

# Special Education Internship Seminar

## TE 501

The purpose of the internship and its related courses of study are to help interns be successful in meeting and demonstrating the M.S.U. Program Standards. These standards for beginning teachers assure the public and the profession that successful interns are ready to practice with autonomy in ways that are predictably constructive for young learners. The standards also reflect M.S.U.'s commitment to assuring that successful interns possess the intellectual tone for continuous learning and development throughout their professional work lives. M.S.U.'s standards are compatible and linked with both national and state standards for beginning teachers. These standards provide criteria for judging intern performance during the internship.

Program standards are as follows:

Growth and development of teacher knowledge and skills as described within the framework of the Program Standards. Interns will successfully demonstrate:

1. **Model** and **Communicate** skills for a liberal education.
2. **Model** and **Demonstrate** knowledge of subject matter and how to teach.
3. **Model** and **Demonstrate** ability to work with and respect all students.
4. **Demonstrate** and **Maintain** an organized classroom.
5. **Demonstrate** ability to use technology.
6. **Demonstrate** working and learning within the school environment.
7. **Demonstrate** communication with parents and community.
8. **Demonstrate** reflective learning as a professional.

## CEP 502

The internship teaching in special education is the capstone experience in the undergraduate special education training. It is designed to help apply many of the critical skills, strategies, techniques, and ideas that have been taught during the past several years. The internship experience is a critical extension of continued professional growth and development.

### Course Objectives

Upon the completion of the seminar and internship, interns should:

1. Demonstrate in their teaching the effective use of strategies and techniques related to: classroom management, seat work management, lesson presentation, time management, the creation of meaningful and purposeful activities, responsive instruction, mutual dialogues, and learning community.
2. Be able to effectively and thoroughly critique and evaluate their instruction using principles of effective teaching.

3. Have numerous strategies for changing behavior as a result of adapting and modifying curriculum and instruction, creating group-based management techniques, and developing individualized behavioral plans. The intern teacher will have participated in a Behavioral Change Project, including the assessment and evaluation of an individual child, participation in a Descriptive Review Process (i.e., teacher Assistance Team Meeting), the development of a multifaceted approach to behavioral change, and examination of the effects of the intervention program. A description of the entire Behavioral Change Project will be presented in a Poster Session to faculty, colleagues, and staff in the Department of Special Education.
4. Have successfully carried out a Commitments Project that assessed a need in the school, developed a plan of implementation, carried out the plan, and assessed the effectiveness of the project. The results of this plan will be presented in a professional conference and/or to the staff at your school. This project addresses the critical importance of being a leader and a change agent in your school, while simultaneously meeting the needs of P.A. 25.
5. Have a deep knowledge of Seminar topics, including the IEPC Process, Non-Violent Crisis Intervention, Classroom Management, Co-Teaching, Innovative Technology Programs, and Job Search Skills.
6. Recognize that a critical part of our work as special educators is the ability to adapt and modify curriculum and instruction to meet the needs of individual students in both the special education and regular education classrooms.

### Program Goals

1. To prepare special educators to be reflective practitioners.
2. To prepare special educators to provide quality educational services to exceptional persons in the state, region, and across the nation.
3. To prepare special educators to implement the clinical teaching model in their educational program to exceptional persons and students at-risk for academic failure.
4. To prepare special educators as resources for one another in the service of exceptional persons.
5. To prepare special educators to enter advance personnel preparation programs.
6. To prepare special educators to be critical consumers of current and emerging educational techniques and technologies.

**Attendance:** The seminar for special education, TE501 & CEP502 are required classes for all interns. As such attendance is expected. If an intern has more than two unexcused absences per semester, the intern may receive a not passing grade. This would equate to the intern having to repeat the internship.