

Auburn University
Department of Special Education, Rehabilitation, and Counseling

1. COURSE NUMBER: RSED 7926 (Special Education)

Course Title: INTERNSHIP
Credit Hours: 9
Prerequisites: *Alternative Students, COE Internship Admission Requirements*
Co-requisite: none
Term: Spring 2014

<u>University Supervisor</u> Dr. AmySue Reilly reillam@auburn.edu In case of absence please notify me by: 7:30 am @ 334-332-0361	Graduate Teaching Assistant
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2. DATE SYLLABUS PREPARED: Updated January 2014

3. TEXTS: College of Education Internship Handbook

4. COURSE DESCRIPTION: Comprehensive on-the-job experiences with individuals with disabilities in a school, college or community-based social service setting. Intensive supervision of student's application of cumulative learning from rehabilitation or special education preparation program.

5. STUDENT LEARNING OUTCOMES: This course is a semester-long field-based laboratory experience. The specific objectives are related to the specific needs and placements of individual students, as well as the specific programs.

Based upon ASLDE standards, the student will:

1. Develop, select, administer, and interpret formal and informal assessments; 34(1)(b)1
2. Translate assessment information into functional long-term goals and short-term benchmarks; 34(1)(b)2
3. Implement or assist other teachers in implementing the student's individualized education program, by selecting, developing, and using appropriate instructional techniques and methods, ongoing measurement techniques, media and materials, equipment, including assistive technology devices, technology devices, technological advances, and support personnel; 34(1)(b)3
4. Continuously analyze the effectiveness of the individualized education program and make appropriate modifications; 34(1)(b)4
5. Select and implement research-based curricula and practices related to the core components of reading such as explicit and direct instruction and appropriate grouping; 34(1)(b)5
6. Utilize effective teaching strategies designed to promote learning and improve student achievement; 34(1)(b)6
7. Modify methods, materials, and equipment to meet student needs; 34(1)(b)7
8. Implement research-based behavior management techniques and practices that include school-wide, classroom, and individual proactive positive behavior supports; 34(1)(b)8
9. Plan and facilitate transition programs within and outside the school setting; 34(1)(b)9
10. Effectively communicate the goals of the instructional program to the student, the student's primary caregivers, and appropriate professionals; 34(1)(b)10

11. Design and implement programs that reflect knowledge, awareness, and responsiveness to diverse cultures, including cultural and socioeconomic factors; 34(1)(b)11
 12. Work effectively with members of the instructional team and professionals from related fields. 34(1)(b)12
- **Faculty.** A specialist with identifiable appropriate expertise is required in each special education teaching field. 34(2)

In the Early Childhood Special Education program, the student will:

1. Plan, implement, and evaluate programs designed to meet the special needs of children with disabilities from birth through age eight; 37(2)(b)1
2. Provide developmentally appropriate programs for infants and young children with disabilities; 37(2)(b)2
3. Consult with parents and other family members in their efforts to understand, accept, and provide care for the young child with special needs; 37(2)(b)3
4. Work collaboratively with members of an interdisciplinary team in assessment and intervention efforts; 37(2)(b)4
5. Adapt methods and materials to the needs of children with varying exceptionalities from birth through age eight; and 37(2)(b)5
6. Use observational/assessment techniques and instruments appropriate for children with varying exceptionalities from birth through age eight. 37(2)(b)6

In the Collaborative Teacher (K-6) program, the student will:

1. Assess students' needs in order to plan an individualized education program appropriate for classroom instruction; 35(1)(b)1
2. Create an optimal learning environment by utilizing, evaluating, modifying and adapting the classroom setting, curricula, teaching strategies, materials and equipment; 35(1)(b)2
3. Utilize practices to encourage family support in the student's program; 35(1)(b)3
4. Assist in the evaluation and implementation of assistive technology; 35(1)(b)4
5. Collaboratively utilize and evaluate the effectiveness of a variety of instructional strategies to facilitate the student's attainment of goals and objectives; 35(1)(b)5
6. Implement appropriate behavioral interventions based on a functional analysis of behavior; 35(1)(b)6
7. Build student's communication abilities and social interaction skills through the development of appropriate language and conversational skills; 35(1)(b)7
8. Plan and implement an instructional program for grades K-6 using the Alabama courses of study for mathematics, English language arts, social studies and science; 35(1)(b)8
9. Develop and implement appropriate school healthcare plans and specialized instructional and therapeutic techniques including physical and behavior management; 35(1)(b)9
10. Implement a variety of validated, research-based reading programs selected to meet the needs of students and including the strategies recommended in the Alabama Reading Initiative publications including Essential Skills of Teachers of Reading; 35(1)(b)10
11. Teach developmental stages of writing and spelling including the writing process; the stages of prewriting, drafting, revising, editing, and publishing; and writing across the curriculum; 35(1)(b)11
12. Use peer and teacher conferencing and rubric assessment to help students edit and revise their writing. 35(1)(b)

In the Collaborative Teacher (6-12) program, the student will:

1. Assess students' needs and personal preferences in areas such as communication, cognition, motor, self-help/adaptive, social/emotional, functional life skills, and vocational skills in order to plan an individualized educational program for instruction. 36(1)(b)1
2. Utilize practices for facilitating student self-determination and enlisting the support and participation of families in the student's educational program. 36(1)(b)2

3. Create an optimal learning environment by collaboratively utilizing, evaluating, modifying and adapting the classroom setting, curricula, teaching strategies, materials, and equipment. 36(1)(b)3
4. Plan and implement an instructional program in the areas of general and functional academics, social, vocational, independent living, and leisure skills. 36(1)(b)4
5. Plan and implement work-based learning programs (such as on-campus work experiences, community-based work experiences, and work place mentoring) to foster the development of work place competencies and career goals. 36(1)(b)5
6. Participate in collaborative teaming approaches for the purpose of decision-making related to instruction, curriculum, social interactions, and interagency collaboration with school and agency staff, students, and family members. 36(1)(b)6
7. Create effective linkages between students and post-secondary educational institutions and/or the business community to transition students to future environments. 36(1)(b)7
8. Develop and implement appropriate school healthcare plans and specialized instructional and therapeutic techniques including physical and behavior management. 36(1)(b)8
9. Implement appropriate behavioral interventions based on a functional analysis of behavior. 36(1)(b) 9
10. Implement a variety of validated, research-based reading programs selected to meet the needs of students and including the strategies recommended in the Alabama Reading Initiative publications including Essential Skills of Teachers of Reading. 36(1)(b)10
11. Teach developmental stages of writing and spelling including the writing process; the stages of prewriting, drafting, revising, editing, and publishing; and writing across the curriculum. 36(1)(b)11
12. Use peer and teacher conferencing and rubric assessment to help students edit and revise their writing. 36(1)(b)

6. **COURSE CONTENT:** *Dates and times are subject to change.*

Date	Description
Wednesday 1/8/14	First day of internship
Saturday 1/11/14	1st Meeting: Welcome; Syllabus; Questions; Upcoming Assignments: Emerg. Contact Info, Wkly Sched., School Emerg. Info., Lab student responsibilities, & Data Collection
WEEKLY MEETINGS 1 st & 3 rd Wednesdays of each month Time TBA, additional meetings may be scheduled as needed	DUE: Attendance Verification, Data Collection (data, graphs, and narrative) <u>NOTE:</u> <ul style="list-style-type: none"> • Love Your Heart Run is February 22. • Transition Conference is Monday March 3rd and Tuesday March 4th. • COE Interview Day: ¾ 8:00 – 3:00
Monday 4/28/14 Time TBA HC 1234-B	EXIT MEETING DUE: Hard copies of Internship Verification; Final Attendance Verification, Evaluations, PWS, Independent Teaching Lesson Plans & Reflections, Exit Survey verification

7. **REQUIREMENTS:** *Students are required to adhere to the negotiated requirements with their internship site.*

- Students will be placed in either an early childhood special education school-based internship site, an elementary or secondary site, or both an elementary and a secondary school-based internship site (each for half of the semester), depending on type of certification sought. Students should follow the schedule of their cooperating teachers including school-related activities before and after school and weekends (i.e. PTO, Fall Festivals, Professional Development, etc.). **Students will follow the calendar of the school system, not the calendar of Auburn University.**
- **Students will keep a log of clock hours and activities associated with the internship** (form on Canvas). **The cooperating teacher must initial** weekly and sign the log at the end of each placement. **Copies of the attendance log are to be shown to the student's university supervisor at**

each meeting. A final copy will be turned in at the end of the semester.

- Most assignments will be submitted via Canvas. A few assignments will be shown to the supervisor on a weekly basis in meetings. A few will be emailed via tigermail. Details are included in the Assignments/Evaluations Table on the following pages.
- **Failure to complete assignments will cause student to receive an unsatisfactory grade in internship.** All assignments must be in the 97- 2003 compatible Microsoft Word or .pdf format. Assignments are to be revised until considered satisfactory by supervisor. Revisions are due three days from the date suggestions/corrections are sent back to you. **Please combine .pdf files of observations into 1 document per observation form and ensure scanned documents are rotated so they are in the proper orientation for viewing. You must check your assignments on Canvas daily.**
- The intern should be allowed a certain amount of observation time (*one week recommended*) in order to familiarize himself or herself with the students and the setting. Then, he or she should be ready to assist the teacher for a short period utilizing the cooperating teacher's lesson plans (*one-two weeks recommended*). Finally, the intern student should be ready to "take over" (*e.g., write their own lesson plans as well as implement those plans*). Use the *AU Lab Student Responsibilities* form to plan this with your teacher.
- Each student will be assigned a University Supervisor, who will make a *minimum* of three on- site visits during the semester. The intern must check tigermail and Canvas accounts at least once daily. The intern must call his/her supervisor on the cell number provided on the day of scheduled observations if there is a change of location or situation that might impact the observation. If you have questions or concerns please contact your supervisor or Mrs. Schweck.
- **The assignments attached to this internship will either be checked off or turned in for review to the student's university supervisor. If the cooperating teacher feels that the specific nature of the intern placement warrants adaptations or modifications of any of these assignments, he/she should contact the instructor or university supervisor and new requirements will be established according to the unique characteristics of that particular setting. See following Table.**

RSED 7926 Assignments and Evaluations			
Assignment	Description	Possible Points	Earned Points
Memorandum of Understanding All RSCG/RSEG DUE: 1/27	Interns must sign the <i>Memorandum of Understanding</i> and submit on Canvas (form on Canvas).	All RSCG and RSEG No points. Must submit to begin internship.	n/a
Attendance Verification <i>Form on Canvas</i> All RSCG/RSEG DUE: Final copy on Canvas 4/21	Complete the attendance verification form daily. Have your teacher initial it weekly and sign the bottom when you fill a page. You will show it to your supervisor at each meeting, submit the final version on Canvas, and submit a hard copy at your SERC exit meeting.	All RSCG and RSEG 100 points	/100

Emergency Contact Information <i>(Form in Internship Handbook)</i> RSCG (K-12) DUE: Site 1: 1/27 Site 2: 3/3 RSCG (K-6) or (6-12) and RSEG DUE: 1/27	Complete the entire form. Turn in as directed in the internship handbook. Give a copy to your school secretary, cooperating teacher, and University supervisor. Scan in and attach to the assignment link in Canvas.	<i>RSCG(K-12)</i> 2@50 pts each <i>RSCG (K-6) or (6-12) and RSEG 1@ 50 pts</i>	/100 /50
Weekly Schedule <i>(Form on Canvas)</i> RSCG (K-12) DUE: Site 1: 1/27 Site 2: 3/3 RSCG (K-6) or (6-12) and RSEG DUE: 1/27	List all of the times you will be at your internship site, what you will be doing (generally) during those times, teacher name(s), and room numbers where you will be located. Submit on Canvas. If, at any time, your schedule changes please email your new schedule to your supervisor ASAP via Canvas.	<i>RSCG(K-12)</i> 2@50 pts each <i>RSCG (K-6) or (6-12) and RSEG 1@ 50 pts</i>	/100 /50
Contact Information <i>(Form on Canvas)</i> RSCG (K-12) DUE: Site 1: 1/27 Site 2: 3/3 RSCG (K-6) or (6-12) and RSEG DUE: 1/27	Personal contact information (phone #, email address), teacher contact information (school #, email address), name of school principal, any days during the semester you will not be following the regular schedule. Submit on Canvas.	<i>RSCG(K-12)</i> 2@50 pts each <i>RSCG (K-6) or (6-12) and RSEG 1@ 50 pts</i>	/100 /50
School Emergency Information RSCG (K-12) DUE: Site 1: 1/27 Site 2: 3/10 RSCG (K-6) or (6-12) and RSEG DUE: 1/27	For each site, make copies of the school's emergency information (i.e. weather, fire, intruder, bomb, etc.) to keep in your portfolio. You should have all necessary information so that you could respond independently in the case of an emergency situation. Scan the information and submit on Canvas.	<i>RSCG(K-12)</i> 2@50 pts each <i>RSCG (K-6) or (6-12) and RSEG 1@ 50pts</i>	/100 /50
Lab Student Responsibilities <i>(Form on Canvas)</i> RSCG (K-12) DUE: Site 1: 1/27 Site 2: 3/10 RSCG (K-6) or (6-12) & RSEG DUE: 1/27	Complete this form at each site with your teacher to designate what is expected of you throughout your placements. It is acceptable to plan multiple weeks at a time. At a minimum, you should submit a week in advance. It is acceptable for revisions/updates to be made to it. You and your teacher must initial each revision/update. Submit on Canvas.	<i>RSCG(K-12)</i> 2@100 pts each <i>RSCG (K-6) or (6-12) and RSEG 1 @ 100pts</i>	/200 <div style="background-color: #cccccc; width: 100px; height: 100px; margin: 0 auto;"></div> /100

Teacher/Intern Conference Forms <i>(Form on Canvas and in internship notebook)</i> All RSCG and RSEG DUE: Every Monday beginning 1/20 by 8:00 a.m.	Submit via Canvas by 8:00 a.m. on Mondays. You and your teacher should complete this form together. Your teacher will record Observations. These can be notes they jot down throughout the week to provide you with specific feedback about your performance. You will document Reflections based on your discussion with your teacher regarding the feedback. You and your teacher must sign and date.	<i>All RSCG and RSEG</i> 25 points each	/325
Resume All RSCG AND RSEG DUE: 2/3	Write a resume for the purpose of obtaining a teaching job. Submit on Canvas. <i>COE Interview Day: 3/4 8:00 – 3:00</i>	<i>All RSCG and RSEG</i> 50 points	/50
Special Education Paperwork & Data Collection <i>(Forms on Canvas)</i> <i>All RSCG and RSEG DUE:</i> Part 1: Weekly at meetings beginning week of 2/3 Parts 2 and 3: ongoing	Part 1: Review special education paperwork including student goals and objectives. Collect data weekly on goals of your teacher's choosing either using his/her current data collection system or develop a new one. Then graph data each week and analyze patterns. Include written narrative notes. This assignment is to be completed weekly starting week 4 and shown to supervisor at meetings. You will bring graph, actual data, and written narrative notes. You will also document your participation on form with your teacher(s). Part 2: Participate in the development of Special Education Paperwork (<i>i.e. meetings, writings, drafts, and trainings</i>). Document participation on the form with your teacher(s).	<i>All RSCG and RSEG</i> Data: 12 weeks @ 50 pts each Teacher documentation form: 500 points	/1100
Part 4: 4/21	Part 3: Enter information into WebSets. Document participation on the form with your teacher(s). Part 4: Complete Special Education Paperwork Documentation Form with your teacher(s). Submit on Canvas.		
Effective Linkages (RSCG K-12 Secondary Site Only & RSCG 6-12) DUE: Site 1: 1/27 OR Site 2: 4/7	Discuss with your cooperating teacher how special educators at your internship site help students make linkages to colleges, employment, and community agencies and/or their next school environment. Write a one-page summary of what is currently being done at your school. Develop an activity of your own to establish effective linkages. Describe the activity in a minimum of one typed page. Submit on Canvas.	<i>RSCG (K-12 and 6-12)</i> 1@ 50 pts <i>RSCG (K-6) and RSEG n/a</i>	/50

<p>Lesson Plans/ Independent Teaching (Forms on Canvas) All RSCG and RSEG Lesson plans due to supervisor Thursday prior to implementation by 6 p.m. via tigermail.</p> <p>Must be approved by cooperating teacher prior to this.</p> <p>Reflections due the Monday following implementation via tigermail by 8 a.m.</p> <p><u>20 days required</u> Additional days of independent teaching and use your teacher's lesson plan format in place of the one provided.</p>	<ul style="list-style-type: none"> • Write lesson plans for ALL activities during your 20 days of independent teaching using the Alabama Course of Study, The Extended Standards, the Skills of Teachers of Reading, and/or curriculum-based assessments introduced to you in your courses. Lesson plans should be written on the lesson plan form provided on Canvas. <i>Lesson plans must be approved by your cooperating teacher, and electronic copies must be turned in to your supervisor by the Thursday before you teach the lesson.</i> An alternate format is available for inclusion and resource settings. Please see your supervisor for details. • Reflect on each lesson you teach during your 20 days of independent teaching using a journal format (typed or handwritten). Reflections are due the Monday following each independent teaching week. Ask your cooperating teacher to complete a Classroom Observation for at least 1 lesson at each site. • Lesson plans and reflections are to be submitted to your supervisor via tigermail. In addition, hard copies will be turned in at the end of the semester. 	<p>All RSCG and RSEG</p> <p>50 points a day</p>	<p>/1000</p>
<p>DE SS FOUR 15 min Video Taping of Teaching Lesson Plans</p> <p>DUE @ 6 pm on</p> <p>1st due Feb 3 2nd due Feb 24 3rd due Mar 17 4th due Apr 7</p>	<p>*** If any of the four required "15 min Video Tapes of Teaching Four Lesson Plans" are late or all components listed below are not completed and submitted, student could receive a grade of "U". 1st, 2nd, 3rd, and 4th 15 min Video Tapes of Teaching Lessons and Lessons Revised after self-evaluation and discussion w Cooperating Teacher.</p> <p><u>1st, 2nd, 3rd, and 4th 15 min Video Tape of Teaching Lesson</u></p> <ul style="list-style-type: none"> • Intern will video tape him/her teaching 15 min lesson plan. • Intern will have lesson plan nearby to edit as teaching; • Intern will include the following components in 15 min video tape: <p><u>20 points</u></p> <ul style="list-style-type: none"> • Intern will teach <i>Introduction of Content</i> to SS; • Intern will model for SS and have SS <i>demonstrate</i> back to Intern what SS' are learning. <i>Checking for understanding, clarification, & reteaching</i>; • Intern will <i>demonstrate evaluation technique</i> to verify that SS are learning content information; <p><u>20 points</u></p> <ul style="list-style-type: none"> • Intern will review and self-evaluate his/her 15 min video tape of lesson; • Intern will discuss self-evaluation with Cooperating Teacher; • Intern will seek input and feedback from Cooperating Teacher; <p><u>10 points</u></p> <ul style="list-style-type: none"> • Intern will submit self-evaluation Canvas & Cooperating Teacher's input; • Intern will submit Lesson Plan <i>used with revisions</i> and input on it to Canvas; • Intern will mail DVD to University Supervisor following self review & evaluation w Cooperating Teacher. 	<p>50 points each TOTAL of 200 pts</p> <p>Intern will</p> <p>Teach four components of Lesson Plan design</p> <p>Edit Lesson Plan;</p> <p>Take data during video tape;</p> <p>Self-evaluate tching;</p> <p>Discuss self-evaluation w Cooperating Teacher;</p> <p>Seek feedback from Cooperating Teacher;</p> <p>Submit self-evaluation w Cooperating Teacher'</p> <p>Mail each of the four lesson plans on DVD to AU Supervisor.</p>	

<p>Cooperating Teacher Evaluations <i>Forms in Internship Handbook and on Canvas</i></p> <p>All RSCG and RSEG DUE: 1st Quarter– 2/3 2nd quarter/Midterm – 3/3 3rd Quarter – 3/31 4th quarter/Final –4/21</p>	<ul style="list-style-type: none"> • 4 Professional Dispositions – completed by special education cooperating teacher (<i>with input from general education teachers if appropriate</i>) <ul style="list-style-type: none"> • 1nd Quarter • 2nd Quarter/Midterm • 3th Quarter • 4 Quarter/Final <p>**It is expected that students will demonstrate acceptable Professional dispositions throughout their internship. ** If, at any time, there is concern about a student’s professional disposition, the student will be notified through the professional dispositions evaluation. All subsequent professional dispositions evaluations must be acceptable in order to pass internship, regardless of the total accumulated points at the end of the semester.</p> <ul style="list-style-type: none"> • 4 Classroom Observations <ul style="list-style-type: none"> • 1nd Quarter • 2nd Quarter/Midterm • 3th Quarter • 4 Quarter/Final <p>* Ideally, 2 of these are during independent teaching.</p> <ul style="list-style-type: none"> • 2 Clinical Competencies (<i>use same form for both ratings</i>)_{nd} <ul style="list-style-type: none"> • 2th Quarter/Midterm • 4 Quarter/Final 	<p><i>All RSCG and RSEG:</i></p> <p>Professional Dispositions 1200 points total (teacher and supervisor evaluations combined)</p> <p><i>Classroom Observations 60 each (TOTAL:240 pts)</i></p> <p><i>Clinical Competencies 25 points each (TOTAL: 50 points)</i></p> <p><i>AU Educate Alabama Internship Assessment</i></p>	<p>/1200</p> <p>/240</p> <p>/50</p>
<p>Cooperating Teacher Evaluations <i>Forms in Internship Handbook and on Canvas</i></p>	<ul style="list-style-type: none"> • <u>AU Educate Alabama Internship Assessment Form</u> <ul style="list-style-type: none"> ○ 2nd Quarter/Midterm ○ 4th Quarter/Final <p><u>Provide blank evaluations to your cooperating teacher(s) at least a week in advance.</u> <i>If co-teaching, general education teachers should evaluate performance in the classroom also (using the Classroom Observation Form).</i></p>	<p>468 points each (TOTAL: 936 pts)</p>	<p>/936</p>
<p>Self-Evaluations <i>(Forms on Canvas)</i></p> <p>All RSCG and RSEG DUE: See dates in next column</p>	<ul style="list-style-type: none"> • Initial Self-Assessment (COE handbook) DUE on Canvas: 1/27 • Semester Goals first half DUE on Canvas: 2/3 • Reflection of Semester Goals for first half DUE on Canvas: 2/24 • Semester Goals second half DUE on Canvas: 3/10 • Reflection of Semester Goals for second half DUE on Canvas: 4/21 	<p><i>All RSCG and RSEG</i> 25 points each TOTAL:125</p>	<p>/125</p>

<p>Supervisor Evaluations</p> <p><i>All RSCG and RSEG</i></p> <p>1st Quarter – 2/3</p> <p>2nd Quarter/Midterm - 3/3</p> <p>3rd Quarter– 4/7</p> <p>4th Quarter/Final- 4/21</p>	<ul style="list-style-type: none"> • 4 Professional Dispositions <ul style="list-style-type: none"> • 1st Quarter • 2nd Quarter/Midterm • 3rd Quarter • 4th Quarter/Final <p><i>**It is expected that students will demonstrate acceptable Professional dispositions throughout their internship. If, at any time, there is concern about a student's professional disposition, the student will be notified through the professional dispositions evaluation. All subsequent professional dispositions evaluations must be acceptable in order to pass internship, regardless of the total accumulated points at the end of the semester.</i></p> <ul style="list-style-type: none"> • 3-4 Classroom Observations <ul style="list-style-type: none"> ○ <i>In class observations (both sites) dates TBA; dates in left column are guidelines for planning</i> 	<p><i>Classroom Observations 60 points each (TOTAL 240 points)</i></p>	<p>/240</p>
<p>PWS (See Internship Handbook)</p> <p><i>All RSCG and RSEG</i></p> <p>Final version Due: 3/3 (option for students with split placements)</p> <p>Or 4/21</p>	<p>Students must complete a minimum of one PWS during one week of independent teaching. Ideally, your supervisor will be present to observe one lesson during your PWS. However, it is also acceptable for your cooperating teacher to observe one if necessary.</p> <p>Part 1: Responses to planning questions and lesson plans due to supervisor at least one day before observation via tigermail.</p> <p>Part 2: Implement PWS instruction</p> <p>Part 3: Respond to prompts for remaining PWS questions. Submit complete PWS (<i>lesson plans; responses to planning, implementation, reflection, and analysis questions; classroom observation form(s), and data from PWS</i>) due a week from implementation on Canvas.</p> <p>Part 4: After complete PWS has been reviewed, revised, and considered complete by supervisor, students will submit the entire PWS (<i>lesson plans, responses to all questions, classroom observation form(s), and data</i>) on TK20. This must be done by 4/21/14.</p> <p>NOTE: The PWS usually easier to complete in elementary special education settings than secondary special education settings. Supervisors may require additional PWS to be completed if necessary. <i>PWS scored using the College of Education PWS Rubric.</i></p>	<p><i>No points – MUST have to pass</i></p> <p><i>No PWS = No pass</i></p>	
<p>Internship Verification Form (Form on Canvas)</p> <p><i>All RSCG and RSEG Due: 4/21</i></p>	<p>Intern must complete ALL necessary demographic information for the intern, teachers, and supervisor. Intern must also keep track of all observations and dates of independent teaching. Cooperating teacher(s) will sign off at the end of the placement(s). The ORIGINAL document must be turned in with ALL ORIGINAL signatures.</p>	<p><i>No points – MUST have to pass</i></p> <p><i>No form = No pass</i></p>	

Program Exit Surveys All RSCG and RSEG Due: 4/24	A link to a survey will be emailed to you near the end of the semester. You must complete the survey and turn in the submission page for verification with your hard copies at the end of the semester. You must also complete COE survey(s) in TK20 or other locations (<i>i.e. Cooperating teacher survey, diversity survey, etc.</i>).	No points – <i>MUST</i> have to pass	
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8. GRADING AND EVALUATION: Grades will be either **S** (satisfactory) or **U** (unsatisfactory).

Evaluation will occur based on observational ratings given by the course instructor and the on-site supervisor as well as the timeliness and quality of projects assigned by the course instructor. A standardized instrument is utilized for the evaluation of the student's performance during classroom observations. See the College of Education Internship handbook for specific College of Education criteria for completion of internship.

EVALUATION WILL OCCUR BASED ON THE FOLLOWING:

Collaborative Teacher (RSCG K-6, 6-12, and K-12) and Early Childhood Special Education (RSEG):

- 80% - 100% of points, and acceptable in all professional dispositions = S (satisfactory)
- 0-79% of points and/or unacceptable in one or more professional dispositions = U (unsatisfactory)

In addition to meeting the College of Education criteria for internship, Special Education Program requirements for receiving an S (satisfactory) for internship are as follows:

- All assignments must be turned in.
- Revisions must be made to assignments until they are considered satisfactory by the Supervisor and/or Cooperating Teacher. Revisions are due within 3 days of receiving feedback.
- Student **MUST** demonstrate *professional dispositions* throughout the entire internship. *Any concerns regarding the intern's demonstration of professional dispositions will be shared with the Department Head and the College of Education's Field Experience Director. Interns may be assigned a U (unsatisfactory) in the course for failure to demonstrate professional dispositions regardless of supervisor and cooperating teacher classroom evaluations.*
- Final supervisor and cooperating teacher evaluations of the student must have competent ratings.
- Hard copies of attendance verification forms, evaluations, internship verification form, PWS, independent teaching lesson plans and reflections, and evidence of exit survey completion must be turned in by due date noted on calendar.

9. CLASS POLICY STATEMENTS:

A. **ATTENDANCE:** See Internship Handbook. **ANY absence must be excused. Students must call supervisor and cooperating teacher on cell phone to inform of absence in advance. All absences must be made up prior to the end of the final examination period.** At the discretion of individual supervisors, verified absences may be excused under unusual circumstances (see the Student Policy eHandbook at www.auburn.edu/studentpolicies). In order for the absence to be considered excusable, however, the supervisor must be in receipt of the documentation within *seven days* from the day on which the absence occurred. For internship, **all excused absences must be made up** with approval from cooperating teacher and university supervisor. **Attendance at all internship meetings is required.**

B. **EXCUSED ABSENCES:** Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student's immediate family, the death of a member of the student's immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor in advance of the

absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for ALL excused absences is required. Please see the Student Policy eHandbook at www.auburn.edu/studentpolicies for more information on excused absences.

C. ACADEMIC HONESTY POLICY: All portions of the Auburn University student academic honesty code (Title XII) found in the Student Policy eHandbook (www.auburn.edu/studentpolicies) will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

D. DISABILITY ACCOMMODATIONS: Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with office hours, an alternate time can be arranged. To set up this meeting, please contact your supervisor by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).

E. COURSE CONTINGENCY: If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and/or course assignments will replace the original materials.

F. PROFESSIONALISM: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College's conceptual framework. These professional commitments or dispositions are listed below:

- o Engage in responsible and ethical professional practices
- o Contribute to collaborative learning communities
- o Demonstrate a commitment to diversity
- o Model and nurture intellectual vitality

G. DRESS CODE: Auburn students project the image of their own emerging professionalism and the overall program. Attire that could present a health or safety problem or could be disruptive is not appropriate. With this in mind, the following rules concerning dress and grooming are mandatory for all students participating in clinical experiences, practica, and internship. These regulations are based on those of schools and early intervention programs in which graduates of the program will be working.

- (1) *Students keep their hair clean, groomed, and away from the eyes and face*
- (2) *Students wear closed-toed shoes/foot garments.*
- (3) *Students are neat and clean at ALL times.*
- (4) *Clothing is clean and in a state of good repair.*
- (5) *Clothing and personal items are free of logos, words, draws, pictures, and other images.*

EXCEPTIONS: *Auburn University related logos covering an area of less than 3 square inches.*

- (6) *Clothing covers the body in a professional manner.*
- (7) *No visible piercings or tattoos.*

I. ASSIGNMENTS: Written assignments are expected to be typewritten, grammatically accurate, free of spelling and typographical errors. Assignments are to be of a quality that would be expected of a professional. **Late assignments and revisions will lose 10% of the possible points for each day it is late.** For example – an assignment turned in less than 24 hours from the due date or revision date will lose 10% of the possible points. Submissions received more than 24 hours but less than 48 hours from the due date or revision date will lose 20% of the possible points, and so on.

DE Students' FOUR 15 minute each Video Tapes of Teaching Lessons and Lessons Revised after self-evaluation and discussion with Cooperating Teacher and provide Cooperating Teacher's input in evaluation.

1st, 2nd, 3rd, and 4th 15 min Video Tapes of Teaching Lessons and Lessons Revised after self-evaluation and discussion w Cooperating Teacher

****** If any of the four required "15 min Video Tapes of Teaching Four Lesson Plans" are late or all components listed below are not completed and submitted, student could receive a grade of "U".***

1st 15 min Video Tape of Teaching Lesson

- Intern will video tape him/her teaching 15 min lesson plan.
- Intern will have lesson plan nearby to edit as teaching;
- Intern will include the following components in 15 min video tape:

20 points

- Intern will teach Introduction of Content to SS;
- Intern will model for SS and have SS demonstrated back to Intern what SS' are learning. *Checking for understanding, clarification, & reteaching;*
- Intern will demonstrate evaluation technique to verify that SS are learning content information;

20 points

- Intern will review and self-evaluate his/her 15 min video tape of lesson;
- Intern will discuss self-evaluation with Cooperating Teacher;
- Intern will seek input and feedback from Cooperating Teacher;

10 points

- Intern will submit self-evaluation Canvas & Cooperating Teacher's input;
- Intern will submit Lesson Plan ***used with revisions*** and input on it to Canvas;
- Intern will mail DVD to University Supervisor following self review & evaluation w Cooperating Teacher.