University of Maryland College Park
SPECIAL EDUCATION PROGRAMS

EDSP 421
FALL 2011

Field Placement III – Special Education Age-Based Practicum

Instructor
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Dates & Times:  September 9 – December 9
Fridays, 10:30am –12:00

Location: Room 0202 Benjamin Building

Office Hours
Before or after class by appointment
Abbreviations

S=Supervisor
MT=Mentor Teacher
TC=Teacher Candidate
FPBA=Field Performance Based Assessment

EXPECTED OUTCOMES FOR EDSP 421

Expected Teacher Candidate Outcomes:

During this field placement the expected Intern 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 A:** Intern will demonstrate **professional and ethical practices** 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 Competence

**Standard B:** 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 C:** Intern will demonstrate **individual learning differences** through planning for diversity and individual approaches.* CEC # 3 Individual Differences; INTASC # 2 Learning Differences; CF Pedagogy, Learners; EC # 1 Equity and Diversity

**Standard D:** Intern will demonstrate an understanding of **characteristics of learners** through differentiation of instruction and having a knowledge base of exceptional learners.* CEC # 2 Characteristics of Learners; INTASC # 1 Learner Development; CF Pedagogy, Learners, Technology; EC # 1 Equity and Diversity

**Standard E:** Intern will demonstrate that he/she can establish/maintain **learning environments and social interactions** 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 F:** 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 G:** Intern will demonstrate **instructional strategies** through differentiation of instruction, using appropriate methods, and promoting access to learning in a variety of settings.*
Course Description

COURSE DESCRIPTION: EDSP 421 is a three morning a week field placement with a regularly scheduled seminar. This course is taken in conjunction with courses in the first semester of the Early Childhood specialty area. Opportunities will be provided to observe and participate in hands-on experiences under the guidance of the Mentor Teacher (MT). The purpose is to provide Teacher Candidates (TC) with practical experience.

The Department of Special Education has put the Handbook for EDSP 421 on our website. Please visit the website as soon as possible after receiving this information. Go to: http://www.education.umd.edu/EDSP/.

Click on “Course Syllabi for Fall 2011”. Next to the syllabus for your placement there is a link to your handbook. Please print a copy of the handbook, as well as the appendices listed. We will also give this address to your Mentor Teachers for downloading.

Important course documents and announcements will also be posted on the course site on Blackboard at www.elms.umd.edu

As soon as possible sign up for CEC Smart Briefs (Free) at http://www.smartbrief.com/cec. We will use these during seminar for discussion and they are useful for your own professional growth.

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.

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](http://www.ipo.umd.edu)

**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.

**DO: The Honor Code statement needs to be written, signed, and placed at the beginning of your placement notebook.**

**Accommodations for Students with Disabilities:** If you have a documented disability and wish to discuss academic accommodations with me, please contact me as soon as possible. For information on accommodations see [www.counseling.umd.edu/DSS](http://www.counseling.umd.edu/DSS). The disability support center is located on 4th floor of Susquehanna Hall.

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. More information can be found at: [http://www.inform.umd.edu/LASRV](http://www.inform.umd.edu/LASRV)

**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:** Teacher Candidates 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 Candidates. 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

**Physical Restraint and Seclusion:** 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. We urge Teacher Candidates 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/HTMLDisplay.cfm&CONTENTID=13614

**Toileting Procedures:** If toileting procedures are implemented at your placement site please
review the protocols with your University Supervisor as soon as possible after the start of the
placement.

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

**Live Text:** Live Text 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. Live Text accounts can be purchased at the University Book Center; see EDUC-
EDUC in the Book Center course listings. An active subscription to Live Text is a requirement
for this class and for other courses that comprise your professional education program. Live
Text 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), so if your account is
active, you do not need to re-purchase the software. Live Text is a one-time purchase that lasts
the duration of the candidate’s time at the College of Education and one year following program
completion (up to a period of five years), so if the account is active, the candidate does not need
to repurchase the software. Candidates may purchase either: LiveText – General $98.00 or

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CITI TRAINING: The Collaborative Institutional Training Initiative Human Subjects Training is mandatory for all teacher education candidates who will be participating in an internship or a field experience where they will be photographing or videotaping students, or submitting samples of student work as evidence of their teaching. It usually takes approximately 4-5 hours to complete the online course. CITI Human Subjects Training is valid for three years, and must be renewed for each additional three-year period. There is no charge to take the CITI Training course. Teacher candidates are encouraged to complete the CITI training as soon as possible, but no later than September 30, 2011. Also, be sure to print off a copy of the CITI training certification verification form (Course Completion Report) for your personal file so that you can later retrieve it and upload it to your LiveText account when prompted to do so.

See detailed instructions for fulfilling the CITI requirement attached at the end of this syllabus.
Course Requirements

Placement
You are required to arrive on time and be actively involved in the classroom setting. If you must be absent, you are required to contact your S and MT immediately. Absences must be made up. Failure to complete all required days in placement may result in a failing grade. Keep an attendance sheet and give to S at final seminar (download attendance sheet from handbook appendices).

Seminar
You are expected to attend and participate in seminars and to be on time. Lateness will be recorded; repeated lateness may result in a lowered grade. Note that the seminar may be canceled if the weather is inclement, even if UMCP holds classes. Your supervisor will contact you, but if in doubt, call your supervisor.

Seminar assignments
Seminar assignments worth a total of 10 points are detailed in “SEMINAR ASSIGNMENTS” in the syllabus. All assignments are to be typed, double spaced and presented in a professional manner, with attention to content, organization, style, clarity, spelling, grammar, and neatness. Assignments must be submitted in seminar on the due date. Each assignment is graded with points; unexcused late assignments are given the grade of “0.”

Practicum Notebook
Practicum notebook includes: (see next section for detailed description of each)
- Copy of Letter to Parent
- Copy of Pre-professional resume
- 8 formal lesson plans (with critique and self-reflection)
- 10 informal lesson plans (with critique and self-reflection)
- Lead teaching lesson plan
- Feedback from S and MT (attached to corresponding lesson)
- 10 Journal entries
- Completed FPBA
- Other resources as appropriate

Observations
By mentor teacher: You will be observed at least three times during the semester by your MT, at dates and times to be mutually determined. MT’s are asked to provide written feedback, which should be discussed with you. Feedback should be kept with the lesson plan in your notebook. You and MT should meet regularly (ideally weekly) for conferences. It is your responsibility to make certain that observations and conferences occur.
By supervisor: S will make three visits (initial, midpoint, and final). Following observations, your S will conduct a three-way conference with TC and MT. At midpoint and final observation FPBA will also be discussed.
Evaluations
You and your MT each complete a midpoint and final FPBA that reflects your performance in placement. You are expected to be an active participant in evaluation process, and discuss your self-assessment and MT assessment with your MT prior to the supervisor’s midpoint observation and conference. S will discuss completed FPBA with you and MT at the midpoint and final conferences. Points are given on both FPBA’s, but only points on the final FPBA are used to calculate your grade. Keep completed FPBA’s in a separate section of your Practicum Notebook.

Grading
You may earn a maximum of 50 points for EDSP 421. Your final points are determined by totaling final FPBA (maximum=40 points) and written assignments (maximum=10 points). All assignments must be completed to receive a passing grade. 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.

Grading Criteria
Practicum notebook 7 points
- Pre-professional Resume
- Letter to Parents
- 8 formal lesson plans
- 10 informal lesson plans
- Lead teaching lesson plan
- Developmental/activity matrix
- 10 Journal Entries

Videotape/peer coaching 3 points

Standards on FPBA 40 points

TOTAL 50 points

Grades

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<thead>
<tr>
<th>LETTER GRADE</th>
<th>POINTS</th>
<th>LETTER GRADE</th>
<th>POINTS</th>
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<tbody>
<tr>
<td>A+</td>
<td>50</td>
<td>C+</td>
<td>39</td>
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<td>A</td>
<td>49-46</td>
<td>C</td>
<td>38-36</td>
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<tr>
<td>A-</td>
<td>45</td>
<td>C-</td>
<td>35</td>
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<tr>
<td>B+</td>
<td>44</td>
<td>D+</td>
<td>34</td>
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<td>43-41</td>
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<td>33-31</td>
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Practicum Responsibilities and Seminar Assignments

I. Practicum Notebook (7 points) The Honor Code statement needs to be written, signed, and placed at the beginning of your placement notebook.

Practicum notebook includes: (see below for detailed description of each)
A. Copy of Pre-professional resume
B. Copy of letter to parent/guardian
C. Lesson plans
   ● 8 formal lesson plans (with critique and self-reflection)
   ● 10 informal lesson plans (with critique and self-reflection)
   ● Lead teaching lesson plan
   ● Feedback from S and MT
D. Developmental/activity matrix
E. 10 Journal entries

A. Pre-professional Resume
   DUE: Bring 2 copies for S and MT to orientation meeting.
   Include:
   ● Name, address, phone numbers
   ● Education courses you have completed
   ● Education courses you are currently enrolled
   ● Previous placements (dates, type of school, level or grade, your responsibilities)
   ● Volunteer or work experiences with children (dates, your responsibilities)
   ● Individual talents, interests, and other abilities you bring to this experience
   ● At least two specific goals you would like to accomplish in this placement
   ● List of field placement assignments and due dates. It is crucial you review these with your MT at the outset of your placement.

B. Letter to parents/guardians
   DUE: Bring draft to orientation meeting or first week of placement
   Include:
   ● Who you are
   ● How long you will be with the class or in your placement
   ● Your purpose for being with the children
   ● Your affiliation with the University of Maryland
   ● Explanation of videotape requirement
   ● Copy of videotape permission

C. Lesson Plans
   8 formal written lesson plans using the UM format (included at end of syllabus). All lesson plans are to be typed. The data collection/evaluation of lesson is to be designed in advance. The critique and self-evaluation are completed after the lesson is taught. Lesson plan drafts must be submitted to the MT 2 days in advance for feedback/approval. The 8 plans include:

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• 1 observation of lesson taught by MT. Observe teacher and write lesson plan including critique and evaluation. **DUE: Seminar Oct 7th (post on Blackboard under Course Documents).**
• 3 lesson plans for observation by MT
• 3 lesson plans for observation by S
• 1 lesson plan for videotape/peer coaching assignment

8 informal lesson plans using variety of alternative formats (i.e. may follow school system format, may be handwritten, may include several days’ instruction on one plan.) Informal plans must include an objective, brief description of procedures, evaluation of child performance and self-critique. Complete one informal plan for each week you are in placement.

**Lead teaching plan** is written for the one week you will be lead teaching (co-teaching). Lead teaching plan includes the schedule for the days you are lead teaching, lessons you are teaching, supports that will be in place, lessons you will delegate to MT or paraprofessional; that is what the other adults will be doing while you are teaching. A lead teaching matrix is available on line in Handbook.

**D. Developmental/Activity matrix**
Create a matrix for your class that includes the activities on the schedule and the developmental skills that could be addressed during that time of the day (See sample.) This is due by midpoint evaluation.

During the last half of placement, choose a target child who may be at-risk for delays or for special education referral. Create a matrix for this particular child that includes the activities of the day and the specific skills that you would have your target child work on during that activity. At least one formal or informal lesson plan should be based on an activity including specific skills for this child. This is due on November 18th.

**E. Journal entries**
Based on the 10 CEC Standards you should write one reflective journal entry each week. At the end of every week, turn in a journal entry to your supervisor (individual arrangements to be made with your supervisor about how entries are to be turned in, i.e., digital dropbox on elms or email.) Your entry should demonstrate that you have reflected carefully on the standard and how it relates to an aspect of your current placement. Your final journal reflection for the semester will be a summary of your strengths and perceived needs. Save this document to update your professional goals and to share with your new Supervisor at the start of the next semester. Use the **Instructional Journal Reflections Form** in the appendix of the online handbook as a guide. Journal entries should include:
• CEC Standard – learning environments
• CEC Standard – collaboration
• CEC Standard – individual learning differences
• CEC Standard – characteristics of learners

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• Videotape/reflection review **DUE: 11-4**
• CEC Standard – assessment/data collection
• CEC Standard – instructional planning
• CEC Standard – instructional strategies
• CEC Standard – social interactions
• Reflection on semester including your strengths, needs, and next professional goals **DUE: 12-9**

**DO NOT COME TO PLACEMENT OR SEMINAR WITHOUT YOUR NOTEBOOK. YOUR NOTEBOOK SHOULD BE READY AND AVAILABLE AT EVERY SUPERVISORY VISIT. YOUR SUPERVISOR SHOULD NOT HAVE TO ASK TO SEE IT. KEEPING YOUR NOTEBOOK ORGANIZED IS IMPORTANT. PLEASE CONSIDER IT A PRIORITY. IF YOUR NOTEBOOK IS NOT MAINTAINED AND AVAILABLE TO YOUR SUPERVISOR, YOU WILL BE DOWNGRADED ON YOUR EVALUATION.**

**II. Videotape/peer coaching (3 points)**
**DUE: November 4**
You will need to obtain written permission from parents of children in your class for videotaping using the University of Maryland form even if the students have permission on file at the school. Video permission form is in Handbook. It is a good idea if possible, to send this form out with your Parent Letter.

The purpose of this assignment is to give each TC the opportunity to learn and practice skills in self-reflection and in giving peer feedback. Each student will
• Write one formal written lesson plan for this assignment (1 of the 8)
• Videotape the lesson
• View the videotape and write reflection of your teaching (as you do after each lesson)
• Meet with a peer to watch the videotape (can be done online via Skype). Be sure the peer has a copy of the formal lesson plan. Your peer will complete the UM supervision observation form for the lesson that I will handout in seminar.
• As you watch your peer’s videotaped lesson, you will provide them with feedback that you included on the observation form: Especially noting 3 or 4 things they did well and at least 3 or 4 suggestions on ways to improve the lesson).
• Include the lesson plan with the peer feedback in your notebook.
• Also remember to write your reflections on the lesson and the process of peer coaching (how was it receiving as well as giving feedback to colleague) as that week’s journal entry. Make sure to include this journal with the original lesson in your placement notebook.
<table>
<thead>
<tr>
<th>Date</th>
<th>Seminar Schedule</th>
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<tbody>
<tr>
<td>September 9</td>
<td>Introductions Overview/Syllabus/Handbook/Assignments CEC standards for early</td>
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<tr>
<td></td>
<td>childhood special educators FPBA and Technical standards</td>
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<tr>
<td>November 4</td>
<td>Videotape/peer coaching DUE: Videotape assignment/reflection. Make sure videos</td>
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<td>can be viewed in class.</td>
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<tr>
<td>September 16</td>
<td>No seminar. Plan to attend orientation meeting with S and MT at your placement.</td>
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<td></td>
<td>DUE at Orientation Meeting: Pre-professional resume and a draft of parent letter.</td>
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<td></td>
<td>Positive Behavior Support Plans- Part 1: for 4th yr. Grad students pre-interns and</td>
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<td>5th year interns</td>
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<td>November 11</td>
<td>No seminar/ working session (e.g., individual office hours, work on placement</td>
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<td>projects, reflective journal writing, time in field)</td>
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<tr>
<td>September 23-</td>
<td>Lesson planning and data collection in Early Childhood Settings</td>
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<td>Positive behavior support plans-Part 2</td>
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<td>November 18</td>
<td>Accommodations and Modifications in the General Ed. Setting</td>
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<td>DUE: Developmental Activity Matrix Part 2</td>
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<td>November 22</td>
<td>Thanksgiving Break</td>
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<tr>
<td>September 30</td>
<td>No seminar/ working session (e.g., individual office hours, work on placement</td>
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<td>projects, reflective journal writing, get organized and time in field)</td>
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<td>December 2</td>
<td>Infant-toddler panel</td>
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<td>DUE: please have questions for I/T panel</td>
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<td>October 7</td>
<td>Review IEP/Developmental Matrix Activity</td>
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<td>Discuss: Behavior Management in early childhood settings/Proactive strategies.</td>
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<td>Discuss classroom data system and/or assessment/evaluation used in placement</td>
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<td>Due: 1st Formal lesson plan: observation of MT (post on Elms)</td>
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<td>December 9</td>
<td>Wrap up and Discuss/Reflect on placement.</td>
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<td>Share 2 ideas/ tips/ things you will use in your classroom that you have learned</td>
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<td>in this placement.</td>
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<td>Share 2 things you would change and why, if this were your classroom.</td>
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<td>DUE: Placement notebook, attendance forms, technical standards form, Site</td>
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<td>evaluation forms and final reflection on your strengths, needs, and next</td>
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<td>professional goals.</td>
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<td>October 14</td>
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<tr>
<td>No seminar/ working session (e.g., individual office hours, work on placement projects, reflective journal writing, get organized and time in field)</td>
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<table>
<thead>
<tr>
<th>October 21</th>
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<tbody>
<tr>
<td>Preparation for Midpoint Observations/Review Online FPBA and Foundational Competencies</td>
<td></td>
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<td>Discuss: Challenges/successes at midpoint</td>
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<tr>
<th>October 28th</th>
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<tr>
<td>No seminar/ working session (e.g., individual office hours, work on placement projects, reflective journal writing, get organized and time in field)</td>
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<tr>
<td><strong>Due: Developmental Activity Matrix (At Midpoint Evaluation Conference)</strong></td>
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<td>Red Folder Meeting: 1st year grad. students and 5th year interns</td>
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Practicum Schedule

Week 1: September 21 or 28
- Familiarize yourself with children and review assignments with mentor
- Learn class routines
- Set up weekly conference time
- Review IEPs (if any child has one)
- TC observes and assists in first week, working each day with children using the teacher’s lesson plans
- Write Parent letter and share with MT; give approved letter to families

Week 2 – 3:
- TC continues to teach using plan of MT
- Write formal lesson plan for observation of a lesson taught by MT
- Write formal lesson plans for first observation by supervisor
- First observation by supervisor
- Choose child(ren) for videotape assignment

Week 4:
- TC writes and implements 1 formal lesson plan for MT observation
- For center-based placements, TC should be teaching small groups of children daily
- First observation by MT

Weeks 5-6:
Midpoint conferences and observations will take place during weeks 5 and 6. Please make sure FPBA (with self-scoring and specific comments) is completed prior to your midpoint and ready for your University Supervisor.
- TC and MT complete FPBA
- TC and MT meet prior to observation to discuss FPBA
- TC writes and implements formal lesson plan for supervisor to observe
- TC completes Developmental/activity matrix prior to mid-point
- TC, MT, and Supervisor meet to discuss observation and conduct midpoint evaluation
- TC, MT, and Supervisor complete Midpoint Action Plan
Weeks 7-8:
- TC should be teaching small groups and beginning to conduct whole group lessons
- Second observation by MT including formal lesson plan
- Complete videotaping assignment including formal lesson plan
- Observe meeting with parents, progress reporting if possible

Weeks 9-11:
- Lead teaching week. TC writes and implements lead teaching plan for 1 week.
- TC writes lead teaching plan that includes the schedule for the days you are lead teaching, lessons you are teaching, supports that will be in place, and lessons you will delegate to MT or paraprofessional.
- Final observation by MT including a formal lesson plan
- Observe meeting with parents, progress reporting if not done before

Weeks 11-12:
**Final conferences and observations will take place during weeks 11 or 12. Please make sure FPBA is completed prior to your observation and ready for your University Supervisor.**
- TC and MT complete final FPBA
- TC and MT meet prior to observation to discuss FPBA
- TC writes and implements formal lesson plan for supervisor to observe
- TC completes Developmental/activity matrix for target child prior to final evaluation
- Third observation by supervisor
- TC, MT, and Supervisor meet to discuss observation and conduct final evaluation
- By final seminar (December 11) all assignments, placement notebook (lessons, journals, feedback), evaluations, attendance, and technical standards form should be complete.
Collaborative Institutional Training Initiative (CITI) Course
Mandatory Requirement for UM Teacher Candidates

The CITI 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 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.

To enroll in the CITI program go to the CITI Course Website at https://www.citiprogram.org. Select University of Maryland College Park from the college/university drop down menu. Register for the course by creating a username and password. Provide the required contact information, and complete the Social & Behavioral Research – Basic/Refresher, Basic Course module.

Your test results will be published at the end of the completed course. Even though the system indicates that the University will be automatically notified of your certification, it is imperative that you print a copy of your CITI Training certification for your files. You will be required to scan a copy of the CITI Training verification and upload it into your LiveText account. (LiveText is an electronic portfolio and accreditation/course management system. An active subscription to LiveText is a requirement for key courses within your professional education curriculum. As your internship progresses, several of your course and portfolio assignments will be submitted through LiveText. If you have not yet registered for a LiveText account, the procedures for registering for a LiveText account will be discussed in your field experience/internship course. Until then, keep a copy of the CITI Training verification in your personal file.) Instructions for uploading the CITI Training verification to your LiveText account will be provided in your field experience/internship class.

If you have already completed the CITI Human Subjects Training at a different institution (again, Maryland requires the Social & Behavioral Research – Basic/Refresher, Basic Course module), go to your CITI Training website home page at https://www.citiprogram.org; find the college/university drop down menu; and change your previous college or university to University of Maryland College Park. This will prevent you from having to retake the course. Reprint the form and upload it to your LiveText account. Teacher candidates are encouraged to complete the CITI training as soon as possible, but no later than September 30, 2011. Also, be sure to print off a copy of the CITI training certification verification form for your personal file so that you can later retrieve it and upload it to your LiveText account when prompted to do so.

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