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

EDSP 452/EDSP 692  
Internship I: Elementary  

Coordinators:  
Ms. Stacey Williams  
staceyw@umd.edu  
410-916-4709 (cell)  

Ms. Patty Ulf  
pulf@umd.edu  
301-793-6853 (cell)  

Supervisors:  
Dr. Carol Holland  
Cam5241@yahoo.com  
408-438-7812  

Ms. Heather Stormont  
heather.stormont@gmail.com  
443-812-6709  

Ms. Deanna Collins  
pdcollins@verizon.net  
443-253-6374  

Ms. Susan Little  
the.littles1@verizon.net  
410-746-9239  

Location:  
EDU 3315  

Office Hours:  
Appointments scheduled for individual consultations  

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

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
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 strategies 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 the 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** thorough 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)
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 at midpoint and 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 forms can be accessed on the ELMS: Canvas course site under Files, titled Foundational Competencies.

Foundational Competencies (FC) Standards

<table>
<thead>
<tr>
<th>English Language Competence:</th>
<th>Ability to express oneself in standard written and oral English</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• communicates effectively in standard written and oral English in order to communicate concepts, assignments, evaluations, and expectations with members of the learning community such as University faculty, students, parents, administrators, and other staff;</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Interpersonal Competence:</th>
<th>Ability to interact effectively with others</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• demonstrates communication skills that are responsive to and respectful of different perspectives represented in diverse classrooms and/or other professional environments;</td>
</tr>
<tr>
<td></td>
<td>• demonstrates the necessary interpersonal competencies to function effectively with students and parents, and to function collaboratively as part of a professional team;</td>
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</tbody>
</table>

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<thead>
<tr>
<th>Work and Task Management:</th>
<th>Ability to organize and manage multiple work demands</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• demonstrates the ability to work under time constraints, concentrate in distracting situations, make subjective judgments, and ensure safety in emergencies;</td>
</tr>
<tr>
<td></td>
<td>• demonstrates the ability to organize time and materials, to prioritize tasks, to perform several tasks at once, and to adapt to changing situations;</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Analytic/Reasoning Competencies:</th>
<th>Ability to think analytically and reason logically about professional topics, issues, and problems</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>• demonstrates the ability to understand and extend complex information presented in courses and in their work in professional settings;</td>
</tr>
<tr>
<td></td>
<td>• demonstrates the ability to analyze, synthesize, integrate concepts, and problem-solve in the ways he/she understands; and, responds to events and problems in professional contexts, formulates and uses educational assessments, and makes professional judgments;</td>
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<thead>
<tr>
<th>Professional Conduct:</th>
<th>Ability to work within a set of reasonable expectations for conduct as defined by the profession and/or workplace</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• arrives on time for professional commitments, including classes and field experiences;</td>
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<tr>
<td></td>
<td>• seeks assistance and follows supervision in a timely manner, and accepts and responds appropriately to constructive review of his/her work from supervisors;</td>
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<tr>
<td></td>
<td>• demonstrates attitudes of integrity, responsibility, and tolerance;</td>
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<tr>
<td></td>
<td>• shows respect for self and others;</td>
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<tr>
<td></td>
<td>• projects an image of professionalism;</td>
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</tbody>
</table>

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<tr>
<th>Physical Abilities:</th>
<th>Ability to meet the professional demands of the profession and/or workplace</th>
</tr>
</thead>
</table>

• demonstrates the physical stamina to work a contractual day and performs extended and additional duties of a school professional such as parent conferences, after-school events, and other assigned duties;

| Professional Dispositions: | 
| Designed to believe that all children and adults can learn; commitment to own continuing professional development; assumption that they can be responsible agents for the improvement and reform of education |
| • demonstrates in the full range of professional activities that (s)he understands that all children and adults can learn, irrespective of racial, social, cultural, linguistic, mental and physical ability differences; |
| • understands and accepts the responsibility to contribute constructively to efforts to improve the nature and quality of educational experiences for children, youth, and adults, especially in urban and multicultural contexts; |
| • accepts that learning to be a professional is an ongoing process and applies his/her analytic and reasoning abilities in reflecting on own work and on the work of others; uses reflection as a foundation for setting reasonable and appropriate goals for professional development. |

University Policies:
The following links will provide you with current information about all policies relevant to students at UMD. You are responsible for reviewing these policies.

Undergraduate Students:
http://www.ugst.umd.edu/courserelatedpolicies.html

Graduate Students:
https://gradschool.umd.edu/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 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.ipo.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.umd.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:**
Please review the University attendance policy as noted here: http://www.president.umd.edu/sites/president.umd.edu/files/documents/policies/V-1.00G.pdf

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 24 – December 9. 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. 14 - 18, 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.

Lesson Planning:
Interns are expected to have a written plan for every 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** 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 Part IV b, c and Part V 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.
**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.

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**Seminar Assignments**

Seminar assignments are **graded** and worth a total of 150 points as detailed below. **Any 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 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.

**Assignments**

1. **Professional Resume**
   
   **Due:** To supervisor via **Canvas** and to mentor **in person** by Sept 2\(^{nd}\)
   
   **Scoring:** Complete/Incomplete

   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**.

The resume submission **must be labeled** as listed below:

File Label:  Last Name_First Name_Resume_2016  
Example:  Ulf_Patty.Resume_2016

### 2. Introduction Letter

**Due:** To supervisor via **Canvas** and to mentor **in person** by Sept 2\textsuperscript{nd}

**Scoring:** Complete/Incomplete

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. Takeover/Transition Schedule

**Due:** To supervisor via **Canvas** by Sept 23\textsuperscript{rd}

**Scoring:** Complete/Incomplete

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.

4. CITI Training

**Due:** To supervisor via LiveText by Sept 30

**Scoring:** Complete/Incomplete

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 on Livetext, but no later than September 30, 2016. The CITI training certification verification form should be uploaded to Livetext and a copy should be placed in your notebook.

5. 10 Formal Lesson Plans

**Due:** One formal lesson plan a week submitted in two parts via Canvas Week of September 12th – Week of November 14th

Parts I-IV (a) : To be submitted via ELMS: Canvas site each Monday by 9:00 am September 12th through November 14th

Part I-IV (a) with TRACKED CHANGES of lesson edits and IV (b, c) and Part V: To be submitted via ELMS: Canvas site each Friday by 6:00 pm September 16th through November 18th

Interns are expected to submit ten formal lesson plans for this assignment. These lesson plans must include all parts. Parts I – IV (a) are to be completed prior to instruction and Part IV (b,c) and Part V 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.

The lesson plan submissions must be labeled as listed below:

- **File Label:** Last Name_First Name_LP#_Part_DateofImplementation
- **Example:** Williams_Stacey_LP1_Part1_Sep17

**Scoring:**
First two plans receive feedback, but no score.
Final eight plans receive feedback and will be scored, based on mastery.
The scoring of the plans Parts I – IV (a) will take place with the Monday submission and Part IV (b,c) and Part V with the Friday submission. Supervisors will be looking for evidence of lesson plan changes based on supervisor and mentor feedback. For example, if Monday submission receives feedback to use different strategies or change the instructional sequence Friday’s submission must show the “tracked changes” of those edits in the plan when resubmitted.

**Due Dates:**
Weeks 1 & 2: Sept. 12/16 and Sept. 19/23: Interns receive feedback only, no scoring for these two lesson plans
Week 3: Sept. 26/30
Week 4: Oct. 3/7
Week 5: Oct. 10/14
Week 6: Oct. 17/21
Week 7: Oct. 24/28
Week 8: Oct. 31/Nov. 4
Week 9: Nov. 7/11
Week 10: Nov. 14/18

6. Additional Lesson Plans  
   **Due:** Supervisor will review at each observation  
   **Scoring:** 15 points total/5 points at each observation

All additional lesson plans should be completed in the informal format and will be reviewed during the notebook check at every observation. All interns are required to have lesson plans written for every instructional group. There must be at least one informal lesson plan in the notebook per week. Supervisors will be checking the intern notebook for evidence of lesson plans for all instruction implemented during the internship.

Grading rubric for informal lesson plans:
- Plans dated and organized in notebook by week
- Evidence of lesson plan changes based on mentor feedback
- Lesson plan Parts I - V 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

7. Placement Notebook  
   **Due:** Supervisor will review at each supervisor observation  
   **Scoring:** 10 points total/5 points at midpoint and 5 at final 0 for incomplete and 5 for complete/updated

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. Copy of Intern's Semester Planning Calendar
5. Intern Documentation:
   - Resume
   - CITI Training
   - Evidence of Fingerprinting/Background Check
6. Lesson Plans (for every lesson taught)
7. Mentor Teacher Observation Feedback (attached to specific lesson plans)
8. Midpoint Development Plan

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

Due: To supervisor via Canvas by December 2nd  
Scoring: 45 points

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.
Grading

The graded assignments are worth a maximum of **150 points**. The final evaluation tool (PBA) is worth a maximum of **100 points**.

**Seminar Assignments**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Potential Points</th>
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</thead>
<tbody>
<tr>
<td>1. Professional Resume</td>
<td>Complete/Incomplete</td>
</tr>
<tr>
<td>2. Introduction Letter</td>
<td>Complete/Incomplete</td>
</tr>
<tr>
<td>3. Transition Schedule</td>
<td>Complete/Incomplete</td>
</tr>
<tr>
<td>4. CITI Training</td>
<td>Complete/Incomplete</td>
</tr>
<tr>
<td>5. 10 Formal Lesson Plans</td>
<td>80</td>
</tr>
<tr>
<td>6. Additional Lesson Plans</td>
<td>15</td>
</tr>
<tr>
<td>7. Placement Notebook</td>
<td>10</td>
</tr>
<tr>
<td>8. Reflective Teaching Project</td>
<td>45</td>
</tr>
</tbody>
</table>

**Total Potential Assignment Points** 150

**Total Potential PBA Points** 100

**Total Potential Points** 250

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

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.
Performance Evaluation: PBA and FC Support

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 (FC) 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 I will be put in place for any intern who has marginal skills on the PBA and FCs at the midpoint conference.

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 that must be demonstrated consistently across time. A Pre-Referral Plan/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 or final evaluation, a Pre-Referral Plan/Action Plan must be written to discuss program options, make decisions regarding specific actions to be taken, and present a formal contract (Pre-Referral/Action Plan) with a timeline.

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 planned 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

<table>
<thead>
<tr>
<th>Date</th>
<th>Session Details</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 23</td>
<td><strong>Seminar: Orientation</strong></td>
<td>EDU 0220</td>
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<tr>
<td></td>
<td>9:00 am – 1:00 pm</td>
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<td>August 24</td>
<td><strong>No Seminar</strong></td>
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<td></td>
<td>Field-Based Orientations</td>
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<td>September 2</td>
<td><strong>No Seminar</strong></td>
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<tr>
<td></td>
<td>Field-Based Orientations</td>
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<tr>
<td>September 9</td>
<td><strong>Seminar: Lesson Planning</strong></td>
<td>EDU 3315</td>
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<tr>
<td></td>
<td>10:30 am – 12:00 pm</td>
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<tr>
<td>September 16</td>
<td><strong>No Seminar</strong></td>
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<tr>
<td></td>
<td>Individual Consultations</td>
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<td></td>
<td>Must preschedule an appointment with Supervisor or Coordinator</td>
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<tr>
<td>September 23</td>
<td><strong>Seminar: Being a Reflective Teacher</strong></td>
<td>EDU 3315</td>
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<td></td>
<td>10:30 am – 12:00 pm</td>
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<tr>
<td>September 30</td>
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<td>Must preschedule an appointment with Supervisor or Coordinator</td>
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<td>October 7</td>
<td><strong>Seminar: Collaboration with Colleagues</strong></td>
<td>EDU 3315</td>
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<td></td>
<td>10:30 am – 12:00 pm</td>
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<tr>
<td>October 14</td>
<td><strong>No Seminar</strong></td>
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<td>October 21</td>
<td><strong>Seminar: Student Performance/Data Collection</strong></td>
<td>EDU 3315</td>
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<td>October 28</td>
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<tr>
<td>November 4</td>
<td><strong>Seminar: Behavioral Support and Management</strong></td>
<td>EDU 3315</td>
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<td></td>
<td>10:30 am – 12:00 pm</td>
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<td></td>
<td><strong>Small group consultations for Reflective Teaching Project</strong></td>
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<td>1:00 pm – 3:00 pm</td>
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<tr>
<td>Date</td>
<td>Event</td>
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<td>November 11</td>
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<td>Individual Consultations</td>
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<td>Must pre-schedule an appointment with Supervisor or Coordinator</td>
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<tr>
<td>November 14-18</td>
<td>Full Week in Schools - No EDSP Classes or Seminars on Campus</td>
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<tr>
<td>November 25</td>
<td>No Seminar: Thanksgiving</td>
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<tr>
<td>December 4</td>
<td>No Seminar: Final Conferences</td>
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<td>December 9</td>
<td>Preparation for Spring Placement/Closure</td>
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<td>edTPA</td>
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<td></td>
<td>10:30 am – 12:00 pm</td>
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<tr>
<td>Dec 12 +</td>
<td>Make-up days for Internship I</td>
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