



UNIVERSITY *of* ALASKA
ANCHORAGE

College of Education
Department of Counseling & Special Education



EDSE 695 E/S Intern Handbook

(Including Mentor Teacher Information)

2007-2008
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TO THE INTERN:

Welcome to EDSE 695 Advanced Internship, the final phase of your special education training program. This internship is offered as two options:

- A. Half-day placement, 5 days per week over two (2) semesters (3 credit hours each semester), or
- B. Full-day placement, 5 days per week over one (1) semester (6 credit hours).

Pre-requisite Requirements

To enter EDSE 695:

1. You must be accepted into the special education master's degree program,
2. Prior to the start of fieldwork in elementary or secondary classrooms, candidates must be fingerprinted and have completed background checks.
3. The Internship Supervisor of the Department of Special Education will have approved you to register for EDSE 695, and
4. You will have undertaken preliminary arrangements to be placed in an appropriate school.

The Internship Supervisor of the Department of Special Education at UAA will have had contact with your district special education director, school principal and special education mentor to confirm all arrangements.

To have entered the Special Education endorsement program, you must have a Type A teaching certificate. It is important to note that your endorsement in Special Education will be for the same level as your Type A certificate. That is, if your current endorsement is K-6, you will receive a K-6 special education endorsement, K-8, a K-8 endorsement, 7-12, a 7-12 endorsement. In the case of people certified K-12, they will be endorsed K-12 *but they must successfully complete both an elementary and a secondary Internship experience.*

CEC Code of Ethics for Educators of Persons with Exceptionalities

In this program, we support the Council for Exceptional Children's (CEC) code of ethics, as follows:

We declare the following principles to be the Code of Ethics for educators of persons with exceptionalities. Members of the special education profession are responsible for upholding and advancing these principles. Members of The Council for Exceptional Children agree to judge and be judged by them in accordance with the spirit and provisions of this Code.

1. Special education professionals are committed to developing the highest educational and quality of life potential of individuals with exceptionalities.
2. Special education professionals promote and maintain a high level of competence and integrity in practicing their profession.
3. Special education professionals engage in professional activities that benefit individuals with exceptionalities, their families, other colleagues, students, or research subjects.
4. Special education professionals exercise objective professional judgment in the practice of their profession.
5. Special education professionals strive to advance their knowledge and skills regarding the education of individuals with exceptionalities.
6. Special education professionals work within the standards and policies of their profession.
7. Special education professionals seek to uphold and improve where necessary the laws, regulations, and policies governing the delivery of special education and related services and the practice of their profession.
8. Special education professionals do not condone or participate in unethical or illegal acts, nor violate professional standards adopted by the Delegate Assembly of CEC.

The Council for Exceptional Children. (1993). *CEC Policy Manual, Section Three, part 2 (p. 4)*. Reston, VA: Author. Originally adopted by the Delegate Assembly of The Council for Exceptional Children in April 1983.

CEC Requirements

Interns and mentors are referred to the CEC website (www.cec.sped.org) for detailed explanation of the 10 standards and the list of knowledge and skills proposed by the Council. In this program, we use CEC guidelines for knowledge and skills as the basis of our evaluation criteria for Intern competence.

CEC Knowledge and Skill Base for All Beginning Special Education Teachers of Students in Individualized General Curriculum

Special Education Standard #1:	Foundations
Special Education Standard #2:	Development and Characteristics of Learners
Special Education Standard #3:	Individual Learning Differences
Special Education Standard #4:	Instructional Strategies
Special Education Standard #5:	Learning Environments and Social Interactions
Special Education Standard #6:	Communication
Special Education Standard #7:	Instructional Planning
Special Education Standard #8:	Assessment
Special Education Standard #9:	Professional and Ethical Practice
Special Education Standard #10:	Collaboration

You will use these 10 standards as the organizational framework for your Professional Portfolio

Attendance Requirements

- ❖ EDSE 695 requires a total of 6 credit hours (i.e. two semesters of 3 credits each or one six-hour semester) for a total of 500 hours of practicum experience.
- ❖ It is the school calendar, *not* the university calendar, which determines the attendance at the school.
- ❖ The total of 500 hours will involve full-time responsibilities as a special education teacher (within district policy).
- ❖ Typically, Interns are not paid during their Internship, although some school districts give a waiver and permit Interns to work as Special Educators and be paid as teachers. Interns are expected to arrive on time and be present at the Internship site every day the school is in session. They should take holidays according to the school district calendar, not according to the university calendar for the duration of the Internship. In addition, Interns should follow school district and building policies with respect to arrival and departure times and participation in other duties (e.g., lunch supervision, recess duty, bus duty, detention supervision, Parent-Teacher conferences, and extra-curricular responsibilities).
- ❖ Mentors and Interns are responsible for ensuring that Interns complete ALL the required hours for each experience. The Mentor teacher will be required to submit a form testifying that the Intern completed the appropriate number of hours (250 for a 3-credit Internship and 500 hours for a 6-credit Internship). The Intern will maintain a weekly diary to be signed by the mentor teacher.
- ❖ No more than two (2) excused absences are permissible per semester to receive a passing grade in EDSE 695. Interns are not required to make up time for official school closings due to weather conditions, natural disasters, or other emergencies.

Intern Behavior & Decorum

Interns are expected to demonstrate professional behavior at all times during the internship experience. This means:

- ❖ Arriving and departing from the internship site as determined by the mentor teacher and the university supervisor.
- ❖ Showing respect for all faculty and staff at the school site (remember, you are a guest on campus)
- ❖ Presenting yourself in a positive manner (refraining from challenging, confrontational, and/or negative interactions with faculty, staff, students, and/or parents)
- ❖ Resolving any disagreements and/or misunderstandings in a positive, professional manner, involving the university supervisor if needed.

Denial of or Removal from Internship

The following policy concerning professional behavior of students is the standard for an Internship.

Teachers:

“In addition to completing all coursework satisfactorily, the student must demonstrate the ability to assume the responsibility required of a professional educator and the personal characteristics and ethical standards essential to effective working relationships with others. Students who have violated ethical standards which prohibit professional certification will not be admitted nor allowed to continue in the endorsement program.”

University students may be denied enrollment in or removed from the Internship experience for the following reasons:

1. Physical abuse of pupils, including hitting, shoving, hair pulling and other acts that cause physical pain.
2. Psychological abuse of pupils, including teasing, ridiculing, sexual harassment, and other acts that result in humiliation or loss of self-esteem.
3. Lack of cooperation or the refusal to perform reasonable duties assigned by the building principal, the host teacher, or the university supervisor.
4. Criminal activity (e.g., shop lifting, selling drugs).
5. Attending Internship under the influence of alcohol or illegal drugs.
6. Other behaviors that are unacceptable for teachers as outlined in the state code or specified in the policies of the school district.

Mentor teachers or university supervisors who, (a) observe the Intern engaging in any unacceptable activities, (b) are informed that others have observed the individual engaging in these activities, or (c) acquire evidence that the individual has engaged in these activities, will inform the Teacher Education Department Chairperson immediately. The Chairperson will suspend the Internship as soon as notification is made, inform all parties of the suspension, and schedule a conference with the Intern and university supervisor to investigate any charges. If adequate evidence is available to document that the Intern engaged in any unacceptable activities, (s)he will be immediately withdrawn from the Internship experience and may be suspended from the endorsement program. If the charge is not substantiated, the Intern may continue the Internship experience.

Internship Grading and Evaluation Policies

EDSE 695 is a competency-based internship and, as such, is graded on a Pass/No Pass basis. A matrix will be used to assess Intern competency acquisition throughout the experience.

The scoring matrix used for each skill category is delineated below:

Initial acquisition – The Intern has performed skills at least once; needs assistance in analyzing performance strengths and weaknesses; needs assistance in developing skill.

Building Fluency – The Intern has performed skill/activity several times; is able to analyze many strengths and weaknesses; needs practice or assistance in a specific skill to develop a polished performance.

Generalizes – The Intern has performed skill numerous times with precision (95% accuracy); analyzes and simultaneously adjusts his/her own performance; analyzes and identifies changes needed in the future.

In order to earn a grade of “Pass” for EDSE 695, Interns must demonstrate *building fluency* or *generalizing* skills in 90 percent of all competencies within all 10 CEC Competency Domains.

Course Requirements (from EDSE 695 Syllabus)

First Semester Assignments (For those students in their first EDSE 695 internship taking 3 semester credits)

Getting Started: Upon beginning the first half of your internship it is expected you will spend the first few days observing the classroom, asking questions, learning the routine, getting acquainted with the students, meeting other staff, navigating around the school, and generally getting used to being a member of the special education team.

By the end of the first week you should be ready to begin working with your mentor teacher regarding assuming more instructional duties (e.g. working with individual students 1:1, working with small groups, perhaps taking over the class while the teacher is out for short periods, etc.).

After the end of the second or third week, and at the discretion of the mentor teacher, you should be assuming more and more instructional and management responsibilities, including taking over the classroom for longer periods of time (with mentor teacher monitoring and support) and assuming more planning and organizational responsibilities.

By the end of the fourth week you should be expected to be planning and teaching for the majority of the time throughout the remainder of the semester.

During the second half of your internship (particularly if you remain in your current placement) you should be able to assume a leadership role immediately. If you move to another school you may need to go through a shortened introductory period like you did during the first half of your internship.

ASSIGNMENT #1

Prepare an outline of your teaching experience to date, including a description of your experiences working and/or volunteering in a public or private educational setting. Provide thoughts about your goals within the field of special education, as well as your philosophy as it relates to children with disabilities. Complete directions will be available on Blackboard under "Discussion Board."

ASSIGNMENT #2

Conduct a functional behavioral assessment (FBA) on one child with significant emotional/behavioral concerns. Following the FBA, develop a behavior intervention plan, implement the plan, and collect data over at least a two-week period. The instructor will provide the format for the FBA and behavior intervention plan. NOTE: This assignment will require you to work collaboratively with your mentor teacher, as the FBA and intervention plan will necessitate parental involvement and approval. You are expected to take primary responsibility in planning and conducting any meetings.

ASSIGNMENT #3

Plan, conduct, and evaluate two (2) reading lessons in a small group setting. The instructor will provide a suggested lesson plan format for this assignment. For students in more remote sites where instructor visitation is not possible, one of these lessons must be videotaped. In these cases, it is the student's responsibility to arrange for necessary parental/school permissions to videotape, as well as taking responsibility for acquiring the equipment.

ASSIGNMENT #4

Plan, conduct, and evaluate an "eligibility determination" meeting. This will require you to work collaboratively with the school psychologist, classroom teacher(s), related service staff (if involved), administration, and parents. You will take primary responsibility for gathering necessary information, inviting necessary participants, conducting the meeting, followed by debriefing with the mentor teacher and providing a written reflection of the assignment to the instructor.

ASSIGNMENT #5 (ongoing)

Provide responses to Discussion Board issues posted on Blackboard. The instructor will post issues periodically, asking you to respond to critical issues in special education, typical scenarios encountered in special education, examining research, and so forth. You should check the discussion boards at least weekly for these postings. Due dates will be provided for each.

ASSIGNMENT #6 (ongoing)

You will be asked to contribute "artifacts" from your EDSE 695 experience into your portfolio.

ASSIGNMENT #7 (periodically)

We will have six Elive sessions during this semester. Students are expected to attend and actively participate in these Elive classes.

ASSIGNMENT #8

Administer, score, and interpret a standardized, norm-referenced test.

Second Semester Assignments (For those students in their second EDSE 695 internship taking 3 semester credits)

ASSIGNMENT #1

Plan, conduct, and evaluate two (2) math lessons in a small group setting. The instructor will provide a suggested lesson plan format for this assignment. For students in more remote sites where instructor visitation is not possible, one of these lessons must be videotaped. In these cases, it is the student's responsibility to arrange for necessary parental/school permissions to videotape, as well as taking responsibility for acquiring the equipment.

ASSIGNMENT #2

Plan, conduct, and evaluate an "Initial Placement IEP" meeting. This will require you to work collaboratively with the school psychologist, classroom teacher(s), related service staff (if involved), administration, and parents. You will take primary responsibility for gathering necessary information, inviting necessary participants, conducting the meeting, followed by debriefing with the mentor teacher and providing a written reflection of the assignment to the instructor.

ASSIGNMENT #3

Assume primary responsibility for planning and facilitating an "Annual Review" meeting, followed by debriefing with the mentor teacher and providing a written reflection/evaluation to the instructor.

ASSIGNMENT #4

Assume primary responsibility for planning and facilitating a "3-Year Reevaluation" meeting, followed by debriefing with the mentor teacher and providing a written reflection/evaluation to the instructor.

ASSIGNMENT #5 (ongoing)

Provide responses to Discussion Board issues posted on Blackboard. The instructor will post issues periodically, asking you to respond to critical issues in special education, typical scenarios encountered in special education, examining research, and so forth. You should check the discussion boards at least weekly for these postings. Due dates will be provided for each.

ASSIGNMENT #6 (periodically)

We will have six Elive sessions during this semester. Students are expected to attend and actively participate in these Elive classes.

ASSIGNMENT #7

Administer, score, and interpret a standardized, norm-referenced test.

Single Semester Full Time Assignments (For those students taking all 6 hours of EDSE 695 during a single semester)

ASSIGNMENTS: Both first and second semester assignments are required.

General Assignment Timelines

Assignment Details	1 st sem (3 cr.)	2 nd sem (3 cr.)	Full sem (6 cr.)	Week Due to UAA
Outline of teaching experience, etc.	+		+	1
Functional Behavioral Assessment + Behavior Plan	+		+	10
Testing Session	+	+	+	6+
Plan, conduct, evaluate 2 reading lessons	+		+	5, 7
Consultation/collaboration with regular classroom teacher	+	+	+	3+
Plan, conduct, evaluate Eligibility Determination meeting	+	+	+	4+
Discussion board responses	+	+	+	Weekly, ongoing
Portfolio	+	+	+	Ongoing
Elive	+	+	+	See schedule
Plan, conduct, evaluate 2 math lessons		+	+	5,7
Plan, conduct, evaluate an Initial IEP meeting		+	+	3+
Plan, conduct, evaluate an Annual Review meeting		+	+	3+
Plan, conduct, evaluate a 3-Year Reevaluation meeting		+	+	5+
*Daily log of teaching activities Copies of student work for portfolio	+	+	+	Ongoing, weekly
*Review weekly progress in competency and student progress	+	+	+	Ongoing, weekly
*Intern submits weekly diary of hours completed for Mentor signature	+	+	+	Ongoing, weekly
*Bi-weekly meeting with Mentor and observations for improvement	+	+	+	Ongoing, bi-weekly

*All these reviews should be added to your portfolio. Keep the points simple and include only the most relevant

TO THE MENTOR

First and foremost, thank you for offering to serve as a mentor in EDSE 695 Advanced Internship. Your guidance as a professional role model during this practicum experience is very much appreciated by the university supervisor and the intern alike.

The mentor teacher provides a key role in the development of the Intern's skills as a special education teacher (see "Getting Started," pg. 5). Mentor teachers are experienced teachers in elementary, middle, or high school special education. They should have at least 3 years of teaching experience and are chosen based on demonstrated skills in their areas of expertise. Most mentor teachers have Masters' degrees, although it is not a requirement. The mentor teacher acts as the title suggests – as a mentor who can share professional experiences and guide Interns through acquisition of the required competencies.

The mentor teacher has three primary responsibilities:

1. Facilitate Partnerships
 - a. Mentors will help interns become familiar with school district practices and policies.
 - b. Mentors will communicate regularly with university personnel to keep them abreast of the Intern's progress.
 - c. Mentors will familiarize themselves with internship expectations and program outcomes.
 - d. Mentors will recommend appropriate activities and to increase the breadth and depth of the intern's experiences.
2. Facilitate Development of Competence
 - a. Mentors will serve as mentors for interns.
 - b. Mentors will model a variety of teaching strategies and other professional behaviors.
 - c. Mentors will enable interns to participate in activities that will allow them to demonstrate required competencies.
 - d. Mentors will coordinate district experiences with university partners to enable interns to complete program outcomes.
 - e. Mentors will observe interns regularly and provide feedback, suggestions, and guidance regarding daily routines, special education policies and procedures, and local and building level practices.
3. Participate in Supervision and Evaluation
 - a. Mentors will observe the intern at least once per week, give formal feedback, and review intern's progress with university supervisors.
 - b. Mentors will collaborate with the intern and university supervisor in completing the midterm and final evaluations.
 - c. Mentors will contact university supervisors with all questions, suggestions, or concerns.

Matrix of Intern, Mentor, and University Supervisor Responsibilities with General Timelines

Topic	Week Due	Intern	Mentor	Univ. Super.
Outline of teaching experience	1	+		+
Consultation/collaboration with regular classroom teacher	3+	+	+	
Plan, conduct, & evaluate reading and math lessons	5, 7	+	+	+
Plan, conduct, evaluate various IEP meetings	As scheduled	+	+	
Testing Session	6+	+	+	
Functional Behavioral Analysis	10	+		+
Discussion Board responses	Ongoing	+		+
TaskStream portfolio	Ongoing	+		+
Audioconferences	Ongoing	+		+
Daily log of teaching activities	Ongoing	+		+
Review weekly progress in competency and student progress	Ongoing	+	+	
Intern submits weekly diary of hours completed for Mentor signature	Ongoing	+	+	
Bi-weekly meeting with Mentor and observations for improvement	Ongoing	+	+	
Internship Progress Report	Midterm		+	+
Final evaluation report	End of semester		+	+

Within the first few days of the practicum experience, the intern will ask you to complete two forms. The first form [**Mentor Teacher Information Form**] provides contact information, along with a brief description of your training and experience in special education. The second form [**Internship Partners' Demographic Information**] provides contact information for the intern, the mentor teacher, and the principal. Feel free to keep a copy of these two forms, but the originals need to be returned upon completion to:

Teresa Bunsen, Ph.D.
Counseling & Special Education
University of Alaska Anchorage
3211 Providence Dr., PSB #225
Anchorage, AK 99508

Forms needed by the Mentor teacher are found on the following pages:

1. Clock Hours of Internship Attendance form
2. Lesson Plan Evaluation form
3. IEP Meeting Evaluation form
4. Testing Session Evaluation form
5. Professional Dispositions of Educators' checklist
6. Internship Progress Report form
7. Final Evaluation Report form



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3211 Providence Drive, PSB 225, Anchorage, AK 99508-4614

Special Education Internship
Clock Hours Form

Candidate _____ Semester/Year _____

Mentor _____ Credits: 3 6

School _____ District _____

Week # Week begins(date) Hours Completed Absences (hours) Mentor's Signature

1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				

Total Hours for the Semester: _____



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Special Education Program
LESSON PLAN EVALUATION FORM

Intern Name: _____ Student ID #: _____ Date: _____

Evaluator: _____ Signature: _____

Description of classroom: _____ Number of Students: _____

Rating Guidelines:

NO - Not Observed;

1 - Implemented activity/behavior but needs substantial improvement;

2 - Implemented activity/behavior but needs some improvement;

3 - Implemented activity/behavior successfully

	NO	1	2	3
1. Written lesson plans				
▪ Lists student goal(s) from IEP				
▪ Lists behavior objective(s) from IEP				
▪ Lists lesson outcome(s) incorporating (1) the conditions under which the performance will be observed, (2) the specific academic skill(s), and (3) the criterion level for passing				
▪ Lists prerequisite skills that the student needs to be successful for this lesson				
▪ Indicates how the student's prerequisite skills were assessed and the results of the assessment				
▪ Materials needed				
• Lists all materials needed for the lesson				
• Attaches grading/evaluation guidelines to be used				
▪ States current learning stage level of student(s)				
• Maintenance Phase of Learning				
• Generalization Phase of Learning				
• Problem Solving Adaptation				
▪ Scripts lesson in detail identifying direct instruction, guided practice, independent practice, and feedback to students and lists some specific questions to be used for checking for understanding				

	No	1	2	3
2. Teaching Sequence in the Classroom				
❖ Introduction				
❖ Introduces content by relating it to previous content				
❖ Solicits students' input/comments (motivation for learning)				
❖ Discusses agenda for day/session				
❖ States Expectations for Behavior AND Performance (student outcomes)				
❖ Uses Direct instruction				
❖ Presents content in a logical order				
❖ Incorporates an appropriate content activity				
❖ Maintains an appropriate instructional pace for students				
❖ Provides explanations/information to students				
❖ Models skills/activities at least once				
❖ Highlights main points of content				
❖ Incorporates a variety of instructional strategies to meet needs of diverse learners				
❖ Checks for understanding (CFU) periodically throughout lesson				
❖ Re-teaches information if necessary using appropriate modifications				
❖ Guided practice				
❖ Guides students appropriately through activity				
❖ Re-teach/ or use appropriate corrective strategies as needed				
❖ Solicits responses from all students				
❖ Correctives, feedback & praise				
❖ Gives specific praise related to activity/content				
❖ Gives at least 4 positive comments for each corrective				
❖ Maintains appropriate discipline that fosters learning				
❖ Independent practice				
❖ Implements practice that is directly relevant to skills/content taught				
❖ Alerts students that seatwork will be checked				
❖ Holds students accountable for independent practice work				
❖ Monitors students appropriately				
❖ Corrects students' work				
❖ Closure				
❖ Gives students feedback regarding their work				
❖ Solicits students' input regarding learning during session				
❖ Ties lesson content to previous learning content				
❖ Review previous content				
❖ Discusses future learning content				

Special Education Program IEP Meeting Evaluation Form

Intern _____ Student ID# _____
 Evaluator _____ Location _____
 Evaluator Signature _____ Date _____
 E-Mail _____ Phone _____

Directions: Using the rubric below, rate the intern on the following behaviors/skills related to planning, conducting, and evaluating various IEP meetings.

Rating Guidelines:

- NO - Not Observed;
- 0 - Did not perform this activity
- 1 - Performed activity/behavior but needs substantial improvement;
- 2 - Performed activity/behavior but needs some improvement;
- 3 - Performed activity/behavior successfully

First, What type of meeting is being evaluated? _____ Eligibility Determination
 _____ Initial Placement IEP
 _____ Annual Review
 _____ 3-Year Reevaluation
 _____ Other (please specify) _____

NOTE: If the intern is employed by the District under a waiver, he/she should assume full control of these meetings. Interns who are not on waivers must not assume full control of meetings but work closely with the mentor teacher, who will be in charge.

	NO	0	1	2	3
. Planning the Meeting					
▪ Meeting scheduled sufficiently in advance of any compliance deadlines					
▪ Intern made required telephone and/or written contact with parent(s)					
▪ Intern clearly indicated the purpose(s) of the meeting to parent(s)					
▪ Intern was open to rescheduling meeting time and/or place if necessary					
▪ Intern invited necessary school/related services staff in a timely manner					
▪ Intern collected necessary materials for meeting (e.g.. District paperwork, student work samples, reports, etc.)					
. Conducting the Meeting					
• Intern is prepared for the meeting (necessary paperwork ready, necessary participants present, discussion issues clearly delineated, room is comfortable with sufficient seating, etc.)					
▪ Intern makes parents feel welcome, engages in friendly small-talk, etc.					
• Intern welcomes all participants and delineates the purpose of the meeting					
• Intern encourages parents to ask questions and solicits their participation					
• Intern keeps to an agenda, providing time for each participant to contribute					

Special Education
Professional Dispositions of Educators

Checklist

Intern _____ Date of Observation _____

Observer _____ Midterm Final

Intellectual Vitality	Comments & Examples
Engages in on-going professional development	
Critically examines self and work	
Promotes critical and creative thinking in students	
Engages in inquiry and research	
Asks questions and thinks critically	
Engages in collaborative intellectual work	
Collaborative Spirit	Comments & Examples
Cooperates with others	
Assists peers	
Supports decisions of the group, even if different from own.	
Inclusiveness & Equity	Comments & Examples
Listens attentively	
Considers opinion of others with an open mind	
Interacts in a polite and respectful manner	

Uses appropriate language	
Demonstrates empathy and concern for others	
Treats others equitably	
Interacts appropriately in relation to cultural norms	
Leadership	Comments & Examples
Uses appropriate strategies to respond to emotional and emergency situations	
Initiates communication to resolve conflict	
Maintains self-control	
Uses self-disclosure appropriately	
Identifies personal responsibility in conflict/problem situations	
Responds appropriately to actions and reactions of others	
Adapts to unexpected or new situations	
Maintains positive attitude when necessary changes occur	
Implements ideas suggested by others	
Is prompt	
Is reliable	
Appropriate dress/appearance	

Special Education Program Edse 695
Testing Evaluation Form

Intern: _____ Date: _____

Observer: _____ Location: _____

Signature (Observer): _____

Time: _____ Setting: _____

Directions: Observe the individual listed above at least once. Check the box representing the individual's skill level in each area. **NA** = Not Aware of activity/No Opportunity to observe. **IA** = Initial Acquisition – has performed skills at least once; needs assistance in analyzing performance strengths and weaknesses; needs assistance in developing skill. **BF** = Building Fluency – has performed skill/activity several times; able to analyze strengths and weaknesses; needs practice and assistance in a specific skill to develop a polished performance. **G** = Generalizes – has performed skill numerous times with precision (95% accuracy); analyzes and simultaneously adjusts own performance; analyzes and identifies changes needed in the future.

AREA	NA	IA	BF	G
Training				
Administered at least one test to an immature or young subject.				
Administered at least one test to a mature subject.				
Observed by another examiner who is experienced with the test.				
Can immediately and correctly pronounce all words in the test.				
Familiar with the contents of all boxes containing supplementary instructions on the examiner pages.				
Reviewed all instructions on the examiner pages for points that may have been overlooked in earlier study.				
Reached the point where concentration is on speeding up the testing process rather than primarily on correct administration.				
Administration				
Developed a seating arrangement in which the student can see only the stimulus pages but the examiner can see both sides of the test book/easel.				
Keeps the Response Booklet behind the test book and out of the student's sight.				
Able to point with left hand while recording responses with right (reversed for left-handed examiners).				
Applying the principle of selective testing whenever possible.				
Begins each new subtest by flipping to the tabbed page and reviewing the first step presented at the bottom of the page.				
Always watches where and how points on the student's page.				
Uses the exact wording for instructions given on the examiner pages/no personal modifications.				
Smiles frequently while testing and communicates in other ways to the student that working with him/her is enjoyable.				
Moves to the next item after allowing the student an appropriate but not excessive amount of time to respond to difficult questions.				



Special Education Program
INTERNSHIP PROGRESS REPORT

Intern _____

Student ID _____

Date of interim review _____

Directions:

The Intern with his/her Mentor and University Supervisor will collaboratively review and evaluate the Intern's performance in each of the Competency Domains. The Intern and his/her Support Team may review unit and lesson plans, teaching videos, formal observations, course projects, or any other documents or professional information to complete this form. The goal of this review is to provide constructive feedback regarding the Intern's relative strengths, skills requiring emphasis, and a formal evaluation of the Intern's competence level for each domain. *(Additional pages may be attached).*

Professional Dispositions of Educators checklist must be completed and attached.

Mentor's Comments regarding the Intern's progress:

Strengths _____

Areas Requiring Emphasis _____

I recommend not recommend my intern be continued in their internship.

Signatures:

Intern: _____ Date: _____

Mentor: _____ Date: _____

University Supervisor: _____ Date: _____

