



# EDSP 402 Seminar and Placement: Elementary/Middle Severe Disabilities MCert Program

**Room:** TBD  
**Day/Time:** TBD  
**Placement:** T, W, and TH mornings  
(unless otherwise approved)

**COURSE DESCRIPTION:** EDSP 402 is a 12 hour per week field placement with a scheduled weekly seminar. Opportunities are provided to observe and participate in instructional experiences under the guidance of a mentor teacher (MT). The purpose is to provide preinterns (PI) with practical experience and begin to meet the Council of Exceptional Children Initial Preparation Standards (2012).

## SEMINAR LEADER:

**Dr. Francey Kohl**

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Office Hours: Tuesday and Wednesday 1:00-3:00 PM - Other times by appointment.

## Abbreviations

US = University Supervisor

MT = Mentor Teacher

PI = Preintern

PPN = Preintern Placement

Notebook

PPBA = Preintern Performance

Based Assessment

FC = Foundational Competencies

MDP = Midpoint Development

Plan

LP = Lesson Plan

## PREINTERNSHIP INFORMATION

### Seminar Attendance

As future educators, you are held to a high standard of professional behavior. Seminar attendance is an ongoing requirement. Therefore, attendance will be recorded for each class and included in evaluation.

**University policy excuses the absences of students for illness (self or dependent), religious observances (where the nature of the observance prevents the student from being present during the placement or class period), participation in University activities at the request of University authorities, and compelling circumstances beyond the student's control. You must request the excuse in writing and supply appropriate documentation.** Attendance information is found at:

<http://www.faculty.umd.edu/teach/attendance.html>

Notify Dr. Kohl BEFORE CLASS regarding any absence and, in the case of religious observances, please provide a written notification of the projected absence within two weeks of the start of the semester. It is highly recommended to exchange telephone numbers with at least one classmate to obtain notes and follow-up assignments missed during an absence.

### Technology Use Policy

While UMD recognizes students' need for educational technological devices, the use of cellular phones during class time is not permissible. **All phones** must be turned off and put away in purses, backpacks, etc. during class. Laptop computers are allowed in class, **but for professional reasons only** including taking notes, use of CANVAS, or investigating professional websites. **Absolutely no text messaging or unprofessional use of a laptop (e.g., checking emails) during class will be tolerated. You will be asked to leave the class.**

## EDSP Preinternship Handbook

The *EDSP Preinternship Handbook 2015-2016* is available on CANVAS. Read the handbook very carefully for you are responsible for knowing and adhering to the EDSP Severe Disabilities Program Policies and Procedures delineated in the handbook.

## Physical Restraint and Seclusion

Preinterns 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. Preinterns must become thoroughly familiar with the ethical responsibilities involved in dealing with these issues. Please refer to information on 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:

<https://www.cec.sped.org/News/CEC-Today/Need-to-Know/What-You-Need-to-Know-About-CECs-Policy-on-Physical-Restraint-and-Seclusion>

A copy of the policy is found on CANVAS and must be read before starting the preinternship.

## Personal Care Procedures

If toileting procedures are implemented at your placement site, please review the school's protocol with your Mentor Teacher and University Supervisor as soon as possible after the start of the placement.

## CITI Training

The Collaborative Institutional Training Initiative (CITI) Training is mandatory for all College of Education teacher candidates who will be participating in any 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 28, 2015.** Also, print off a copy of the CITI certification verification form for your PPN and for your Red Folder file so you can later retrieve it and upload it to your LiveText account when prompted to do so. Additional information on CITI training is found on CANVAS.

## Placement Attendance

You are required to arrive on time and be actively involved in the classroom setting. University policy excuses the absences of students for illness (self or dependent), religious observances (where the nature of the observance prevents the student from being present during the placement or class period), participation in University activities at the request of University authorities, and compelling circumstances beyond the student's control.

If you must be absent, you are required to contact your US and MT immediately **by PHONE and EMAIL/TEXT** and request confirmation by your supervisor and MT of the absence. **Absences must be made up** (see *EDSP Preinternship Handbook*) at a mutually available time for mentor teachers and preinterns. Inform your supervisor of make-up days. Failure to complete all required days in placement may result in a failing grade. Additionally, seminar and preinternship attendance will be reflected on your PPBA and your grade.

## Preintern Orientation

At the orientation session, each PI will give to his/her MT a paper copy of: (a) a professional resume, (b) an attendance form, and (c) an assignment sheet that lists and briefly describes each assignment with start and completion dates. The US, MT, and PI will review preinternship expectations and requirements.

[Please NOTE: For preinterns placed in Prince George’s County, you must obtain and bring a copy of the PGCP’s Commercial Background Check document. Information is provided on CANVAS.]

## Observations

### *Mentor Teacher*

You will be observed at least two times formally during the semester by your MT at dates and times to be mutually determined. Mentor teachers are asked to provide written feedback, which should be discussed with you and placed in your Preinternship Placement Notebook (PPN). Incorporate what you learn from your MT feedback into your instruction. You should meet with your mentor teacher regularly (at least weekly) for 20-minute conferences. It is **your responsibility** to make certain that observations and conferences are arranged and dates/times are confirmed.

### *Supervisor*

Your university supervisor will make three visits (orientation, midpoint, and final). Following the midpoint and final observations, you will participate in a conference with your US and MT to review your performance on the Preintern Performance Based Assessment (PPBA) and the College of Education Foundational Competencies (FC). You will collaborate with your MT and US to confirm a Midpoint Development Plan (MDP) at the conclusion of your Midpoint Conference. A copy of the PPBA, FC, and MDP are on CANVAS.

## Midpoint and Final Conferences

### *Preintern Performance Based Assessment (PPBA)*

You and your MT will each complete a midpoint and final PPBA that reflects your performance in your placement. You are expected to be an active participant in the evaluation process and discuss your self-PPBA and your MT-PPBA with your MT prior to your supervisor’s midpoint observation and conference. Your S will discuss the completed PPBA with you and your MT at the midpoint and final conferences. A final version of your PPBA will be submitted following these conferences. Points are given on both the midpoint and final PPBAs, but only points on the final PPBA are used to calculate your grade. Please place your Midpoint and Final PPBAs (self, MT, and S) in your PPN.

### *Midpoint Development Plan (MDP)*

Prior to the midpoint conference, each preintern is required to fill out a draft of the Midpoint Development Plan that includes a delineation the preintern’s strengths, needs/target areas, and specific indicators/items which need to be demonstrated by the final observation and conference. During the midpoint conference, the preintern, MT, and US will add to, revise, and complete the Development Plan. It will be reviewed at the final conference.

### *Foundational Competencies (FC)*

Foundational Competencies will be assessed a minimum of two times during the course of your preinternship placement. **You will complete a self-assessment of your FC during the first seminar meeting.** Additionally, your FC will be assessed by your supervisor during your final conference. An additional assessment of your FC may be completed at your Midpoint Conference should your US and/or MT choose. You can find additional information about the FC assessments in your Preinternship Handbook. Copies of your FC assessments must be kept in your PPN.

## Sequence of Orientation, Observations, and Evaluations

EDSP 402 Requirements	Supervisor	Mentor Teacher	Preintern
<b>1. Orientation</b>	x	x	x
<b>2. Weekly Conferences</b>		x	x
<b>3. MT Formal Observation #1</b>		x	x
<b>4. Supervisor Formal Observation #1</b>	x		x
<b>5. Midpoint Conference/Development Plan</b>	x	x	x
<b>6. MT Formal Observation #2</b>		x	x
<b>7. Supervisor Formal Observation #2</b>	x		x
<b>8. Final Conference</b>	x	x	x

\* Your MT is required to complete a minimum of two (2) formal observations. S/he may choose to complete more than two observations, if desired or needed.

### Preinternship Schedule

These are suggested field placement guidelines, which may be modified based on your placement start date or placement needs. Guidelines are addressed to both PI and MT. Specific dates are indicated on the Schedule of Seminar Meetings.

#### *Week One and Two (end of September/early October)*

- ❑ Preintern and MT participate in an Orientation meeting with the supervisor. Preintern provides MT with professional resume, attendance sheet, assignment sheet, and parent letter.
- ❑ Letter to parents/guardians approved (if required, co-signed) by the mentor teacher/school and sent to parents.
- ❑ Preintern should become oriented to the school by:
  - Obtaining general information about school policies, and if possible, reviewing a copy of the school handbook/policies/procedures.
  - Meeting administrators, faculty, instructional assistants, school secretaries, custodians, and other staff.
  - Becoming familiar with the demographics and layout of the school.
  - Becoming familiar with roles and schedules for related service providers at school.
- ❑ Preintern and MT review carefully the Roles and Responsibilities of the Preintern, Mentor Teacher, and University Supervisor in the *Preinternship Handbook*.
- ❑ Preintern should observe MT and become familiar with his/her style of teaching and communicating (review Guidelines for Observing in the Classroom in the *Preinternship Handbook*).
- ❑ Preintern and MT should establish a weekly 20-30 minute meeting/check in time.
- ❑ Preintern should review student records and IEPs as permitted, obviously observing confidentiality.
- ❑ Preintern should review MT lesson plans and teaching schedule together.
- ❑ Preintern should work with individuals and small groups of learners using MT plans.
- ❑ Observation and conference dates should be tentatively planned.
- ❑ **Preintern should start planning for task analysis to include student to instruct, task to teach, scheduling, etc.**

*Weeks Three, Four, and Five (mid October to end October)*

- ❑ Preintern and MT should meet on weekly basis to check on requirements, responsibilities, etc.
- ❑ Preintern should continue instruction with individual and small groups of learners keeping a regular instructional schedule using teacher lesson plans.
- ❑ Preintern should arrange for first observation by MT.
- ❑ **Preintern must send draft of Total Task/Least to Most Prompt Hierarchy Lesson Plan to Dr. Kohl for review and approval.**
- ❑ **Begin implementation of TT/LM Lesson Plan immediately after permission to begin.**
- ❑ Preintern arranges and confirms midpoint observation and conference date/time with MT and US and plans for midpoint observation to include a formal lesson using total task procedures.

*Weeks Six, Seven, and Eight (end of October/mid November)*

- ❑ Preintern and MT meet prior to Supervisor's first observation/midpoint conference to discuss PPBA and FC.
- ❑ Preintern develops draft of Midpoint Development Plan for Midpoint Conference.
- ❑ **Preintern implements formal lesson on total task chaining/least to most prompt hierarchy for midpoint observation by Supervisor and discussion at midpoint conference.**
- ❑ **Preintern must send draft of Time Delay Lesson Plan to Dr. Kohl for review and approval.**
- ❑ **Begin implementation of TD Lesson Plan immediately after permission to begin.**
- ❑ Preintern should arrange for second observation by MT.
- ❑ Preintern arranges and confirms final observation and conference date/time with MT and US and plans for final observation to include a formal lesson using time delay procedures.
- ❑ **Preintern continues to implement TT/LM and TD lesson plans.**

*Weeks Nine and Ten (end November – beginning December)*

- ❑ Preintern and MT continue to meet on a weekly basis to consult on preintern plans for required lesson plans.
- ❑ Preintern and MT meet prior to final observation to discuss PPBA and FC.
- ❑ **Preintern implements formal lesson on time delay for final observation by Supervisor and discussion at final conference.** Points from the final PPBA contribute to preintern final semester course grade.
- ❑ Preintern makes plans to say good-bye to students and school staff.
- ❑ Preintern formally thanks MT and principal for providing the preinternship opportunity and for time and guidance received.
- ❑ Preintern submits complete TT/LM and TD lesson plans and the PPN in EDSP 402.

**SEMINAR INFORMATION**

All course assignments, documents, readings, and materials can be found on CANVAS.

**Schedule of Seminar Meetings**

Date	Topic	Location	Assignment Due
9/03	<b>Introduction and Welcome</b> •Overview of EDSP 402 syllabus, requirements, and course assignments		-Read Preintern Handbook -Read CEC Policy on Physical Restraint and Seclusion -Self Assessment of FC (in class)

<b>9/09</b>	<b>Professional Resumes</b> • Review Professional Resume information <b>Orientation Overview</b> • Attendance Sheet, Resume, Parent Letter, & Assignment Sheet • Preintern Placement Notebook (PPN)		-Send electronic copy of resume, parent letter, & assignment sheet to Dr. Kohl for review <b>by 9/16/15</b>
<b>9/16</b>	<b>PPBS &amp; Foundational Competencies</b> • Review Evaluation Materials <b>MSDE College &amp; Career Ready Standards</b> • Review documentation		-Professional Resume Draft -Parent Letter Draft -Assignment Sheet -Bring PPN - Check on organization
<b>9/23</b>	<i>No Seminar Meeting</i>		
<b>9/21-9/25</b>	<b>Orientation Meeting</b> • Meet with US and MT at placement • Review placement responsibilities • Bring hard copies of the following:	<i>Field Placement</i>	-Revised Professional Resume -Parent Letter -Assignment Sheet -Attendance Sheet
<b>9/28-10/09</b>	<b>Begin Preinternship-Weeks 1 &amp; 2</b>	<i>Field Placement</i>	-Bring PPN -Distribute parent letter
<b>9/30</b>	<i>No Seminar Meeting</i>		
<b>10/07</b>	<i>No Seminar Meeting</i>		
<b>10/14</b>	<i>No Seminar Meeting</i>		
<b>10/21</b>	<i>No Seminar Meeting</i>		-Send DRAFT of TT/LM Lesson Plan to Dr. Kohl for review by 10/25/15 -Begin implementing TT/LM plan immediately after permission to begin NOTE: TT/LM Lesson Plan implementation and data collection must be started no later than 10/27/15.
<b>10/12-10/30</b>	Weeks 3, 4, & 5	<i>Field Placement</i>	-Arrange and confirm date/time of Midpoint Conference with MT and US <b>NOTE:</b> The Prompt Hierarchy/Total Task Chaining Lesson Plan must be implemented <u>each day</u> preintern attends practicum.
<b>10/28</b>	• Review Midpoint Conference Requirements		-Send <b>DRAFT</b> of TD Lesson Plan to Dr. Kohl for review by 11/01/15 -Begin implementing TD plan immediately after permission to begin <b>NOTE:</b> TD Lesson Plan implementation and data collection must be started no later than 11/03/15.
<b>11/11</b>	<i>No Seminar Meeting</i>		
<b>11/02-11/20</b>	<b>Midpoint Conference</b> Weeks 6, 7, & 8	<i>Field Placement</i>	<b>NOTE:</b> The Prompt Hierarchy/Total Task Chaining AND Time Delay Lesson Plans must be implemented <u>each day</u> teacher candidates attend practicum. -Complete PPBA for midpoint conference -Meet with S & MT to review PPBA & FCs -Draft Midpoint Development Plan -Update Preintern Placement Notebook

11/18	• Review Final Conference Requirements		-Arrange and confirm date & time of Final Conference with MT and US
11/25	THANKSGIVING- <i>No Seminar Meeting</i>		
11/23- 12/04	<b>Final Conference</b> Weeks 9 & 10 • Meet with S & MT to review PPBA & FCs • Conclude Field Placement	<i>Field Placement</i>	-Complete PPBA for final conference -Meet with S & MT to review PPBA & FCs -Update Preintern Placement Notebook
12/2	<i>No Seminar Meeting</i>		
12/8- 12/12	<b>Placement Make-up Week</b>	<i>Field Placement</i>	-Make up any missed days at your placement
12/09	<b>Final Class Meeting</b>		-PPN - completed -TT/LM Lesson Plan, Data Collection, and Graph -TD Lesson Plan, Data Collection, and Graph

## Course Assignments

The following is a description of the course assignments that will be completed as part of the preinternship seminar. Rubrics for each assignment are included and will be reviewed in class.

All written assignments are to be typed and double-spaced (unless otherwise noted). Attention will be given to writing style, organization, and grammar; points may be subtracted depending upon the ease of readability.

- ✓ Never use real names of students, teachers, schools, etc. Use S for student & T for teacher.
- ✓ All assignments must be sent electronically in MS Word (doc or docx), 12-point font, and 1" margins to CANVAS (No Excel or PDF).
- ✓ ALL assignments must be titled as follows: **LastNameFirstName.Assignment.Date**
- ✓ If the assignment is not titled as presented above, it will be returned for correction.

### 1. Preintern Placement Notebook (PPN) (5 points)

The PPN holds artifacts of your preinternship and must be kept at your field placement until it is submitted at the final seminar meeting. Each notebook should be organized in the following order, with dividers for each section:

1. Attendance Sheet
2. Preintern Documentation: Professional Resume, CITI Training Pass Form, Background Check (if in PG County) & Parent Letter (**NOTE: Due Dates in Class Schedule**)
3. TT/LM and TD Lesson Plans including data and graphs
4. MT Formal Observations
5. PPBA (Midpoint and Final **Self**-PPBA; Midpoint and Final **MT**-PPBA; Midpoint and Final **Supervisor**-PPBA)
6. Midpoint Development Plan
7. Foundational Competencies (Pre, Mid, and Final)
8. Additional Data and Notes: Informal observation notes, weekly meeting notes from MT, other meeting notes, etc.

Notebooks will be checked four times by your supervisor. The PPN must be up to date and available to your supervisor at each seminar and site visit.

1. In-class notebook check: 9/16/2015
2. Midpoint Conference
3. Final Conference
4. Submit your completed PPN in class on 12/9/2015.

**2. Lesson Plans (20 points each)**

You will submit two formal lesson plans via CANVAS over the course of the semester. The lesson plan templates and instructions are found on CANVAS; scoring rubrics are presented below. Printed copies of your completed lessons must be included in your PPN along with your data collected at each implementation of the lesson. Different students (and descriptions) must be taught with each required lesson plan.

**A. Lesson Plan: Total Task Chaining Task Analysis with Prompt Hierarchy (20 points)**

Each preintern is to write a total task chaining/least to most prompt hierarchy lesson plan for a student with severe disabilities. **LESSON PLANS DO NOT NEED TO BE DOUBLED SPACED.**

(a) The behavior objective must be a **functional life management task** selected from the following:

• making a bed	• getting a drink of water
• making Kraft Easy Mac in microwave oven	• using a washing machine
• using a vending machine	• operating an iPad
• making a simple sandwich	• task approved by Dr. Kohl

- (b) The task must be taught using a **least-to-most prompt hierarchy procedure**;  
 (c) The task must include at least one step which aligns to a reading or math standard from the MD College and Career-Ready (CCR) Standards;  
 (d) The task analysis must have a minimum of 15 steps; and  
 (e) The lesson plan must conform to the UM/EDSP 400/602 Lesson Plan Format (on CANVAS).

**Total Task Chaining Lesson Plan, Results/Graph/ Reflection are DUE: Wednesday, December 9, 2015 via CANVAS and named as: LASTNameFirstName.TotalTaskLessonPlan.Date**

**B. Lesson Plan: Progressive Time Delay Procedure (20 points)**

Each preintern is to write a time delay lesson plan for a student with severe disabilities.

- (a) The behavior objective must be an **academic or communication task** for a student with severe disabilities and aligned to a reading or math standard from the MD CCR Standards;  
 (b) The objective must be selected from the following:

• learning colors or shapes	• learning sight words
• learning graphic symbol representations for com aid	• learning numbers/math skills*

\*not money/coins

- (c) The task must be taught using a **progressive time delay procedure**; and  
 (d) The lesson plan must conform to the UM/EDSP 400/602 Lesson Plan Format (see ELMS).

**Progressive Time Delay Lesson Plan Results/Graph/ Reflection is DUE: Wednesday, December 9, 2015 to CANVAS and named as: LASTNameFirstName.TimeDelayLessonPlan.Date**





Evaluation Sheet: Total Task Chaining Task Analysis with Prompt Hierarchy Lesson Plan (20 points)

CEC Standard	<u>Total Task Chaining Task Analysis with Prompt Hierarchy</u> Components	Points Earned	Comments
#1 Learner Development & Individual Learning Differences	1. Focus Learner Description: Comprehensive and detailed with a minimum of 10 detailed sentences	/2	
#3: Curricular Content Knowledge	2. Learning Target, Individualized Behavior Objective, Accommodations	/2	
#3: Curricular Content Knowledge	3. Task Analysis with Reading or Math Content Aligned to a MD CCR Standard	/2	
#4 Assessment	4. Data Collection: Procedures, Electronic Data Sheet, and Key	/2	
#4 Assessment	5. Multiple Opportunity Baseline Procedures: Task Demand, Latency, Baseline Response Procedures, Number of Sessions per day	/2	
#5 Instructional Planning and Strategies	6. Total Task Chaining Procedure Description and Prompt Hierarchy Procedures: Prompts, Latency, and Instructional Response Procedures	/2	
#5 Instructional Planning and Strategies	7. Type and Schedule of Reinforcement	/2	
#5 Instructional Planning and Strategies	8. Instructional Materials/AT/UDL and Learning Environment/Instructional Sessions, Times, Days, and Location	/2	
#4 Assessment	9. Electronic Graph to include Baseline and Instructional Conditions	/2	
#6 Professional Learning and Ethical Practice	10. Writing, Grammar, Attention to Detail; Ethical Practice; Resources	/2	
<b>TOTAL POINTS:</b>		_____ /20	

(2) EXEMPLARY/EXCEEDS STANDARD: Section is outstanding. Information is well synthesized and writing is succinct and free from grammatical errors. The section is vigorous, well written, creative, and/or practical. Descriptions are comprehensive, insightful, and markedly reveal the context of the standard. Performance competencies of the standard have been met with distinction that irrefutably supports teaching competence and effective application.

(1) ACCEPTABLE/MEETS STANDARD: Section is satisfactory. Information is reasonable, complete, and presented effectively; writing is clear with minimal mistakes; information is comprehensible. Descriptions show some critical thinking and reveal the context of the standard. Performance competencies of the standard have been met.

(0) UNACCEPTABLE/BELOW STANDARD: Section is not satisfactory. Information is not available, incomplete, vague, and/or poorly written with obvious mistakes; information is inaccurate and/or difficult to comprehend. Performance competencies of the standard have not been met.



Evaluation Sheet: **Time Delay Lesson Plan** (20 points)

CEC Standard	<u>Time Delay Lesson Plan</u> Components	Points Earned	Comments
#1 Learner Development & Individual Learning Differences	1. Focus Learner Description: Comprehensive and detailed/must have a minimum of 10 detailed sentences	/2	
#3: Curricular Content Knowledge	2. Learning Target, Individualized Behavior Objective Aligned to a MD CCR Standard, Accommodations	/2	
#4 Assessment	3. Baseline Procedures: Latency, Conditions, Number of Requests; Number of Trials & Sessions Description, and Materials	/2	
#5 Instructional Planning and Strategies	4. Task Demand, Response Prompt; Latency; Back-up Prompt Time Delay Schedule and Criterion for Moving on to Next Delay Level (Training Criterion)	/2	
#5 Instructional Planning and Strategies	5. Learning Environment, Number of Trials & Sessions, Location of Instruction, and Instructional Materials	/2	
#5 Instructional Planning and Strategies	6. Explanation of 0-sec Delay Procedures and All Response Outcomes (N =3); Explanation of 2-sec Delay Procedures and All Response Outcomes (N=5)	/2	
#5 Instructional Planning and Strategies	7. Type and Schedule of Reinforcement	/2	
#4 Assessment	8. Data Collection Procedures: Electronic Data Sheet for Baseline and Electronic Data Sheet for Instruction	/2	
#4 Assessment	9. Electronic Graph to include Baseline and Instruction Conditions	/2	
#6 Professional Learning and Ethical Practice	10. Writing, Grammar, Attention to Detail; Ethical Practice; Resources	/2	
<b>TOTAL Points:</b>			_____/20 Points

(2) EXEMPLARY/EXCEEDS STANDARD: Section is outstanding. Information is well synthesized and writing is succinct and free from grammatical errors. The section is vigorous, well written, creative, and/or practical. Descriptions are comprehensive, insightful, and markedly reveal the context of the standard. Performance competencies of the standard have been met with distinction that irrefutably supports teaching competence and effective application.

(1) ACCEPTABLE/MEETS STANDARD: Section is satisfactory. Information is reasonable, complete, and presented effectively; writing is clear with minimal mistakes; information is comprehensible. Descriptions show some critical thinking and reveal the context of the standard. Performance competencies of the standard have been met.

(0) UNACCEPTABLE/BELOW STANDARD: Section is not satisfactory. Information is not available, incomplete, vague, and/or poorly written with obvious mistakes; information is inaccurate and/or difficult to comprehend. Performance competencies of the standard have not been met.

### 3. Preintern Performance Based Assessment (PPBA) (50 points)

The Preintern Performance Based Assessment is an evaluation of your performance at your preintern placement. PPBAs are completed and reviewed during your Midpoint and Final conferences. However, only scores graded by your supervisor on your final PPBA count toward your final grade. The PPBA process will be reviewed in class and you can find additional information in the *EDSP Preintern Handbook*.

### 4. Seminar Attendance, Engagement, and Participation (5 points)

Seminar attendance and participation are an important part of your preinternship experience. Attendance will be taken at all seminar meetings and it is expected that you be an active and reflective participant in all seminar discussions.

## Course Expectations and Grading

Grades are based on performance, not effort. Completion of the preinternship 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 PPBA and Foundational Competencies by your MT and supervisor). Graded assignments are as follows (no extra credit, no rounding up except for the final grade):

<i>Seminar Assignments</i>	<i>Points</i>
1. Preintern Placement Notebook	5
2. Implemented Lesson Plan (TT)	20
3. Implemented Lesson Plan (TD)	20
4. Preintern Performance Based Assessment (PPBA)	50
5. Seminar Attendance & Participation	5
<b>TOTAL</b>	<b>100</b>

Letter Grade	Points Earned	%
<b>A+</b>	100 – 98	100 – 98
<b>A</b>	97 – 93	97 – 93
<b>A-</b>	92 – 90	92 – 90
<b>B+</b>	89 – 87	89 – 87
<b>B</b>	86 – 83	86 – 83
<b>B-</b>	82 – 80	82 – 80
<b>C+</b>	79 – 77	79 – 77
<b>C</b>	76 – 73	76 – 73
<b>C-</b>	72 – 70	72 – 70
<b>D</b>	Below 70	Below 70

## EXPECTED OUTCOMES

The preintern is expected to demonstrate skills based on the Council for Exceptional Children (CEC) *CEC Initial Level Special Educator Preparation Standards (2012)*. Refer to the PPBA for the list of specific competencies for each of the following standards. 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) and the Maryland Teacher Technology Standards (MTTS) as noted below.

**Standard A:** Preintern will demonstrate **professional and ethical practices** through work habits, reflection and specific professional practices.\* CEC #6 Professional Learning and Ethical Practice; INTASC #9 Reflective Practice and Professional Development; EC #4 Reflection, EC#6 Responsible and Ethical Action, EC#7 Specialist Competence, MTTS # VII Professional Growth and # I Information Access, Evaluation, Processing and Application

**Standard B:** Preintern 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, MTTS #IV Assessment for Administration and Instruction and #II Communication

**Standard C:** Preintern will demonstrate that he/she accounts for **individual learning differences** through planning for diversity and individual approaches.\* CEC #1 Learner Development and Individual Learning Differences; INTASC #2 Learning Differences; CF Pedagogy, Learners; EC #1 Equity and Diversity, MTTS #V Integrating Technology into the Curriculum and Instruction

**Standard D:** Preintern will demonstrate an understanding of **characteristics of learners** through differentiation of instruction and having a knowledge base of exceptional learners.\* CEC #1 Learner Development and Individual Learning Differences; INTASC # 1 Learner Development; CF Pedagogy, Learners, Technology; EC # 1 Equity and Diversity , MTTS # VI Assistive Technology

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

**Standard F:** Preintern will demonstrate **instructional planning** through preparing lessons, linking lessons to curriculum/content, and including specific lesson components.\* CEC #5 Instructional Planning and Strategies; INTASC #7 Planning for Instruction; CF Subject Matter, Pedagogy, Curriculum, Educational Goals and Assessment, Technology; EC #4 Reflection, MTTS #V Integrating Technology into the Curriculum and Instruction

**Standard G:** Preintern will demonstrate **instructional strategies** through differentiation of instruction, using appropriate methods, and promoting access to learning in a variety of settings, CEC #5 Instructional Planning and Strategies; INTASC #8 Instructional Strategies; CF Subject Matter, Pedagogy, Curriculum, Educational Goals and Assessment, Technology, MTTS #VI Assistive Technology

**Standard H:** Preintern will demonstrate **assessment** through evaluation of instruction and its application.\* CEC #4 Assessment; INTASC #6 Assessment; CF Educational Goals and Assessment, MTTS #IV Assessment for Administration and Instruction.

## UNIVERSITY AND COLLEGE POLICIES

**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](http://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 pledge statement should be handwritten and signed on the front cover of all assignments and examinations in this course. **For the preinternship, the Honor Code Statement needs to be written, signed, and placed in your placement notebook supplement.**

**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.

**Attendance:** University policy excuses the absences of students for illness (self or dependent), religious observances (where the nature of the observance prevents the student from being present during the placement or class period), 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.

**Excused Absences:** Preinterns will not be penalized because of religious observances or other excused absences (see above) and shall be given opportunity to make up within a reasonable time any academic or practicum assignment missed due to individual participation in religious observance or other documented excused absence. All absences from placements must be made up at a mutually available time for Mentors and PIs. Please notify instructors as soon as possible regarding any absence and, 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. More information on attendance can be found at <http://www.faculty.umd.edu/teach/attendance.html>.

**Academic Accommodations:** If you have a documented disability and wish to discuss academic accommodations, contact an instructor at the beginning of the semester. 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. Location is 2201 Shoemaker Bldg. (301) 314-7693, <http://www.inform.umd.edu/LASRV>

**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 Preinterns 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 preintern's advisor. Each preintern 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 in the Appendices of the Online Handbook.