



THE FIELD EXPERIENCE INTERNSHIP GUIDE

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

PART V SPECIAL EDUCATION INTERNSHIPS

REVISED FEBRUARY 2007

Office of Field Experiences
College of Education/287
University of Nevada, Reno
Reno, Nevada 89557-0212
Phone: 775.784.6248
FAX: 775.327.2323

TABLE OF CONTENTS

PART IV - SPECIAL EDUCATION INTERNSHIPS

TOPIC	PAGE
Guidelines and Procedures for the Special Education Internship	3
How to Begin?	4
Assuming Teaching Responsibilities	4
Lesson Plans	4
Timetable	4
Taking Charge	5
Attendance at School Meetings	5
Teacher Duties	5
Special Education Assignment Checklist	5
Length of Placement	6
Changing Placements and Problems with the Internship	6
Specific Assignments for the Special Education Internship	6
Required Assignments	6
Intern Calendar	7
Internship Notebook	7
Special Education Internship Checklist	9
Internship Orientation Checklist	9
Observations in Other Classrooms and Schools	9
Organizing and Conducting Individual Educational Plans (IEPs)	10
Assessment	10
Self-Reflection	10
Portfolio II	10
Student Learning Sample	10
Praxis II	11
Teacher Ed Candidate – Professional Behavior & Disposition	12
Selected Assignments	14
Individual Transition Plans (ITPs)	14
Creating an Inclusion Matrix	14
Co-Teaching in General Education	14
Adapting Lessons/Materials for Use in General Education	14
Participation in Student Assistance Program	14
Teaching a Cognitive Learning Strategy Unit	14
Developing a Behavioral Intervention Plan	14
Participating in a Manifestation Determination Meeting	14
Participating in a MDT Meeting for Initial Identification	14
Other	15

THE SPECIAL EDUCATION INTERNSHIP

Congratulations! You have completed a rigorous program to prepare you to be an effective teacher of students with disabilities. You are about to embark on the last phase of that training program - your supervised internship in special 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 special education teacher, 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 SPECIAL EDUCATION INTERNSHIP

During your special education internship you will become oriented to a special education program, begin involving yourself in the workings of that program, and take on the role of the professional educator for that program 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.

This section of the Special Education Internship Guide describes the general organization and procedures for the internship. The next section describes the specific assignments we would like you to complete as part of the internship experience. We have organized the activities and assignments for the internship into four basic areas, corresponding to the major roles/responsibilities of the special education teacher:

- A. Service Coordination**
- B. Planning, Teaching, and Individualization**
- C. Classroom and Behavior Management**
- D. Professionalism and Self-evaluation**

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." As you read that section of this manual, you will see specific suggestions of things for you to observe in each of the areas (A-D) listed above. For example, in Section A you are asked to determine how your lead teacher organizes a schedule, collaborates with other professionals, etc. We suggest you begin your observations by focusing on Area A, then on Area B and so on. Your lead teacher and/or supervisor may suggest other areas for you also to observe.

ASSUMING TEACHING RESPONSIBILITIES - After a few days of observation and orientation to the program, 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 will be determined collaboratively by you, your lead teacher, and your supervisor.

LESSON PLANS - Detailed lesson plans are expected throughout the internship. The lesson plan formats 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.

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 16-week interns might include:
- One week of observations, practice and individual tutoring.

- Fourteen 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.
-

An important component of the internship timetable is completion of **the final and midterm 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.

TAKING CHARGE - You must be totally in charge of the special education program in which you are placed for no less than four weeks. 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 taking charge or assuming full program responsibility is to provide you with as realistic an experience as possible.

By no means is the lead teacher asked to disappear at this time. Rather, your lead teacher 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 program full time is for him or her to act as an aide to you for a week or so. This way, the lead teacher can observe first hand that you are able to manage the overall daily responsibilities.

Once you are ready for taking charge, the lead teacher should remain in close contact with you throughout the day to monitor the progress of the students and of your performance. The lead teacher should make formal observations and conduct post-observation conferences with you during the time you have full responsibility. When he or she is in the room, students, parents, and other professionals should look to you for all program activities.

During this time, you will be responsible for all planning, teaching, service coordination, collaboration, student evaluation, and behavior management. This includes everything from IEP development to teacher consultation, and from playground duty to 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 program as determined and established by the lead teacher.

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.

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.

SPECIAL EDUCATION ASSIGNMENT CHECKLIST - The Special Education 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 Special Education Assignment Checklist should be sent to the Student Intern Office with your Student Teaching Internship Evaluation (see "Forms") reports.

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.

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.

REQUIRED ASSIGNMENTS

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.

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

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 Contract/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 weaknesses, challenges and victories in relation to teaching an 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").

INTERNSHIP ORIENTATION CHECKLIST - Complete the "Internship Orientation Checklist" (see "Forms") within the first week of your internship. Place the completed form in Section D of your internship notebook.

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.

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.

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

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”.)

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.)

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
Professional Ethics. The candidate adheres to standards of ethical conduct including academic honesty and confidentiality.
Collaboration. The candidate works effectively with professional colleagues and other adults.
Commitment to Teaching. The candidate values the profession of teaching. He or she exhibits a positive attitude toward schools, teaching, students, and parents.
Emotional Maturity. The candidate responds to frustration and stress appropriately.
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.
The candidate dresses appropriately for the situation and wears appropriate attire for teachers in the school during practicum and internships.
The candidate is poised and professional in his or her demeanor.
The candidate is flexible and is able to make adjustments to changing student needs and circumstances.
Professional Feedback The candidate is receptive and responsive to professional feedback incorporating suggestions into practice.
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.
Multicultural and Democracy
Student Focus The candidate recognizes and respects students as valued and unique individuals.
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.
Love of Learning & Strong Fund of Knowledge
Initiative The candidate is independent and goes beyond minimum expectations.
Problem Solving The candidate is an active and effective problem solver.
Commitment to Learning The candidate is curious and interested in learning more about students and content areas.
The candidate seeks out and takes advantage of opportunities for professional growth beyond the minimum expectations of what is required in classes.

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 3 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 so 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 students 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”**