



THE FIELD EXPERIENCE INTERNSHIP GUIDE

**UNIVERSITY OF NEVADA, RENO
COLLEGE OF EDUCATION**

PART VI DUAL INTERNSHIPS

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THE DUAL EDUCATION INTERNSHIP

Congratulations! You have completed a rigorous program to prepare you to be an effective teacher of students with disabilities and elementary education. You are about to embark on the last phase of that training program - your supervised internship in special education and elementary education. This component of your preparation is crucial. It is where you will pull together what you have learned about teaching students with disabilities, working with their families and collaborating with other professionals. It also gives you an opportunity to work under the tutelage of an experienced teacher in special ed. and elementary ed., to see how a school district's procedures/policies are enacted, and to learn about the culture of a school. You are not expected to be a polished teacher at the beginning of your internship experience. You may find things more difficult than you expected or feel that there are a lot of situations that you were not prepared for in your university classes. This is the reason we have you complete a supervised internship experience! There are many things about teaching that cannot be explained well in a university setting and there are many "holes" that are filled in as a result of your internship. This is a learning experience for you, as well as a time when you demonstrate your knowledge and skills.

We hope that you find your internship experience to be both professionally and personally satisfying. If you have any suggestions for improving or clarifying this manual, we would appreciate hearing from you. Please do not hesitate to contact any member of the special education faculty if you feel we can assist you in your supervised internship.

GUIDELINES AND PROCEDURES FOR THE DUAL EDUCATION INTERNSHIP

During your dual education internship you will become oriented to a both special education program and an elementary class, begin in involving yourself in the workings of that program or class, and take on the role of the professional educator for a period of time. The way you, your lead teacher, and your university supervisor decide to organize that experience may vary depending on the program's organization, the preferences of the lead teacher and supervisor, and your readiness to take on additional teaching responsibilities.

SPECIFIC ASSIGNMENTS FOR ALL DUAL INTERNS

THESE REQUIREMENTS ARE TO BE COMPLETED BY ALL DUAL INTERNS

You will use a variety of ways to effectively demonstrate your growing skill to yourself, to your lead teacher, and to your supervisor as the internship progresses. Obviously, your performance of the basic activities of teaching will be the most important component of how you are evaluated. However, we want to ensure that you get the broadest and most useful experience possible during your internship. We have designed some specific activities for you to complete that will help you grow as a professional. To organize these assignments and activities, we require that you create an **Internship Notebook**. All the required and selected assignments, described below, should be placed in the indicated section of the Internship Notebook.

Except where indicated, these assignments do not have to be "professional papers." They can include handwritten notes, artifacts from teaching, and student work samples. The emphasis is on DOING rather than TELLING. However, it is assumed that all work will be neat, well presented, and will contain standard spelling and grammar.

HOW TO BEGIN? The first thing we would like you to do, even before your internship begins, is to develop the framework for your **Internship Notebook**. The organization of the Internship Notebook is described below in the section of this manual entitled, "Specific Assignments for the Special Education Internship and Guidelines/Procedures for Elementary Ed."

INTERN CALENDAR Develop an internship calendar in collaboration with your lead teacher and supervisor (see General Policy and Procedures Part I for more details)

INTERNSHIP ORIENTATION CHECKLIST Complete the "Internship Orientation Checklist" (see "Forms") within the first week of your internship.

FOCUS FOR OBSERVATIONS OF LEAD TEACHER WITH FOLLOW-UP PRACTICE Interns begin by observing their lead teacher teach the classes they will be teaching. During these observations, take notes and record questions, reactions, feelings, etc. in your reflections journal.

Each observation should have a focus. The following lists of suggestions may assist in providing guidance for observations. The lists are grouped according to the focus of the content, are structured to facilitate journal entries, and provide suggestions for teaching practice.

FOCUS #1: MANAGEMENT/ROUTINES

A. INTERN OBSERVES AND TAKES NOTES FOR REFLECTIONS JOURNAL

- Students' manner of entering the classroom and taking their seats.
- Teacher's initial routine. This may include taking roll, lunch count, calendar, opening announcements, etc.
- Teacher's signal for focusing student attention and how he or she reinforces response to the signal.
- How the teacher begins and ends the lesson.
- Teacher's system for collecting and passing out papers.
- Teacher's method for giving directions and note the number of directions given at one time.

B. INTERN PRACTICES

- Teach a short lesson, using the management techniques that have been observed.
- See "Forms" for suggested lesson plan format for this lesson.
- With the help of the lead teacher, set a management objective to work on in the next lesson you teach.
- Continue observing and practicing management techniques until your lead teacher and you agree to move on to the focus on behavior/reinforcement.

FOCUS #2: BEHAVIOR/REINFORCEMENT

A. INTERN OBSERVES AND TAKES NOTES FOR REFLECTIONS JOURNAL

- Student behavior during lessons taught by the lead teacher.
- Teacher's discipline system.
- Intrinsic and extrinsic rewards utilized by the teacher to reinforce behavior.
- Consequences the teacher uses to limit misbehavior.
- Specific kinds of behavior displayed by students in attempts to gain peer and/or teacher attention.

B. INTERN PRACTICES

- Take charge of the beginning or ending of the day, or some of the transition times between lessons or classes.
- Comment in your reflections journal on things that went well and/or problem areas.
- Discuss with your lead teacher what you can do to develop your skills in this area.
- Continue observing and practicing behavior management skills until you and your lead teacher feel you can maintain control of the class. Then move to Focus III.

FOCUS #3: CONTENT/TEACHING STRATEGIES

A. INTERN OBSERVES AND TAKES NOTES FOR REFLECTIONS JOURNAL

- Teacher's lesson objective and/or the skill to be taught.
- Ways the teacher helps the learners draw upon their previous experience.
- Strategies the teacher uses to achieve the lesson's objectives (i.e., lecture, inquiry, group discussion, role playing, demonstration, direct experience, audio/visual, etc.).
- Methods the teacher uses to actively involve the students in the lesson.
- Types of questions and task-related comments asked by the teacher, noting the various levels of questioning.
- Manner in which the teacher checks for understanding and supervises guided and independent practice.
- Types of assignments for the students and the amount of time allowed for each.

B. INTERN PRACTICES

See "Forms" for suggested lesson plan format for these lessons.

Begin practicing each of the parts of a lesson, setting new teaching goals as specific skills are refined

OBSERVATIONS IN OTHER CLASSROOMS AND SCHOOLS -During the internship, the intern observes in various classrooms in the same school or in different schools or districts and may occur at any time during the internship. The observation schedule will be developed by the intern, supervisor, and lead teacher.

- Observations should be for an instructional block that includes a transition and an opportunity to speak with that teacher.
- The intern should discuss the focus of the observation with the supervisors and lead teacher beforehand.
- Three days of the internship may be used for observations in other classrooms.
- Observations in other classrooms must be approved by the supervisor and lead teacher.
- For each observation, the intern should document the observation on the 'Verification of Other Classroom Observations' form (see website and forms) as well as write a reflection for each observation.
- Interns are to be actively engaged for the entire school day for the entire number of days and weeks required for the internship. The internship is NOT finished when the full control portion is finished. The intern is expected to either be (a) teaching, (b) assisting the lead teacher, or (c) observing in other classrooms. The three observation days may not be used for absences, substituting, or shortening the length of the internship.
- **Notebook Part IV –**
 - **Additional Notes and Reflections** – this section should include your notes and reflections from faculty meetings, extracurricular activity meetings, your observations in other classrooms, and parent conferences that you attend and/or conduct.
- **Notebook Part V – Evaluation Documentation**

This section contains the assessment documentation for your internship and these documents have already been evaluated by your lead teacher and supervisor. Organize your assessment documents in the following sections:

 - Behavior & Dispositions forms by intern/lead teacher & supervisor
 - 5 formal observations (using UNR observation form) by lead teacher
 - 5 formal observations (using UNR observation form) by supervisor
 - final evaluation
 - self-reflection essay of overall internship experience

EVALUATIONS An important component of the internship timetable is completion of **the final and midpoint evaluations**. Forms and instructions for these evaluations can be found in "Forms". You, your lead teacher and your supervisor should each complete an evaluation form in preparation for an evaluation conference. We recommend that the three of you dedicate at least an hour to discussing how each of you views the progress of the

internship up to that point. As part of that conference, a single evaluation form is completed and turned in to the Student Intern Office. In general, the assignment of midterm and final evaluations/grades for the internship is the responsibility of the University Supervisor, with the input of the lead teacher.

ATTENDANCE AT SCHOOL MEETINGS Accompany the lead teacher to all collaborative meetings, meetings about students, faculty meetings, parent-teacher conferences, and any other extracurricular activity. Notes from and reactions to these meetings should be included in the appropriate section of your internship notebook (see below).

TEACHER DUTIES Shadow your lead teacher and carry out as many teacher duties as possible throughout the internship, with notes about the experiences included in your notebook, if appropriate. You should not be added to the school's schedule for regular staff duties and assignments (lunch duty, playground duty, etc.); rather, work with your lead teacher as he or she fulfills those professional duties.

Under limited circumstances, you may serve as the substitute teacher for your lead teacher if he or she is absent from school. Additional information about this policy can be found in Part I of the Internship Guide.

LENGTH OF PLACEMENT You are to be actively engaged for the entire school day for the entire number of days and weeks required for the internship. The internship is NOT finished when the full responsibility portion of the internship has been completed. You are expected to be either (a) teaching, (b) assisting your lead teacher, or (c) observing in other programs during the last week as the lead teacher takes back full responsibility for the program.

CHANGING PLACEMENTS AND PROBLEMS WITH THE INTERNSHIP While we have every expectation that you will successfully complete the special education internship, several policies have been established for internships that do not proceed successfully.

Procedures for reassignment, suspension or termination of the internship are described in Part I of the Internship Guide ("Failure to Attain Satisfactory Levels of Performance"). If the placement is terminated, and with the approval of the appropriate review team, interns may be allowed to continue the internship in another classroom, with specific requirements for the continued internship put into a Performance Improvement Record.

If the internship results in a grade of unsatisfactory, and assuming no breach of law or ethics has been made, you may enroll in and complete an internship the following semester. Tuition must be paid again for the internship. The internship may only be repeated once.

For dual majors, if one portion of the internship is unsuccessful (either elementary or special education), two options are available.

LESSON PLANS Detailed lesson plans are expected throughout the internship. The lesson plan format suggested by College of Education Student Learning Sample manual should be used. The content of a detailed lesson plan must be such that another educator can read, understand, and teach from it.

The following elements are to be included in the lesson plan. The format is intended to cause you to think through the problem of developing lesson activities that have strong potential for helping students effectively learn that which you intend to teach. For the novice, a fully developed written plan serves as a powerful thinking tool. Thus, you are required to produce detailed responses to each of the items below. There is no specific form that you must follow. The requirement is that the plan deals sufficiently with each of the elements that follow:

- A description of the curricular goals to which the lesson is related: i.e., this lesson critical to students developing a working understanding of scientific method (the goal to which a lesson on developing hypotheses would be related).
- A description of the lesson's objective(s): example following a lesson demonstrating how hypotheses are developed from observation, students demonstrate understanding of hypothesis development by

drawing two valid hypotheses following careful observation of the behavior of animals dwelling in a pond.

- A step by step description of each of the activities that make up the lesson including a list of materials and equipment that will be used. Clearly explain each facet of each activity both in terms of what the teacher will be doing and what the students will be doing.
- A rationale for the activities. Explain here, as best as you can, how the activities, as you have designed them, will effectively move students toward achievement of lesson objectives.
- A description of how you will assess whether or not students have achieved what the objective(s) predict they will. In other words, in a formal or informal manner, what will you do to determine whether the lesson has succeeded in doing what it was intended to do.
- Reflection of both the performance of your students and yourself.

Note: Modifications of detailed lesson plans may be made at the suggestion of the lead teacher and/or supervisor around the mid-point of the internship. As the intern demonstrates the ability to identify desired learner objectives and how the objectives are to be reached, both through planning and implementation of the plans, the student teacher may move to an outline form of lesson planning similar to that used by experienced teachers. Lesson plans of some form are required for the duration of the internship.

ASSUMING TEACHING RESPONSIBILITIES After a few days of observation and orientation to the program or elementary class, begin practicing some of the activities your teacher typically completes. Begin with simple, routine tasks and progress to more complex tasks. You may want to gradually become responsible for one complete group of students, class period or subject area at a time. This schedule of assuming teaching responsibility for the special education program or elementary class will be determined collaboratively by you, your lead teacher, and your supervisor.

TIMETABLE You, your lead teacher, and your supervisor will arrange an individual timetable for your special education and elementary education internships. Note that three weeks of full instructional and total control of the classroom is the minimum requirement in each 10 week placement. The specific timetable for assuming full teaching responsibilities will vary, based on your skills and needs. Use the timetables to develop your intern calendar (see part I for details).

- One week of observation, practice, and individual tutoring.
- Eight weeks of lessons that vary by subject area and complexity with increased responsibility for the program. Three weeks of this time includes full teaching responsibility for both dual placements. The midpoint evaluation is to be completed by the Friday of the 5th week of the internship. The final evaluation should be completed at the end of full teaching responsibility for the program.
- One week of teaching lessons that vary by student group or subject area, as control is gradually returned to the lead teacher.

TOTAL CONTROL You must teach three full weeks in dual during which you are totally in charge of the classroom. However, a collaborative decision by you, the lead teacher, and your supervisor should be made as to when you are ready.

The main goal behind the requirement of "total control" is to provide you with as realistic an experience as possible.

BY NO MEANS IS THE LEAD TEACHER ASKED TO DISAPPEAR AT THIS TIME, BUT RATHER IS ASKED TO WORK BEHIND THE SCENES TO MAKE SURE THAT YOU ARE PROGRESSING ADEQUATELY AND THAT YOU ARE MAINTAINING AN ORDERLY AND EFFECTIVE LEARNING SITUATION THAT MEETS THE EXPECTATIONS AND STANDARDS OF THE LEAD TEACHER.

One way for your lead teacher to feel comfortable about deciding when you are ready to take over the class full time is for him or her to act as an aide to you. This way, the lead teacher can observe first hand that you are able to manage the overall daily responsibilities.

Once you are ready for total control, the lead teacher should remain in close contact with you throughout the day to monitor the progress of students in the class and your performance. The lead teacher should make for mal observations and conduct post-observation conferences with you during the time you have total control. When he or she is in the room, the students should come to you for everything.

You will be responsible for all planning, teaching, student evaluation, classroom management, and discipline. This includes everything from daily plans to lunch count and lesson implementation. You will want to use this time to experiment with recently learned methods or strategies from your UNR coursework - but it will need to be done within the general structure of the classroom as determined and established by the lead teacher.

As you feel more confident about accepting full teaching responsibilities, you may begin focusing more on student responses and individual learner needs. Reflective journal entries during this time may include some of your observations on the following:

- Types of student responses.
- Extent of participation of individual students in class discussion.
- Tendencies of individual students to dominate the discussion.
- Tendency of students to engage in irrelevant activities or to tease classmates.
- Types of questions asked by students.
- Nature of observable handicaps.
- Speech or language problems of students.
- Diversity of students in the class.
- The nature and extent of displayed interest by students in a subject or lesson.
- The nature and extent of students' learning abilities for a particular subject or lesson.

The gradual transition of responsibilities back to the lead teacher is very important. Students need to be provided with a sense of continuity and the lead teacher will need the opportunity to re-establish himself or herself with the students.

DUAL ASSIGNMENT CHECKLIST The Dual Assignment Checklist (see “Forms”) should be used as a guide for your progress with these assignments. It should be readily available for your supervisor each time he or she visits. There should be apparent progress made as documented by the dates when your supervisor signs off that assignment which has been completed.

A photocopy of the completed and signed Dual Checklist should be sent to the Student Intern Office with your Student Teaching Internship Evaluation (see “Forms”) reports.

SELF-REFLECTION Write a self-reflection essay of a minimum of two typed pages at the end of the internship experience. Use your reflections journal as the foundation for your self-reflection essay.

The self-reflection essay should serve as an organizer for Portfolio II. The Student Learning Sample self-reflection essay should be included in this self-reflection essay. The self-reflection essay should also address your growth in the 5 Domains of Professional Competency.

The self-reflection essay is a summary of your overall experience and your strengths as well as your needs for improvement as you personally evaluate them. Include any reflections you choose to make. The self-reflection essay should be submitted to your supervisor a few days prior to the end of your internship.

A copy of your self-reflection essay should be sent to the Office of Field Experiences by the last day of internship.

PORTFOLIO II Portfolio II is an extension of Portfolio I which was submitted prior to internship. At the beginning of your internship, the intern shares their Portfolio I with both the lead teacher and supervisor. This will demonstrate the quality of work that should be expected throughout the internship.

Portfolio II is reviewed by the university supervisor and lead teacher(s) at the end of internship. Portfolio II contains the assessment documentation for your internship. Organize your assessment documents in a notebook or folder. Portfolio II consists of the following sections:

- complete Student Learning Sample (1 copy will be turned into UNR for evaluation & keep a copy for your Portfolio II)
- Behavior & Dispositions forms by intern/lead teacher & supervisor
- 5 formal observations (using UNR observation form) by lead teacher
- 5 formal observations (using UNR observation form) by supervisor
- final evaluation and working document rubric
- self-reflection essay of overall internship experience

INTERNSHIP CHANGE OPTIONS FOR DUAL MAJOR - While we have every expectation that students will successfully complete the internship, be aware of this policy if the internship does not proceed successfully.

- The internship placement may be terminated by the Director of Field Experiences at any time if the cooperating teacher, university supervisor, or school administration feels that you are not successful.
- If the placement is terminated, and with the approval of university faculty, interns may be allowed to continue the internship in another classroom, with specific requirements for the continued internship put into a mutually agreed upon contract. All internships must last for a minimum of 16 weeks.
- If the internship is unsuccessful a person may enroll in and complete an internship the following semester. Tuition must be paid again for the internship. The internship may only be repeated once.
- If one portion of the internship (either elementary or special education) is unsuccessful, two options are available.
 - 1) Change your placement to another classroom or program in that field (i.e., a different special education program or a different elementary classroom). The specific requirements for your work in the new placement will be determined in a mutually agreed upon contract. To have successfully completed a dual internship, a minimum of 10 weeks must be spent in the elementary portion and ten weeks in the special education portion of the internship.
 - 2) One may choose not to be a dually certified teacher and may drop one of the placements. Selecting this option requires completion of an entire 16 week internship in either a special education or an elementary education setting. This experience must be completed within a single university semester. Therefore, if there is not adequate time to complete the 16 week internship in the original semester, you must enroll in that internship in the following semester.

PRAXIS II If you have **NOT** already done so, take the appropriate PRAXIS II test. This is a requirement for UNR.

**YOU WILL NEED TO DOWNLOAD THE APPROPRIATE FORMS
GO TO “FORMS” UNDER “MANUALS”**

UNR TEACHER EDUCATION PROGRAMS

TEACHER EDUCATION CANDIDATE PROFESSIONAL BEHAVIOR AND DISPOSITIONS

All teachers are expected to adhere to a professional code of conduct. How teachers interact with children, parents, and their professional colleagues is as important as their knowledge of content and teaching strategies. The College of Education at the University of Nevada, Reno has adopted a set of professional behaviors or dispositions that we feel are essential for prospective teachers. These dispositions (see attached forms) apply to the university setting, courses, practicum experiences, and the supervised internship and are assessed at different points during the teacher education program. Failure to demonstrate one or more of the dispositions may lead to an individualized plan for improvement and, in extreme cases, could lead to removal from the teacher preparation program. The list of dispositions is not exhaustive. Depending on the situation, there could be other dispositions and professional behaviors that might be relevant to becoming a professional educator that do not appear on the list, but which could be considered in an evaluation of overall readiness to become a teacher.

Each teacher education candidate will be assessed at the following points in their programs:

1. Program Assessment. Each candidate will be assessed in at least once during the program prior to internship. Program faculty may choose to use a practicum course and have the teacher complete the assessment as well.
2. Portfolio I. Each candidate should complete the self-assessment of dispositions. In addition, the candidate should discuss their disposition and professional behaviors as part of the essay in the portfolio.
3. Portfolio II/Internship. During the internship, the lead teacher, the university, supervisor, and the intern will complete the assessment. These assessments will be included in Portfolio II.

At each of these assessment points, the candidate will be given a copy of the assessment.

If any of the scheduled assessments of professional behavior and dispositions raise significant concerns about the candidate, a Referral for Professional Behavior and Dispositions form should be completed (see attached form). In addition, faculty may complete a referral form at any time during the program to raise a concern about a student's professional behavior or dispositions. Examples of behaviors that might result in a referral would be a candidate's inability to work with others in a university class, university classroom behaviors that are a disruption and are not resolved even after intervention by the course instructor, or inappropriate behavior at a practicum or internship site.

The completed Referral for Professional Behavior and Dispositions will be forwarded to the department chair. Upon receipt of a referral form, the department chair will make the determination on how to proceed. The chair will have flexibility in determining how to proceed depending on the severity of the concern and where the candidate is in the program. If there have been multiple referrals or if the initial referral raises significant concerns, the chair will form a faculty committee of at least three faculty members. Typically, the committee will consist of at least two faculty members who have worked with the candidate (typically from the program) and one faculty member who has not worked with the student (typically from outside program). The faculty member making the referral may be a member of the committee. The committee will review the referral materials, meet with the candidate, and make a recommendation on the student continuing in the program. The recommendation must be reviewed and approved by the program and the department chair. The student may appeal the decision to the Teacher Education Coordinating Committee (contact person is the Associate Dean of the College of Education). The decision of the Coordinating Committee will be final.

It should be noted that the assessment of dispositions and professional behavior is a separate process from the university disciplinary action due to violations of the university code of student conduct (see Student Conduct Information in university catalog). The assessment of disposition and any decisions based on these assessments are program and professional judgments by faculty members to determine the candidate's capability to become an educator. If a candidate is accused of a violation of the code of student conduct such as academic dishonesty, the university process for academic dishonesty will be followed. The results of disciplinary action may be considered as part of a referral for disposition and professional behavior but may not be the sole consideration.

(See "Forms" for Evaluation Form and self-evaluation form.) 11

UNR TEACHER EDUCATION PROGRAMS

TEACHER EDUCATION CANDIDATE PROFESSIONAL BEHAVIOR AND DISPOSITIONS

All teachers are expected to adhere to a professional code of conduct. How teachers interact with children, parents, and their professional colleagues is as important as their knowledge of content and teaching strategies. The College of Education at the University of Nevada, Reno has adopted a set of professional behaviors or dispositions that we feel are essential for prospective teachers. These dispositions apply to the university setting, courses, practicum experiences, and the supervised internship and are assessed at different points during the teacher education program. Failure to demonstrate one or more of the dispositions may lead to an individualized plan for improvement and, in extreme cases, could lead to removal from the teacher preparation program. The list of dispositions is not exhaustive. Depending on the situation, there could be other dispositions and professional behaviors that might be relevant to becoming a professional educator that do not appear on the list, but which could be considered in an evaluation of overall readiness to become a teacher. A complete description of the process for Professional Behavior and Disposition is on the back of this form.

The dispositions and professional behaviors contained in this assessment were adapted with permission from materials from the University of Eastern Michigan

Reflective Practitioner
<p>Professional Ethics. The candidate adheres to standards of ethical conduct including academic honesty and confidentiality.</p>
<p>Collaboration. The candidate works effectively with professional colleagues and other adults.</p>
<p>Commitment to Teaching. The candidate values the profession of teaching. He or she exhibits a positive attitude toward schools, teaching, students, and parents.</p>
<p>Emotional Maturity. The candidate responds to frustration and stress appropriately.</p>
<p>Professional Demeanor & Responsibility The candidate is prompt, is not unnecessarily absent, notifies appropriate individuals when absence is necessary, completes assignments on time, and follows through on commitments.</p>
<p>The candidate dresses appropriately for the situation and wears appropriate attire for teachers in the school during practicum and internships.</p>
<p>The candidate is poised and professional in his or her demeanor.</p>
<p>The candidate is flexible and is able to make adjustments to changing student needs and circumstances.</p>
<p>Professional Feedback The candidate is receptive and responsive to professional feedback incorporating suggestions into practice.</p>
<p>Self-Reflection The candidate reflects on and evaluates his or her own behavior and work. He or she is willing to consider multiple perspectives of his or her own performance. The candidate is willing and able to recognize own difficulties or deficiencies and begin to develop potential solutions.</p>
Multicultural and Democracy
<p>Student Focus The candidate recognizes and respects students as valued and unique individuals.</p>
<p>Commitment to Diversity The candidate values multiple aspects of diversity. He or she respects children and adults of varied cultural backgrounds, ethnicities, religions, sexual orientations, social classes, abilities, political beliefs, and disabilities.</p>
Love of Learning & Strong Fund of Knowledge
<p>Initiative The candidate is independent and goes beyond minimum expectations.</p>
<p>Problem Solving The candidate is an active and effective problem solver.</p>
<p>Commitment to Learning The candidate is curious and interested in learning more about students and content areas.</p>
<p>The candidate seeks out and takes advantage of opportunities for professional growth beyond the minimum expectations of what is required in classes.</p>

SPECIFIC ASSIGNMENTS FOR ALL ELEMENTARY INTERNS

THESE REQUIREMENTS ARE TO BE COMPLETED BY ALL ELEMENTARY INTERNS.

TIMETABLE You, your lead teacher, and your supervisor will arrange an individual timetable for your special education and elementary education internships. Note that three weeks of full instructional and total control of the classroom is the minimum requirement in each 10 week placement. The specific timetable for assuming full teaching responsibilities will vary, based on your skills and needs. Use the timetables to develop your intern calendar (see part I for details).

Week 1	Observe/Team teach.
Week 2	Team teach part of language arts & math.
Week 3-6	Team teach language arts, math, science or social studies. Gradually assume responsibility for subjects.
Week 7-9	Have FULL control of class, plan and teach ALL subjects.
Week 10	Gradual release to lead teacher.

ELEMENTARY EDUCATION INTERNSHIP NOTEBOOK Develop an internship notebook (4" binder recommended) that includes the following divisions, separated with index dividers and labeled:

- **WEEKLY SCHEDULE OF CLASSES.** A copy of this should be turned in to the university supervisor as soon as possible after you begin. Be sure to update this for your supervisor when any changes are necessary in the schedule. This will enable the supervisor to schedule visits to your school at times when you will be teaching. Be sure to notify your supervisor when plans change, particularly when the supervisor has a scheduled and observation with you.
- **LESSON PLANS.** Include plans of units you develop as well as plans for all lessons you teach, organized by weeks. Beginning Week 1, organize all lesson plans by date/week. It should be clearly evident, to anyone who looks at this section, what your teaching responsibilities were for each week.
- **CURRICULAR MATERIALS.** Include materials and suggestions obtained from your lead teacher as well as from any other source.
- **MEETINGS AND CONFERENCES.** Include notes from faculty meetings, extracurricular activity meetings, and parent conferences that you attend and/or conduct.
- **OBSERVATIONS AND EVALUATIONS.** Include written feedback from your lead teacher, university supervisor and principal (if he or she observes you). Also include the copies of your midterm and final evaluations in this section.

The internship notebook should be kept up-to-date and available for review by the supervisor during his or her visits. The notebook will have a final review by your supervisor at the end of your internship and will be returned to you.

REFLECTIONS JOURNAL You are required to maintain a journal or log throughout your internship experience. You should make a minimum of two entries a week but preferably one every day.

The purpose of the reflections journal is to provide you with a formal means of reflecting upon your internship experiences and to communicate with your lead teacher and supervisor. The journal should be available for review by your lead teacher and supervisor. Both your lead teacher and supervisor may use your journal for communicating with you.

BULLETIN BOARDS You are responsible for planning and displaying three bulletin boards. Of the three, at least one must be centered around a display of students' work and at least one must be interactive (a teaching board).

PARENT-TEACHER CONFERENCES With the permission of the principal and your lead teacher, conduct two parent-teacher conferences. Write a brief report of each and include them in

Section D of your Internship Notebook. Attend all other appropriate parent-teacher conferences that take place during the internship.

ELEMENTARY ASSIGNMENTS CHECKLIST The Elementary Assignment Checklist (see "Forms") should be used as a guide for your progress with these assignments. It should be readily available for your supervisor each time he or she visits. There should be apparent progress made as documented by the dates when your supervisor signs off that assignment which has been completed.

A photocopy of the completed and signed Elementary Assignments Checklist should be sent to the Student Intern Office with your Student Teaching Internship Evaluation (see "Forms") reports.

STUDENT LEARNING SAMPLE (SLS) – The SLS is a focused study of the teacher candidates' ability to positively impact student learning. It is completed during the first weeks of internship. (The SLS Manual located in "Forms".)

SPECIFIC ASSIGNMENTS FOR THE SPECIAL EDUCATION INTERNSHIP

There are a variety of placements available in special education, from self-contained classrooms to highly inclusive settings. We have attempted to design experiences that you can tailor to the specific type of special education program in which you are placed. For this reason, the assignments are divided into two categories: (a) **required assignments** that are completed by all special education interns, and (b) **selected assignments**, from which you chose those that are most suited to your program. Both types of assignments are explained below.

TIMETABLE You, your lead teacher, and your supervisor will arrange an individual timetable for your special education internship. Note that three weeks of full instructional and total control of the classroom is the minimum requirement. The specific timetable for assuming full teaching responsibilities will vary, based on your skills and needs. Use the timetables to develop your intern calendar (see part I for details).

- A suggested schedule for 10-week interns might include:
- One week of observations, practice and individual tutoring.
- Eight weeks of lessons that vary by student groups, subject area and complexity with increased responsibility for the program. Three weeks of this time includes full teaching responsibility for the special education program. The midterm evaluation is to be completed by the Friday of the 8th week of the internship. The final evaluation should be completed at the end of full teaching responsibility for the program.
- One week of teaching lessons that vary by student group or subject area, as control is gradually returned to the lead teacher.

THE INTERNSHIP NOTEBOOK is used to store and record all relevant information about your internship. It is available for review by your lead teacher and university supervisor, and should be kept up-to-date and in a central location for easy access by the supervisor during his or her visits. The notebook will have a final review by your supervisor at the end of your internship and will be returned to you.

Organize your internship notebook (a 3" or larger binder is recommended) to include the following five divisions, separated with index dividers and labeled:

Internship overview. This section provides information about the internship and should include:

- 1) The Intern Information Sheet (found in "Forms").
- 2) The Special Education Checklist (described below and found in "Forms")
- 3) A weekly schedule. Be sure to update the schedule for your supervisor when any changes are necessary. This will enable the supervisor to schedule visits to your school at times when you will be working with students. Be sure to notify your supervisor when plans change, particularly when the supervisor has a scheduled and observation with you.

Section A: Service Coordination. This section includes information on the roles and responsibilities of the special education teacher, focusing on coordinating the services needed by the students on the teacher's caseload. Section A contains 3 components:

1. Observations and notes about the following (include written responses to each question in your notebook):

- a) What are the various types of service coordination activities that your lead teacher is involved in (contacting parents, scheduling IEP and related meetings, etc.)?
- b) What are the various teaching roles the lead teacher engages in (small group in the special education classroom, large group in special education classroom, co-teaching in general education, small group within the general education classroom, etc.)?
- c) Does the teacher consult or co-teach with other teachers? What consulting or co-teaching models are used?

- d) How is the teacher's schedule set up? Is it flexible or is it the same each day?
- e) Review the district's Special Education Procedures Manual to determine how IDEA and state codes are put into effect.
- f) In what other school or district committees or activities does the teacher participate?

2. Intern assignments and written work:

- a) IEP and ITP meeting (required assignment described below)
- b) Assessment activities (required assignment described below)
- c) Selected assignments related to this area (described below)

3. Intern self-evaluation and reflection: (include handwritten notes to be used as part of overall self evaluation)

- a) Which of the roles and responsibilities of the special education teacher are you MOST comfortable doing?
- b) Which of the roles are you LEAST comfortable doing?
- c) Analyze why you may be more or less comfortable with each of the roles.
- d) Determine how you might get practice, guidance, or information to help you with difficult areas.

Section B: Planning, Teaching, and Individualization

1. Observations and notes about the following (include written responses to each question in your notebook):

- a) As you observe your lead teacher, what are the lesson objectives and/or the skills being taught in small-group, large group, or inclusive co-teaching situations?
- b) How does the teacher help the learners draw upon their previous experience?
- c) What specific teaching or co-teaching strategies does the teacher use to achieve the lesson's objectives (i.e., presentation and practice, inquiry, group discussion, role playing, demonstration, direct experience, audio/visual, etc.).
- d) How does the teacher begin and end lessons?
- e) How does the teacher give directions? About how many directions are given at one time?
- f) How does the teacher actively involve the students in the lesson?
- g) What thinking or metacognitive strategies does the teacher use?
- h) How does the teacher check for understanding and supervise guided and independent practice?
- i) How does the teacher address students at various instructional levels? How are assignments adapted or modified?

2. Intern assignments and written work:

- a) Include lesson plans and outlines for all components of your teaching. Depending on your special education program, this could be a small group lesson, lessons with individual students, and/or large group lessons in inclusive settings.
- b) Selected assignments related to this area, such as the cognitive learning strategies unit; the adapted lessons or materials for use in general education; or plans for co-taught lessons (described below).

3. Intern self-evaluation and reflection: (include handwritten notes to be used as part of overall self evaluation)

Keep records on what lessons went well, what lessons or parts of lessons went poorly, your perceived strengths and weakness, challenges and victories in relation to teaching and individualizing instruction.

Section C: Classroom and Behavior Management

1. Observations and notes about the following (include written responses to each question in your notebook):

- a) When instructing students, what is the teacher's signal for focusing students' attention and how does he or she reinforce students' responses to that signal?
- b) What is the teacher's system for collecting and passing out papers, materials, or using centers?
- c) If self-contained or resource models are used, what is the students' manner of entering the classroom and taking their seats?
- d) In general, what is the student behavior during lessons taught or co-taught by the lead teacher?

- e) Does the teacher use a whole-group discipline system? Are there students with individualized behavior intervention plans?
- f) What intrinsic and extrinsic rewards utilized by the teacher to reinforce whole group or individual behavior?
- g) What consequences does the teacher use to limit misbehavior?
- h) Can you identify behaviors displayed by students in attempts to (a) gain peer and/or teacher attention; (b) escape from work or the setting; (c) get a choice activity or object; (d) to engage in self-regulation?

2. Intern assignments and written work:

Selected assignments such as development of a behavioral intervention plan or participation in a manifestation determination meeting (descriptions below)

3. Intern self-evaluation and reflection: (include handwritten notes to be used as part of overall self evaluation)

Behavior and classroom management is a challenging area. Keep notes about your strengths and needs in this area. What aspects of overall program routine are easy or difficult? What types of student behavior do you find most rewarding? Most frustrating?

Section D. Professionalism, Evaluation and Self-evaluation

1. Observations and notes about the following (include written responses to each question in your notebook):

- a) How do teachers at your school relate to each other? How would you describe the school climate?
- b) Describe a teacher whose professional demeanor you admire. What makes this person a good model of professionalism?
- c) How does your teacher ensure appropriate confidentiality of sensitive student information?
- d) Talk to the school principal about the teacher evaluation process for first year teachers.

2. Intern assignments and written work:

- a) Include notes and reports from collaborative meetings with other professionals, faculty meetings, parent communications, student assistance team meetings, and other related meetings that you attend (assignments described below).
- b) The observation verification form with observation notes (described below and in “Forms”)
- c) Orientation checklists (described below and in “Forms”),
- d) Written feedback from your lead teacher, university supervisor and principal (if he or she observes you).
- e) Copies of your midterm and final evaluations (see “Forms”)

3. Intern self-evaluation and reflection:

Your final self-evaluation (described below) should be placed in this section.

THE SPECIAL EDUCATION CHECKLIST (see “Forms”) This form should be used as a guide for your progress with assignments and responsibilities. You, your lead teacher, and your supervisor should determine which of the selected assignments are most appropriate, and record this information on the checklist. A copy of the checklist should be placed in the first section of your internship notebook for easy reference. As you make progress in completing responsibilities and assignments, fill in the dates of completion and have your supervisor initial the form to verify. A copy of the completed and signed Special Education Checklist should be sent to the Intern Office with your evaluations of various aspects of the internship (see “Forms”).

ORGANIZING AND CONDUCTING INDIVIDUAL EDUCATIONAL PLANS (IEP) You must organize and conduct IEPs for two students. In organizing the IEP you are to (a) contact parents about setting up the IEP meeting, (b) notify all relevant professionals about the meeting, (c) assemble all required forms and complete those components of the forms that can ethically be done before the meeting, and (d) lead the meeting and complete the remainder of the IEP. This must be a meaningful exercise. IEPs previously designed by the lead teacher may not be used, nor should the student teacher design an IEP for a student who has a current plan on file. Intern-developed IEPs could be for a new student entering the program, an interim IEP for a student moving to the school, or the result of the annual re-evaluation process. All relevant forms used by the local school district should be included. A

summary of the meeting(s) should be written, including information on who attended, what kinds of information was communicated, parent reactions, outcome or decisions reached, and any personal comments or suggestions. A copy of the full IEP(s), with all student and parent names blackened, should accompany the report and be placed in Section A of the internship notebook.

ASSESSMENT You must conduct standardized assessments of two students and either (a) use the information in developing the IEP; or (b) implement an intervention based on the assessment. A copy of the test protocol (name blackened) should be included in Section A of your internship notebook, along with all relevant notes you take about the student. A brief description of how the test results were used should also be included.

SELECTED ASSIGNMENTS

The following assignments comprise a menu from which you should choose, depending on your placement, school setting and skill level. We encourage you to try some assignments that may be outside your "comfort zone." The internship is a place to try out new or uncomfortable ideas while you have a "safety net." Select at least 2 assignments to complete and place in the appropriate section of your internship notebook.

INDIVIDUAL TRANSITION PLAN (ITP) If you work with students aged 14 or older, you will create ITPs along with their IEPs. Follow the directions for the IEP assignment and add the ITP.

CREATING AN INCLUSION MATRIX Work with a general education teacher to create an "Inclusion Matrix" for at least one special education student from your program who is included in that classroom. Include the inclusion matrix (names blackened) with notes and reactions to the process in Section A of your internship notebook.

CO-TEACHING IN GENERAL EDUCATION Whether or not your lead teacher currently engages in co-teaching with general education teachers, you may wish to try this activity. Select a class in which several of the special education students from your program spend time (or other students with special needs, if your students are not included). Plan the lesson with the general education teacher, discussing the models of co-teaching that can be used (try to avoid "one teach-one drift" models). Include the lesson plan and notes about how the lesson went in Section B of your internship notebook.

ADAPTING LESSONS/MATERIALS FOR USE IN GENERAL EDUCATION CLASSES Adapt a lesson, activity, assignment, test, etc. for a student in your program who is included in a general education program. This must be done after consulting with the general education teacher. Include the lesson, activity, etc. with a description of how it was used and its degree of success in Section B of your internship notebook.

PARTICIPATING IN THE "STUDENT ASSISTANCE PROGRAM" This program may have a variety of names. Each elementary school (and sometimes middle and high schools) has a team of teachers who meet regularly to help other teachers with students about whom they are concerned. This team also develops pre-referral intervention plans for student who might later be referred for special education evaluation. Attend at least two of these meetings and write about what occurred and your reactions. Put this information in Section D of your internship notebook.

TEACHING A COGNITIVE LEARNING STRATEGY UNIT Develop and teach a unit covering a cognitive learning strategy. Place the plans and your evaluation of the unit in Section B of your internship notebook.

DEVELOPING A BEHAVIORAL INTERVENTION PLAN (BIP) Develop a Behavioral Intervention Plan for a student who presents serious behavioral challenges. Develop this plan using a functional assessment of the behavior. Include all materials from the assessment, the plan itself, and an evaluation of its effectiveness in Section C of the internship notebook.

PARTICIPATING IN A MANIFESTATION DETERMINATION MEETING If a student with disabilities is approaching 10 days of suspension from school, a meeting must be held to determine whether the discipline problem is related to the disability. This is called a manifestation determination meeting. Attend such a meeting and discuss what happened and your reactions to it. Include this in Section C of the internship notebook.

PARTICIPATING IN A MDT MEETING FOR INITIAL IDENTIFICATION OF DISABILITY Attend a meeting of professionals and family members that is for the purpose of determining whether or not a student qualifies as having a disability. Describe the meeting and your reactions to it. Put the information in Section A of your internship notebook.

OTHER If you engage in other professional activities you feel have been important and relevant to your special education internship, you may describe them and use them as an assignment, with the permission of your supervisor. Place them in the most appropriate section of your internship notebook.

**YOU WILL NEED TO DOWNLOAD THE APPROPRIATE FORMS
GO TO “FORMS” UNDER “MANUALS”**