

Special Education Program
Department of Counseling, Higher Education and Special Education
University of Maryland, College Park



Courses: **EDSP 421/EDSP 691**
 Internship I: Early Childhood

EDSP 452/EDSP 692
 Internship I: Elementary

EDSP 434/EDSP 693
 Internship I: Secondary

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Location: EDU 3315 (as well as alternate locations as noted on seminar schedule)

Office Hours: Appointments scheduled for individual consultations

Course Description: Internship I, the part-time field placement component of the yearlong internship, and seminar sessions designed to provide applied experience in teaching students with disabilities.

CEC Standards and Expected Intern Outcomes:

During Internship I, the Expected Intern Outcomes are based on the Council for Exceptional Children (CEC) Initial Level Special Educator Preparation Standards (2012). These standards are presented below and can be found at the CEC website: <http://www.cec.sped.org/Standards/Special-Educator-Professional-Preparation/CEC-Initial-and-Advanced-Preparation-Standards>. These

Outcomes are also aligned with the Interstate New Teacher Assessment and Support Consortium (InTASC) Core Teaching Standards, and the College of Education Conceptual Framework (CF) and Emerging Commitments (EC)

CEC INITIAL LEVEL SPECIAL EDUCATOR PREPARATION STANDARDS (2012)

1. CEC Initial Preparation Standard 1: Learner Development and Individual Learning Differences

Beginning special education professionals must understand how exceptionalities interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for exceptionalities.

2. CEC Initial Preparation Standard 2: Learning Environments

Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

3. CEC Initial Preparation Standard 3: Curricular Content Knowledge

Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.

4. CEC Initial Preparation Standard 4: Assessment

Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.

5. CEC Initial Preparation Standard 5: Instructional Planning and Strategies

Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies⁶ to advance learning of individuals with exceptionalities.

6. CEC Initial Preparation Standard 6: Professional Learning and Ethical Practice

Beginning special education professionals use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.

7. CEC Initial Preparation Standard 7: Collaboration

Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

Field Performance Based Assessment (PBA) Standards:

Standard 1: Intern will demonstrate an understanding of **learner development and individual learning differences** through differentiation of instruction, planning for diversity and individual approaches and having a knowledge base of exceptional learners. CEC #1 Individual Differences and Characteristics of Learners; INTASC #2 Learning Differences; CF Pedagogy, Learners; EC #1 Equity and Diversity; INTASC #1 Learner Development; CF Pedagogy, Learners, Technology; EC #1 Equity and Diversity

Standard 2: Intern will demonstrate that he/she can establish/maintain **learning environments** through classroom climate, behavior supports, and social skills development.* CEC #2 Learning Environments and Social Interactions; INTASC #3 Learning Environments; CF Pedagogy, Social, and Cultural Contexts

Standard 3: Intern will demonstrate **curricular content knowledge** through the application of the Common Core State Standards, evidence-based practices and accommodations and modifications. * CEC #3 Curricular Content and CEC #5 Instructional planning; INTASC #7 Planning for Instruction; CF Subject Matter, Pedagogy, Curriculum, Educational Goals and Assessment, Technology; EC #4 Reflection

Standard 4: Intern will demonstrate **assessment** through evaluation of instruction and its application.* CEC #4 Assessment; INTASC #6 Assessment; CF Educational Goals and Assessment

Standard 5A: Intern will demonstrate **instructional planning** through preparing lessons, linking lessons to curriculum/content, and including specific lesson components.* CEC #3 Curricular Content and CEC #5 Instructional planning; INTASC #7 Planning for Instruction; CF Subject Matter, Pedagogy, Curriculum, Educational Goals and Assessment, Technology; EC #4 Reflection

Standard 5B: Intern will demonstrate **instructional strategies/practices** through differentiation of instruction, using appropriate methods, and promoting access to learning in a variety of settings.* CEC #5 Instructional Strategies; INTASC #8 Instructional Strategies; CF Subject Matter, Pedagogy, Curriculum, Educational Goals and Assessment, Technology

Standard 6: Intern will demonstrate **collaboration** through specific practices and interpersonal communication.* CEC #7 Collaboration; INTASC #10 Leadership and Collaboration; CF Social and Cultural Contexts; EC #2 Advocacy

Standard 7: Intern will demonstrate **foundational and ethical behaviors** through work habits, reflection and specific professional practices.* CEC #6 Ethics and Professional Practice; INTASC #9 Reflective Practice and Professional Development; EC #4 Reflection, EC#6 Responsible and Ethical Action, EC#7 Specialist Competence

- See Performance Based Assessment (PBA) for specific competencies listed as indicators
- CEC = Council for Exceptional Children Initial Professional Content Standards (2012)
- CF = University of Maryland College of Education Conceptual Framework
- InTASC = Interstate New Teacher Assessment and Support Consortium Core Standards (2012)

Required Handbook:

The Special Education Program Internship I and II Handbook can be found on the ELMS: Canvas course site under **Files**, titled **Internship Handbook**.

Live Text:

LiveText is an electronic portfolio and Accreditation Management System that is required for all students enrolled in the teacher preparation programs in the College of Education. LiveText accounts can be purchased at the University Book Center; see **EDUC-EDUC** in the Book Center course listings. An active subscription to LiveText is a requirement for this class and for other courses that comprise your professional education program. LiveText is a one-time purchase that lasts the duration of your time at the College of Education and one year following program completion (up to a period of five years). There is no need to re-purchase LiveText if you currently have an active account. All students should purchase the **LiveText FEM version**. Please send an email to coe-livetext@umd.edu if you have any questions about LiveText. For assistance please contact: coe-livetext@umd.edu.

CITI Training:

The Collaborative Institutional Training Initiative Human Subjects **Training is mandatory** for all teacher education candidates who will be participating in an internship or a field experience where they will be photographing or videotaping students, or submitting samples of student work as evidence of their teaching. It usually takes approximately 4-5 hours to complete the online course. CITI Human Subjects Training is valid for three years, and must be renewed for each additional three-year period. There is no charge to take the CITI Training course. Teacher candidates are encouraged to complete the CITI training **as soon as possible, but no later than September 25, 2015**. **Also, be sure to print off a copy of the CITI training certification verification form for your personal file so that you can later retrieve it and upload it to your LiveText account.**

A link to the CITI training process document can be found on the ELMS: Canvas course site under **Files**, titled **CITI Training**.

College of Education Foundational Competencies Policy:

"College of Education Foundational Competencies: The College of Education Foundational Competencies Policy was adopted in November 2010 and specifies the professional criteria expected of all Teacher Candidates in the College. Performance that meets the Foundational Competencies is expected across all professional settings, including university-based coursework and field placements. If concerns arise in any professional setting, a referral will be made to the Teacher Candidate's advisor. Each Teacher Candidate and Supervisor will complete the Foundational Competencies evaluation at the end of each field placement experience. Additional Foundational Competencies evaluation forms may be completed if concerns arise during a field placement or in any professional setting. These evaluations will be reviewed along with candidates' performance across all program requirements and coursework. Continuation in the Special Education teacher certification program depends on both satisfactory completion of all coursework and satisfactory ratings on the Foundational Competencies. (08/03/05; updated 8/18/11). The Foundational Competencies Student Form can be accessed on the ELMS: Canvas course site under **Files**, titled **Foundational Competencies**.

Academic Integrity/Honor Code:

The University of Maryland has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. For more information on the Code of Academic Integrity or the Student Honor Council, visit www.shc.umd.edu which defines the following terms:

1. **ACADEMIC DISHONESTY:** any of the following acts, when committed by a student, shall constitute academic dishonesty:
 - (a) **CHEATING:** intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
 - (b) **FABRICATION:** intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
 - (c) **FACILITATING ACADEMIC DISHONESTY:** intentionally or knowingly helping or attempting to help another to violate any provision of this *Code*.
 - (d) **PLAGIARISM:** intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise.

The University has a nationally recognized *Honor Code*, available on the web at www.UM.edu/honorpledge administered by the Student Honor Council. The University of Maryland Honor Code reads, "*I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination.*" To exhibit commitment to academic integrity, **students will handwrite and sign a copy of the Honor Pledge and place a copy of this signed pledge in the front of the placement notebook, which is required for this course.**

Any abridgment of academic integrity standards will be referred directly to the Honor Council. Students can consult the University publication entitled Code of Academic Integrity, available on the web at: www.ipu.umd.edu

Academic Accommodations:

If you have a documented disability and wish to discuss academic accommodations, contact the instructor at the beginning of the semester. For information on academic accommodations go to: www.counseling.umd.edu/DSS

For all students: help in study skills, time management, writing, etc., is available at the Learning

Assistance Service (LAS), a division of the Counseling Center. The location is 2201 Shoemaker Bldg. (301) 314-7693. For more information go to www.inform.UM.edu/LASRV

Assistance for Teacher Candidates in Distress:

If a candidate feels that he/she is encountering problems that may hamper academic performance or life on campus, please call the Counseling Center (301) 314-7651 for resources or referrals.

Attendance:

University policy excuses the absences of teacher candidates for illness (self or dependent), religious observances (where the nature of the observance prevents the teacher candidate from being present during the placement or class period), participation in University activities at the request of University authorities, and compelling circumstances beyond the teacher candidate's control. Teacher Candidate's must request the excuse in writing and supply appropriate documentation. Interns are required to attend all scheduled seminar sessions and placement days, three days a week for four hours each day. Arriving on time and being actively involved in the seminar and in placement are requirements as well. Failure to do so may result in a reduced score on the PBA in the area of professionalism.

In the case of religious observances, please provide university supervisor and mentor teacher a written notification of the projected absence within two weeks of the start of the semester. If an intern needs to be absent due to a personal illness/ health condition, an illness of an immediate family member, or a death in the family, **the intern must contact both the mentor teacher and the university supervisor immediately by PHONE and EMAIL and request confirmation of the absence notice.** Interns must make up ALL absences. Make-up dates/times must be approved by the mentor teacher and university supervisor and indicated immediately on the attendance sheet. Attendance sheet can be found on the ELMS: Canvas course site under **Files**, titled **Attendance Sheet**.

If there are more than two (2) consecutive days of absence, the university supervisor may request a doctor's note. The supervisor will make decisions regarding excessive absences and an extension of the internship. Decisions regarding repeating and/or extending the internship are made on an individual basis.

Physical Restraint and Seclusion Procedures:

Teacher Candidates are *not* permitted to implement physical restraint and seclusion procedures, or to participate in school system training on the use of physical restraint and seclusion procedures. Teacher Candidates are urged to become thoroughly familiar with the ethical responsibilities involved in dealing with these issues. Please refer to the Council for Exceptional Children's Policy on Physical Restraint and Seclusion Procedures in School Settings (adopted September 2009), which is located at the following link. After clicking on the link, scroll to the final paragraph and click on "click here" for CEC's formal policy:

<http://www.cec.sped.org/AM/Template.cfm?Section=Home&Template=/CM/ContentDisplay.cfm&ContentID=13030>

Personal Care Procedures in Field Placements: If toileting/personal care procedures are implemented at the placement site, please notify your university supervisor and review the protocols with your mentor teacher and university supervisor as soon as possible after the start of placement

Course Requirements

Internship schedule:

The official fall internship dates are **August 18 – December 4**. Interns are to be at their placement sites Tuesday, Wednesday and Thursday mornings for four hours, unless adjustments to the schedule are made with mentor teacher and university supervisor approval. Interns are to begin at the assigned teacher arrival time and end their placement four hours after that time. Interns are also expected to be in their placement full time for **one full week, Nov. 16 - 20**, during teacher hours. All assigned EDSP classes have been suspended for this week so that interns are available to be at their placement site. **If you have classes that are not EDSP classes, you must let your supervisor and your mentor teacher know two weeks in advance what days and times you will need to be in class instead of in your placement during this week.**

Observations:

By mentor teacher – Interns will be **formally** observed **four times** during the semester by the mentor teacher, at mutually determined dates and times. Mentor teachers are asked to provide written feedback, which should be reviewed with interns in a formal follow-up conference. **The feedback from the mentor should be kept with the lesson plan in the notebook to be reviewed by the supervisor.**

In addition to formal observations and feedback, the mentor teacher is asked to observe the intern and provide ongoing, informal feedback. The mentor teacher and intern should schedule a meeting once per week to discuss plans, feedback, and questions. **It is the intern's responsibility to make certain that observations and conferences occur.** Refer to the Internship Handbook, which can be accessed on the ELMS: Canvas course site under **Files**, titled **Internship Handbook**

By university supervisor – The university supervisor will make **three formal observation visits** (initial, midpoint and final). Interns will be **formally** observed **three times** during the semester by the supervisor. The initial visit is for an observation and conference only. The two subsequent visits will include an observation, a feedback conference and a three-way (midpoint and final) conference to review the intern's progress on the Performance Based Assessment (PBA), Foundational Competencies (FC) and complete (at midpoint) and review (at final) the Midpoint Development Plan.

Seminar Assignments

Some seminar assignments are **non-graded** and noted as such in the syllabus. These assignments must be submitted on time and with a high standard of professionalism to reflect the importance of demonstrating responsibility in managing required documentation.

Some seminar assignments are **graded** and worth a total of 50 points as detailed below. Any graded seminar assignments not completed or submitted late will receive a zero.

All assignments must be presented in a professional manner, with attention to content, organization, style, clarity, spelling, grammar and neatness.

All assignments are due on the dates specified in the syllabus, and must be completed accurately and professionally to receive full credit. Any exceptions, due to emergencies, must be arranged with the instructor prior to the due date on the assignment. A pattern of late and or incomplete assignments will

be reflected on the PBA and FC evaluations. Missing or incomplete assignments may necessitate an extension of the placement to demonstrate mastery. Failure to complete all assignments may result in a failing grade.

All assignments and written work should respect the need for confidentiality in the field of special education. No work submitted or placed in the placement notebook should have information that may breach student confidentiality. There should be no student names or personally identifiable information on any documentation (i.e. data charts, lesson plans) taken to or from the placement site or submitted as an assignment.

Non-Graded/Required Assignments

1. Professional Resume

Due: To supervisor via **Canvas** and to mentor **in person** by August 28th

The purpose of this assignment is to provide your mentor teacher and university supervisor with an overview of your background and experience. It will serve as the beginning of your professional resume. It should be typed with care and attention given to the **visual presentation and content**.

2. Introduction Letter

Due: To supervisor via **Canvas** and to mentor **in person** by August 28th

Complete the formatted letter of introduction to send home with your students. This letter will include a brief introduction to who you are and why you are working in the school. This letter must be approved by your mentor teacher prior to being sent home. Please note that some administrators will require their approval as well. Check with your mentor teacher to determine if the letter should be submitted to the principal of the school before it is sent home. There should be no personal contact information (cell phone/email) on the letter. All communication with families at this point should be directly through your mentor teacher.

Format of Letter:

Dear _____,

My name is _____ and I am currently a teacher candidate at the University of Maryland in the Special Education Program. This fall semester I will spend three mornings a week (adjust for specific internship schedule) for 15 weeks with your child as an intern under the supervision of (mentor teacher) _____ in _____ County Public Schools.

I look forward to working with your child and the other students in his or her class under the close supervision of (mentor teacher) and my University of Maryland Supervisor, (supervisor name).

Sincerely,

Name
Teacher Candidate
Special Education Program

Department of Counseling, Higher Education and Special Education
University of Maryland
College Park, Maryland

3. Placement Notebook

Due: Supervisor will review at each formal observation

Interns are required to maintain a placement binder during this course. The binder must contain the following contents:

1. Honor Pledge
2. Handbook Confirmation
3. Attendance Sheet
4. Intern Documentation: Resume, CITI Training, & Fingerprinting/Background Check
5. Lesson Plans
6. Mentor Teacher Observation Feedback (attached to specific lesson plans)
7. Midpoint Development Plan

Interns must have the binder with them at their placement site to be reviewed by supervisor at each visit.

Graded/Required Assignments

Lesson Planning

Interns are expected to have a written plan for each teaching experience/opportunity. There are two lesson plan formats for our program, informal and formal. The lesson plan formats can be found on the ELMS: Canvas course site files.

- **All lessons** interns teach must have a documented/written plan, included in the notebook and submitted to the mentor teacher **2 days** in advance for feedback/approval.
- The intern should request that the mentor teacher review the plans and note their initials (at the top right corner of the first page) to acknowledge approval of the planned lesson. If the mentor teacher provides feedback to the intern regarding lesson plan changes, those changes must be made prior to lesson implementation.
- All lessons must have a lesson critique/self-reflection section completed and attached to the lesson plan after the lesson is taught.
- All resources used to develop the lesson plans must be documented and sourced on the plan.

All instructional implementation must have evidence of prior planning and documentation. Please do not expect to be granted permission to provide instruction to students without developing a plan and getting it approved by your mentor teacher before the instruction is implemented.

1) 10 Lesson Plans for submission on Canvas

Due: One formal lesson plan a week submitted in two parts via Canvas Sept 14th – Nov 16th

Scoring: 2 points each, 20 points total

For this assignment interns will all be submitting formal lesson plans at the onset of the semester. Some interns will submit formal plans through the semester and some may transition to informal plans based

on performance. University Supervisors may transition interns to the use of informal plans if the intern is demonstrating competency in developing formal plans for all subject/content areas. All lesson plans will be graded on the lesson plan scoring tool.

Part 1 (lesson description) to be submitted via ELMS: Canvas site each Monday by 9:00 am September 14 through November 16.

Part 2 (lesson outcome and reflection) must be submitted by 9:00 am each Friday.

The lesson plan submissions **must be labeled** as listed below:

File Label: Last Name_First Name_LP#_Part_DateofImplementation

Example: Williams_Stacey_LP1_Part1_Sept17

Interns are expected to submit ten lesson plans for this assignment. These lesson plans must include all sections. The data collection format/method is to be designed in advance and the critique/self-reflection section is to be completed after the lesson is taught. The lesson plan template, instructions and scoring tool can be found on the ELMS: Canvas course site under **Files**, titled **Lesson Plans**

2) Additional Lesson Plans

Due: Supervisor will review at each formal observation

Scoring: 5 points at midpoint and final, 10 points total

All interns are required to have lesson plans written for every instructional group. Supervisors will be checking the intern notebook for evidence of lesson plans for all instruction implemented during the internship.

Points will be awarded based on:

- Plans dated and organized in notebook by week
- Evidence of lesson plan changes based on mentor feedback
- Lesson plan components #1-5 completed for every lesson plan
- Lesson plans meet professional writing standards with attention to content, organization, style, clarity, spelling, grammar and neatness
- Evidence of lesson plan changes based on student performance data

3) Reflective Journals

Due: Five journal entries submitted on Thursday evenings by 6:00 PM on the following dates:

Sept 10, Sept 24, Oct 15, Nov 5, Nov 19

Scoring: 1 point each, 5 points total

The journal **must be labeled** as listed below:

File Label: Last Name_First Name_Journal#_Date

Example: Ulf_Patty_Journal1_Sept. 19

The journals must be reflective in nature and not merely an account of what interns observed or participated in during the week. Prompts are provided in the assignment on Canvas.

4) Reflective Teaching Project

Due: To supervisor via **Canvas** on Nov 23rd

Scoring: 10 points total

The Reflective Teaching Project is designed to (1) engage you in a reflective teaching activity to strengthen your teaching techniques and strategies, and (2) introduce you to LiveText structure in preparation for edTPA submission.

The Reflective Teaching Project is comprised of three tasks: planning, instruction, and assessment. You will be asked to plan, implement, and collect data on a single lesson for one of your focus learners. For each task, you will be asked to complete a series of reflective activities. This assignment is further explained in detail on the Canvas course site.

5) Transition Schedule

Due: To supervisor via **Canvas** by Sept 18

Scoring: 1 point each, 5 points total

Each week interns are required to incrementally increase their responsibilities for planning and instruction at the internship site. This plan is to serve as a framework for taking over the responsibilities of the mentor teacher. This will allow the intern to plan out a schedule to incrementally build up to lead teaching and prepare for Internship II.

The transition schedule is to provide an overview of how the intern will incrementally increase responsibilities from Week 1 – Week 15 during the internship. The format for the transition schedule is included in the files on the Canvas course site.

****This assignment will be modified for secondary interns in co-teaching placement, as needed.**

Grading

The graded assignments are worth a maximum of **50 points**.
The final evaluation tool (PBA) is worth a maximum of **200 points**.

Graded Seminar Assignments	Potential Points
1. Formal Lesson Plans submitted on Canvas	20
2. Lesson plans in notebook	10
3. Journals	5
4. Reflective Teaching Project	10
5. Transition Schedule	5
Total Potential Assignment Points	50
Total Potential PBA Points	200
Total Potential Points	250

Grades					
GRADE	POINTS	%	GRADE	POINTS	%
A+	250 - 243	100 - 97.2	C+	199 - 192	79.6 - 76.8
A	242 - 234	96.8 - 93.6	C	191 - 183	76.4 - 73.2
A-	233 - 225	93.2 - 90	C-	182 - 175	72.8 - 70
B+	224 - 217	89.6 - 86.8	D	Below 174	Below 70%
B	216 - 208	86.4 - 83.2			
B-	207 - 200	82.3 - 80			

Points will not be earned if assignments are late or incomplete.
PBA and FC ratings will also be impacted if assignments are not turned in on time.

Expectations and Grading: Grades are based on performance, not effort. Completion of the part-time Internship I experience requires significant effort. Despite the great efforts put forth, not all performances are equal. Your grade is based on your performance, i.e., your performance in the classroom, your performance on written assignments, and your ability to display professional competency as rated on the PBA by your mentor and supervisor. **Points will not be rounded up. Content, organization, clarity, spelling, grammar and neatness are considered in all assignments.**

Weekly Placement Scheduling Guidelines

The following weekly placement scheduling guidelines should be used as a guide throughout the placement experience. While the guide is flexible, it is designed to give you an idea of what activities you should engage in during a given week. Try to keep within this time frame as much as possible. **If you are off by more than two weeks, please contact your supervisor. It is a requirement that you lead teach for at least two weeks this semester.**

Before start of placement, or on Day 1:

Meet with mentor teacher to share your all your teacher preparation course syllabi; carefully review assignments and semester details with him/her.

Weeks 1 & 2:

Intern should become oriented to the school by:

- Obtaining general information on policies and procedures
- Introducing yourself to administrators and staff
- Becoming familiar with school/community
- Becoming familiar with materials/curriculum used by mentor teacher
- Becoming familiar with roles of special service providers in your school
- Observing physical arrangement, location of materials, routines and procedures

Intern and Mentor Teacher should:

- Participate in a brief orientation session together to review placement expectations
- Establish a weekly meeting time
- Establish a tentative schedule for working within the classroom/with the caseload of students
- Communicate expectations for the placement experience
- Communicate information regarding the varying levels of instructional collaboration within the placement

Intern should:

- Reach out to students and get to know them
- Observe mentor teacher and become familiar with his/her style of teaching and communicating
- Review schedule with mentor teacher
- Assist with routine duties
- Review student records, Behavioral Intervention Plans (BIP) or Positive Behavioral Support Plans (PBSP) and IFSP/IEPs as permitted, observing confidentiality and professionalism
- Provide some one-to-one instruction and small group instruction
- Work to familiarize her/himself with the expectations in the general education classrooms
- Observe transitions within the classroom and outside the classroom
- Observe classroom management, rules, procedures, incentives
- Observe instruction, students' attention span, length of lessons, student involvement in lessons

Weeks 3 & 4:**Intern and Mentor Teacher should:**

- Discuss curriculum and long/short range planning
- Continue to meet on a weekly basis
- Review school wide programs (Reading incentives, school wide behavior management plans, etc.)

Intern should:

- Develop and implement lesson plans in designated classrooms or with designated students on the caseload
- Walk with the class and observe expectations of behavior
- Assist with transitions throughout the day
- Observe a school-based meeting (MDT, SIT, EMT, CST, etc.)
- Review student work
- Work with small groups of students

Weeks 5 & 6:**Intern and Mentor Teacher should:**

- Discuss curriculum and long/short range planning
- Continue to meet on a weekly basis
- Review and individually complete the FPBA in preparation for the midpoint conference (Conference will take place during Week 6 or 7)

Intern should:

- Continue to develop and implement lesson plans in designated classrooms/with designated students

Weeks 7 - 9:**Intern and Mentor Teacher should:**

- Discuss curriculum and long/short range planning
- Continue to meet on a weekly basis
- Arrange for opportunities to observe regular education classrooms, if opportunity has not been embedded into internship

Intern should:

- Continue to develop and implement lesson plans in designated classrooms/ with designated students

Weeks 10 - 15:**Intern and Mentor Teacher should:**

- Discuss curriculum and long/short range planning
- Continue to meet on a weekly basis
- Review and complete the FPBA for the final conference. Final conference will be scheduled for the final placement week.

Intern should:

- Take a leadership role in transitions, management and monitoring of student work
- Prepare for and engage in the week long internship experience
- Arrange for a final evaluation conference with supervisor and mentor teacher
- Bring placement to closure with mentor teacher, interns (Thank mentor teacher, principal, and other school staff members, as appropriate)
- Complete evaluation/feedback forms

**This is not a comprehensive list of all tasks. These suggestions are meant to be flexible.
Interns should take the lead from their mentor teacher.**

Each week these activities should build on the previous week (i.e. interns continue to do the activities from the previous week and add (not substitute) new activities).

Seminar Schedule

Attendance is mandatory
All interns should be seated in the classroom by the seminar start time

<u>Date</u>	<u>Session Details</u>	<u>Location</u>
August 21st	Seminar: Introduction and Orientation 10:30 am – 12:00 pm	EDU 3315
August 28	No Seminar Field-Based Orientations	
September 4	No Seminar Field-Based Orientations	
September 11	Seminar: Lesson Planning 10:30 am – 12:00 pm	EDU 3315
September 18	No Seminar Individual Consultations Must preschedule an appointment with Supervisor or PDS Coordinator	
September 25	Seminar: Being a Reflective Teacher 10:30 am – 12:00 pm	EDU 3315
October 2	Seminar: Cohort Groups 10:30 am - 12:00 pm	EDU 3315
October 9	No Seminar Individual Consultations Must preschedule an appointment with Supervisor or PDS Coordinator	
October 16	Seminar: Field Based Assignment Work Session	EDU 3315
October 23	No Seminar Individual Consultations Must preschedule an appointment with Supervisor or PDS Coordinator	
October 30	No Seminar Individual Consultations Must preschedule an appointment with Supervisor or PDS Coordinator	
November 6	Seminar: Student Performance/Data Collection 10:30 am – 12:00 pm	EDU 3315
November 13	No Seminar Individual Consultations Must pre-schedule an appointment with Supervisor or PDS Coordinator	

November 16-20	Full Week in Schools - No EDSP Classes or Seminars on Campus	
November 27	No Seminar: Thanksgiving	
December 4	Seminar: Preparation for Spring Placement/Closure edTPA 10:30 am - 12:00 pm	EDU 3315
December 13	No Seminar Make-up week in field	