Special Education Internship Office

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Welcome to the Special Education Internship Year!

Through the combined efforts of all of us, Interns, Mentor Teachers, and Field Instructors, we know we will have a rewarding and exciting school year. We believe that a successful internship can be built upon the following beliefs and objectives:

Beliefs About Teaching and Learning

• All persons are learners and bring particular experiences, perspectives, and insights to educational settings which are essential contributions to be built upon in any teaching - learning relationship. The responsible and effective teacher must assume the capacity of all learners and seek ways to extend their knowledge and interns.
• Teachers are learners as well, and need to pursue and extend their own interests in and understanding of subject matter and how to teach it in ways that respect the integrity of students and the disciplines. And, they need to examine those understandings in light of ongoing developments in disciplinary fields.
• Teaching practice is complex and evolving in relationship to new learners, changing school circumstances, new perceptions and understandings, interactions with colleagues, etc. Reflection and inquiry are essential tools for life-long learning by teachers.
• Teachers have essential experience and insight about the education of youngsters which are necessary resources for successful schools. School settings which do best in educating youngsters also foster teacher initiative and collaborative decision making.

Beliefs About Learning to Teach

• Interns learn best in the company of exemplary teachers who are committed to ongoing study and improvement of their own practice.
• Interns need carefully structured and sequenced opportunities to practice thinking and acting like a teacher.
• Both universities and schools have important and complementary contributions to make to interns learning.

Based upon current research by the Council for Exceptional Children (CEC, 1998), we concur with the following objectives for the internship experience:
1) to facilitate the application of knowledge and skills
2) to convey advanced knowledge and skills
3) to assist timely acculturation in the school climate
4) to reduce stress and enhance job satisfaction
5) to support professional induction

We know that the Internship Year is a learning year for all of us. Together with a supportive and communicative atmosphere, we can all be successful.

Michigan State University
Faculty & Staff
Special Education Internship
# MSU Special Ed. Faculty & Staff

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*Contact the program secretary for further information: 517-353-1842*
The Special Education Team website is:
http://education.msu.edu/teacher-preparation/specialed/

The Internship Guide can be found at this site:
http://education.msu.edu/teacher-preparation/specialed/internship/

*You can look at the Internship Guide for more detailed information about the internship year policies, procedures, standards, calendars and forms.

At the Opening Day Orientation Meeting, interns and mentors will meet their field instructors, who will provide additional customized support in designing an experience for the interns that is sensible in the school context while within the guidelines of the MSU program.
Roles and Responsibilities

How Should We Begin the Year?

At the beginning of the school year, a teacher helps the class become a functioning organization by establishing rules and routines for interaction in the classroom, by learning about and building relationships with pupils, by laying out plans for the work for the semester or year, and by beginning that work. The teacher is explicit, specific, and thorough in laying out the expectations and plans.

At the beginning of the school year, the intern, mentor teacher, field instructor and 800-level course instructors make themselves a functioning organization in much that same way-by building relationships, establishing rules and routines for their interaction, setting out a plan for the work of helping the intern to learn both to teach and to grow as a teacher, and by getting started on it. The mentor teacher (MT), intern, field instructor and course instructors should be explicit, specific, and thorough about how they will work together.

Orient the Intern

Starting the first week of school, Interns should have opportunities to do the following:

* Talk with mentor teacher about their classroom “vision”-their expectations, goals, curriculum for the year;
* draw a map of the classroom, make a daily schedule, and talk with the teacher about how time and space are organized in the classroom and why;
* assist, observe, and take notes about opening days of school as a basis for studying the development of a classroom learning community; * get to know the names of all students in the classroom;
* spend some individual time with each student and keep notes about student’s interests, families, concerns, friends, etc...
* study and take responsibility for at least one recurring classroom event and/or procedure (e.g. taking attendance, checking homework);
* meet the principal;
* tour the school and community;
* attend faculty meetings, orientation, etc.;
* become familiar with material available in the classroom and school library;
* and meet other school personnel.

Make time to talk

In the long run, it is essential that the mentor teacher and intern set regular times to talk than to fix the problems likely to result from not having talked. Interns and MT’s need to make the same time commitments to developing their professional work together as team teachers do.
What is automatic and second nature for experienced teachers often is not obvious to interns. The more explicit mentor teachers can be about the reasons why they do what they do, the more they can help interns feel comfortable asking about those reasons, the more they can support the interns in learning to teach. Through conversation, mentor teachers should help interns develop a broad view of the classroom, an understanding of their goals and expectations for students, and a sense of how these values get translated into concrete activities, assignments, etc.

Co-Planning and Co-Teaching: Start Small, but Start

In the first week or two of school, the mentor teacher is likely to be engrossed in getting the class going at the beginning of the year. “Co-planning” will consist mainly of the mentor teacher’s telling her or his plans to the intern teacher. That is valuable, both because it informs the intern about the MT’s thinking and helps the intern to be helpful. “Co-Teaching” is likely to mean that the mentoring teacher is doing most of the work of teaching, and the intern is helping out here and there, in such ways as leading a routine, copying some material, offering suggestions about additional materials that fit with the MT’s planned units, working with a small group, or working with an individual student. That’s valuable, because having a teaching role or a supportive role in planning, albeit a small one, helps the intern to see classroom activity from a teacher’s point of view. Over time, the intern’s part both in planning and in teaching should grow gradually.

Taking Over Routines

As part of the series of Opening Tasks Interns will engage in and discuss in the beginning weeks of the TE 501 Seminar, the interns will prepare lesson plans for various classroom routines or activities. As the MT and Intern feel the intern is ready (including having a written plan developed), the intern can gradually begin taking over specified routines, activities and eventually lesson plans.

Working As a Team

In the mentor teacher, we have a person who is steeped in the local knowledge of the school and the classroom, who works with the intern every day, and who thus is in a good position to promote and notice an intern’s development on a daily basis. In the field instructor, we have a person who is working with several interns and is attending regular meetings on program standards, course work, and procedures, and who thus is in a good position to suggest how the program should work and how the standards can be applied consistently over time. Our aim should be to have the intern benefit from the resources both bring to the internship, not to put them into competition (where the intern could be caught between them).
Who Works With Whom, Why, And How?

A successful internship is a partnership among the intern, mentor teacher, the field instructor, and the 800-level course instructors. This section describes their shared responsibilities, and then the separate responsibilities of each.

Shared Responsibilities

The intern, mentor teacher, field instructor and course instructors share some responsibilities during the year.

Planning and communication

- Negotiate expectations, formats, and schedules for developing unit and daily lesson plans in a timely manner.

- Negotiate a procedure for the intern to follow in the event of absences (e.g., who should be contacted, how lesson plans will be shared).

Professional activities

- Negotiate an appropriate sequence of activities and responsibilities that promote interns’ learning to teach (e.g., moving from observation to co-planning and co-teaching to increasing responsibility for lead teaching).

- Identify and arrange for outside-the-classroom opportunities that will benefit the intern and complement the coursework (e.g., observations of other teachers, participation in teacher meetings and in-services, parent conferences, curriculum committees, community-school committees, study groups, professional association).

Supporting and guiding interns’ learning

- Identify areas where the intern needs support and guidance in learning to teach, and develop strategies to promote the intern’s professional growth in these areas.

- Participate in joint conferences as (intern, mentor teacher, and field instructor) as indicated by calendar and/or as needed.

Managing demands of the internship

- Review interns’ work arrangements to insure that interns understand the consequences of outside work during the intern year and that they can undertake an intensive year of professional study and guided practice while meeting their financial needs.

- Assist the intern in identifying strategies for coping ---in ways that promote continued learning--- with the various demands that they will face during the intern year.
Roles and Responsibilities of MSU Special Education Interns

Interns are students of teaching, ready to begin an intensive and sustained period of learning to teach in the content of practice. In contrast to conventional “student teaching programs,” Interns are not expected to begin the year ready to teach on their own. Instead, they are expected to engage in observations, co-planning and co-teaching with their mentor teachers and gradually build their capacity toward assuming an extended responsibility for lead teaching.

Interns are in a period of transition from being students to becoming professional teachers while at the same time retaining the perspective of a learner. It is important that Interns begin to see themselves as life-long learners rather than just students fulfilling requirements. Interns are expected to take an active role in learning as well as to contribute to the learning of fellow Interns. Because the Interns’ conduct during the Internship year reflects on them as professionals, it is important that their responsibilities and the standards by which they are assessed be as explicit as possible.

Planning and Communication

- Inform your field instructor in writing of your schedule in the school and your mentor teacher of your schedule in seminars, and of any changes that occur in these plans.

- Arrange observation and conference times with the field instructor. Notify your field instructor if an observation needs to be rescheduled or canceled for any reason.

- According to formats and procedures negotiated with the field instructor and mentor teacher, develop unit and daily lesson plans in writing and in advance of instruction, and have them approved by the mentor teacher and field, or course, instructor. A good rule of thumb is that the plans should be detailed enough that another teacher could follow them. Plans need to be handed in to the mentor teacher and field instructor during the week prior to teaching so that suggestions for revision can be incorporated into the plans. Suggested unit and lesson planning formats are included in the section “Why do interns write unit and lesson plans?”

Professional activities

- Plan with the mentor teacher ways to participate in orientation activities at the school and introduce yourself to school administrators, specialists, secretaries, custodians, and other teachers in the building.
• Attend school faculty meetings, parent-teacher conferences, PTA meetings and other professional in-services. Follow school procedures for days you are sick, leaving detailed lesson plans for your collaborating teacher. Absences due to sickness will be made up if deemed necessary by your field instructor, MSU liaison, and collaborating teacher.

**Personal Learning**

• Read and follow the school/teacher handbook; follow the school faculty dress code and your mentor teacher’s expectations, e.g., the time to be in the classroom before and after school.

• Take initiative in asking questions, searching out resources, inviting feedback, and creating opportunities to learn.

• Participate in communication in a professional manner.

• Participate in joint conferences as indicated by calendar and/or as needed.

• Reflect on your teaching and your learning about teaching. Share and discuss your reflections with your mentor teacher, field instructor, peers, and other professionals.

**Managing outside work**

• Because of the demands of the internship, you are encouraged not to work outside of the school. If you will need to work (a) before 5:00 p.m., (b) more than 10 hours per week, or (c) more than one evening per week, then discuss your plans with your mentor teacher and field instructor.

• Inform your mentor teacher and field instructor about your work arrangements and negotiate schedules that are mutually acceptable.

**Policy: Professional Conduct by Teacher Candidates**

Approved by the Teacher Preparation APPC, 1/11/96

In this time of transition from being a student to being a professional teacher, it is important that you begin to see yourself as a lifelong learner rather than a student fulfilling university requirements. Both your school-based experiences and your university coursework are vital and integral components of your professional preparation. Because the way you conduct yourself in these settings reflects on you as a professional, we want to be clear about your responsibilities with regard to professional and ethical conduct. Failure to comply with these (and other university policies governing student conduct) will result in a review of your progress by your team and specific recommendations regarding your continued participation in the teacher certification program.
Attendance and Punctuality
You are expected to be present and on time for your professional commitments. If you must be absent from any one of your professional responsibilities due to illness or an emergency, you must inform the people who are affected by your absence. That is, for your field placement you must notify your mentor teacher, your MSU field instructor, your co-teachers, and your team partners. For your on-campus courses, you must notify your course instructor. More than two absences during a semester from on-campus courses or pre-internship field placements is cause for concern. Recurring absences or tardiness will put your recommendation for continuation in the program in jeopardy.
During the internship, interns who are absent more than four days in a semester in their school placement will be required to make up the time.

If you have difficulty meeting this expectation because of an emergency or any other reason, talk to your field instructor in advance or as soon as possible. Informing the appropriate people about extenuating circumstances will allow us to work with you to make appropriate arrangements.

Confidentiality

CLASSROOM DISCUSSIONS:
Your field experiences are an important part of your learning and you will be discussing them in your courses. Just as teachers are expected to respect the privacy and dignity of the children and families with whom they work, so we expect you to use discretion. In casual conversations or social situations, do not relate stories from classrooms or schools that may be embarrassing to teachers or students or that include sensitive information about a child or family. When discussing classroom situations in class, do so carefully. Use a fictitious name for the student involved if you need to include family or individual information in your explanation or if the situation is particularly difficult. Mask the name of a student on any written or visual work shared in class or used in an assignment. When discussing teaching practice you have observed in the field, be mindful of maintaining a tone of professional courtesy.

INTERVIEWS:
Use pseudonyms and screen/mask identifying information when reporting interviews with children/youth/adults. If an assignment requires you to interview an adult, you should clearly state or give to the interviewee, in writing, the purpose of the interview and the uses you will make of the material. Ask your instructor for an example if you are unsure how to word this statement.

PHOTOGRAPHS/VIDEOTAPES/AUDIO TAPES:
Always ask permission of the classroom teacher to make students’ photographs/videotapes/audio tapes or to use them in displays/portfolios. Occasionally there are circumstances which require that a student’s whereabouts be kept secret and photographs are not allowed. Some schools and districts require written permission from parents/guardians for taking any photographs, videotapes or audio tapes. Be sure to check with the classroom teacher on what is needed. Use the written permission form provided to you.
PORTFOLIOS:
If you use students’ work or interview material in your portfolio, use pseudonyms and screen/mask names and personal identifying information.

DISTRICT REQUIREMENTS:
Ask your classroom teacher if there are any other district or school requirements regarding confidentiality that you should be aware of.

Dress and Deportment in Schools
When you are in school, you are expected to dress appropriately. Be aware of your attire and appropriateness of your teaching activities (e.g., on floor, bending over). You will be viewed and judged as another adult by students, parents, teachers and other people in the building. Be polite and considerate of other adults in the building including the principal, custodians, secretary, paraprofessionals, etc.

Alcohol and Illegal Drugs
The University Drug and Alcohol Policy will be enforced which prohibits the possession or use of illegal drugs and alcoholic beverages in classes and field placements. Students are expected to be free of the influence of such substances in classes and field placements. Tobacco is not to be used on school property. Be aware of school policy regarding cell phones and beepers.

Professional Communication
Professional education can be an intensely personal and challenging process. In your classes and field placements you are expected to give and accept constructive feedback appropriately and to react appropriately in stressful situations. You are also expected to take an active role in your learning and contribute to the learning of your fellow students.

If you have concerns, problems, or questions about any aspect of your coursework or fieldwork, you should first address them to the course instructor or field instructor who is most directly involved. This applies to situations at the University as well as in the field. If the situation is not resolved at that level, you should request assistance from the internship manager.

Zero Tolerance:
Be aware of and follow the school policy regarding zero tolerance of weapons.
Roles and Responsibilities of MSU Special Ed. Mentor Teachers

Mentor Teachers are models of teaching who support and monitor Interns as they begin an intensive and sustained period of learning to teach in a context of practice. The Mentor Teacher's responsibilities fall into three categories: planning and communication, support of the Intern's learning, and assessment of the Intern's understanding and progress.

The Mentor Teacher’s Responsibilities

Planning and communication
• Negotiate a sequence of opportunities, to learn that support your intern’s gradual induction into teaching, moving from observation to co-planning and co-teaching to assumption of lead teaching responsibilities.
• Establish regular times to discuss your teaching with the intern and help the intern with long term planning: identifying unit topics, identifying places in curriculum where the intern can try out ideas studied in University classes, suggesting appropriate curriculum materials and school and district resources for the intern to use in planning and teaching, etc.
• During periods of lead teaching, read the interns’ unit and lesson plans and provide oral and written feedback regarding: (1) general focus on the unit/lessons (e.g. extent to which the lessons teach to conceptual understanding, how well does the individual lesson tie in with long-range unit goals); (2) effectiveness of the lesson in terms of introduction of the lesson (links to previous lessons and to overall unit goals), motivation and development, activities that involve students in actively constructing meaning (rather than passively listening to the teacher), conclusion; (3) assessment of student understanding integrated into the lesson.
• Communicate with field instructor as needed about the intern’s progress, or problems or concerns that arise. Participate in three-way conversations with the field instructor and the intern when possible and desirable.
• Be a role model for intern in dress, deportment, communication.
• Participate in mentor teacher meetings during the academic year. Most of these meetings will take place during school hours while interns are teaching.

Supporting interns’ learning
• Co-teach with the intern and share decisions, ideas, and observations.
• When the intern is the lead teacher, continue co-teaching in a supportive role, and observe the intern teaching and help the intern to think about his or her teaching, including student understanding, alternative approaches, grouping, management, etc.
• Use the observation checklist to provide regular written feedback to the intern about his/her teaching as part of the coaching process and systematic coaching.
• As the intern demonstrates readiness and confidence opportunities need to be provided by the mentor teacher to allow the intern to practice with full responsibility as the adult in charge of the classroom and students.
• Reflect with the intern about her/his teaching, about student learning, and about ideas and strategies studied in internship courses.
• Participate in joint conferences as indicated on the calendar and/or as needed.

Prepare materials for midterm conference (s) and write a final report on each intern you work with at the end of the academic year.

Assessment of Overall Intern Understanding

*Mentor Teachers will:*

- Provide Interns with written feedback about his/her teaching, about student learning, and about ideas and strategies studied in university courses.

- Assist the Intern in getting to know students' parents, school colleagues, gaining familiarity with district curriculum and grade level objectives, school policies, and curricular resources.

- Model the intellectual work of teaching by sharing goals and beliefs, co-planning, discussing dilemmas, etc.

Assessment of Intern Progress

Using the program standards, Mentor Teachers facilitate and monitor Interns' growth and development as the Interns move along a continuum from observation to co-planning and coteaching to assumption of lead teaching responsibilities.

The program standards are:
1. Knowing subject matters and how to teach them
2. Working with students
3. Creating and managing a classroom learning community
4. Working and learning in a school and profession

*Mentor Teachers will:*

- Participate in assessment conferences as they are scheduled throughout the year. Help Interns begin to think about their careers as educators and assist with reviewing portfolios, videotapes, letters of recommendation, etc.

- Prepare written AOP assessments prior to the consensus conferences, provide copies for the Intern and field instructor using the Program Standards.
Finding openings to conversation. The mentor teacher (MT) finds topics to talk about that are important to the novice (intern) and that are fruitful to talk about because they bring up basic issues that teachers need to think about carefully and thoroughly.

- The novice notices these invitations to conversation; assumes that the mentor might be trying to raise questions, issues, and options that the intern has not thought about; and tries to figure out what those are.

Framing Problems.

- The mentor helps the novice to decide what to treat as relevant in a situation—in other words, how to frame a problem. This helps the novice to make situations manageable by setting some boundaries on their attention; it also helps the novice to see that teachers have choices in the way they define “problems,” and therefore have choices about how to find potential “solutions”.
- The intern keeps in mind that the MT’s framing of the situation can be both different from the intern’s and useful to the intern.

Probing Novice’s Thinking.

- The mentor finds out how the novice is thinking about a situation by asking him/her to elaborate on an initial statement or explanation, and may also extend the novice’s thinking by asking the intern to think about an area that was not initially considered.
- The novice responds by trying to be frank and clear about her or his thinking; by reporting incomplete, tentative, and potentially invalid rationales without embarrassment; and by listening for the hints that sometimes come in questions.

Noticing Signs of Growth.

- The mentor acknowledges and compliments the novice on specific aspects of her/his teaching, explicitly talking about what the novice did and can do.
- The novice listens carefully for the CONTENT of the compliment, because the mentor may be talking about a different part or aspect of the performance than the novice thought was important.

Focusing on the Kids.

- The mentor helps the novice to focus attention on students’ thinking and sense making, and to use information about students’ thinking as a source of feedback on teaching, a way to keep track of children’s learning, and a source of ideas for curriculum development.
- The novice accepts that s/he must learn to put an interest in students’ learning before a concern for her or his own performance in the classroom, or his or her own interests, and tries to reason from the former to the latter.
Reinforcing an Understanding of Theory.

- The mentor connects specific examples of children’s sense-making to research and theory, so as to help novices develop broad perspectives for looking at and thinking about their work.
- The intern recognizes the mentor’s cue to connect a given case with relevant research and theory, and starts to think actively about potential connections with research and theory that the intern has studied.

Giving Living Examples of One Person’s Way of Teaching.

- The mentor models a set of teaching practices, thinking aloud so the novice can both observe the mentor’s actions and understand how the mentor thinks about those actions in situations. This set of practices is viewed and discussed as one of many possibilities for developing a practice that is consistent with the program standards.
- The novice listens carefully to the mentor’s think-aloud, in order to see and hear the part or aspect of practice that the mentor is trying to show. The novice also may need the discipline of listening and observing as distinct from judging. The novice takes responsibility for deciding when and how to try to emulate the MT’s particular set of teaching practices.

Modeling Wondering About Teaching.

- The mentor models (thinks aloud) ways of thinking about teaching in specific contexts, so novices can understand the thinking behind a teacher’s actions and can develop broadly useful perspectives for looking at and thinking about their work. One essential kind of thinking is wondering—acts of curiosity.
- The intern recognizes that the mentor is trying to reveal the invisible mental work behind the visible work of teaching in a classroom, and seizes the opportunity to discover how someone else thinks about events in the classroom. The intern exerts curiosity.

Goal Setting.

- The mentor takes an active role in helping the novice to articulate goals for growth and to assess progress in working toward those goals; the mentor offers and suggests potential areas of growth to the novice.
- The intern agrees that it is important to hold goals for one’s own growth, tries to set them, and involves the mentor in helping to assess growth toward the goal.

Problem Solving.

- The mentor joins the novice and field instructor in framing problems of teaching practice, identifying potential solutions, and discussing whether problems are resolved.
- The intern recognizes that situations in the classroom can be framed differently, and explores others’ framing in relation to his or her own.

Co-Planning and Co-Teaching.

- The mentor joins the novice in unit and lesson planning, and in carrying out those plans in the classroom, aiming to help the novice to understand the knowledge and thinking that informs the planning, to guide the novice in using effective strategies throughout the planning and teaching process, and to show what can be shared only by teaching together in the classroom.
- The intern is alert to recognize both what can be said about teaching and what can be shown by action in the classroom.
How Should We Communicate With Each Other?
The internship depends heavily on talk: asking questions, giving feedback, analyzing classroom situations, setting goals, negotiating agreements, making and clarifying situation. We can accomplish much, or get ourselves into trouble by the way we talk to each other. Here are some proposals for having a productive conversation through the year.

Breaking the ice.
One or two of these at the beginning of the year may be especially helpful when one of more of the partners is quiet or reserved
- Tell each other stories about how you decided to go into teaching. How have your ideas about teaching evolved?
- Do you have a metaphor you would use to describe teaching, such as weaving or constructing or quilting or journeying?
- What are your worst fears about teaching? Have they, or how have they, changed over time?
- How has your teaching changed since you began? What have you learned and how have you learned it? When you wanted to try something new in your classroom, how did you go about it?
- What are your interests and hobbies? Do you have a special skill or interest that you bring into the classroom?

Lots of ways to ask “why”.
Frequently, we will want to know “why” but “why” questions tend to feel pushy, either to those who ask them or to those who are asked. Sensing that, we might fail to ask when we really need to. Falling to sense that, we might alarm or irritate someone when that is not our intention:
- “Why did you do ______ with that student?”
- “Why did you interrupt me in front of the class?”
- “Why did you decide to deviate from your plan?”
- “Why do I have to write lesson plans when you don’t?”
How can we ask these questions in a way that is more comfortable, and perhaps more informative?
- I noticed that you (describe something that happened). How did you decide to do that right then?"
- “I thought it was interesting when you ______. Can you help me to understand how you thought to do that?”
The principle: Describe something specifically and in neutral terms, then ask to be taught.

Talk about teaching.
Here are some topics for discussions that are likely to be helpful to interns sometime during the year, and that might be interesting also to persons working with the interns.
- What do you know, or think you know, about the students in your class as learners? How did you learn what you know about them? Why is this knowledge important? How does your knowledge guide how you think and what you do regarding individual students? How does it guide your thinking regarding forming groups or working with the whole class?
- How do you take gender, race, class, and cultural issues into account when making teaching decisions?
- What puzzles you regarding your students? What do you want to know more about?
• What do you see as the relationships among planning, your big aims in teaching, implementation of lessons, and outcomes? What were you trying to accomplish in that last lesson? What was the purpose? Why is it important? How did your interactions with the students relate to the purpose? What did the students learn?
• What is the role of a schoolteacher? What responsibilities do you have regarding students’ academic, social, and emotional growth, communications with parents, communication with colleagues, your own professional growth? How do these responsibilities influence how you think and act as a teacher?
• What issues, tensions, or conflicts do you experience because your obligations as a teacher may differ from your personal views? How are these issues and tensions reflected in your teaching?
• What guides or directs the curriculum you use? What decisions do you make, as the teacher, about what gets taught? What are the givens that must be taken into account? What can teachers do to enrich or modify a curriculum? What controversies about curriculum do we face in various content areas? If so, how do you deal with them?
• How would we describe the physical, intellectual, social, and emotional environment created by this and other classrooms? What opportunities exist for students to learn actively in this environment? How can the classroom be arranged to suit learning goals? What are the constraints of the environment and how can they be worked with?
• What do you know about the neighborhood and community and how do they influence the school and your teaching? How does this knowledge help you in knowing your students? In what ways do you utilize the community and community resources in your teaching practice?
• Considering the students together as a class, or community, what history has the class built together so far? How have the MT and intern participated in or contributed to building the learning community? What can they yet contribute?
• What is the intern studying in the TE 800 level courses? How are those studies related to practice in this classroom and school? How are they related to issues that teachers face in their first few years of teaching?

There’s a lot to talk about; make time to do so.

**Giving Feedback.**

One of the most difficult parts but also important parts of working closely with another person is giving them honest, useful information about their performance. Most likely, we are talking here about the MT’s or field instructor’s feedback to the intern.

Sometimes novices are not aware of things they are doing well, things that contribute to effective lessons. Sometimes they are not aware of ways in which they work against their own purposes. They may have unconscious habits that are inappropriate or distracting. Someone who is present can give valuable feedback, particularly if the receiver is prepared to hear it and the giver is thoughtful in composing it. Some suggestions:

• Try to make agreements in advance about HOW, WHEN, AND ABOUT WHAT feedback is to be given and received. Such agreements tend both to reduce misunderstandings about what should be happening and to prevent avoidance of the occasion for feedback. Give feedback in tactful manner without disrupting lesson.
• Try to start with description and interpretations, as distinct from evaluation. Descriptions are limited to what was said and done. Avoid assumptions about motive or intent (why you think someone did something). By avoiding evaluative language, we avoid having the receiver react defensively (e.g., I didn’t do that!” whether stated verbally or in their mind).

• Try to concentrate on behavior that the receiver of the feedback can do something about. Reminding people of some short-coming that they cannot easily remedy (e.g., nervous stuttering, facial tic) tends to be frustrating and discouraging.

• Try to be specific rather than general. To be told that one is “dominating” is not as useful as being told that, “In the discussion that just took place, you did not appear to be listening to what others were saying, and the students seemed to shut down.”

• Try to focus on sharing information before giving advice, and sometimes hold off on giving advice altogether. By sharing information, we leave people free to decide for themselves in accordance with their own goals and needs. If the receiver has trouble coming up with solutions, try problem-solving together.

• Try to have frequent conversations, so as to connect feedback to events and to avoid having feedback pile up. Feedback should be well timed and, in general, should be given at the earliest opportunity (assuming that the receiver is ready to hear it and that the setting is conducive to providing feedback at that time).

• Think about how much information the receiver can actually tolerate or use. To overload the receiver with information is to reduce the probability that s/he will be able, or will want, to use any of it.

• Check the other’s understanding of what you have said—what is heard often is not what was intended. Ask the receiver to say it back to you; this will give you a chance to clear up misunderstandings right away.

• Avoid collusion, that is, silently agreeing to withhold feedback because it will be uncomfortable. For example a teacher says, “That was okay,” while really being concerned about the quality of the action. The intern is silent while really thinking, “That really wasn’t too good.” Neither is satisfied; nothing is gained.

• Consider the range of possible consequences of the feedback. It is often helpful to check out the receiver’s reaction (“How did it feel to be told that? Did you gain something you didn’t have before?). Constructive feedback is an important step toward authenticity. It helps to fashion a trusting, honest, caring, and educative relationship.

**Communicating alarm, distress, pain, disapproval, etc.** Normal human beings who are working at close quarters occasionally (and sometime habitually) do something that alarms, distresses, or pains a colleague, that the colleague so greatly disapproves that it is difficult to remain involved in the activity. What do we do about that—just live with it? To a considerable extent, we do just that for the sake of peace. That said, we also should say that there times when we need and deserve and probably can have relief by asking for it.

The formula for asking, roughly, is this: “When you (describe specifically what happened), I (tell how you were affected and/or how you were made to feel); I wish (propose some alternative course of action, or invite discussion.”

An example: “When you corrected me in front of the class, I felt embarrassed-embarrassed enough that it was hard to collect my thoughts and to move on to the next part of the lesson. Could we talk about options for what you might do when you think I’ve made an error in front of the class?”
After that sort of opening, talk about WHY you are making that report and request, why the matter is important to you. Be careful to distinguish the behavior from the person, and especially careful to GIVE THE OTHER AN EARLY CHANCE TO RESPOND TO YOU, so that your opening can turn into a conversation.

All of this can be difficult to do if you are feeling upset about something. Make sure you’re ready to be steady before you begin a conversation like this.

What Makes Mentoring a form of “Teaching”?  

**Mentors view themselves as teachers.**  
In reflecting on their collective years of mentoring, mentor teachers working with interns have identified the following characteristics of mentoring as a form of teaching:
- model being a *learning* professional
- think aloud about own practice, including what did not go well
- explain why, what, how of own practice
- ask questions of intern, rather than only expecting your intern to question you
- give yourself permission to not know
- encourage your intern to develop own practice and make own decisions
- be explicit about practice, yet communicate the idea that intern is not copying or imitating the MT
- communicate that everyone contributes to learning to teach
- keep children as learners at forefront; they are the primary responsibility for both MT and intern

**Mentor teachers view themselves as co-learners.** Mentor teachers understand that they have much to learn across their careers as mentors:
- voice mistakes, honesty, open-mindedness
- show interest in learning from intern’s expertise; intern is a resource
- MT is not “all knowing”
- knowledge is developed through collaboration

**Mentors develop a “teaching” practice in working with interns.**  
Just as classroom teachers must develop their practice over time, so do mentors need to develop their practice in supporting interns’ professional growth:
- show your intern how to find and use resources, break down an activity through co-planning
- model thinking about children’s thinking
- share decisions during teaching
- take on the K-12 teaching role for children
• decide when, whether & how to “step in” to a lesson or “co-teach” while intern is teaching
  - talk with intern about “stepping in” and “co-teaching”
  - invite intern to do the same--make invitations during lesson
  - maintain dual presence during lesson refer to “we” in classroom, not “I”
  - treat “stepping in” as ordinary part of teaching together, showing it goes both ways
  - sometimes don’t “step in” and wait until later to discuss issue
  - ask intern how s/he feels about lesson before offering feedback
  - develop signals for when/how to enter into lesson (e.g., raise hand for intern to call on you - ask key questions that children may be wondering about) ★ engage in joint inquiry on topic of mutual interest

Mentors develop skills to communicate effectively with other professionals.
Communicating with another professional in a learning situation requires careful attention to developing excellent communication:

• based on trust
• feedback is not criticism
• safe; constructive
• accept where intern starts, what intern brings to the-situation
• accept intern’s feedback
• talk about communication dynamics
• be direct enough
• learn about intern’s sensitivity
• establish how feedback will be given--both ways--what are preferences?
• ask key questions to begin discussion
• ask questions about MT’s or interns actions
• reflect and restate
• remember that communication is two-way
• arrange regular time that both can count on
• don’t let issues build up; talk about them as they occur
Roles and Responsibilities of MSU Special Education Field Instructors

Field Instructors are facilitators for communication and support of the internship program. Special Education field instructors are the links between Michigan State University and the field placement. The field instructor fulfills a critical role in assuring that the system is working properly and correctly. The role is to support both intern and the MT during this period of intensive learning. The field instructor’s responsibilities fall within the following categories:

- Support of Intern Learning
- Communication
- Meetings
- Assessment
- Record keeping

**Support of Intern Learning**

- Regularly observe the intern teaching and conduct follow up conferences regarding the planning and teaching of each observed lesson.
- In conjunction with the MT, will assist the intern in reflecting upon the individual teaching by identifying strengths and weaknesses.
- Assist the MT in guiding the intern through the stages of teaching.
- Will provide constructive written and oral feedback.
- Guide interns in taking responsibility for their own personal and professional development.
- Keep apprised of interns progress in 800 level classes.

**Communication**

- Meet with the intern on a regular basis to observe teaching, share resources and assist with planning and provide oral and written feedback.
- Maintain regular contact with the MT to monitor interns progress towards the achievement of the program standards.
- Maintain open communication with MT and intern in order that expectations and standards are clearly understood.
- Maintain communication with special education coordinator for the internship program.

**Meetings**

- Review weekly guidelines schedule with MT and intern in order to schedule required meetings as outlined.
- Arrange meetings with MT and intern in order to accommodate special circumstances or situations that may arise as the intern progresses towards the achieved program standards.
- Facilitate meetings with the personnel, which may be required if unusual circumstances occur during the internship.
Attend and assist with the monthly MT meetings, intern seminars and field instructor meetings.

**Assessment**
- Will maintain ongoing communication with MT and intern towards intern’s achievement of the program standards.
- Will assist in designing improvement plans if necessary in order to meet program standards.
- Will schedule required midterm and final consensus meetings as outlined in the weekly guidelines.
- Will complete the midterm and final assessment of program evaluation form when indicated during both fall and spring semesters.

**Record keeping**
- Will remain in direct contact with intern and MT’s regarding observations and will communicate with intern and MT including time and date of weekly visits.
- Will maintain copy of feedback to intern and MT which will include dates, times, observations, suggestions and/or actions taken.
- Will maintain current documentation of intern’s progress and/or difficulties in order to facilitate and necessary improvement plans or adjustments.
Role of MSU Special Education Internship Coordinator

UNIVERSITY

Liaison to teacher education
- Attend University TE Coordinator Meetings
- Represent issues related to Special Education
Follow through with reimbursement issues, placement and procedure issues

DEPARTMENT

Communicate and coordinate with Special Ed. Program Coordinators
Recruit mentor teachers for internship year
- Notify Principals
- Notify Districts and Human resources Departments
- Notify Special Ed Directors
Recruit and assign
- Interns
- Field Instructors
Orient new Field Instructors
Communicate with Special Ed faculty regarding progress of interns
Communicate with FI regarding status of Intern
Coordinate and Plan
- MT Seminar
- Intern Seminar
- Weekly Field Instructor Meetings
- Pre-Internship Meeting for New Intern Group
Plan and meet with TE advising department regarding
- New admits
- Seniors
Update yearly Internship Guide with forms, calendars, etc...
Notify MT's of meetings, Observations, seminars
Attend SE department meetings

OUTREACH

Plan and host
- Opening Day Orientation Meetings, Pre-Internship Orientation Meetings, MT Seminars, Intern seminar course speakers, SE Convocation Ceremony
Provide ongoing communication with and support of
- Interns
- Mentor Teachers
- Field Instructors
- Faculty
Review new sites for possible new partnerships for placements
Special Education Stages of Teaching

1. Orientation
Orientation includes time for the Intern to become familiar with daily routines of the classroom, MT and school. The MT conducts class as the Intern observes and identifies: skills and strategies needed for group and individual students to complete tasks, methods of pre-assessment and assessment for self-regulation of lessons. Intern asks necessary questions to help understand the MT’s instruction and strategies. Intern uses “Good Teaching” observation form and management form to focus orientation phase.

2. Assisting teaching
MT assumes responsibility for planning instruction. MT directs the intern's role and responsibility in carrying out the instructional plans.

3. Co-Planning
MT assumes responsibility for content area of instruction. MT and intern plan together the details of the instruction: goals, objectives, activities, and assessment.

4. Co-Teaching (Complementary/Parallel/Station)
The MT and intern plan together in detail content area of instruction, and identify specific roles for the intern to carry out. The MT and intern plan specific activities for the intern. The MT and intern review and adjust instruction as needed.

5. Guided Lead Teaching (Shared Teaching/Parallel)
Intern plans and teaches by taking the guidance from the MT. The intern takes initiative for instruction with approval from the MT. This step will allow interns to succeed for manageable periods, and help them raise new questions about teaching. The MT helps support the intern by helping monitor discipline and offering suggestions on areas that the intern is working on. This could include complimentary and station teaching models.

6. Lead Teaching
Interns are responsible for a substantial portion of MT’s teaching duties. During Lead Teaching, interns need support and feedback from the MT. Observations, evaluation, and feedback center on interns understanding of and performance related to the program standards and on issues of autonomy. The Lead Teaching model may include Shared Teaching and Alternative Teaching with role reversal.

NOTE: At the Lead Teaching stage interns may be teaching a full day but not necessarily be responsible for every subject for every student. MT's may wish to work simultaneously with small groups/individuals as needed.
Special Ed. Internship Placement Progression

**Weeks 1**- Intern Observe & Assist Mentor Teacher, Co-Plan/Co-Teach with (MT)

**Weeks 2 & 3**- Intern Observe & Assist MT, Co-Plan/Co-Teach 1st Subject with MT
*Special Ed. (SE) Intern placement setting-Intern Co-Plan & Assist w/ Special Ed. (SE) students or small groups
*Interns begin teaching opening/closing of the day and leadership activities

**Week 4**- Intern Co-Plan/Guided Lead-Teach (GLT) 1st Subject & Co-Plan/Co-Teach 2nd Subject
*SE Intern-Co-Plan/GLT SE students or 1st small group & Co-Plan/Co-Teach 2nd group
*1st Formal Observation of Intern by Field Instructor (FI) with lesson plan

**Week 5**- Intern Co-Plan/Lead-Teach 1st Subject & Co-Plan/GLT 2nd Subject
*SE Intern-Co-Plan/Lead-Teach SE students or 1st small group, Co-Plan/GLT SE students or 2nd small group

**Week 6**- Intern Co-Plan/Lead-Teach 1st & 2nd Subjects, Co-Plan/Co-Teach 3rd Subject
*SE Intern-Co-Plan/Lead-Teach 1-2 small groups & Co-Plan/Co-Teach SE students or 3rd small group (if applicable)

**Weeks 7 & 8**- Intern Co-Plan/Lead-Teach 1st & 2nd Subjects & Co-Plan/GLT 3rd Subject
*SE Intern-Co-Plan/GLT-Teach SE students or 2-3 small groups (if applicable)

**Week 9**- Intern Co-Plan/Lead-Teach 2 Subjects & Co-Plan/Lead-Teach 3rd Subject (if applicable)
*SE Intern-Co-Plan/Lead-Teach SE students or 2-3 small groups
*Complete Midterm Assessment Conference (AOP) with Intern, MT and FI

**Weeks 10**- Intern Co-Plan/Lead-Teaching 3 Subjects (if applicable)
*SE Intern-Co-Plan/Lead-Teach SE students or 2-3 small groups
*Intern Lead-Teaching ½ to ¾ of the day

**Weeks 11-14**- Intern Co-Plan/Continue Lead-Teaching w/ MT support for both settings
*Complete Final Review assessment conference with Intern, MT and FI (Week)

**Week 15**- Intern Continue to Co-Plan & Lead-Teach while school is still in session, slowly begin to turn over control to your MT by the end of this week
*Interns-contact your spring MT & set up visit to your new classroom & other classrooms and teachers of interest
**SPECIAL ED. INTERNSHIP RHYTHM OF THE YEAR**
(For Both Gen. Ed. & Spec. Ed. Internship Placements)

A Model for Intern Teaching Responsibilities
This diagram provides a template for planning times during the semester in which the intern will be taking a lead role in their mentor teacher's classroom. The template is based on a common school calendar, in which each semester is divided into 15 weeks of internship teaching. The timing of the various periods in this diagram is approximate. The time intervals here are suggested to allow intervals of increased teaching responsibilities. If needed, field instructors can provide helpful guidance for determining actual start and end dates of each interval as the progression may vary by intern.

<table>
<thead>
<tr>
<th>Weeks 1</th>
<th>Week 2 &amp; 3</th>
<th>Week 4</th>
<th>Week 5</th>
<th>Week 6</th>
<th>Week 7 &amp; 8</th>
<th>Week 9</th>
<th>Week 10</th>
<th>Week 11-14</th>
<th>Week 15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intern Co-Plan &amp; Lead Teach (LT)</td>
<td>Intern Begin Teaching Opening &amp; Closing of the day &amp; Leadership Activities</td>
<td>Intern Guided Lead Teach (GLT) 1st Subject or SE Interns-GLT SE students or 1st small group</td>
<td>Intern Co-Plan/Lead Teach 1st Subject or SE Interns-Lead Teach SE students or 1st small group</td>
<td>Intern Co-Plan/Lead Teach 1st &amp; 2nd Subjects or SE Interns-Lead Teach SE students or 1st-2 small groups</td>
<td>Intern Co-Plan/Lead Teach 2-3 Subjects or SE Interns-SE Interns-LEAD teach SE students or 2-3 small groups</td>
<td>Intern Co-Plan/Lead Teach 3 Subjects or SE Interns-LT SE students or 2-3 small groups *Intern Lead Teaching % to ¼ of the day</td>
<td>Intern Co-Plan/Lead Teaching 2-3 Subjects or SE students and/or SE small groups with MT support</td>
<td>Intern Co-Plan/Continue Lead Teaching while school is in session &amp; begin to turn over control to your MT by end of last week of placement in both settings</td>
<td></td>
</tr>
<tr>
<td>Intern Co-Plan &amp; Guided Lead Teach (GLT)</td>
<td>Intern Co-Plan/Co-Teach w/ MT</td>
<td>Intern Co-Plan/Co-Teach 1st Subject SE (Special Ed) Interns-Assist MT with SE students or small groups</td>
<td>Intern Co-Plan/Co-Teach 1st &amp; 2nd Subject SE Interns-SE students or 1st small group</td>
<td>Intern Co-Plan/Co-Teach 1st &amp; 2nd Subject SE Interns-SE students or 1st small group</td>
<td>Intern Co-Plan/Co-Teach 1st &amp; 2nd Subject SE Interns-SE students or 1st-2 small groups</td>
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<td>Intern Co-Plan/Co-Teach 3rd Subject or SE Interns-SE students or 3rd small group if applicable</td>
<td>Intern Co-Plan/Continue Lead Teaching while school is in session &amp; begin to turn over control to your MT by end of last week of placement in both settings</td>
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</tr>
<tr>
<td>Intern Co-Plan &amp; Co-Teach with MT</td>
<td>Intern Co-Plan/Co-Teach w/ MT</td>
<td>Intern Co-Plan/Co-Teach 1st Subject SE (Special Ed) Interns-Assist MT with SE students or small groups</td>
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<td>Intern Co-Plan/Continue Lead Teaching while school is in session &amp; begin to turn over control to your MT by end of last week of placement in both settings</td>
<td></td>
</tr>
<tr>
<td>Intern Observe</td>
<td>Intern Observe &amp; Assist MT</td>
<td>Intern Observe &amp; Assist MT</td>
<td>Intern Observe &amp; Assist MT</td>
<td>Intern Observe &amp; Assist MT</td>
<td>Intern Observe &amp; Assist MT</td>
<td>Intern Observe &amp; Assist MT</td>
<td>Intern Observe &amp; Assist MT</td>
<td>Intern Co-Plan/Continue Lead Teaching while school is in session &amp; begin to turn over control to your MT by end of last week of placement in both settings</td>
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</table>

**Fall Semester Courses**
- TE 501
- CEP 801A
- CEP 803A

**Spring Semester Courses**
- CEP 801A
- CEP 802A
- CEP 804A
## Co-Teaching Models Between General and Special Education Teachers

<table>
<thead>
<tr>
<th>Design</th>
<th>Complementary Teaching</th>
<th>Station Teaching</th>
<th>Parallel Teaching</th>
<th>Alternative Teaching</th>
<th>Shared Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Lead teacher models organization of the content.</td>
<td>Lead teacher and support teacher segment the lesson content.</td>
<td>Lead teacher and support teacher collaborate to organize the lesson content.</td>
<td>Lead teacher and support teacher make decisions about the content and organization of the lesson.</td>
<td>Lead teacher and support teacher make decisions about the content and organization of the lesson.</td>
</tr>
<tr>
<td></td>
<td>• Lead teacher identifies skills and strategies needed for groups and individual students to complete the task of the lesson.</td>
<td>Lead teacher and support teacher divide the number of stations they are responsible for.</td>
<td>Lead teacher and support teacher identify strategies needed for groups and individual students</td>
<td>Lead teacher and support teacher determine the appropriate structures for alternative remedial or enrichment lessons that would promote student learning.</td>
<td>Lead teacher and support teacher teach simultaneously to whole class.</td>
</tr>
<tr>
<td></td>
<td>• Support teacher assists.</td>
<td>Both teachers plan and organize their station activities with attention to possible group differences.</td>
<td>Lead teacher and support teacher divide the students into two groups.</td>
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</tr>
</tbody>
</table>

## Communication

| • Lead teacher conducts formal teaching. | Lead teacher and support teacher segment learning to small groups or individual at the stations they design. | Lead teacher and support teacher independently deliver the lesson plan to each of the groups. | Lead teacher conducts formal teaching. | Lead teacher conducts formal teaching. |
| • Support teacher teaches components of lessons with small groups of individuals. | | | Support teacher implements supplemental activities for the whole group, small groups or individuals before or after the formal lesson. | |
| • Support teacher provides content support to lead teacher's lesson. | | | | |

3. Both lead and support teacher conducts formal teaching.
### Co-Teaching Models Between General and Special Education Teachers

<table>
<thead>
<tr>
<th>Monitoring</th>
<th>Complementary Teaching</th>
<th>Station Teaching</th>
<th>Parallel Teaching</th>
<th>Alternative Teaching</th>
<th>Shared Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monitoring</td>
<td>• Lead teacher uses pre-assessment to determine students' need for support.</td>
<td>• Lead teacher and support teacher use pre-assessment to determine how students are selected for stations (e.g., skills, interests, random, etc.)</td>
<td>• Lead teacher and support teacher monitor their own groups of students.</td>
<td>• Lead teacher and support teacher pre-assess the students to plan for alternative lessons.</td>
<td>3. Lead teacher and support teacher pre-assess the students.</td>
</tr>
<tr>
<td></td>
<td>• Support teacher assesses students' skills and facilitates self-regulation during the lesson.</td>
<td>• Given the organizational structure and tasks of each station, assessment done by students can be used during the lesson.</td>
<td>• Lead teacher and support teacher use post lesson reflection to share their expectations using the same lesson plan with different groups of students.</td>
<td>• Lead teacher and support teacher assess the students during the formal lesson to identify students who would benefit from the alternative lessons.</td>
<td>4. Lead teacher and support teacher assess the students during the formal lesson to identify students who would benefit from alternative lessons.</td>
</tr>
<tr>
<td></td>
<td>• Students use self-assessment as they request assistance during or after a formal lesson.</td>
<td></td>
<td>• Student self-assessment and/or peer-assessment encourages students to articulate their need for alternative forms of instruction.</td>
<td></td>
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</tr>
</tbody>
</table>

### Benefits

| Benefits | Having two teachers to help individual students after the lesson is presented (individual guided practice). | Facilitates small group learning and is responsive to individual needs. The notions of "mini-lesson", "mastery learning", "accelerated learning", and other ideas that teach to many achievement levels can be readily addressed in this mode. | Parallel teaching is very helpful whenever we want to increase the likelihood of participation, publication, and sharing. Also, it allows us to work intensively with a small group of students. | Allows us to use alternative methods to re-teach or extend the lesson up or down. This model reminds us that we may need more visual, auditory, tactile, kinesthetic support to successfully communicate certain skills, concepts and ideas. | Team teaching is very powerful when the entire class is participating in a particular inquiry project like a thematic unit. |
Within the Department of Teacher Education, the Department of Special Education Teacher Preparation Program supports the standards of a strong teacher practice internship program. Our teacher preparation addresses the need for high expectations for teacher practice through the 30-week internship and intern assessment. Given the opportunity to learn and practice teaching behaviors, the standards describe expectations for special education interns. These standards describe expected performances that showed prepare the intern to undertake and to practice with the support of the teacher and the field instructor. During the fall semester, we need to see evidence that the intern is making progress in meeting the program standards. During spring semester, the intern needs to show consistent capability in implementing the standards and is ready to assume responsibilities of beginning teaching.

Department of Special Education InTasc Standards for Teacher Preparation

The transition from intern to teacher is a continuous process during the internship placement. The purpose of this assessment is to serve as a benchmark or guide in this transition. It is understood that not all objectives will be achieved at the mastery level at the end of the internship. It is the intention that this assessment will act as a guide to demonstrate growth over time of the intern during the internship.

Each intern is assessed based upon the expected standards which guide the Teacher Preparation Program. Under each standard is an explanation of the standard. Intern, Mentor Teacher and Field Instructors should indicate the current status of the intern in relation to the standard. Please indicate the level at which you believe the intern has achieved at the time of your rating.

*B*Beginning (B): The performance included some of the major elements of good teaching. The intern’s enactment of those elements vaguely resembles descriptions in the literature and lore. Some students participated in their part of the performance. [This is where we normally start when we undertake to learn to teach.]

*Expanding (Exp):* The performance included a majority of the major elements of good teaching. The intern integrated some of those elements. The intern’s enactment of those elements generally resembled descriptions in the literature and lore. Some or many of the students responded as intended, and the intern noticed how they responded. [Compared to “beginning”, “expanding” is distinct progress.]

*Refining (R):* The performance included most major elements of good teaching. The intern connected many of these elements in a coherent performance. The intern’s enactment of those elements largely resembled descriptions in the literature and lore. Many students responded in the intended way, and the intern often noticed and adapted to their responses.

*Extending (Ext):* (and rare) The performance included all major elements of good teaching, which were well integrated and sharply executed. Students and teacher interacted responsively, working together. “Ext” Extending is the performance that probationary teachers would aim to achieve consistently by the end of their third year of teaching. This code can be used by field instructors and mentor teachers to notify interns when they do something unusually well.

NOTE differences between the different ratings during the semester:

*B*-Beginning is good enough in the first lead teaching period, but not good enough at the end of each semester.

*Exp*-Expanding should become visible in the first lead teaching period and increase through the middle of the semester.

*R* Refining should become visible in the last phase of leading teaching and the intern should aim to achieve this performance consistently by the end of the semester. This will make interns “well-started novices”, who can begin full-time teaching and continue learning to teach increasingly well. *Not Observed or No opportunity to show progress (N/A)*

If a standard is not being adequately met, goal(s) should be developed to help insure that the standard will be met. The goal(s) should include a plan that specifies the cooperation of the Intern, Mentor Teacher, and Field Instructor which would assure adequate support for the intern to achieve the defined standard.
Policies

Substitute Teaching Policy

The special education intern should be able to substitute for the Mentor Teacher(s) after meeting the following criteria:

1. The completion of a successful intern midterm assessment review. This is approximately 6-8 weeks into the first semester or after the intern has had the opportunity to spend a major portion of the day in a leadership position. In a traditional setting in the second semester, the intern should be in the process of a successful assessment review before a decision is made regarding the ability to substitute.

2. The decision is based upon the mutual agreement of the Mentor Teacher, field instructor, intern and principal.

3. The MSU Teacher Preparation Program Report on Substitute Teaching by an intern must be completed and filed with the Internship Coordinator.

4. The intern must comply with district regulations governing substitution policies.

The intern shall not exceed 15 full days of substituting for the academic year. It is the intern’s responsibility to document dates and times when substituting.

Professional Days Policy

Interns, in good standing, may request two professional days each semester. These days are available for use by the intern to fulfill professional obligations and course work requirements. Professional days need to be requested in advance in order for the intern and the teacher to review schedules and plans in preparation for the intern’s absence. Some interns are reluctant to ask for the time to attend to coursework. We need to be sensitive to an intern, in good standing, and the time crunch they may feel near the end of the semester.

Professional days do not include participation at the Learning Disabilities Association Conference generally held the second Monday and Tuesday in November. Nor do professional days include the day of the MSU Job Fair which is generally during the second week in April.

Sick Days

Interns are allowed two sick days each semester. If an intern misses more than a combined four days, professional and sick, the intern will be asked to make up the missed days after the last official day of the MSU semester.

Visitation Days

Visitation days may be requested by the intern, Mentor Teacher or the field instructor. Visitation days must be requested in advance with sufficient time being allowed for the teacher to plan for the intern’s absence and for visitation arrangements to be made. Requests to visit another classroom, program, or district as deemed appropriate may be made by the intern, teacher, or field instructor. Visitation days are not counted as a part of the professional days. Generally the visitation days occur near the end of the semester when the intern is transitioning responsibility back to the Mentor Teacher.
Policy: Substitute Teaching By Interns

Approved by the Teacher Preparation APPC, 2/15/96 (Revised 10/7/97)

Because MSU’s interns have earned bachelor’s degrees and have completed 21 semester hours of professional education by the time they enter the internship, they are qualified to work as substitute teachers under Michigan’s current administrative rules.

Appointing substitute teachers is the function and responsibility of school districts. Substitute teaching can be consistent with interns’ responsibilities and progress in the teacher preparation program, but only if certain conditions are met. This policy states when MSU interns may work as substitute teachers without jeopardizing their standing in the program. Questions regarding the policy should be directed first to the leaders of MSU’s teacher preparation teams.

Interns are novices, and they face an elevated risk of mishaps in practice. For the sole purpose of educating interns, MSU takes responsibility for such internship-related mishaps through its indemnification agreements with school districts. When school districts employ interns as substitute teachers, other purposes are served, and the school districts assume responsibility for the interns as their employees.

The internship requires good working relationships among the intern, the mentor teacher, MSU’s field instructor and school liaison, and the principal of the school. Protecting those relationships is a primary consideration in applying the following policy.

1. The program for MSU interns is designed to occupy them fully during school hours from the first day that mentor teachers report to their schools at the beginning of their academic year to the last day of MSU’s academic year. That is the time frame to which this policy applies.

2. There are times when a mentor teacher reasonably may decide to leave an intern alone in charge of students for one or two hours, either to provide the intern that experience or to do other work in the school. The intern should not expect pay on those occasions; they are not instances of substitute teaching.

3. When a mentor teacher attends a meeting sponsored by MSU’s teacher preparation program, the collaborating teacher may leave the intern in charge of the mentor teacher’s classes; such meetings are an integral element of the teacher preparation program and the liability for the intern’s practice on these occasions is covered under MSU’s indemnification agreements with school districts.

4. An MSU intern may serve as a substitute teacher only for the mentor teacher with whom the intern is placed, and for a maximum of the equivalent of 15 days (i.e., 15 full days, 30 half days, or 90 one-hour periods) during the period defined in point 1, above, provided that the following conditions are met:
   (a) The intern judges that he or she is prepared to accept the responsibility of serving as a substitute teacher, and freely chooses to do so each time s/he is asked.
   (b) The mentor teacher determines that the interests of his or her pupils will be served.
   (c) MSU’s field instructor determines that the intern is making satisfactory progress in the internship, including the required coursework, and so should benefit from the experience.
   (d) The intern has been qualified and accepted as a substitute teacher in accordance with the school district’s policies and procedures, and the district thus takes responsibility for the intern’s practice when the intern works as a substitute teacher.
   (e) The substitute teaching does not interfere with the intern’s attendance at the MSU courses in which s/he is enrolled or with completion of assigned work in or related to those courses. Course instructors should not be asked to make exceptions to this condition; it is firm.
   (f) The mentor teacher’s principal is informed in advance that the intern may or will serve as substitute.

5. After an intern has been approved to substitute teach for the first time, that approval remains in force only if the conditions listed above continue to be met on each occasion that the intern substitute teaches.

6. Interns are responsible for using the “Report on Substitute Teaching by an Intern” to inform their teacher preparation teams. Teams will define their procedures for routing and filing the Reports.
REPORT ON SUBSTITUTE TEACHING BY AN INTERN

Intern’s name: _______________________________________________________________

Mentor Teacher: ___________________________  School:__________________________

Part I.  To be submitted to the Field Instructor upon initial approval to substitute teach.

*It is generally recommended that the intern’s readiness for subbing is most accurately assessed toward the end of week 8-10 of fall and spring semester. In some cases, even more time will be needed to be sure the intern is ready to take on that responsibility. Readiness is decided on a case by case basis in consultation with the intern, the mentor teacher and the field instructor.*

The undersigned agree that the following requirements have been met:

- The intern judges that he or she is prepared to accept the responsibility of serving as a substitute teacher, and freely chooses to do so.
- The mentor teacher determines that the interests of his or her pupils will be served.
- MSU's field instructor and school liaison determine that the intern is making satisfactory progress in the internship, including the required courses, and so should benefit from the experience.
- The intern has been qualified and accepted as a substitute teacher in accordance with the school district's policies and procedures.

The intern and mentor teacher further agree that the following conditions will be met:

- The substitute teaching does not interfere with the intern's attendance at the MSU courses in which s/he is enrolled or with competition of assigned work in or related to those courses.
- The mentor teacher's principal is informed in advance that the intern may or will serve as the substitute.

________________________________________________________________________
Intern's signature                Date  Mentor Teacher's signature                Date  
________________________________________________________________________
Field Instructor's signature                Date  Building Administrator's signature                Date
REPORT ON SUBSTITUTE TEACHING BY AN INTERN

Intern’s name: _______________________________________________________________

Mentor Teacher:____________________________  School:__________________________

Part II.  To be submitted to the Field Instructor at the end of each semester.

The intern substituted for the mentor teacher on the following occasions:

<table>
<thead>
<tr>
<th>Date</th>
<th>Extent</th>
<th>Signature</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Intern's</td>
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<td>signature</td>
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<td></td>
<td></td>
<td>Mentor Teacher’s signature</td>
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<td></td>
<td>Field Instructor’s signature</td>
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<td></td>
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<td>Building Administrator’s signature</td>
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</tbody>
</table>

TOTAL  _____
Special Ed. Internship Conflict Resolution Policy

If there is a conflict between the Intern and Mentor Teacher that cannot be mutually resolved, the following procedure shall be initiated:

1. The Intern or the Mentor Teacher shall notify the MSU Field Instructor of the conflict.
2. The Field Instructor will notify the Special Education Internship Coordinator of the reported conflict and will decide who will attend the initial problem solving meeting.

A meeting to discuss the concerns of all interested parties will be scheduled at a mutually agreeable time. Minimum participants included are the Mentor Teacher, Intern, and Field Instructor. The goals for this meeting shall be to:

- Share concerns
- Clarify each person’s perspective relative to the concerns
- Brainstorm possible solutions
- Develop a mutually agreed upon course of action
- Create a schedule for monitoring the effectiveness of the action plan

The committee will set a time and date to reconvene and discuss the actions taken and their effectiveness. If at a future time all members agree that the meeting is not needed, it will be cancelled.

A summary of the meeting shall be written by the MSU Field Instructor. This summary will be distributed to the Intern, Mentor Teacher, SE Internship Coordinator, SE Faculty Coordinator.

*If a decision is made to change assignments in order to resolve the conflict, persons identified above and the building administrator must be notified by the Team Coordinator.

Exigent situations:

The Intern or the Mentor Teacher shall notify the MSU Field Instructor of a violation of the Professional Conduct Standards.

The Field Instructor shall notify the SE Internship Coordinator, Special Education Faculty Coordinator, and the Teacher Education Team Coordinator.

The Special Education Internship Coordinator and Team Coordinator may decide to immediately suspend the Internship placement.

A meeting to discuss the concerns of all interested parties will be scheduled at a mutually agreeable time. The goals for this meeting shall be:

- Share concerns
- Clarify each person’s perspective relative to the concerns
- Brainstorm possible solutions
- Develop a mutually agreed upon course of action

A summary of the meeting shall be written by the Field Instructor on the nature of the exigent situation and rationale for the decision.

The committee will set a time and date to reconvene and discuss the actions taken and their effectiveness. If at a future time all members agree that the meeting is not needed, it will be cancelled.
Internship Seminar Courses, Seminar Schedule, and Monthly Calendars

Special Education Internship Seminar Courses

TE 501

The purpose of the internship and its related courses of study are to help interns be successful in meeting and demonstrating the M.S.U. Program Standards. These standards for beginning teachers assure the public and the profession that successful interns are ready to practice with autonomy in ways that are predictably constructive for young learners. The standards also reflect M.S.U.'s commitment to assuring that successful interns possess the intellectual tone for continuous learning and development throughout their professional work lives. M.S.U.'s standards are compatible and linked with both national and state standards for beginning teachers. These standards provide criteria for judging intern performance during the internship.

Program standards are as follows:
Growth and development of teacher knowledge and skills as described within the framework of the Program Standards. Interns will successfully demonstrate:

1. Model and Communicate skills for a liberal education.
2. Model and Demonstrate knowledge of subject manner and how to teach.
3. Model and Demonstrate ability to work with and respect all students.
4. Demonstrate and Maintain an organized classroom.
5. Demonstrate ability to use technology.
6. Demonstrate working and learning within the school environment.
7. Demonstrate communication with parents and community.
8. Demonstrate reflective learning as a professional.

CEP 502

The internship teaching in special education is the capstone experience in the undergraduate special education training. It is designed to help apply many of the critical skills, strategies, techniques, and ideas that have been taught during the past several years. The internship experience is a critical extension of continued professional growth and development.

Course Objectives

Upon the completion of the seminar and internship, interns should:
1. Demonstrate in their teaching the effective use of strategies and techniques related to: classroom management, seat work management, lesson presentation, time management, the creation of meaningful and purposive activities, responsive instruction, mutual dialogues, and learning community.
2. Be able to effectively and thoroughly critique and evaluate their instruction using principles of effective teaching.
3. Have numerous strategies for changing behavior as a result of adapting and modifying curriculum and instruction, creating group-based management techniques, and developing individualized behavioral plans. The intern teacher will have participated in a Behavioral Change Project, including the assessment and evaluation of an individual child, participation in a Descriptive Review Process (i.e., teacher Assistance Team Meeting), the development of a multifaceted approach to behavioral change, and examination of the effects of the intervention program. A description of the entire Behavioral Change Project will be presented in a Poster Session to faculty, colleagues, and staff in the Department of Special Education.

4. Have successfully carried out a Commitments Project that assessed a need in the school, developed a plan of implementation, carried out the plan, and assessed the effectiveness of the project. The results of this plan will be presented in a professional conference and/or to the staff at your school. This project addresses the critical importance of being a leader and a change agent in your school, while simultaneously meeting the needs of P.A. 25.

5. Have a deep knowledge of Seminar topics, including the IEPC Process, Non-Violent Crisis Intervention, Classroom Management, Co-Teaching, Innovative Technology Programs, and Job Search Skills.

6. Recognize that a critical part of our work as special educators is the ability to adapt and modify curriculum and instruction to meet the needs of individual students in both the special education and regular education classrooms.

Program Goals

1. To prepare special educators to be reflective practitioners.
2. To prepare special educators to provide quality educational services to exceptional persons in the state, region, and across the nation.
3. To prepare special educators to implement the clinical teaching model in their educational program to exceptional persons and students at-risk for academic failure.
4. To prepare special educators as resources for one another in the service of exceptional persons.
5. To prepare special educators to enter advance personnel preparation programs.
6. To prepare special educators to be critical consumers of current and emerging educational techniques and technologies.

Attendance: The seminar for special education, TE501 & CEP502 are required classes for all interns. As such attendance is expected. If an intern has more than two unexcused absences per semester, the intern may receive a not passing grade. This would equate to the intern having to repeat the internship.
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>September 1, 2017</td>
<td>Review of the Internship Year &amp; What to Expect with Lisa, Laura Tollis &amp; Leanne Zotos-No FI’s</td>
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<tr>
<td>September 8</td>
<td>FI Group Sharing Time &amp; Getting the Year Started on a Positive Note</td>
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<tr>
<td>September 15</td>
<td>FI Lesson Planning-Creating Clear Objective &amp; Connecting to your Assessments</td>
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<tr>
<td>September 22</td>
<td>FI Lesson Planning-Openings, Body of the Lesson &amp; Closings</td>
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<tr>
<td>September 29</td>
<td>Amazing Circles-Dave Kampfschulte</td>
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<tr>
<td>October 6</td>
<td>Classroom Management Speakers-Emily Kujansuu &amp; Rachel Nowak</td>
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<tr>
<td>October 13</td>
<td>FI Group Sharing Time-Placement Progress, Observations, Midterm AOP’s</td>
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<tr>
<td>October 20</td>
<td>Adam Clements-Okemos Gen Ed. Teacher &amp; MSU College of Ed. Grad, Part 1</td>
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<tr>
<td>October 27</td>
<td>Jeff Murphy-ME&amp;A Attorney &amp; Your Rights as a Teacher</td>
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<tr>
<td>November 3</td>
<td>FI Group Sharing Time-Self Reflective Video Day</td>
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<tr>
<td>November 10</td>
<td>Eric Staib-Okemos Public Schools-Personal Perspectives of Living with LD</td>
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<tr>
<td>November 17</td>
<td>1:15-2:30 pm-Resumes &amp; Portfolios-Pepa Carlson</td>
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<tr>
<td>November 24</td>
<td>NO SEMINAR-Thanksgiving Holiday Weekend</td>
</tr>
<tr>
<td>December 1</td>
<td>Anne Feldpausch-OHS SE Teacher-Creating Advocacy for students</td>
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<td>December 8</td>
<td>Visit with Former Intern-Molly Whelan &amp; Jeff Wojack</td>
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<td>Spring Semester</td>
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<tr>
<td>January 5, 2018</td>
<td>No Seminar-Interns Report to your new classrooms today!!</td>
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<tr>
<td>January 12</td>
<td>FI Group Sharing Time-New Placements, Observations, etc...</td>
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<tr>
<td>January 19</td>
<td>Literacy Mini Lessons with SE Field Instructors</td>
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<tr>
<td>January 26</td>
<td>Jackie Plascencia-Secondary SE Teacher, Sexton HS</td>
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<tr>
<td>February 2</td>
<td>Mary Dama-Former ASD Teacher &amp; MSU Field Instructor</td>
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<tr>
<td>February 9</td>
<td>Kelly Libants- Important IEP Information, Collecting Data, Writing Goals, Preparing for IEP Meetings, etc...</td>
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<tr>
<td>February 16</td>
<td>Laurie Kucher- Elem. SE Teacher, Programming for Elem. LD students</td>
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<tr>
<td>February 23</td>
<td>FI Group Sharing Time-Self Reflection Video Day</td>
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<tr>
<td>March 2</td>
<td>Adam Clements-Part 2, Job Search Tips and Advice</td>
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<tr>
<td>March 9</td>
<td>Cheri Meier-Okemos Public Schools Assistant Superintendent of HR dept.-Realistic Job Search Advice</td>
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<tr>
<td>March 16</td>
<td>FI Group Sharing Time-Building a portfolio, resumes, &amp; Interviewing</td>
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<tr>
<td>March 23</td>
<td>Assist. Superintendent of Student Services &amp; SE-Avondale/Oakland County-Marty Alwardt</td>
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<tr>
<td>March 30</td>
<td>Certification Process- Joella Cogan</td>
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<tr>
<td>April 2-6</td>
<td>Spring Break for Interns and Field Instructors-No Seminar or Classes</td>
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<tr>
<td>April 13</td>
<td>Special Ed. Parent Panel- Facilitated by Joan Van Dam</td>
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<tr>
<td>April 20</td>
<td>Intern Luncheon-11:00-12:30-Rm 252 Erickson Hall</td>
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<td>Portfolio Sharing, Interviewing &amp; Evaluations-12:45 -2:30 Rm 133D&amp;E</td>
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<tr>
<td>April 27</td>
<td>Special Ed. Convocation Ceremony- 4:30-7:00 p.m. Erickson Kiva</td>
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</table>

*All speakers and topics are subject to change due to availability and and/or conflicts during the year.*
Internship Placement Monthly Calendars August 2017-to April 2018

Monthly detailed calendars can be located at this link:

## Special Ed. Internship Monthly Highlights Calendar for 2017-20178

### August 2017

**Opening Day Orientation Meeting**
- Thurs., August 24th, 9:00-2:00 pm Erickson Hall Kiva-All Interns & Fi’s
- 11:00 am-2:00 pm-All Mentor Teacher’s encouraged to participate
- *Internship Orientation-Mandatory for All Interns!!

**Intern Pre-Internship Report Due to Spec. Ed. Coordinator** by Friday, Sept. 8th in the
- Intern Seminar Course-TE 501 D2L Dropbox
  - & Mentor Teacher (MT) prepare Letter of Introduction to parents to be sent home 1st
  - week of school
  - Intern Assist MT w/ pre-year set up & prepare the classroom for the beginning of the school year
  - MT include Intern in IEP process and communication with parent during both semesters

### September

**Week 1 - Intern Observe & Assist MT, Co-Plan/Co-Teach w/ MT**
- *Intern Obtain permission forms for video-taping & photos
  - *Intern Complete Behavior Observation Form of MT, + 2 other teachers
  - *SE Intern Placement-If appropriate review CA60’s & prepare IEPL’s, transition plans, & behavior plans for your students
  - *SE Interns- Progress monitor ST’s on a weekly basis according to the IEP to inform what changes are needed in instruction, so students can reach their individual goals

**Weeks 2 & 3 - Intern Observe & Assist MT, Co-Plan/Co-Teach 1st Subject w/ MT, Intern begin teaching opening & closing of the day
- *Intern and Fi MT Observe MT using Behavior Observation Form by 9/22/17
- *MT complete 1 Narrative Form of Intern with feedback
  - *Special Ed. (SE) Placement Intern-Co-Plan & Assist MT w/individual SE students or small groups
  - *SE Intern-Observe & preparing IEP data, observe & attend IEP & MET meetings

**Week 4 - Intern Co-Plan/Guided Lead-Teach (GLT) 1st Subject & Co-Plan/Co-Teach 2nd Subject w/ MT & Make positive contact with parents
- *Field Instructor(FI)-1st Formal Observation of Intern w/lesson plan & oral feedback

**Week 5 - Intern Co-Plan/Lead-Teach 1st Subject & Co-Plan/Guided Lead-Teach 2nd Subject
- *MT complete 2nd observation using generic observation checklist w/ feedback
  - *Generic Observation checklist will be completed electronically
  - *FI schedule Midterm Assessment of Progress (AOP) w/in next 3 weeks

**Week 6 - Intern Co-Plan/Lead-Teach 1st & 2nd Subject & Co-Plan/Co-Teach 3rd Subject if applicable
- *FI Schedule Midterm Assessment Of Progress Conference (AOP) (Meeting to be held after Fi & MT have completed 3 total observation forms)

**Weeks 7 & 8 - Intern Co-Plan/Lead-Teach 1st & 2nd Subjects & Co-Plan/Guided Lead Teach 3rd Subject if applicable
- *MT complete 3rd observation using generic observation checklist with feedback

**Week 8 - Intern, MT & Fi Complete Midterm AOP Form & AOP Conference (Intern able to sub for MT if approved by MT & FI)
- *MT assist MT with conferences & attend/assist with IEP meetings & offer appropriate feedback to parents

### October

**Week 9 - Intern Co-Plan/Lead-Teach 2 subjects (if applicable)
- *Video, Lesson Plan & Reflection Due for seminar Nov. 3rd
- *Intern, MT & Fi Complete AOP Conference with completed AOP Forms
  - (Intern able to sub for MT if approved by MT & FI)

**Week 10 - Intern Co-Plan/Lead Teaching 3 subjects (if applicable)
- *Special Lead Teacing ½ of the school day
- *MT complete 2 observation checklists by end of the semester with feedback

**Weeks 11-13 - Intern Co-Plan/Continue Lead-Teaching w/ MT
- *FI Schedule Final AOP Conference (to be completed during week 14 or 15)
- *MT begin to prepare Final AOP Form if program standards are being met

### November

**Week 13 - Intern Co-Plan/Continue Lead-Teaching w/ MT support
- *Intern, MT & Fi Complete Final AOP Form & AOP Conference
  - *MSU Teacher Recruitment Job Fair – April 2018, Date TBD
  - *MT Seminar & Appreciation Luncheon-Dec. 5th 10:00 am-2:00 pm
  - *Intern Return sub form to Fi’s-April 20th
  - *Special Ed. Intern Convocation Ceremony, April 27, 2018, Erickson Kiva Reception at 4:30 pm & Convocation Program from 5:00-7:00 p.m.

### December

**Week 14 - Intern Continue to Co-Plan & Lead Teach w/ MT support
- *Intern, MT & Fi Complete Final AOP Form & AOP Conference
  - *MT Seminar & Appreciation Luncheon-Dec. 5th 10:00 am-2:00 pm

**Week 15 - Intern Continue to Co-Plan & Lead-Teach while school is still in session & begin to turn over control to your MT by end of last week of placement
- *Interns set up visits with spring placement MT & other classrooms or teachers of interest (if applicable)

### January 2018

**Week 1 - Intern Observe, Assist MT, Co-Plan/Co-Teach w/ MT
- *Intern & MT prepare Letter of Introduction to parents

**Week 2 - Intern Observe & Assist MT w/ SE students/small groups
- *MT begin teaching opening & closing of the day

**Week 3 - MT begin to prepare Final AOP Form if program standards are being met

**Week 4 - MT complete 2 observation using generic observation checklist w/ feedback
  - (*Generic Observation checklist will be completed electronically

**Week 5 - MT complete 3rd observation using Gen. observation checklist with feedback

**Week 6 - MT complete 4th observation using generic observation checklist

**Week 7 & 8 - Intern Co-Plan/Lead-Teach SE students/1-2 small groups & Co-Plan/Co-Teach SE students or 3rd small group if applicable

**Week 8 & 9 - Intern Co-Plan/Lead-Teach SE students or 2-3 small groups
- *Intern, MT & Fi Complete Midterm AOP Form & AOP Conference (Intern able to sub for MT if approved by MT & FI)

**Weeks 10-11 - Intern Co-Plan/Lead Teaching SE students or 2-3 groups
- *MT Lead Teaching ½ of ½ of the school day

**Week 12 - Intern Co-Plan/Continue Lead-Teaching w/ MT support
- *MT Seminar & Appreciation Luncheon-March 20th 10:00 am-2:00 pm

**Week 13 - Intern Co-Plan/Lead-Teaching w/ MT Support
- *MT Seminar & Appreciation Luncheon-March 20th 10:00 am-2:00 pm

**Week 14-16 - Intern Continue to Co-Plan & Lead Teach w/ MT support and turn over control to MT by your last day on April 20th

**Week 15 - Intern Return sub form to Fi’s-April 20th
- *Special Ed. Intern Convocation Ceremony, April 27, 2018, Erickson Kiva Reception at 4:30 pm & Convocation Program from 5:00-7:00 p.m.

**Week 16 - Intern Continue to Co-Plan & Lead Teach w/ MT support
- *MT Seminar & Appreciation Luncheon-Dec. 5th 10:00 am-2:00 pm

**Week 17 - Intern Continue to Co-Plan & Lead-Teach while school is still in session & begin to turn over control to your MT by end of last week of placement
- *Interns set up visits with spring placement MT & other classrooms or teachers of interest (if applicable)

**Week 18 - Interns complete the Intern-Fiel Instructor Evaluation Form due by the end of Final exam week on Friday, May 4th at 5:00 pm
## Mentor Teacher’s Seminar Schedule

Meetings will be held at:

Central Elementary School  
3rd floor Board Room  
4406 N. Okemos Road  
Okemos, MI 48864  
517-706-5010

### 2017-2018 Special Ed. Internship Year

#### Fall Semester  December

- **Tuesday, December 5, 2017**  
  - 10:00-2:00 pm  
  - Special Ed. Faculty Member Speaker-TBD

#### Spring Semester  March

- **Tuesday, March 20, 2018**  
  - 10:00-2:00 pm  
  - Special Ed. Faculty Member Speaker-TBD
# Intern Requirements Checklist for 2017-2018

**Due by Friday, Sept. 8, 2017-2nd Seminar Class-Pre-Internship Experience**

<table>
<thead>
<tr>
<th>Completed</th>
<th>General Education Placement To Do List:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Week 1- Intern Letter of Introduction sent home to parents (must be approved by your MT)</td>
</tr>
<tr>
<td></td>
<td>Weeks 1-2- MSU Video &amp; Photo Permissions Forms sent home to parents &amp; collect</td>
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<tr>
<td></td>
<td>1st Two Weeks In Your classroom- Complete Behavior Observation Form of MT</td>
</tr>
<tr>
<td></td>
<td>Week 1-3- Complete Behavior Observation Form of 2 other teachers in your building</td>
</tr>
<tr>
<td></td>
<td>By end of week 3- Complete Behavior Observation Form of MT with FI &amp; discuss</td>
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<td>Week 4- Intern make positive contact w/ parents by an email or phone call w/ MT support</td>
</tr>
<tr>
<td></td>
<td>On-going during both semesters- Intern collect, pictures, artifacts, &amp; items for Portfolio</td>
</tr>
<tr>
<td></td>
<td>Intern Rough Draft of Resume Due to FI in seminar 2nd week of February for feedback</td>
</tr>
<tr>
<td></td>
<td>On-going during the year- Intern Edit &amp; Update Teaching Resume</td>
</tr>
<tr>
<td></td>
<td>Fall Semester-Sign up for CPR Training/First Aid Training-if needed</td>
</tr>
<tr>
<td></td>
<td>Week 7-9-Schedule Midterm Assessment of Progress (AOP) Conference w/ FI</td>
</tr>
<tr>
<td></td>
<td>Week 7-10- Intern assist MT with P/T conferences &amp; attend/assist with IEP meetings</td>
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<tr>
<td></td>
<td>Weeks 7-10- Intern assist MT &amp; provide appropriate comments &amp; feedback to parents</td>
</tr>
<tr>
<td></td>
<td>Week 8-10-Complete Midterm AOP Form &amp; complete AOP Conference</td>
</tr>
<tr>
<td></td>
<td>Substitute Teaching Form signed and given to Coordinator (After midterm)</td>
</tr>
<tr>
<td></td>
<td>Intern complete substitute tally log sheet and give to Coordinator at the end of semester</td>
</tr>
<tr>
<td></td>
<td>Nov. 3rd &amp; Feb. 23rd-Video-taped Lesson w/Lesson plan &amp; Reflection due for seminar</td>
</tr>
<tr>
<td></td>
<td>Week 9-11-Letters of Recommendation identified &amp; Requests sent out</td>
</tr>
<tr>
<td></td>
<td>Week 12-13 FI Schedule Final Assessment of Progress (AOP) Conference w/MT &amp; Intern</td>
</tr>
<tr>
<td></td>
<td>Week 14-15- Complete Final AOP Form &amp; Final AOP Conference with MT &amp; Intern</td>
</tr>
<tr>
<td></td>
<td>Week 14- Due Portfolio Presentation to share with FI group-Spring Semester, April 20th</td>
</tr>
<tr>
<td></td>
<td>Week 15- Intern Complete FI Evaluation Form-Due final exam week, Friday by 5:00 pm</td>
</tr>
<tr>
<td></td>
<td>End of April-Beginning of May-Complete On-line Application for Teacher Certification</td>
</tr>
</tbody>
</table>
Completed Special Education Placement To Do List:

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__________ Weeks 1-2- MSU Video & Photo Permissions Forms sent home to parents & collect
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__________ Week 1-3- Complete Behavior Observation Form of 2 other teachers in your building
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__________ Week 15- Intern Complete FI Evaluation Form-Due final exam week, Friday by 5:00 pm
__________ End of April-Beginning of May-Complete On-line Application for Teacher Certification
Videotaping Consent Form

My name is _____________________________________________.
I am an Intern at Michigan State University. I will be teaching lessons to your son/daughter as part of my Internship requirements. Two of my requirements involve videotaping my own teaching and evaluating it.

I need to know if you would mind if your son/daughter is a member of the group when I am videotaped. Before you give your permission, I want to assure you of two things. First, the camera will be focused largely on me and not on the students in the group. Thus, there is a good chance that your son/daughter’s face will not be visible. Second, I want you to know that the tape will be used only for instructional purposes. No data from this tape will be used to evaluate your son/daughter or make recommendations about needed programs and services.

Parent Signature:

I am willing to let my son/daughter, __________________________be a member of the teaching group which will be videotaped.

___________________________________  ______________________
Parent or Guardian’s Signature       Date

I am not willing to let my son/daughter, __________________________be a member of the teaching group which will be videotaped.

___________________________________  ______________________
Parent or Guardian’s Signature       Date

___________________________________  ______________________
Teacher Signature             Intern Signature
PHOTOGRAPH CONSENT FORM

My name is __________________________. I am an intern teacher at Michigan State University. As a part of teaching lessons to your son/daughter, I will need to take photographs of my teaching.

I would like your permission to include your son/daughter as a member of the group which I may take. These photos will be used solely by me in the completion of my teaching portfolio which is one of my course assignments.

Thank you,

____________________________________________________

Intern

Date

Parent:

I give my permission to allow my child to be photographed.

____________________________________________________

Parent

Date
## Behavior Management Observation Form

<table>
<thead>
<tr>
<th>Technique</th>
<th>Result</th>
<th>Technique</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Displays, teaches, models rules and procedures already in place</td>
<td>Asks another student to explain expectations and directions</td>
<td>Creates opportunities for student to feel capable, connected, and contributing</td>
<td>Uses clarification, redirection</td>
</tr>
<tr>
<td>Creates opportunities for student to feel capable, connected, and contributing</td>
<td></td>
<td>Refers to, cites and reteaches rules and procedures already in place</td>
<td>Asks what or how questions (“How might you solve that math problem”)</td>
</tr>
<tr>
<td>Positions self in room to provide visibility, proximity, and mobility</td>
<td>Removes distractions, reinforcement</td>
<td>Verbalizes positive reinforcement and encouragement</td>
<td>Gives choices</td>
</tr>
<tr>
<td>Identifies, labels, and acknowledges feeling</td>
<td>Whispers in student’s ear</td>
<td>Uses name in lesson</td>
<td>Gives gentle reprimand</td>
</tr>
<tr>
<td>Uses name in lesson</td>
<td></td>
<td>Uses the “look”</td>
<td>Uses stern voice</td>
</tr>
<tr>
<td>Uses the “look”</td>
<td></td>
<td>Asks question to student near inappropriate behaving student</td>
<td>Takes student aside</td>
</tr>
<tr>
<td>Moves closer to student</td>
<td></td>
<td>Briefly touches student’s shoulder or elbow</td>
<td>Gives consequences</td>
</tr>
<tr>
<td>Briefly touches student’s shoulder or elbow</td>
<td></td>
<td>Uses dues, voice, intonation to foster student selfregulation</td>
<td>Uses school school/district behavior plan</td>
</tr>
<tr>
<td>Uses dues, voice, intonation to foster student selfregulation</td>
<td></td>
<td>Uses non-verbal signals</td>
<td>Removes student from room</td>
</tr>
<tr>
<td>Uses non-verbal signals</td>
<td></td>
<td>Places notes on desk</td>
<td>Moves student to another part of room</td>
</tr>
<tr>
<td>Places notes on desk</td>
<td></td>
<td>Uses wait time</td>
<td>Uses daily contract, notes, and/or phone call to parents</td>
</tr>
<tr>
<td>Uses wait time</td>
<td></td>
<td>Uses the “I” statement</td>
<td>Other</td>
</tr>
<tr>
<td>Uses the “I” statement</td>
<td></td>
<td>Uses “broken record”</td>
<td></td>
</tr>
</tbody>
</table>

Observation setting: ________________________________________________ Date: __________

Observation setting: ________________________________________________ Date: __________
Creating a Productive Learning Environment for your Students:
Four “categories” for the interns to watch for;

1. Physical arrangement of the room - student seating, teacher desk, supplies, equipment, visual aids, and teacher created centers, etc....

2. Management procedures for students – entering/leaving class, tardies, absences, homework, turning in work, passing out supplies, rules, routines & classroom procedures, etc....

3. Behavior management of students – off-task, distracting, distracted, defiant, noisy, during transitions, etc.....

4. Participation organizers for instruction – groupings-small or large groups, cooperative learning, pairs, individual work, etc....
Generic Intern Observation Checklist

Date: _______ Subject: _______ Activity: _______ Setting: _______ # of Students: _______
Intern: ___________________ MT: ___________________ Field Instructor: ___________________

Not Meeting Expectations (N)  |  Beginning (B)  |  Expanding (E)  |  Refining (R)  |  Extending (E)  |  Not Observed/Not Applicable (N/A)

(N) (B) (E) (R) (E) (NA)

Lesson Planning:
Lesson plan completed and reviewed prior to instruction
Evidence of advance preparation and lesson organized (materials ready)
Lesson appropriate for age, grade, ability

Lesson Opening:
Signals and gains attention of students
States goals, sets purpose
Activates background knowledge (personal connection to student)  Reviews and makes connections to prior learning

Lesson Components: Presentation/Guided Practice/Individual Practice/Closing
Gives clear directions and explanations
Sets warm and positive tone
Uses "think aloud" to make visible language, practices, processes
Models learning strategies
Checks for understanding
Uses appropriate pacing and flow for lesson
Connects concepts and ideas
Provides variety of student learning structure

☐ Individual  ☐ Partners  ☐ Groups  ☐ Projects
Provides opportunity for transfer of control/apprenticeship/active student involvement
Uses appropriate audio, visual, technology equipment
Uses guided practice to actively monitor student understanding of lesson
Uses independent practice to monitor student understanding of lesson  Uses assessment to monitor and adjust lesson
Provides adequate time for closing:
• student closure  • teacher summarization  • connect lesson to future learning  • assessment

Creating and Managing Classroom Learning Community:
Maintains classroom routine (e.g. greets students, attendance, seating chart, daily reports)
Uses firm, confident voice and posture
Professional appearance
Uses specific praise appropriately to motivate and to provide feedback
Uses preventive measures/controls
Nonverbal signals/cues
"Teacher look"/hand signals/proximity/mobility/visibility
Verbal cues/signals
Specific praise statements/"broken record"/restatement of rules
Moves and positions self to effectively support lesson/activity  Implements appropriate & effective consequences/rewards

Comments:
Subject: _________________   Activity:___________________________   Setting:_______________   # of Students:______

<table>
<thead>
<tr>
<th>Statement of Objective:</th>
<th>Accommodations</th>
</tr>
</thead>
<tbody>
<tr>
<td>* Observable/Measurable (A,B,C,D)</td>
<td></td>
</tr>
<tr>
<td>* GLCE/IEP</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Materials:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>* Prepared and organized</td>
<td></td>
</tr>
<tr>
<td>* Available for all</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Opening:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>* Gain attention/motivate</td>
<td></td>
</tr>
<tr>
<td>* Activate prior knowledge</td>
<td></td>
</tr>
<tr>
<td>~ link/relate; assess; prepare for new learning (e.g. vocabulary)</td>
<td></td>
</tr>
<tr>
<td>* State goals/set purpose</td>
<td></td>
</tr>
<tr>
<td>~ explain task: why, what, how, and when for strategies</td>
<td></td>
</tr>
<tr>
<td>* Clear directions</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Presentation:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher:</td>
<td></td>
</tr>
<tr>
<td>* Variety of learning (T/S, S/S, S/T)</td>
<td></td>
</tr>
<tr>
<td>* Organizational framework</td>
<td></td>
</tr>
<tr>
<td>~ construct, clarify, and link concepts in a meaningful context</td>
<td></td>
</tr>
<tr>
<td>* Present visually, verbally, kinesthetically, real world (e.g. LESH)</td>
<td></td>
</tr>
<tr>
<td>* Model and think aloud to make visible</td>
<td></td>
</tr>
<tr>
<td>~ language practices/processes</td>
<td></td>
</tr>
<tr>
<td>~ learning strategies and adaptations (how, when and why)</td>
<td></td>
</tr>
<tr>
<td>~ organization, relationships, and clues</td>
<td></td>
</tr>
<tr>
<td>* Transfer of control</td>
<td></td>
</tr>
<tr>
<td>~ students explain, justify, clarify, etc.</td>
<td></td>
</tr>
<tr>
<td>* Clear directions</td>
<td></td>
</tr>
<tr>
<td>* Check for understanding</td>
<td></td>
</tr>
<tr>
<td>~ appropriate feedback: praise, prompt probe/question (in ZPD)</td>
<td></td>
</tr>
<tr>
<td>~ assess/error drill</td>
<td></td>
</tr>
<tr>
<td>~ monitor and adjust instruction Students:</td>
<td></td>
</tr>
<tr>
<td>* Participation</td>
<td></td>
</tr>
<tr>
<td>~ overt and active</td>
<td></td>
</tr>
<tr>
<td>~ instructional dialogue, think aloud, explain, justify, evaluate, etc.</td>
<td></td>
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</tbody>
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<table>
<thead>
<tr>
<th>Guided Practice:</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>* Activity related to presentation/objectives</td>
<td></td>
</tr>
<tr>
<td>* Active student participation</td>
<td></td>
</tr>
<tr>
<td>~ provide rationale for assignment</td>
<td></td>
</tr>
<tr>
<td>~ multi-sensory and real world</td>
<td></td>
</tr>
<tr>
<td>~ instructional dialogue</td>
<td></td>
</tr>
<tr>
<td>* Transfer of control</td>
<td></td>
</tr>
<tr>
<td>~ students explain, justify, clarify, think aloud</td>
<td></td>
</tr>
<tr>
<td>* Check for understanding</td>
<td></td>
</tr>
<tr>
<td>~ ensure high success rate</td>
<td></td>
</tr>
<tr>
<td>~ appropriate feedback: praise, prompt probe/question (in ZPD) Individual Practice:</td>
<td></td>
</tr>
<tr>
<td>~ assess/error drill</td>
<td></td>
</tr>
<tr>
<td>~ monitor and adjust instruction</td>
<td></td>
</tr>
<tr>
<td>* Management/monitoring</td>
<td></td>
</tr>
<tr>
<td>~ scan, circulate, assess, support, praise</td>
<td></td>
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</table>

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<tr>
<th>Closing:</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>* Adequate time</td>
<td></td>
</tr>
<tr>
<td>* Students summarize content and accomplishments</td>
<td></td>
</tr>
<tr>
<td>* Assess/identify new goals</td>
<td></td>
</tr>
<tr>
<td>* Link to future learning</td>
<td></td>
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<thead>
<tr>
<th>Reflection:</th>
<th></th>
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Why Do Interns Write Lesson Plans?

Interns are expected:

- to write lesson plans for every subject area that they teach during the year and interns are
- to discuss those lesson plans with their mentor teachers and field instructors before they teach them.
- to write lesson plans for every lesson that they teach during the year, and again to discuss those in advance with their MTs, and regularly with their field instructors.

Interns might wonder why they are expected to write lesson plans. In a student’s experience with teachers, it is not obvious that a teacher’s day in the classroom includes planning. Therefore, it might be difficult for some interns to regard planning as being part of a teacher’s work. A given intern might see that her mentor teacher does not commit much of her plans to writing (or perhaps does not commit as much to writing as she did earlier in her career). Thus, interns may wonder why they are expected to plan thoroughly and extensively—on paper.

Particularly at the beginning of one’s teaching career, it is important to plan instruction carefully and to evaluate and reflect upon instruction thoroughly. One major benefit of careful planning and thorough reflection is that it helps to build good teaching habits, and to give the teacher a measure of control over those habits, thus increasing the teacher’s capacity to serve her or his students. Writing out plans also helps novices who are not used to thinking of all the details necessary to carrying out a successful lesson be thorough about all aspects that require attention.

During the internship year, an intern’s lesson plans also serve to inform the mentor teacher and the field instructor about the intern’s intentions, so that they can better help the intern to act on those intentions—or to reconsider them. Access to interns’ thinking about lesson plans is a key way MTs and field instructors identify interns’ strengths and problem areas and help interns further develop the knowledge, skills and dispositions they need to meet the Teacher Preparation Program Standards.

Finally, recall that the mentor teacher is the teacher of record for the class, the one who will be held responsible for it. Therefore, the MT needs and deserves to be informed, in advance and in some detail, what is going to be done with that class, and why. That information can be provided efficiently in unit and/or lesson plans.

Lesson Planning Guide: Key Questions to Consider while Planning

Figuring out the “big picture”

- What do I know about this content and what do I need to learn in order to teach it?
- What are the “big ideas” that I want students to learn?
- How are these big ideas connected to each other (draw a concept map)?
• How does this content connect with students? What do different students already know about this? How does it enter their lives? How can I find out?
• Based on the above, what will be the objectives and main ideas for the unit? (Consult standard documents, district objectives.)
• What central problem or question will connect all the lessons in this unit? What is the desired student response to this question?
• Why is the selected content important for students to learn?
• What resources (books, audiovisuals, magazines, museums, computer programs, web sites, etc.) are available to support my teaching and students’ learning? How good are they?
• How will I assess student learning throughout the unit and in some kind of culminating activity (pre and post-tests, projects, assignments)?
• Does my assessment match the objectives and central problem or question? How will I document and analyze the students’ response to these assessment strategies.

**Instructional Plan**

• What are some activities/tasks that I can engage students in that will promote their learning and growth (e.g., conceptual change, in-depth understanding of key concepts, strategic use of skills and strategies)?
• Which activities are likely to have the most impact on my students’ understanding?
• How do activities that I am considering match to the unit objectives? Do I address each objective in multiple lessons/activities to give students adequate time and support to really understand?
• What sequence of activities will best support students in undergoing significant change in their knowledge and understanding (Consider a conceptual change instructional model for some subject matter areas: elicit students’ ideas to the central question, let students explore their own ideas, provide activities to challenge students to change and expand their initial ideas, explain new ideas, give students multiple chances to apply and use new ideas, engage students in reflecting on their learning and growth.)

**Designing daily lesson plans**

• What do I want students to learn from this lesson?
• Is the lesson developmentally appropriate?
• How can I help students see the links between this activity and other lessons? Does the activity clearly link to previous and future activities?
• What will be easy or hard for students? How will I accommodate individual differences? (See section below on “Making Decisions about Adaptations” and “Putting it Together”)
• How will I engage students in learning?
• How will I start?
• What teaching strategies will I use?
• What activities will students engage in? Why?
• How much time will be devoted to different parts of the lesson?
• What directions will I need to give, and how should I present them?
• What questions should I be prepared to ask? How might students respond?
• How will students represent their learning?
• What classroom management issues do I need to consider and plan for (organization of groups, procedures, transitions, handling student lack of cooperation, etc.)?

Reflecting while teaching

• What are different students learning or misunderstanding? What evidence do I have?
• What kind of records should I keep to help me assess student learning throughout the unit/lesson?
• Where do we go next? What are some of the alternatives and what reasons do I have for choosing a particular course of action?
• How can I take into account differences among students and promote genuine learning for all?
• In what ways can I better engage students who are not cooperating? What can I learn about them that will help me?

Reflecting after teaching a unit

• How can I best analyze my students’ learning from this unit?
• What did I learn about my students, content, and myself as a teacher?
• What went well? What were the surprises?
• What would I do differently and why?
• What do I need to learn more about?

Making Decisions About Adaptations

• Before you can make decisions about adapting curriculum, you need to have a basic understanding of the nature of specific disabilities. Let your Collaborating Teacher and/or Field Instructor know if you need more information.
• It is essential that you be clear about your lesson objectives before you begin thinking about adaptations.
• You need to determine what tasks, skills, background knowledge are necessary for the completion of the lesson: psychomotor, cognitive, and affective.
• There are different areas where adaptations can be considered. The teacher can make changes in the way the lesson is taught, the materials that are used, the structure of the classroom, and the way the objectives are demonstrated to meet the needs of students with disabilities.
Putting It Together: Essential Questions for Adaptations

Based on the items above, a teacher who is thinking about making adaptations can follow these steps:

• What do I want the students to learn and be able to demonstrate from this lesson?
• What are the tasks/skills/background knowledge needed for the completion of this lesson?
• What are the student’s strengths and weaknesses?
• What tasks/skills/background knowledge will be challenging for the student?
• How can the student make use of his/her strengths?
• What components of the lesson need to be adapted?
• In what ways can these adaptations be made?
• Having decided my plan for making adaptations, will the student be able to meet lesson objective?

Keep in Mind....

It’s easy to come up with plans for making adaptations that allow the student to complete the lesson but ignore the objective. Be careful...

There may be lessons where it will be the objective that needs to be adapted. For example, if the objective calls for the student to demonstrate abstract reasoning, a student with a mental impairment may need to meet a more concrete version of the objective.
The transition from intern to teacher is a continuous process during the internship placement. The purpose of this assessment is to serve as a benchmark or guide in this transition. It is understood that not all objectives will be achieved at the mastery level at the end of the internship. It is the intention that this assessment will act as a guide to demonstrate growth over time of the intern during the internship.

Each intern is assessed based upon the standards which guide the Teacher Preparation Program. Under each standard is an explanation of the standard. Intern, Mentor Teacher and Field Instructors should indicate the current status of the intern in relation to the standard. Please indicate the level at which you believe the intern has achieved at the time of your rating.

*There will be a new Midterm & Final Assessment of Progress Evaluation Form coming out this fall semester and the form will be completed electronically in LiveText by Intern, Mentor Teacher and Field Instructor using a LiveText ID and password. Stay tuned, more details will follow this coming fall!!