

EDSE 790.006: INTERNSHIP IN SPECIAL EDUCATION
George Mason University
College of Education and Human Development
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COURSE DESCRIPTION:

Supervised internships that apply university course work to instruction of children and their families in school and community settings.

Prerequisite(s): Passing scores on Praxis I prior to final internship, and permission of advisor.

PURPOSE:

The purpose of this internship is to provide intensive "hands-on" intervention experiences with and related to students with identified learning and/or emotional disabilities or at risk for disabilities. This also includes students who may have an educational label of mental retardation (or intellectually disabled). Interns will have the opportunity to try new skills and to perform competencies which were developed throughout the teacher preparation program. The internship is individualized for each graduate student to ensure that she/he benefits fully from the internship experience.

COMPETENCIES:

During the internship students are expected to demonstrate the following competencies:

1. Demonstration of understanding of development and the ability to plan and execute curriculum appropriate to the chronological ages, developmental and functional levels of the students being taught.
2. Demonstration of the integration of the theoretical methodology with the practical applications in the field.
3. Demonstration of positive and appropriate interactions with students, families and other professionals. This includes the ability to manage the classroom/resource room, co-teach in a general education setting, develop and enforce classroom expectations, develop strategies to anticipate behaviors and deal with them, and work through transitions during the day. This also includes demonstration of confidentiality when communicating about students with disabilities.
4. Development and implementation of developmentally and functionally appropriate intervention activities within a variety of settings, including those that enhance and support

integration and/or inclusion as well as those activities that are therapeutically based. This includes demonstration of a positive learning environment geared to the individual as well as the group. This may also be demonstrated in the general classroom environment as well as special education settings.

5. Demonstration of the ability to work collaboratively as part of a team including but not limited to general and special educators and therapists, parents and other related/support staff.

6. Demonstration of the *ability to be lead teacher* by overseeing the entire classroom while also meeting the individual needs of students, directing/teaming with assistants, and monitoring the ongoing activities and tone of the class. If working with students on an individual basis, demonstrate the ability to plan for that child based on goals and objectives and provide on-going assessment for both the child and the intervention sessions.

7. Demonstration of support within an *integrated environment*, as appropriate. This includes knowledge of general curriculum specific to the ages and grades of students, ability to modify the general education curriculum as needed, ability to work with general education staff in a manner which enhances the education of the student(s) with disabilities by providing direct or indirect support and the knowledge of how to work with groups of students demonstrating mixed abilities and needs (whether identified as disabled or not).

8. Selection, familiarity and utilization of assessment and/or monitoring tools and strategies, including but not limited to county-wide assessments, SOLs, VAAP (as assessed for individual students), etc.

9. Development of developmentally, educationally and functionally appropriate IEPs.

10. Selection and utilization of workable and useful data/record keeping strategies.

11. Monitoring and analyzing teaching performance.

12. Demonstration of additional competencies contained in personal goals statement or delineated by the cooperating teacher and/or university supervisor.

PROFESSIONAL STANDARDS:

This course is part of the George Mason University, Graduate School of Education, Special Education Program for teacher licensure in the Commonwealth of Virginia in the special education areas of mild disabilities and those accessing the general curricula. The program aligns with the standards for teacher licensure established by CEC, the major special education professional organization in the United States (see the CEC standards on the following web site: <http://www.cec.sped.org>). As such, the learning objectives for this course touch on almost all aspects of the standards and corresponding competencies for curriculum and methods for teaching individuals with mild disabilities, kindergarten through grade 12:

Special Education Content Standard #1 Foundations

Special educators understand the field as an evolving and changing discipline based on philosophies, evidence-based **principles and theories**, relevant **laws and policies**, diverse and **historical** points of view, and **human issues** that have historically influenced and continue to influence the field of special education and the education and treatment of individuals with exceptional needs both in school and society. Special educators understand how these **influence professional practice**, including assessment, instructional planning, implementation, and program evaluation. Special educators understand how **issues of human diversity** can impact families, cultures, and schools, and how these complex human issues can interact with issues in the delivery of special education services. They understand the **relationships of organizations of special education** to the organizations and functions of schools, school systems, and other agencies. Special educators use this knowledge as a ground upon which to construct their own personal understandings and philosophies of special education.

Special Education Content Standard #2: Development and Characteristics of Learners

Special educators know and **demonstrate respect** for their students first as unique human beings. Special educators understand the **similarities and differences in human development** and the characteristics between and among individuals with and without exceptional learning needs (ELN)^{1/}. Moreover, special educators understand how **exceptional conditions** can **interact** with the domains of human development and they **use this knowledge to respond to the varying abilities and behaviors of individual's** with ELN. Special educators understand how the experiences of individuals with ELN can *impact* families, as well as the individual's ability to learn, interact socially, and live as fulfilled contributing members of the community.

Special Education Content Standard #3: Individual Learning Differences

Special educators understand the **effects that an exceptional condition**^{2/} can have **on an individual's learning** in school and throughout life. Special educators understand that the beliefs, traditions, and values across and within cultures can affect relationships among and between students, their families, and the school community. Moreover, special educators are **active and resourceful in seeking to understand how primary language, culture, and familial backgrounds interact with the individual's exceptional condition** to impact the individual's academic and social abilities, attitudes, values, interests, and career options. The understanding of these learning differences and their possible interactions **provides the foundation** upon which **special educators individualize instruction** to provide meaningful and challenging learning for individuals with ELN.

Special Education Content Standard #4: Instructional Strategies

Special educators possess a repertoire of evidence-based **instructional strategies to individualize instruction** for individuals with ELN. Special educators select, adapt, and use these instructional strategies to promote **positive learning results in general and special curricula**^{3/} and to appropriately **modify learning environments** for individuals with ELN. They enhance the **learning of critical thinking, problem solving, and performance skills** of individuals with ELN, and increase their self-awareness, self-management, self-control, self-reliance, and self-

esteem. Moreover, special educators emphasize the **development, maintenance, and generalization** of knowledge and skills across environments, settings, and the lifespan.

Special Education Content Standard #5: Learning Environments and Social Interactions

Special educators actively **create learning environments** for individuals with ELN that foster cultural understanding, safety and emotional well-being, positive social interactions, and **active engagement** of individuals with ELN. In addition, special educators **foster environments in which diversity is valued** and individuals are taught to live harmoniously and productively in a culturally diverse world. Special educators shape **environments to encourage the independence**, self-motivation, self-direction, personal empowerment, and self-advocacy of individuals with ELN. Special educators **help their general education colleagues integrate individuals** with ELN in regular environments and engage them in meaningful learning activities and interactions. Special educators use **direct motivational and instructional interventions** with individuals with ELN to teach them to respond effectively to current expectations. When necessary, special educators can safely **intervene with individuals with ELN in crisis**. Special educators coordinate all these efforts and provide **guidance and direction to paraeducators and others**, such as classroom volunteers and tutors.

Special Education Content Standard #6: Language

Special educators understand **typical and atypical language development** and the ways in which exceptional conditions can interact with an individual's experience with and use of language. Special educators use individualized strategies to **enhance language development** and **teach communication skills** to individuals with ELN. Special educators are familiar with **augmentative, alternative, and assistive technologies** to support and enhance communication of individuals with exceptional needs. Special educators match their communication methods to an individual's language proficiency and cultural and linguistic differences. Special educators provide **effective language models** and they use communication strategies and resources to **facilitate understanding of subject matter for individuals with ELN whose primary language is not English**.

Special Education Content Standard #7: Instructional Planning

Individualized decision-making and instruction is at the center of special education practice. Special educators develop **long-range individualized instructional plans** anchored in both general and special curricula. In addition, special educators systematically translate these individualized plans into carefully selected **shorter-range goals and objectives** taking into consideration an individual's abilities and needs, the learning environment, and a myriad of cultural and linguistic factors. Individualized instructional plans emphasize **explicit modeling** and **efficient guided practice** to assure acquisition and fluency through maintenance and generalization. Understanding of these factors as well as the implications of an individual's exceptional condition, guides the special educator's selection, adaptation, and creation of materials, and the use of powerful instructional variables. Instructional plans are **modified based on ongoing analysis of the individual's learning progress**. Moreover, special educators facilitate this instructional planning in a **collaborative context** including the individuals with

exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate. Special educators also develop a variety of **individualized transition plans**, such as transitions from preschool to elementary school and from secondary settings to a variety of postsecondary work and learning contexts. Special educators are comfortable using **appropriate technologies** to support instructional planning and individualized instruction.

Special Education Content Standard #8: Assessment

Assessment is integral to the decision-making and teaching of special educators and special educators use **multiple types of assessment information** for a variety of educational decisions. Special educators use the results of assessments to help identify exceptional learning needs and to develop and implement individualized instructional programs, as well as to adjust instruction in response to ongoing learning progress. Special educators understand the **legal policies and ethical principles of measurement and assessment** related to referral, eligibility, program planning, instruction, and placement for individuals with ELN, including those from culturally and linguistically diverse backgrounds. Special educators understand **measurement theory and practices** for addressing issues of validity, reliability, norms, bias, and interpretation of assessment results. In addition, special educators understand the appropriate **use and limitations** of various types of assessments. Special educators collaborate with families and other colleagues to assure **non-biased, meaningful assessments and decision-making**. Special educators conduct **formal and informal assessments** of behavior, learning, achievement, and environments to design learning experiences that support the growth and development of individuals with ELN. Special educators use assessment information to **identify supports and adaptations** required for individuals with ELN to access the general curriculum and to participate in school, system, and statewide assessment programs. Special educators **regularly monitor the progress** of individuals with ELN in general and special curricula. Special educators **use appropriate technologies** to support their assessments.

Special Education Content Standard #9: Professional and Ethical Practice

Special educators are guided by the profession's ethical and professional practice standards. Special educators practice in multiple roles and complex situations across wide age and developmental ranges. Their practice requires ongoing attention to **legal matters** along with serious professional and **ethical considerations**. Special educators engage in **professional activities** and participate in learning communities that benefit individuals with ELN, their families, colleagues, and their own professional growth. Special educators view themselves as **lifelong learners** and regularly reflect on and adjust their practice. Special educators are aware of how their own and others attitudes, behaviors, and ways of communicating can influence their practice. Special educators understand that culture and language can interact with exceptionalities, and are **sensitive to the many aspects of diversity** of individuals with ELN and their families. Special educators actively plan and engage in activities that foster their professional growth and keep them **current with evidence-based best practices**. Special educators know their own limits of practice and practice within them.

Special Education Content Standard #10: Collaboration

Special educators routinely and effectively **collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways**. This collaboration assures that the needs of individuals with ELN are addressed throughout schooling. Moreover, special educators embrace their special role as advocate for individuals with ELN. Special educators promote and advocate the learning and well being of individuals with ELN across a wide range of settings and a range of different learning experiences. Special educators are viewed as specialists by a myriad of people who actively seek their collaboration to effectively include and teach individuals with ELN. Special educators are a **resource to their colleagues** in understanding the laws and policies relevant to Individuals with ELN. Special educators use collaboration to **facilitate the successful transitions** of individuals with ELN across settings and services.

MATERIALS:

No texts are required for this course. Download the Special Education Internship Manual from http://cehd.gmu.edu/teacher/intpract/applications_manuals_handbooks/

Loose-leaf notebook with dividers

Materials related to portfolio development

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

Expectations: All students are expected to abide by the following:

- Students **with disabilities** who seek accommodations in a course **must be registered** with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must adhere to the guidelines of the George Mason University **Honor Code** [See <http://academicintegrity.gmu.edu/honorcode/>].
- Students must follow the university policy for **Responsible Use of Computing** [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of **university communications** sent to their George Mason University **email account and are required to activate their account and check it** regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all **sound emitting devices shall be turned off during class** unless otherwise authorized by the instructor. **Computers** and other electronic devices will **not be used during class sessions**. Power Point presentations may be downloaded prior to or after sessions, whenever they are available.
- Students are expected to exhibit **professional behaviors and dispositions** at all times.

Campus Resources:

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].
 - Students are expected to use APA Guidelines for written work and provide credit when using the work of others. <http://apastyle.org/> is the official web site for the most recent edition of the APA manual. Be cautious when using websites or resources other than the APA manual because some may have erroneous information on them. Note that the most recent edition of the APA manual is listed as a required text for this course.
- Electronic feedback will be provided that directs you to specific parts of the APA manual about writing. One type of writing support during this course is your use of relevant parts of the APA manual. For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

George Mason University Email

Every student is required to establish a GMU email account. Course email correspondence and other important university emails will be sent to GMU email accounts. Once an email account has been established, it is possible to forward email sent to the GMU account to another email account.

George Mason Blackboard 9.1:

1. To access Courses in 9.1 go to the myMason portal, <http://myMason.gmu.edu>
2. Enter your Mason Net ID into the user name field & Strong Password (Patriot Pass credentials) into the Password field
3. Click the log in button or press Enter
4. Select the Courses Tab
5. Select this course from the 9.1 course list

George Mason Patriot Web: <https://patriotweb.gmu.edu/>

This is a self-service website for students, faculty, and staff of George Mason University. There is a wealth of useful links, information, and online forms on this website including

program of studies details, application for graduation, request for transfer of credit, and internship application.

Advising Contact Information:

Please make sure that you are being advised on a regular basis as to your status and progress through your graduate study program. You may wish to contact Jancy Templeton, GMU Special Education Advisor at 703-993-2387. When contacting her, be sure to be able to provide your G number to her.

TaskStream: www.taskstream.com

- This site serves two purposes. The first is to assist students with the development and display of their electronic portfolio. The second is to help GMU with national accreditations' process. Every student registered for any EDSE course as of the Fall 2007 semester has been required to begin submitting signature assignments with accompanying artifact entry forms to Task Stream (regardless of whether a course is an elective or part of an undergraduate minor). TaskStream information is available at <http://gse.gmu.edu/programs/sped/>

The signature assignment required for this course (one page summary of relevant hours, attached at the end of this syllabus) must be submitted electronically to Mason's NCATE management system, TaskStream: (<https://www.taskstream.com>) by 9:00 am the day of the last class meeting or as advised by the supervisor.

Note: Every student registered for any EDSE course as of the Fall 2007 semester is required to begin submitting signature assignments to TaskStream (regardless of whether a course is an elective or part of an undergraduate minor). TaskStream information is available at <http://gse.gmu.edu/programs/sped/>. Failure to submit the assignment to TaskStream will result in reporting the course grade as Incomplete (IN) which will turn into an F nine weeks into the following semester if not changed by the instructor. A grade change will be submitted only upon posting the Signature Assignment to TASKSTREAM.

Evidence-Based Practices (EBPs)

This course will incorporate the evidence-based practices (EBPs) relevant to self-determination, facilitating transitions, alternative assessments, and social skills... Evidence for the selected research-based practices is informed by meta-analysis, literature reviews/synthesis, the technical assistance networks which provide web-based resources, and the national organizations whose mission is to support students with disabilities. We address both promising and emerging practices in the field of special education. This course will provide opportunities for students to take an active, decision-making role to thoughtfully select, modify, apply, and evaluate EBPs in order to improve outcomes for students with disabilities.

STUDENT INTERN RESPONSIBILITIES:

In addition to on-site responsibilities, each student intern is responsible for the following:

1. Preparing a **personal goals statement** for the internship, with timelines for accomplishing goals. The team of intern/cooperating teacher/university supervisor may edit this. (See Goals Statement Section.)
2. **Scheduling an on-site orientation** meeting with the university supervisor and the cooperating teacher and the site principal (if the administrator requests to be present or the student would like that person to attend). Please inform the administrator of this meeting regardless of his/her ability to attend.
3. Maintaining a **loose-leaf notebook** that is **always accessible** to the university supervisor. The notebook should contain:
 - a. the internship checklist;
 - b. goals statement;
 - c. log of hours; lesson plans;
 - d. internship evaluations;
 - e. personal journal related to the internship; and
 - f. information related to the students such as IEP,
 - g. ongoing student progress,
 - h. contacts with parents and other professionals, etc. (See "Responsibilities of Student Intern" section in Manual.)
4. Maintaining on-going contact, preferably daily, with the cooperating teacher and developing bi-weekly progress reports *together*. A **copy** should be available for the university supervisor to keep.
5. Preparing for observations by the university supervisor, including the preparation of appropriate lesson plans and discussions of observed sessions with the university supervisor.
6. Attending and participating in group seminar, if offered.
7. Submitting a **final paper** (See Final Paper section).
8. Completing all exit procedures, including a **final meeting**, and submitting necessary materials **on time** to university supervisor and the university as listed in the guidelines.

All information should be readily accessible to the supervisor during on-site visits.

The remainder of this syllabus provides detailed information about each of the above outlined responsibilities

GOALS STATEMENT:

Prepare a written set of **personal goals and objectives for the internship experience**. This

statement should address the **skills and abilities you want to develop or improve** during the internship. You should also include the **strategies you plan to use** to help you achieve your goals and objectives, as well as a timeline for each step.

Example: Goal: To improve data keeping for group intervention sessions.

Strategies & Timelines:

1. Review literature for examples of data keeping systems by Month/Day.
2. Interview experienced teachers regarding data keeping strategies by Month/Day
3. Select 1-2 strategies for trial implementation by Month/Day.
4. Implement trial strategies (give dates and duration).
5. Discuss strategies with cooperating teacher and university supervisor (ongoing).
6. Analyze effectiveness of data keeping trials and make necessary modifications by Month/Day.

ON-SITE ORIENTATION MEETING:

Schedule an orientation meeting for you, your cooperating teacher, program administrator (if desired) and university supervisor as close to the beginning of the internship as possible, preferably within the first two weeks. Please make sure **to introduce the university supervisor** to the building administrator if he/she does not attend the orientation meeting.

The purpose of the **orientation meeting** is to:

1. Discuss your **goals statement**.
2. Discuss **internship requirements with the on-site professionals**.
3. Identify ways that the cooperating teacher and university supervisor can offer assistance and support.
4. Answer questions that arise regarding the internship placement and requirements

INTERNSHIP LOG:

Maintain a Special Education Log of Hours (**Appendix A of the Internship Guidelines**). The log must be completed daily and should be available to the university supervisor during observation visits. Interns are responsible for maintaining correct totals on each page of the log sheets.

A copy of this log must be placed on TaskStream before a final grade can be submitted.

PROGRESS REPORTS:

Complete bi-weekly (every two weeks) progress reports *in conjunction with* the cooperating teacher. Use the form included in the appendix section of the guidelines, or a comparable form that includes the same information. Keep the progress reports in the notebook and have them available for the university supervisor's review during observation visits and/or seminar. A copy should be available for the university supervisor to keep. ***It is advisable to set a regular meeting***

time to discuss progress and complete the report.

UNIVERSITY SUPERVISOR'S OBSERVATIONS:

During observations you should:

1. Have available for review:
 - a) A **lesson plan** for the **observed session**.
 - b) Completed **bi-weekly progress reports**
 - c) **Internship log**.
 - d) **Personal journal**.

2. Be prepared to verbally analyze and critique the observed session, addressing the following type of thoughts:
 - a) Did the session go as planned?
 - b) What were the **facilitating** and **inhibiting** factors?
 - c) Did anything **unexpected** happen? How did you handle it?
 - d) What **modifications** did you make in implementing your plan and why?
 - e) What are your **follow-up** strategies?
 - f) What else would you like to share about the visit?

3. Be prepared to discuss **your progress toward the goals outlined in your goals statement** and to present any modifications to that plan.

SEMINAR:

During the course of the internship students **may be expected to participate in seminar**. Topics and meeting dates and times will be decided by the group to best meet everyone's schedules. Students will be expected to attend seminar and participate in discussions. Opportunities will be given for sharing, problem solving and questions. In addition, whenever possible, portfolios will be discussed.

FINAL PAPER:

The final paper may be one of the following *two* choices:

I. A Case Study of a Child or

II. A Reaction Paper

Your goals and objectives should reflect the choice of final paper. **The paper is due before the final meeting with the university supervisor, cooperating teacher and intern unless alternate arrangements have been made.**

CASE STUDY: develop a **3-5** page paper which:

1. Identifies a child (protect confidentiality) whose needs, diagnosis or service delivery may be new to your experiences or for whom you would like more support.
2. Includes a brief developmental, medical and educational history.
3. Includes basic goals for that child and implementation of those goals.

4. Includes methods and strategies used.
5. Analyzes the successes and limitations of interventions and makes suggestions for future interventions.
6. Includes a brief personal analysis of the experience. (This should be done at the end of the case study and not interwoven into the body of the paper.)

☐ **REACTION PAPER:** develop a **3-5** page paper that:

1. Summarizes **your internship experience** using your journal, Summary Observation Forms, videotape/analysis and biweekly progress reports as a resource.
2. Discusses your **progress toward the goals and objectives** from your goals statement.
3. Analyzes your **competencies and areas for growth** as a professional.

EXIT PROCEDURES:

1. Turn in the final paper (**due before the exit meeting**). This can be emailed.
2. **Schedule an exit meeting** with the **university supervisor** and **cooperating teacher**. The building administrator may be invited (if that person indicates an interest in attending). The purpose of this meeting is to provide **feedback** about the overall internship experience and **determine a grade** for the course/internship experience. The **portfolio** will also be presented at this time, if this meeting indicates the end of the full internship.
3. Collect and submit the following:
 - a) Special Education **Log of Hours**** signed by the cooperating teacher and university supervisor (a summary of this sheet must be placed on TaskStream before a final grade can be submitted).
 - b) **Summary of Placement**. Please fill in all information except the final grade and please spell my name correctly.
 - c) All **Bi-weekly Progress Reports** on Interns. There should be one for each two-week period, including the first and last weeks.
 - d) One to two formal observations completed by the cooperating teacher
 - e) All Summary Observation Reports completed by the university supervisor.
 - f) Cooperating Teacher's Evaluation.
 - g) Internship Evaluation by the Intern.

PERFORMANCE-BASED ASSESSMENTS AND EVALUATION CRITERIA:

The team of the university supervisor, the cooperating teacher and intern, will determine a final grade for the internship. Grades will be based upon:

1. Ability to demonstrate course competencies and analyze intervention sessions.
2. **Progress toward the goals** identified at the beginning of the internship.
3. **Quality** of goals statement, videotape analysis, bi-weekly progress reports, observations by the university supervisor, portfolio, and final paper.
4. Content and organization of the notebook.

5. Attendance and participation in seminar sessions.
6. Timely completion of all requirements and submission of exit materials.

There are only two grades available for this course:

Satisfactory – student has successfully completed course requirements and successfully presented portfolio.

No Credit – student has not provided sufficient work to evaluate progress toward meeting portfolio requirements cooperative learning, application activities, and presentation of portfolios. Online support course materials are available at George Mason’s Blackboard site (<http://blackboard.gmu.edu>).

**The summary of relevant hours completed (form) serves as the “signature assignment” for this course --- must be submitted to TaskStream before a final grade for the course can be submitted.

Time Guidelines

Internships vary in length depending upon the number of credits to be earned, the type of internship, and the number of different settings required. The following guidelines are used to determine the length of licensure internships:

- 1 credit hour** —75 contact hours -- 2.5-3 weeks full-time or its equivalent
- 2 credit hours** —150 contact hours -- 4-5 weeks full-time or its equivalent
- 3 credit hours**—225 contact hours -- 6-8 weeks full-time or its equivalent
- 4 credit hours**—300 contact hours -- 9-11 weeks full-time or its equivalent

Attachment #1
 Checklist for **Required Forms** That Must Be Submitted at the End of the Internship
 (please arrange them in following order for submission)

| Appendix | Name of Form | Submitted | Comments |
|-----------------|--|------------------|-----------------|
| A | Log of Hours | | |
| B | Internship Checklist | | |
| C | Internship Evaluation by the Intern | | |
| D-1 | Internship Planning Guide | | |
| D-2 | Lesson Plan Format or example of lesson plan observed by supervisor | | |
| E | Evaluation of Interns | | |
| F | Summary of Placement, Supervisors, Hours, & Final Grade | | |
| G - #1 | Summary Observation Report #1 (signed) | | |
| G - #2 | Summary Observation Report #2 (signed) | | |
| H | Bi-Weekly Progress Report on Intern | | |
| I | Evaluations of University Supervisor & Clinical Faculty (can be mailed to Lauren Clark) or put in a sealed envelope (then signed across the seal) and given to University Supervisor with rest of forms | | |

In order to receive a final grade for the course, the summary of hours, etc form (F) in the handbook, must also be placed on TaskStream.

Attachment #2: ARTIFACT ENTRY FORM
Special Education Internship
Summary of Placement, Supervisors, Hours, and Final Grade

Student Teacher/Intern: _____

School Where Internship Occurred (Not GMU): _____

Spring Fall Yr: _____

Subject(s)/Level(s): _____

License: _____ Endorsement: _____

(Examples: Special Education + Endorsement: Learning Disabilities/Emotional Disabilities, Mental Retardation or Severe Disabilities)

Evaluator: _____

End-of-Semester Grade: _____ (Grading Scale: S = Satisfactory, NC = No Credit, IP = In Progress)

Site (1): _____

School Division: _____

Site (2): _____

Cooperating Teacher or

Clinical Faculty (1): _____

Grade/Subject(s): _____

Cooperating Teacher or

Clinical Faculty (2): _____

Grade/Subject(s): _____

University Supervisor: _____

Totals from Log Sheets:

| Summary of Hours Spent In: | Page #1 | Page #2 | Page #3 | Page #4 | Page #5 | Page #6 | Grand Total |
|----------------------------|---------|---------|---------|---------|---------|---------|-------------|
| Conference: | | | | | | | |
| Teaching: | | | | | | | |
| Preparation: | | | | | | | |
| Observation: | | | | | | | |
| Total from Log Sheets: | | | | | | | |