

University of Maryland – College Park
College of Education
Special Education Program



Course: EDSP 694
Fall 2015
Internship II: Early Childhood Special Education

PDS Coordinator:
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Office Hours: Scheduled upon request

Placement Dates: Monday, August 24th – Friday, December 4th

Mentor Teacher (MT)

University Supervisor (US)

Course Description:

The purpose of Internship II is for the intern to apply and integrate teaching competencies and responsibilities by systematically increasing independence in conducting all aspects of the MT's role. The intern will incrementally assume responsibility for planning, instruction, management, collaboration, and other essential tasks assigned in their internship placement. The intern will be responsible for completion of edTPA, seminar assignments and self--evaluation using Live Text for Foundational Competencies and the Performance Based Assessment (PBA).

Required Internship Handbook:

The Special Education Program has put information about the internship on the course Canvas site. This includes the Internship I and II Handbook addressing details, documents, and grading for the yearlong internship. Interns are required to visit the Canvas site and review the handbook prior to the first day of placement.

Live Text Requirement:

Live Text is an electronic portfolio and Accreditation Management System required for all students enrolled in the teacher preparation programs in the College of Education. Live Text accounts can be purchased at the University Book Center. An active subscription to Live Text is a requirement for this class and for other classes that comprise your professional education program.

CITI Training:

The Collaborative Institutional Training Initiative Human Subjects Training is mandatory for all teacher education candidates 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. If the CITI training was not completed and uploaded to LiveText

during Internship I interns are required to complete and upload the training certification by February 7th. Interns should print off a copy of the CITI training certification verification form for their personal file and maintain a copy in their placement notebook.

edTPA:

The National Teacher Performance Assessment of Readiness for Novice Teachers (edTPA) is designed to engage teacher candidates in demonstrating their understanding of teaching and learning in authentic ways. Aligned with Common Core, CEC, and InTASC Standards, edTPA assesses teaching behaviors that focus on student learning. The assessment is implemented and submitted during Internship II in March. The performance assessment requires three intensive and comprehensive tasks that each intern must complete: (1) Planning for Instruction and Assessment; (2) Instructing and Engaging the Focus Learner(s); and (3) Assessing Learning. Interns complete the entire assessment during Internship II. The assessment is scored locally and arranged by the College of Education edTPA office. Candidates must earn a proficient score as rated on 15 rubrics across the three tasks. Completing edTPA is a College of Education requirement.

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 interns in the College of Education. Performance that meets all of 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 intern’s advisor. Each intern, US, and MT will complete the Foundational Competencies evaluation at the end of each field placement experience. Interim forms may be completed, if concerns arise in any professional setting. These evaluations will be reviewed along with the intern’s performance across all program requirements and coursework. Continuation in the EDSP 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)

Special Education Program Performance Based Assessment (PBA)/Expected Course Outcomes:

During Internship II the expected Course Outcomes are based on skills in the Council for Exceptional Children (CEC) Performance Based Standards for Beginning Teachers. These standards can be found at the CEC website – <http://www.cec.sped.org/>. These Outcomes also align with Interstate New Teacher Assessment and Support Consortium (InTASC) Core Teaching Standards, College Conceptual Framework (CF) and Emerging Commitments (EC) as noted below.

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 # 2 Characteristics of Learners; CEC # 3 Individual Differences; * INTASC # 1 Learner Development; INTASC # 2 Learning Differences; CF Pedagogy, Learners; EC # 1 Equity and Diversity 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 #5 Learning Environments and Social Interactions; INTASC # 3 Learning Environments; CF Pedagogy, Social and Cultural Contexts

Standard 3: Intern will demonstrate curricular content knowledge thorough the application of the Common Core State Standards, evidence---based practices and accommodations and modifications. * CEC # 4 Instructional Strategies; INTASC # 8 Instructional Strategies; CF Subject Matter, Pedagogy, Curriculum, Educational Goals and Assessment, Technology

Standard 4: Intern will demonstrate assessment through evaluation of instruction and its application.* CEC # 8 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 #7 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 # 4 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 #10 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 #9 Ethics and Professional Practice; INTASC # 9 Reflective Practice and Professional Development; EC #4 Reflection, EC#6 Responsible and Ethical Action, EC#7 Specialist Competencies

* See Performance Based Assessment (PBA) on Live Text for specific competencies listed as indicators

Academic Integrity:

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:

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.

University Honor Code:

The Student Honor Council proposed and the University Senate approved an Honor Pledge. The University of Maryland Honor Pledge reads, "**I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination.**" This Honor Pledge must be handwritten, signed, and placed in the front of your Placement Notebook. This is a course requirement. In order to abide by the honor code, please note that any sources used to complete lesson plans, such as websites and curriculum guides, should be cited on the plan.

Assistance for Students in Distress:

If you feel you are encountering problems that hamper your academic performance or life on campus, you may wish to call the Counseling Center 301---314---7651 for resources or referrals

Accommodations for Students with Disabilities:

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

Academic Support for All:

Help is available for study skills, time management, and writing at the Learning Assistance Service (LAS), a division of the Counseling Center (301) 314---7693. www.inform.umd.edu/LASRV.

Course Requirements/University Policies

Attendance/Excused Absences: University policy excuses the absences of students for illness (self or dependent), religious observances, participation in University activities at the request of University authorities, and compelling circumstances beyond the student's control. Students must request the excuse in writing and supply appropriate documentation. Interns will not be penalized because of religious observances or other excused absences and shall be given opportunity to make up within a reasonable time any academic assignment missed due to individual participation in religious observance or other documented excused absence. Please notify supervisor as soon as possible regarding any absence and, in the case of religious observances, please provide the US and MT with written notification of the projected absence within two weeks of the start of the semester.

Attendance Requirements:

1. Interns must arrive at their placements at the same time or before their MT reports to work, and stay until the official end of the school day and completion of all after school obligations such as faculty meetings, conferences, planning, etc.
2. Interns must contact their MT and US in advance of all absences. 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 MT and the US immediately by phone and email and request confirmation of the absence. Interns must prepare substitute plans and confirm that the MT has necessary lesson plans to implement planned instruction during the intern's absence.
3. All absences from placement (except for excused absences and inclement weather cancellations) must be made up during the week of Dec 7 – Dec 11
4. Attendance at seminars is mandatory.

Use of Physical Restraint and Seclusion:

Interns 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. We urge Interns to become thoroughly familiar with the ethical responsibilities 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/HTMLDisplay.cfm&CONTENTID=13614>

Personal Care:

If toileting procedures are implemented at your placement site, please review the protocols with your US as soon as possible after the start of the placement.

Intern Assignments:

Assignments are listed in Appendix A for EDSP 694 (Early Childhood).

Assignments must be turned in on due dates and submitted as specified in the syllabus. Any exceptions, due to emergencies, must be arranged with the supervisor prior to the due date on the assignment. All assignments must be carefully edited and presented in a professional manner, with attention to content, organization, style, clarity, spelling, grammar, and neatness to receive a grade of Satisfactory. All assignments must be completed to receive a passing grade. Missing or incomplete assignments may necessitate an extension of the placement to demonstrate mastery. A pattern of late and /or incomplete assignments will be reflected on the PBA and Foundational Competencies evaluations.

Formal Observations

By MT – Interns will be formally observed at least four times during the semester by the MT, at mutually determined dates and times. MTs are asked to provide written feedback, which should be reviewed with intern in a formal follow---up conference. The feedback from the mentor should be kept with the lesson plan in the notebook. Interns and MTs should meet regularly for planning and feedback conferences. It is the Intern’s responsibility to make certain that observations and conferences occur and that written feedback is provided.

By US – The US will make at least four formal visits. The first and third visit is for an observation and conference only. The second and fourth visits will include an observation, a feedback conference and a three---way (midpoint and final) conference to review the intern’s progress on the PBA and the Foundational Competencies.

Interns must submit their PBA on Livetext two days prior to the formal midpoint (2nd obs.) and final (4th obs.) conferences.

Dates to Remember

Interns should request a school calendar or access to the electronic calendar for their school specific dates. These dates may include special activities, planning sessions, professional development, etc...

Aug 21	Seminar 10:30 am – 12:00 pm EDU 3315
Aug 24	First Day of Internship
Aug 31	Week for 1 st Observation
Sept 28 – Oct 9	2 nd Observation and Midpoint PBA Conference
Oct 26 – Dec 4	Potential Lead Teaching Weeks – Interns are responsible for at least 4 full weeks of lead teaching
Oct 26	Week for 3 rd Observation
Nov 30	4 th Observations and Final PBA Conference
Dec 4	Last Day in Internship
Dec 7 - 11	Make---up days in school, if needed

** There may be additional mandatory seminars scheduled based on professional development needs of cohort participants

Evaluation and Grading for Internship II

VI. Evaluation and Grading for Internship II

- A. College of Education Foundational Competencies and Department of Special Education Performance Based Assessment (PBA):** Making the transition from student to teacher via the role of intern requires attention to basic habits and attitudes that make up professionalism, and specific skills and competencies needed in the field of special education. The intern will be expected to receive satisfactory ratings on the College of Education Foundational Competencies and the supervisor must recommend program continuance for Internship I and recommend program completion and certification for Internship II; refer to Appendix A for the rating form. The intern will also be expected to perform the competencies indicated on the Performance Based Assessment (PBA) for a beginning special educator. The mentor teacher, intern, and university supervisor will evaluate the intern's performance using the PBA
- B. Grading during Internship II:** Interns in the spring semester receive a grade of Satisfactory (S) or Fail (F) for their internship. Input from the intern, mentor teacher, and university supervisor is considered in grading. Every effort is made to provide interns with clear expectations and opportunities to demonstrate necessary teaching competencies. Interns are expected to maintain open communication with the university supervisor and mentor teacher and to initiate questions or comments about any areas that are not clear. Likewise, mentor teachers are expected to alert interns and supervisors to any concerns as they develop during the semester. **The University supervisor is responsible for assigning the final grade.**
- C. Grading Criteria for Internship II Fall 2015**

The following criteria form the basis for grading interns using the PBA at the completion of the Internship II to determine if an intern receives a Satisfactory (S) or Fail (F).

1. At the midpoint and final evaluation, the Performance Based Assessment (PBA) is completed by each intern, his/her mentor teacher, and university supervisor. Likewise, the Foundational Competencies evaluation is completed by the university supervisor with input from the mentor teacher at the midpoint and final conference. Increased opportunities to **make progress in a cumulative and progressive manner throughout Internship II** will be put in place for any intern who has marginal skills on the PBA and Foundational Competencies at the midpoint conference.
2. At the **Midpoint Evaluation**, ratings of "4" on the PBA are NOT given because progress in a cumulative and progressive manner across the entire semester has not been demonstrated.

If the intern receives one or more ratings of 2 -- "Emerging" on any indicator at the midpoint evaluation by the university supervisor, the Midpoint Development Plan must include specific target areas which must be demonstrated consistently across time to pass Internship II. A Performance Contract/Action Plan may also be written at the discretion of the supervisor if it is determined additional structure and support is needed to clarify and meet expectations because the intern is not making progress in a cumulative and progressive manner.

If the intern receives one or more ratings of 1 --- Unsatisfactory/Needs Improvement at the midpoint evaluation, a Performance Contract must be written to discuss program options, make decisions regarding specific actions to be taken, and present a formal contract with a timeline.

3. For the **Final Evaluation**, the intern and mentor teacher independently complete the PBA and then, during the 3---way conference with the university supervisor, discuss the intern's competence on each PBA indicator (N = 100). The university supervisor is responsible for assigning the final rating on each PBA indicator based on input from the intern and mentor teacher. The intern must receive satisfactory ratings on the College of Education Foundational Competencies and the supervisor must recommend program completion and certification for Internship II; refer to Appendix A for the rating form.
4. To receive a Satisfactory (S) for Internship II, the intern is expected to earn ratings of 4 --- "Meets Standard" by the final evaluation which is a total of 400 points on the PBA. A rating of "4" per indicator is earned for consistent progress and a high level of performance showing the intern has met the indicator. However, due to circumstances presented in #5 below, the intern will receive a Satisfactory (S) in Internship II if s/he receives a total of 390 points or above (based on ratings of 4 --- "Meets Standard" and 3 --- "Approaches Standard" only).
5. In some instances, based on the supervisor's professional judgment, a rating of 3 - "Approaches Standard" may be considered passing on an indicator at the final evaluation. In order for a rating of "3" on an indicator to be considered passing at the final evaluation, the intern must demonstrate cumulative, consistent, and positive change from the midpoint PBA on indicators stated on the Midpoint Development Plan. Again, to receive a Satisfactory (S) in Internship II, the intern must receive a total of 390 points or above (based on ratings of 4 --- "Meets Standard" and 3 --- "Approaches Standard" only).
6. All written assignments delineated in the seminar syllabus must be satisfactory to receive high ratings on the FBA. Assignments that are late or incomplete will not be accepted; assignments that are not written to a professional standard will be considered unsatisfactory, but may be re---submitted only once by a specified due date and reconsidered as satisfactory. Quality and timeliness of written assignments will be reflected in the ratings and discussed on the final PBA and Foundational Competencies.
7. If performance on any indicator remains marginal to low and the intern has not shown consistent, cumulative, progressive, and positive change across the spring semester, s/he will earn a rating of 2 or lower for that indicator on the final PBA evaluation.

Any rating of 2 or below on any indicator on the final evaluation will result in the student not passing Internship II.

8. If the intern engages in conduct that could be deemed unethical or unprofessional during Internship II and a violation of the ***Council for Exceptional Children Code of Ethics and Standards for Professional Practice***, the incident will be immediately referred for a Performance Contract review to a committee comprised of the supervisor, faculty advisor, PDS Coordinator, Department Chair, Director of Student Services, and/or Dean's representative. A determination will be made as to whether the conduct occurred and whether immediate termination of the placement with a resulting grade of "F", depending on factors such as the severity of the infraction, and whether this concern has been evidenced in previous settings and is recurring.

Appendix A: EDSP 694 – Early Childhood Internship II Assignments

Interns must complete the following assignments to demonstrate competency on the standards:

1. Introduction Letter to Families

Date Due: Sept. 4th

Submit: To Canvas for Supervisor
Hard copy to Mentor

Interns should write a letter to introduce themselves to families, or to provide an update about the full time placement if they are returning to the same placement. The US and MT must approve the letter prior to it being sent home to families. In some placements, administrators must also approve the letter prior to it being sent home. Interns are required to defer to their MT to determine if a school administrator must approve the letter. Include in the letter: your purpose in the classroom/with the caseload, length of time in the classroom, and your affiliation with UM. There should be no identifying contact information on the letter (i.e. your phone number, email, web address, etc.)

2. Master Schedule for Classes/Instructional Groups

Date Due: Sept 4th

Submit: To Canvas

Interns should develop a Master Schedule as a planning guide. The Master Schedule should be a generic five---day weekly schedule noting classes/groupings, room #s/location, and content/curriculum/IEP goals. There is a blank template available on Canvas course site that may be used.

3. Placement Notebook

Date Due: Each observation

Interns must have notebooks/binders available for US to review at each observation. Notebooks should be kept up to date. If any sections of the placement notebook are incomplete or if the notebook lacks organization, this will be reflected in lower PBA ratings at midpoint and final. Do not include student identifying information on any notebook assignments.

Intern notebooks must have at least the following sections and documents.

Section 1: Required Documentation

- Honor Code Statement
- Attendance Sheet: The attendance sheet can be located on Canvas It must be placed in the first section of the notebook, and completed weekly. Be sure to include teacher initials for days missed/made up, and teacher signature at the end of the semester.
- CITI training certificate
- List of assignments and due dates

Section 2: Instruction

- Lesson plans with completed reflections
- Mentor teacher feedback attached to lesson plans

Section 3: Lead Teaching

- Lead Teaching

- Planning meeting documents (agenda, minutes, planning meeting record/notes)
- Block plans for lead teaching weeks
- 3 lesson reflections per week, filed behind the block plans
- Log of any staff, department, professional development or team meeting attendance

4. Written Lesson Plans

Date Due: Ongoing – notebook check

Submit: One formal lesson plan and reflection to Canvas each Friday, Sept 11 --- Sept 25(3 submissions)

The lesson planning requirements and expectations are individualized for each intern based on the learning trajectory and needs of the intern.

It is understood that most teachers in the field write abbreviated or summary lesson plans. As novices, interns need a structure to guide their planning. Thus, all interns are required to use the formal or informal UM format lesson plan for each lesson they teach until they are approved to use the alternate block plan. Proficiency in writing lesson plans will be required prior to moving to block planning.

Approvals from US and MT are required prior to implementing block lesson plans.

----- All interns will begin the semester writing one formal lesson plan per week and informal plans for all other instructional responsibilities/segments.

----- All lesson plans must be submitted to the MT in advance of instruction (a minimum of 2 days).

----- All interns must use the formal lesson plan format for formal observations by the US and MT.

----- All lesson plans must provide evidence of data collection (state what data was collected or provide data).

----- **All interns must write reflections/critiques on three (3) lessons per week.** Reflections should be filed behind the lesson plan in the placement notebook.

The intern may move to block planning after the US and the MT agree that all components of the intern's lesson plans are adequately written and implemented.

When interns first switch to block planning, they fill out only the portions of the block plan that they are leading. However, complete block plans will be required for lead teaching.

5. Transition Schedule

Date Due: Sept 11th

Submit: Canvas

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 to build up to lead teaching. 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.

6. Lead Teaching Plan

Date Due: October 30 (or later based on planned lead teaching weeks, with prior US approval)

Submit: First week LT Plan and two lesson plans to Canvas

All other LT materials to be filed in notebook for US to review

Interns must develop a lead teaching plan in cooperation with the MT. It is the intern's responsibility to initiate planning sessions with your mentor on a regular basis.

All interns must lead teach in their placement for a minimum of four weeks this semester. During long range planning, interns and MT will identify the four + weeks that lead teaching will take place. Each week must be guided by thorough planning that is to be documented in the form of a Block Plan/Lead Teaching Plan and accompanying lesson plans.

You must develop weekly Block Plans/Lead Teaching Plans in cooperation with your MT for the weeks that you are responsible for leading the instructional process and schedule for your students. You are responsible for scheduling and facilitating planning sessions with your mentor, related service providers and paraeducators to develop the specific details of the lead teaching plans.

During lead teaching, the intern should:

(EC)

- Take primary responsibility for planning: collect ideas and plan materials, collaborate with other staff and specialists to develop ideas
- Lead weekly planning meetings: For the first planning meeting that you lead, develop an agenda for the meeting, lead the meeting using the agenda, record minutes from the meeting, assign staff responsibilities, and fill out a meeting record/notes summary. File the meeting agenda, the minutes, and the meeting record in the placement notebook. Continue to lead planning meetings during the remainder of lead teaching.
- Prepare weekly Block Plans: Post block plans in classroom. You may use your mentor's block plan format. Block plans should include the following: daily schedule with specific activities noted for each day of the week, staff responsibilities, data collection plan (specify what data will be collected, when, and by whom).
- Consult with related services staff: collaborate about scheduling and plans
- Serve as lead teacher: orchestrate classroom routine, initiate and carry out transitions, assign staff responsibilities (running groups, materials set---up and prep, data collection), explain activities, objectives, materials you want prepared, and how to use materials to staff, coordinate with specialists
- Write a reflection on 3 lessons per week. File with block plan in placement notebook.

File all documents from lead teaching in a separate section of the notebook: planning meeting documents, block plans, and reflections

Remember that formal lesson plans need to be written for all MT and US formal observations, even during lead teaching.

7. IEP Development

Date Due: Nov. 20th

Submit: Canvas

If there will be no IEPs developed for students on your MT's caseload during the course of your placement experience, please notify your US within the first two weeks of placement.

For this assignment interns are expected to participate in the development of at least one complete IEP. This means that interns will, with MT's guidance, be responsible for gathering advance information from families and service providers; developing draft goals and objectives for the IEP; preparing some, if not all, of the components of the IEP on the local school system computer program; and participating in the IEP meeting.

Please select a student who needs at least two different goals written into her/his IEP/IFSP. Although it will be a great experience to help the MT also select appropriate accommodations and modifications, or other parts of the IEP document, this is not required for the assignment (but you may include this information in Part 2).

The document you submit to the US will consist of three (3) parts:

Part 1--- Developing the IEP (1---2 pages)

- With whom did you communicate to develop the draft IEP/IFSP? (which service providers, family members)?
- Did you collect any specific data to make instructional decisions? If so, what and how? Was this data a part
- of the instructional process or was is collected specifically for the purpose of determining mastery of IEP/IFSP goals
- Did you review any assessment information? If so, what and how?
- What other information did you gather?
- How did your MT support you?

Part 2--- Goals and Objectives (1---2 pages)

- Include a list of the goals and objectives that you developed
- If applicable, include information you helped create for the IEP/IFSP

Part 3--- IEP/IFSP Meeting Report (1---2 pages)

- Report to your US how the meeting went --- Were you able to participate in the meeting? How much? Who attended?
- Did the meeting go as expected? Any interesting events?
- If you were "in charge," would the meeting have been different? If so, how?

The listed required assignments are to be noted as the minimum expectations for the internship experience. There may be additional assignments added based on intern need and placement design. Interns may be asked to submit additional assignments at the discretion of their

supervisor to support their professional growth and development. Some possible additional assignments include, but are not limited to, the following:

- 1) Long range plan for intern classroom and caseload responsibilities
- 2) Classroom matrix to support data collection procedures
- 3) Professional development log
- 4) Evidence of SLO work with MT
- 5) Evidence of school system teacher evaluation process review with MT
- 6) Video recording of instruction and self---reflection
- 7) Weekly journaling
- 8) Evidence of assistive technology decision---making and usage

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