals with disabilities that provide feedback from adults and peer.	GC5 -S4 RIBTS 8	5					
33	design learning environments that are multisensory, and that facilitate active participation, self-advocacy, and independence of individuals with disabilities in a variety of group and individual settings.	GC5-S5 RIBTS 3,4,8	5					
34	use local, community, state, and provincial resources to assist in programming with individuals who are likely to make progress in the general curriculum.	GC5-S6 RIBTS7	7					
35	coordinate activities or related service personnel to maximize direct instruction time for individuals with disabilities.	GC5-S7 RIBTS7	7					
36	use a variety of nonadversive techniques for the purpose of controlling targeted behavior and maintaining attention of individuals with disabilities.	GC6 -S1 RIBTS 6,8,9	5					
37	develop and implement a systematic behavior management plan.	GC6 -S2 RIBTS6	5					
38	select target behaviors to be changed and identify the critical variables affecting the target behavior.	GC6-S3 RIBTS6	5					
39	define and use skills in problem solving and conflict resolution.	GC6-S4 RIBTS 5,6	5					
40	design, implement, and evaluate instructional programs that enhance an individual's social participation in family, school, and community activities.	GC6-S5 RIBTS 5,6,7	8					
41	establish a consistent classroom routine for individuals with disabilities, and define and use skills in problem solving and conflict resolution.	GC6 - S4,6 RIBTS 5,6	5					
42	delineate and apply appropriate management procedures when presented with spontaneous management problems.	GC6 -S7 RIBTS 6,8	5					
43	facilitate the development and implementation of rules and appropriate consequences in the educational environment.	GC6 -S8 RIBTS6	5					
44	use specific behavioral management and counseling techniques in managing students and providing training for their parents.	GC7-S1 RIBTS 6,7	5					

<b>OBJ</b>	<b>COURSE OBJECTIVE</b> student can	<b>CODE</b>	<b>CEC</b>	<b>O</b>	<b>S</b>	<b>U</b>	<b>NI</b>	<b>NA</b>
45	assist students, in collaboration with parents and other professionals, in planning for transition to post-school settings with maximum opportunities for decision making and full participation in the community.	GC7-S2 RIBTS 7	9					
46	participate I the activities of professional organizations relevant to individuals with disabilities.	GC8-S1 RIBTS 2	9					
47	articulate the teacher's ethical responsibility to nonidentified individuals who function similarly to individuals with disabilities.	GC8-S2 RIBTS 11	9					
48	project a professional image, and interact in a professional and ethical manner with colleagues, students, parents and others.	RIBTS 11	9					
49	accepts and acts upon constructive criticism from the cooperating teacher and college supervisor.	RIBTS 7	9					
50	assesses one's own teaching and planning through reflection and analysis, and suggests solutions to identified concerns.	RIBTS 10	9					

**General Comments on the Student's Overall Performance during Internship:**

**Recommended Grade:** \_\_\_\_\_

**Signatures:**      **College Supervisor** \_\_\_\_\_ **date** \_\_\_\_\_

**Student teacher** \_\_\_\_\_ **date** \_\_\_\_\_