

**KEENE STATE COLLEGE
2008-2009 COURSE PROPOSAL FORM**

DATE OF SUBMISSION: 9/22/08

SPONSORING PROGRAM AND CHAIR:

Education Department, Dottie Bauer, Chair, 8-2864, dbauer@keene.edu

PROPOSAL SPONSOR:

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PROPOSED ACTION: Underline or **boldface** proposed changes.

Course Addition	Number Change	Title Change	Credit
Change			
Description Change	Prerequisite Change	Course Deletion	
Course Replacement	Other:		

CURRENT COURSE NUMBER, TITLE and DESCRIPTION:

**EDUCSP 565 Internship in Special Education II
6 credits**

This post-baccalaureate internship is the second half of a yearlong field experience and seminar that focuses on the application of special education knowledge and skills in a K-12 school setting. Interns receive support from a college supervisor and mentor/cooperating teacher to meet identified special education program competencies. Corequisite: SPED 525. Prerequisite: SPED 560. Spring.

**PROPOSED COURSE NUMBER and/or TITLE:
Abbreviated Course Title, if necessary:**

EDUCSP 665 Internship in Special Education II
Short Title: Internship in Special Ed II
6 credits

PROPOSED COURSE DESCRIPTION:

This post-baccalaureate internship is the second half of a yearlong field experience and seminar that focuses on the application of special education knowledge and skills in a K-12 school setting. Interns receive support from a college supervisor and mentor/cooperating teacher to meet identified special education program competencies. Prerequisite: SPED 660. Spring.

LEARNING OUTCOMES:

1. Foundations (Danielson reference: I, II, III)

- Applies evidence-based principles and theories to special education practice
- Demonstrates knowledge of the laws and policies that apply to special education practice
- Demonstrates an understanding of the impact of human diversity on special education practice
- Demonstrates an understanding of how organizations and agencies support special education including transition planning practices (specific to secondary field experiences)

2. Development and Characteristics of Learners (Danielson reference: I, II, III)

- Demonstrates respect for students and their unique strengths and limitations
- Applies knowledge of development and disability to respond to the varying abilities and behaviors of individuals with disabilities

3. Individual Learning Differences (Danielson reference: I, II, III)

- Demonstrates in planning and instruction the impact of disability on an individual learning both socially and academically
- Demonstrates sensitivity toward and an understanding of how primary language, culture, and family background interact with an individual's disability

4. Instructional Strategies (Danielson reference: III)

- Selects, adapts, and uses instructional strategies to promote positive learning results in general and special curricula including the use of inclusive practices (e.g., Universal Design for Instruction, differentiated instruction)
- Infuses critical thinking and problem solving into instruction
- Emphasizes development, maintenance, and generalization of knowledge and skills across environments, settings, and the life span

4a. Instructional Skills

- Provides appropriate positive feedback to students and uses a correction procedure that leads to success

- Uses an appropriate lesson structure which begins with gaining the student's attention and ends with transition to a new activity
- Keeps student attention by having materials ready, eliciting frequent responses and maintaining an appropriate pace
- Provides instruction using a variety of appropriate instructional techniques to achieve planned objectives, including cueing and prompting strategies
- Uses modeling and demonstration effectively in lessons
- In groups, gives all students equal opportunities to respond
- Provides appropriate positive feedback to students
- Uses a correction procedure that leads to success
- Provides appropriate guided and independent practice activities

5. Learning Environments and Social Interactions (Danielson reference II)

- Creates caring learning environments that foster cultural understanding, safety, and emotional well-being
- Creates learning environments where diversity of learning is valued
- Creates learning environments that encourage interdependence, self-direction, personal empowerment, and self-determination
- Assists general educators to meaningfully integrate students with disabilities into general education environments
- Provides direct, positive and motivational interventions for students requiring behavioral supports
- Adjusts the physical learning environment to enhance student participation and completion of tasks
- Structures ways for students to get help, deal with wait time, make transitions from one task to the next, and use materials
- Communicates clearly and comprehensibly with students, using language consistent with their level
- Employs Functional Behavioral Assessment (FBA) techniques appropriately
- Develops effective Behavior Intervention Plans (BIP) for individual students
- Safely intervenes with individuals with disabilities in crisis
- Provides guidance and direction to paraeducators, tutors, and volunteers

6. Language (Danielson reference I, III)

- Infuses the teaching of communication skills in lessons taught
- Incorporates augmentative, alternative, and assistive technologies to meet the unique learning and social needs of students, when appropriate
- Facilitates the understanding of subject matter for students whose primary language is not English and is sensitive to the impact of culture on language development (if opportunity arises)

7. Instructional Planning (Danielson reference I)

- Develops long-range instructional plans anchored in both general and special education curricula
- Emphasizes explicit modeling and efficient guided practice in lesson plans

- Modifies lessons based on analysis of the individual's learning progress
- Facilitates instructional planning in a collaborative way with all stakeholders in the student's life (e.g., the student, parents, general educators, agency personnel)
- Includes appropriate technologies to support instructional planning

7a. IEP Process

- Assists students and families to be active participants in the special education process including IEP development
- Knows and complies with procedural safeguards in the IEP process
- Participates effectively as a multidisciplinary team facilitator and member in the IEP process
- Demonstrates the ability to apply the principle of LRE in choosing instructional setting(s)
- Uses initial assessment data to write present levels of performance (PLOPs) for IEPs
- Develops measurable annual goals and short term objectives with required elements
- References IEP goals and objectives to NH Curriculum Frameworks
- Addresses transition planning in IEPs for students > 14 yrs or when determined by IEP team

8. Assessment (Danielson reference I)

- Administers multiple types of assessment tools and information for decision making that are nonbiased and meaningful
- Applies legal policies and ethical principles of measurement and assessment
- Interprets, analyzes, and uses assessment information to identify supports and adaptations
- Selects, adapts, and modifies assessments to accommodate individual needs

8a Monitoring and Evaluating Student Progress

- Uses a variety of instruments and other assessment procedures (tests, observation, student and parent interviews, etc.) to evaluate student progress and frequently record data on student performance
- Makes changes when advancements or alterations are reflected in assessment results
- Evaluates the progress of students in inclusive settings

9. Professional and Ethical Practice (Danielson reference IV)

- Applies ethical standards to special education practice
- Reflects on growth as a practicing special educator and presents self with assurance and poise indicating an awareness of own professional strengths and areas in need of improvement
- Is responsible by following through on assigned responsibilities including arriving when scheduled and being prepared (reports absences to site supervisor and cooperating teacher)
- Responds appropriately to feedback and makes changes when specified by mentor and supervisors

- Takes initiative in assuming responsibilities, finding materials and resources, and improving own teaching
- Follows rules and policies of class, school, and district including discusses issues pertaining to students discretely and in a confidential manner
- Participates professionally in meetings, parent conferences, and consultations with colleagues
- Manages and organizes the multiple tasks and responsibilities of a special education teacher
- Advocates for individuals with disabilities

10. Collaboration (Danielson reference IV)

- Communicates effectively to school personnel and families about the characteristics, strengths, interests, and needs of students
- Collaborates with team members to plan transition to adulthood that encourages full community participation
- Uses community (local, state, and national) resources to assist in programming for individuals with disabilities
- Fosters respectful and beneficial relationships between families and professionals in the context of being an advocate for the needs of individuals with disabilities

Collaborate with paraeducators to meet the instructional and social needs of students

RATIONALE:

This course update reflects the new course numbering system for the M.Ed. Special Education certification program. The course was previously at the 500 level for use in the Post-Baccalaureate Special Education (PB SPED) program. The PB SPED program will be deleted and this course will be utilized in the certification component in the new M.Ed. Special Education certification program. The 600 level course numbering system is used for all graduate level courses.

RESOURCES: No additional resources required, currently taught by program faculty.

ADVISORY OPINIONS:

Secondary Education Programs: