University of Maryland – College Park
Special Education

Course: EDSP 693
Graduate Internship in Special Education I
Secondary/Middle
Fall 2011

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Course Description:

EDSP 693 is a three morning a week field placement with a regularly scheduled seminar. The purpose of this course is to provide applied experience in developing beginning teaching skills in settings serving middle school and high school learners with disabilities. Interns will practice teaching skills in the areas of lesson planning, management, instruction, lesson evaluation and self-reflection. EDSP 693 is taken in conjunction with intern’s sequence of coursework for the fall semester.

Required Handbook:

The Department of Special Education has put information about year-long internships on our website. This includes the handbook addressing details and documents needed for the yearlong internship. Please visit the website prior to your first day of placement to access this information. The web address is: http://www.education.umd.edu/depts/EDSP/current/pds/

When you get to the website, click on the Secondary/Middle age-base. Then click on “Handbook” to get the version you need for this semester. Please print a copy of the handbook, as well as the various forms at the end of the handbook. Your Mentor Teacher will also be receiving this information for downloading.

LIVE TEXT: An active subscription to Live Text is a requirement for this class and for other courses that comprise the professional education program. Live Text is an electronic portfolio and Accreditation Management System that is required for all students 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. In the bookstore it is listed as Fall 2011 > EDUC > EDUC > ALL. 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 LiveText – Learn 360 $128.00

For assistance please contact: coe-livetext@umd.edu or assessmentoffice@umd.edu
CITI TRAINING: The Collaborative Institutional Training Initiative Human Subjects Training is mandatory for all teacher education candidates who will be participating in an internship or a field experience where they will be photographing or videotaping students, or submitting samples of student work as evidence of their teaching. It usually takes approximately 4-5 hours to complete the online course. CITI Human Subjects Training is valid for three years, and must be renewed for each additional three-year period. There is no charge to take the CITI Training course. Teacher candidates are encouraged to complete the CITI training as soon as possible, but no later than September 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.

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

ACADEMIC ACCOMMODATIONS: A candidate with a documented disability, who wishes to discuss academic accommodations, shall contact the instructor at the beginning of the semester. For information on academic accommodations go to: www.counseling.umd.edu/DSS

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 Susquehanna Hall (301) 314-7682. For more information go to www.inform.UM.edu/LASRV

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

ATTENDANCE: University policy excuses the absences of 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: Students 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

Use of 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 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

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**Personal Care 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:**

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)

**ACADEMIC INTEGRITY/HONOR CODE:**

The University of Maryland has approved a Code of Academic Integrity. Along with certain rights, students also have the responsibility to behave honorably in an academic environment. ACADEMIC DISHONESTY WILL NOT BE TOLERATED. 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.

It is important for students to be aware of the consequences of cheating, fabrication, facilitating academic dishonesty and plagiarism. For more information on the Code of Academic Integrity or the Student Honor Council, visit [www.sc.umd.edu](http://www.sc.umd.edu). 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).

**Honor Code**

The University has a nationally recognized Honor Code, available on the web at [www.UM.edu/honorpledge](http://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.** In order to abide by the honor code, please note that any sources used to complete lesson plans, such as websites and curriculum guides, should be cited on the plan.

**Expected Intern 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/](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 that he/she accounts for 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 # 3Learning 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.* CEC # 4 Instructional Strategies; INTASC # 8 Instructional Strategies; CF Subject Matter, Pedagogy, Curriculum, Educational Goals and Assessment, Technology

Standard H: Intern will demonstrate assessment through evaluation of instruction and its application.* CEC # 8 Assessment; INTASC # 6 Assessment; CF Educational Goals and Assessment

* See Field Performance Based Assessment (FPBA) for specific competencies:
  https://www.education.umd.edu/pba/index.cfm

Course Requirements
Placement schedule:
The official fall internship dates are August 31 – December 8. Interns are to be at their placement sites Tuesday, Wednesday and Thursday mornings for four hours, unless adjustments to the schedule are made with university supervisor approval. Interns are to begin at the assigned teacher arrival time and end their day four hours after that time.

Attendance at placement site:
Interns are required to attend all seminar sessions and scheduled placement days. Arriving on time and being actively involved in the seminar and placement class are requirements as well. Failure to do so may result in a reduced score in the area of professionalism.
If an intern must be absent from placement, he/she is **required to contact the supervisor and mentor teacher** as soon as possible. Time missed at placement sites **must be made up** during the semester and recorded on attendance log.

Interns are also expected to attend placement for one full week, Nov14-Nov18, during teacher hours. EDSP classes will not meet this week so that interns can be at their placement sites Monday through Friday-Nov14-18.

**Seminar Assignments:**

Seminar assignments worth a total of 10 points are detailed in "Seminar Assignments" in this syllabus. All assignments are due on the dates specified in the syllabus, and must be completed accurately and professionally to receive full credit. Any exceptions, due to emergencies, must be arranged with the instructor prior to the due date on the assignment. All assignments must be completed to receive a passing grade for the course. A pattern of late and or incomplete assignments will also be reflected on the FPBA and Foundational Competencies Evaluations. All assignments are to be typed and double spaced, unless otherwise noted. They must be presented in a professional manner, with attention to content, organization, style, clarity, spelling, grammar and neatness. Missing or incomplete assignments may necessitate an extension of the placement to demonstrate mastery. Failure to complete assignments may result in a failing grade.

**Please remember that 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.**

**Seminar Assignments**

#1 **Pre-professional Resume**

Due at Seminar on Sept 9

Prepare two copies and bring them to the scheduled seminar on September 9th. One should be given to your mentor teacher during the first week of placement and one should be placed in your notebook after being reviewed by your supervisor. The purpose of this assignment is to serve as the beginning of your professional resume, as well as to provide the mentor teacher with information about you. It should be typed with care and attention given to the **visual presentation and content.** Keep the original; you may want to add to this to develop a resume. Include the following:

- Name, address and phone
- Education courses that you have completed with brief content description.
- Education courses in which you are currently enrolled, with brief content description.
- Previous school placements, including type of school, level or grade, frequency of observation/participation, and dates of experiences.
- Volunteer or work experiences with children and youth, including description of the location, duties, student population and dates.
- Particular strengths or talents you bring to this placement, i.e. second language, musical/artistic talents, technology skills.
- State your goals for this semester. What do you expect to accomplish? Discuss experiences you would like to have and/or areas you would like to improve.
- **List of field based assignments and due dates – It is crucial that you review these with your mentor teacher by September 14th.**

#2 **Professional Development Plan**

Due Sept 30th 1 Point

This requirement will be explained in seminar. Form is in Appendix to this syllabus.

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Placement Notebook (6 Total points)
Interns are required to maintain a placement notebook during this course. The notebook should be a three-ring binder and contain the following sections: Attendance, Lesson Plans, Journals, Lead Teaching Plan and Resources. Interns are expected to have their placement notebook with them during their placement time and seminars. The notebook must be accessible to the supervisor when it is requested. It is suggested that the notebook remain on a desk or workstation while at the placement site.

Contents of Placement Notebook:

I. Attendance The attendance sheet can be found in the appendix of the online handbook. It must be positioned in the first section of the placement notebook and completed weekly.

II. Lesson Plans – (8 Formal plans plus 8 Additional plans) 2 Points
Interns are expected to type and submit a minimum of 8 formal lesson plans during this experience. These lessons must include all sections. The data collection format/method is to be designed in advance and the critique/self-reflection section is to be completed after the lesson is taught. Throughout the semester interns are expected to insert these lesson plans into the placement notebook along with a completed lesson critique/self-reflection. At least one formal plan is expected to be included in the notebook per week (when at least one lesson per week is taught.)

It is understood that most teachers in the field write abbreviated or summary lesson plans. When the format of completing this task becomes automatic, this probably works effectively. However, as novices, placement interns need a structure to guide their planning. The lesson plan format found in the appendix of the internship handbook is to be used to complete all lesson plans, unless the mentor teacher provides an alternative lesson plan format and the supervisor approves the format.

If an intern chooses to develop lesson plans with the assistance of additional resources such as textbooks, teachers’ guides and/or websites all resources must be documented and sourced on the lesson plan.

The 8 formal lesson plans must include the following:

1 plan – Observation of Mentor Teacher
Interns are expected to observe their mentor teacher and write out a lesson plan (after the observation) based on his/her instruction.
OR:
1 plan – Observation of a General Education Teacher
Interns are expected to observe a general education teacher and write out a lesson plan (after the observation) based on his/her instruction.

3 plans – Formal Observations – University Supervisor
Interns should develop lesson plans for the scheduled formal observations by the supervisor. Interns are expected to email a copy of the plan to the supervisor 1 day prior to the observation, after the mentor teacher approves the plan. On the day of the observation interns should provide 1 copy of the plan to the supervisor. Interns are expected to submit the lesson plan critique/self-reflection to the supervisor via email within two days of lesson implementation.

3 plans – Formal Observations – Mentor Teacher
Prepared for scheduled formal observations from the mentor teacher. These lessons should be initiated by the mentor teacher to indicate his/her approval. Interns must submit a copy of the mentor teacher’s written feedback to the supervisor. Interns are also expected to submit a lesson plan critique/self-reflection to the supervisor via email within two days of lesson implementation.
Individual Choice –
Choice of lessons intern plans and teaches. These may come from assignments from other current courses and filed with critique in placement notebook.

8 Additional/Alternate Format Lesson Plans — filed in Placement Notebook

All lessons interns teach must have a documented/written plan, included in the notebook and submitted to the mentor teacher 2 days in advance for feedback/approval. The mentor teacher should review and initial these plans to acknowledge approval of the planned lesson. These plans may include Individual Student Support Plans, which should be written in advance and relevant for support in general education classes, followed up with a critique. All lessons must have a lesson critique/self-reflection section completed and attached to the lesson plan after the lesson is taught.

III. Journals — 2 points

Interns are expected to type and submit ten weekly journal reflections. These reflections are to be completed during weeks three (Sept 15th) through twelve (Dec 1st) of the placement experience and emailed to the university supervisor by 6:00 pm on Thursday of the placement week. A copy of the journal entry should also be filed in the placement notebook for the supervisor to review. The journals must be reflective in nature and not merely an account of what interns observed or participated in during the week. For example - What happened during instruction? Why do you think so? What did you observe that was amazing? What confused you? Etc... We will discuss these more in seminar. Missing or late journals are reflected in total grade.

IV. Lead Teaching Plan — Week One is due Nov 4 2 points

Interns are expected to complete a lead teaching plan for the weeks that they takeover the lead teaching responsibilities. Interns are expected to lead teach during their placement times (Tuesday, Wednesday and Thursday) for at least three weeks during this semester. This lead teaching time should be scheduled at the beginning of the semester to be sure that long range plans include lead teaching time. Ideally lead teaching would take place, at a minimum,

1) November 8,9,10
2) Tuesday, Wednesday and Thursday mornings of the full week experience - Nov 14-18
3) November 29-December 1(Due to thanksgiving break)

The lead teaching plan weekly template must include a long range planning guide for a minimum of three weeks. The template should include the content/topics of lessons for students and the responsibilities of each team member. Lesson plans should be included for week one of lead teaching. The lesson plans for the following two weeks may be included in your notebook after you send your supervisor the weekly template the Friday prior to teaching lessons. A template is provided in the handbook appendix.

V. Resources —
It will be in an intern’s best interest to begin a resource file of lesson plans and activities collected during this placement experience for future use. This section of the placement notebook should house copies of these documents for future reference.

#4 Peer Coaching/Video Assignment — due Oct 28 1 point

This assignment is designed to provide interns with the opportunity to evaluate their own performance in a teaching situation, as well as the opportunity of giving and receiving evaluative feedback. Have parent releases signed prior to taping. Secure video equipment either from the school or the University’s Educational Technology Center. Make sure the equipment is operational prior to taping.
• Record a short period (approximately 15 minutes) of an instructional activity that demonstrates a teaching strategy.

• Review the tape; complete the video / self reflection assignment of what you perceive as your strengths and areas in which you could improve. The video may be brought to seminar on a flash drive, in DVD format or in VHS format.

• Bring the tape and self-evaluation to seminar. Be prepared to:
  a) Give a brief background of the students, setting and lesson strategies.
  b) Review the tape with the seminar group.
  c) Discuss your self-evaluation and receive constructive feedback from the group.

#5 Data Collection/Progress Monitoring due Dec 2 2 points
This assignment is designed to familiarize interns with the process of compiling, summarizing, and presenting performance data on a student. This assignment requires participation in the preparation of a sample narrative progress report or report card. This should be implemented within the context of the intern’s required teaching responsibility. This assignment can be combined with the progress monitoring project in EDSP 677.

For this assignment interns are expected to:
1) Schedule a meeting with her/his mentor teacher specifically to review her/her strategy for tracking student progress on individual learning objectives. Identify how he/she compiles and summarizes data to prepare progress reports or report cards.
2) Select one student for your instructional project. Review her/his IEP to focus on a specific learning goals and objectives. Select one academic or cognitive learning objective for this student that you will monitor during your fall placement.
3) Design a monitoring tool to track student progress on the chosen learning objective (work samples, checklist, data collection form, etc…)
4) Implement the use of the monitoring tool to collect data on the individual learning objective.
5) Compile and summarize the data for the development of a sample progress tool (progress report, report card, etc…) you may use school system format.
6) Submit monitoring tool, sample progress report, along with written narrative of student progress/next steps. Be prepared to share your monitoring tool with peers in a seminar session.

Observations:
By Mentor Teacher – Interns will be formally observed at least three 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. Interns and mentor teachers should meet regularly for conferences. It is the intern’s responsibility to make certain that observations and conferences occur.

By University Supervisor – The university supervisor will make at least three formal visits (initial, midpoint and final). 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 FPBA.
Grading
The seminar assignments are worth a maximum of **10 points**. The final evaluation tool (FPBA) is worth a maximum of **40 points**. There are **8 standards** worth up to **5 points** each. The total score for the evaluation is the total of the average ratings for each section. Therefore the total possible points for the semester are **50**.

Seminar Assignments
- 1. Pre-professional Resume
- 2. Professional Development Plan
- 3. Notebook contents – 6 total Points
  - Journals
  - Typed Lesson Plans
  - Lead Teaching Plans
- 4. Video/Self-Critique
- 5. Progress Monitoring Assignment

Maximum Assignment Points = **10**

Standards on FPBA
- Professional and Ethical Practices
- Collaboration
- Individual Learning Differences
- Characteristics of Learners
- Learning Environments and Social Interactions
- Instructional Planning
- Instructional Strategies
- Assessment

Maximum Standards Points = **40**
Maximum Total Points = **50**

Grading Scale

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<th>Points</th>
<th>Grade</th>
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<tbody>
<tr>
<td>50</td>
<td>A+</td>
</tr>
<tr>
<td>44</td>
<td>B+</td>
</tr>
<tr>
<td>39</td>
<td>C+</td>
</tr>
<tr>
<td>34</td>
<td>D+</td>
</tr>
<tr>
<td>46 - 49</td>
<td>A</td>
</tr>
<tr>
<td>41 - 43</td>
<td>B</td>
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<tr>
<td>36 - 38</td>
<td>C</td>
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<td>31 - 33</td>
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<td>30</td>
<td>D-</td>
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<td>&lt;30</td>
<td>F</td>
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Points will not be rounded up (49.75 = A)
Content, organization, clarity, spelling, grammar and neatness are considered in all written assignments.

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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 three weeks this semester.**

**Weekly Placement Scheduling/Pacing Guidelines**

**Before start of placement, or on Day 1:**
- Meet with mentor teacher to share your 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 in a range of classrooms (integrated, self-contained, grade levels)

- **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
  - Communicate expectations for the placement experience
  - Discuss the process for identifying students with special needs

- **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’s) or Positive Behavioral Support Plans and IEP’s as permitted, observing confidentiality and professionalism.
  - Provide some one-to-one instruction and small group instruction based on mentor teacher plans
  - 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

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- Review school wide programs (Reading incentives, school management plans, school wide behavior management plans)

- **Intern should:**
  - Begin developing and implementing lesson plans in designated classrooms
  - 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 a small group of students as follow-up to a lesson

**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:**
  - Arrange date and time for videotaping
  - Continue to develop and implement lesson plans in designated classrooms

**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 two regular education classrooms on one morning

- **Intern should:**
  - Arrange date and time for videotaping
  - Continue to develop and implement lesson plans in designated classrooms

**Weeks 10 - 15:**

- **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 for the final conference. Final conference will be scheduled during the final placement week.

- **Intern should:**
  - Plan and implement three lead weeks of teaching with feedback from the mentor teacher
  - Take a leadership role in transitions, disciplining and monitoring student work
  - Arrange for a final evaluation conference with supervisor and mentor teacher
  - Bring placement to closure with mentor teacher, students (Thank mentor teacher, principal and other school staff members as appropriate)
  - Complete evaluation/feedback forms

**These suggestions are meant to be a guideline. Interns should take the lead from their mentor teacher and consult with their supervisor. 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 - 2011

#### September 2
- **Seminar #1**  
  Room 3236 Benjamin Bldg  
  Introduction and syllabus review  
  10:30 – 12:00 seminar

#### September 9
- **Seminar #2**  
  Lesson Planning/Review of FPBA/Review of Professional Development Plan  
  10:30-12:00 Room 3236 Benjamin Bldg  
  Assignment #1 Pre-Professional Resume--- Bring 2 copies to seminar

#### September 16
- **Positive Behavior Support Plans Part 1**  
  1-yr Masters Interns only

#### September 23
- **Positive Behavior Support Plans Part 2**  
  1-yr Masters Interns only  
  EDSP 693 seminar will not meet; Scheduled office hours, working session on placement projects/assignments or time in field placement

#### September 30
- **Seminar #3**  
  Placement discussion/ Directions for Progress Monitoring assignment  
  10:30-12:00 Room 3236 Benjamin Bldg  
  Assignment #2 Professional Development Plan Due  
  Bring copy to this seminar to submit to your university supervisor

#### October 7
- **Seminar #4**  
  Directions for Lead Teaching Plan  
  10:30-12:00 Room 3236 Benjamin Bldg

#### October 14
- **Seminar #5**  
  Topics in Co-Teaching  
  10:30-12:00 Room 3236 Benjamin Bldg

#### October 21
- EDSP 693 seminar will not meet; Scheduled office hours, working session on placement projects/assignments or time in field placement

#### October 28
- **Seminar #6**  
  Video review  
  10:30-12:00 Room 3236 Benjamin Bldg  
  Assignment #3 Video/Reflection Due

#### November 4
- **Seminar #7**  
  Lead Teaching Plan Due - Bring copy to this seminar or submit to your University Supervisor via email  
  10:30-12:00 Room 3236 Benjamin Bldg

#### Nov 11
- **Red Folder Presentation: Praxis, Certification, CEC Standards, Portfolios**  
  10:00-12:00 Room 1121, Benjamin Building * (note early start time)  
  Required for 1 year Master's Interns only

#### Nov 11
- **Spring Advising**  
  Dr Dawn Molloy-- Required for all 5th yr Interns  
  10:30 - Room TBD

#### November 14-18
- Full week in placement-no seminar

#### November 24-25
- Thanksgiving Holiday

#### December 2
- **Special Presentation: Hiring Forum**  
  Room TBD  
  Local School System Representatives  
  10:00-12:00 NOTE: This is a 2 hour session.  
  Progress Monitoring Assignment due to University Supervisor

#### December 9
- **Seminar # 8**  
  Preparation for Full time Internship
EDSP 693 - Fall 2011
Graduate Internship in Special Education I
Secondary/Middle

**Seminar Assignments**

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<tr>
<th>Seminar Assignments</th>
<th>Potential Points</th>
<th>Earned Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Pre-professional Resume (Requirement)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Professional Development Plan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Notebook contents – 6 total</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Journals</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Typed Lesson Plans</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Lead Teaching Plan</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>4. Video/Self-Critique</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>5. Progress Monitoring Assignment</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

Maximum Assignment Points = 10

**Grading of Assignments (10) & Practicum Evaluation (40) = 50 points**

<table>
<thead>
<tr>
<th>Grading Scale</th>
<th>50 = A+</th>
<th>49-46 = A</th>
<th>45 = A-</th>
</tr>
</thead>
<tbody>
<tr>
<td>44 = B+</td>
<td>43-41 = B</td>
<td>40 = B-</td>
<td></td>
</tr>
<tr>
<td>39 = C+</td>
<td>38-36 = C</td>
<td>35 = C-</td>
<td></td>
</tr>
<tr>
<td>34 = D+</td>
<td>33-31 = D</td>
<td>30 = D-</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Below 29 = F</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Points will not be rounded up (49.75 = A)

<table>
<thead>
<tr>
<th>Orientation</th>
<th>Observation # 1 (Initial)</th>
<th>Observation # 2 (Midpoint)</th>
<th>Observation # 3 (Final)</th>
</tr>
</thead>
</table>

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Professional Development Plan

To help you complete this form, please refer to the CEC standards, the Field Performance Based Assessment form, and course or seminar syllabi to remind yourself of the various competency areas (e.g., instructional planning, instructional delivery and pacing, assessment, IEP writing, working with assistants and specialists, writing lesson plans, systems for managing data, translating data into instructional planning, etc.). With your mentor teacher, discuss specific strategies that you will use to work toward these goals in Item#3 and # 4, and list them below.

1. List several of your strongest interests in the field of Secondary Special Education:

2. List skills and knowledge that you feel comfortable with:

3. List areas or competencies that you feel you need more experience with or information about and list strategies you will use to address this area.

4. List specific goals that you would like to address this semester in your field placement and 3 strategies to achieve your goals:
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, some of your 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.